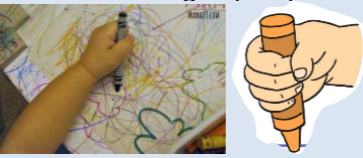




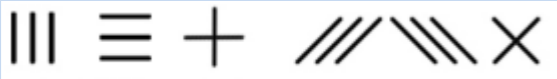
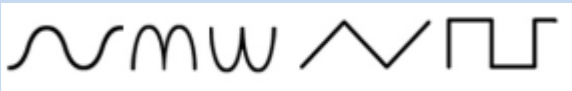

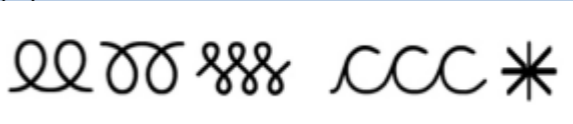


	Autumn	Spring	Summer
EYFS (2 years)			
Knowledge	I know how to use different resources. I know how to use my arms to throw.	I know that fine motor skills make my fingers stronger.	I know fine motor skills support my writing.
Skills	To scoop and pour using different resources. To throw different sized objects. To grab and drop objects from one hand.	To tear pieces of paper using our whole hands. To use the whole hand to dot paper (dabbers using a dagger grip). To manipulate play doh by squishing and squeezing using their whole hands. To pass objects from one hand to another, by hitting the midline.	To tear strips of paper using finger tips. To pinch play doh, using Tommy Thumb and Peter Pointer. To use whole hand grasp to make marks (whole hand grip crayons). To scribble. To imitate and copy vertical lines, horizontal lines and circular scribble. To use a fist grip or palmar supinate grip. 
EYFS (3-4 years)			
Knowledge	Moving my hand makes a mark. I know that if I use this hand, I find it easier to do things.	I know how to make a mark with a tool standing up, e.g. moving a paintbrush up and down on a wall. I know how to make a line up, down, around and crossing over each other on a piece of paper.	I know how to make a mark sitting down at a table. I know to use my hand to hold the paper still when making marks. I know if I hold the pencil with a three point grip near the point, I have good control.
Skills	To begin to show a preference for a hand. To dig a hole with a tool using our preferred hand. To manipulate play doh into sausages and balls. To wave flags and/or streamers. To build a tower of 9 to 10 blocks. To catch a large ball with flat hands. To put on their coat independently. To use a digital pronate grasp. 	To thread large beads. To make marks with a tool on large vertical surfaces. To use large shoulder and arm movements. To cross the midline of their body when making large marks. To copy vertical, horizontal and across lines on paper. To catch a large ball with grasped hands. 	To zip up their coat. To stabilise the paper when drawing or making marks. To hold a pencil near point in a preferred hand, using a three point grip. To cross the midline of their body when making small marks on paper. To draw a circle without a model. To catch a small ball with grasped hands. To use a static tripod grasp. 
EYFS (4-5)	Practise: Daily handwriting in RWI Sessions Weekly printed letter formation lead by an adult.	Practise: Daily handwriting in RWI Sessions Weekly printed letter formation lead by an adult. Letter Families 1. Ladder - l i t j u y 2. One armed robot - r b n h m k p 3. Caterpillar - c a o d g q e s f 4. Zig-zag - v w x z	Practise: Daily handwriting in RWI Sessions Weekly printed letter formation lead by an adult.
Knowledge	I know my fingers and hands are ready for writing. I know how to hold my pencil using the tripod grip. I know to sit in the perfect handwriting position. I know how to make pre-writing shapes, in the air, on the floor and on paper. I know how to form letters correctly, saying the mnemonic as I write. I know what my name looks like and can copy this.	I know how to hold my pencil using the tripod grip. I know to sit in the perfect handwriting position. I know how to write my name, with a capital at the beginning. I know that I need to 'start on the line, go up', before forming the letter using mnemonic.	I know how to hold my pencil using the tripod grip. I know to sit in the perfect handwriting position. I know how to form some pre-cursive letters, starting on the line and ending with a hook.

<p>Skills</p>	<p>To wake up our fingers and hand muscles. To copy a cross, square, right and left diagonal lines, X shape and triangle. To draw a recognisable face with eyes, nose and mouth. To draw a basic stick figure with 2-4 body parts. To form circle and spiral pre-writing patterns correctly; on a large scale and using pencil on paper.</p>  <p>To form lines and diagonals pre-writing patterns correctly; on a large scale and using pencil on paper.</p>  <p>To form jellies and zig-zags pre-writing patterns correctly; on a large scale and using pencil on paper.</p>  <p>To sit in the perfect handwriting position:</p> <ol style="list-style-type: none"> 1. Feet flat on the floor. 2. Bottom against the back of the chair. 3. Body one fist away from the table 4. Shoulders down 5. Left/right hand holding the page 6. Left/right hand holding their pencil in the tripod grip. <p>To hold a pencil correctly by using the tripod grip:</p> <ol style="list-style-type: none"> 1. Point away the pencil 2. Pinch it near the tip 3. Lift it off the table 4. Spin it round... 5. ... and grip. <p>To write recognisable letters for all single letter sounds. To form single letter sounds correctly in print. To use the <i>Read, Write Inc.</i> mnemonic to form letters. To use a dynamic tripod grasp.</p> 	<p>To begin to write pre-cursive letters, when the children start to read <i>Read, Write Inc.</i> Ditties. Use:</p> <ol style="list-style-type: none"> 1. Start on the line 2. Go up 3. RWI mnemonic 4. And hook. <p>Pre-cursive To begin to join 'Special Friends', to show that they are stuck together as digraphs.</p>	<p>To continue to practice forming pre-cursive letters. To continue to practice joining 'Special Friends' when writing; including 'sh, ch, th, qu, ng and nk' from Set 1 and Set 2 sounds.</p>
<p>Year 1</p>	<p>Practise: Daily writing in RWI sessions Daily handwriting lessons in letter families</p>	<p>Practise: Daily writing in RWI sessions Daily handwriting lessons in letter families</p>	<p>Practise: Daily pre-cursive writing in RWI sessions 3x a week pre-cursive handwriting in letter families</p>
<p>Knowledge</p>	<p>I know how to correctly form printed single letters I know how to write capital letters I know how to correctly form numbers 0-9</p>	<p>I know how to write punctuation marks I know how to write capital letters and lowercase letters in words. I know that a capital letter cannot join to another letter. I know how to write my surname in pre-cursive. I know that an ascender is the part of the letter that goes up. I know that a descender is the part of the letter that goes down.</p>	<p>I know how to join some letters in simple words without ascenders or descenders. I know how to join some letters with ascenders and descenders.</p>

Skills	To sit in 'perfect handwriting position' To write printed letters, without relying on the mnemonic.	To correctly form punctuation marks. Integrating capital letters with lowercase letters in surnames and names of places.	To form loopies and waves correctly; on a large scale and using pencil on paper. 
Year 2	Practise Daily	Practise Daily	Practise Daily
Knowledge	I know that letters can join together horizontally from the top of the letter.	I know that some words have diagonal and horizontal joins.	I know how to write sentences with cursive writing.
Skills	To join letters with a diagonal join without ascenders or descenders.	To write words with diagonal and horizontal joins. To join letters with ascenders and descenders.	To use diagonal and horizontal joins in words when writing sentences. To increase fluency and speed of writing
Year 3	Practise: Daily	Practise: Daily	Practise: Daily
Knowledge	I know that letters are joined with diagonal and horizontal strokes. I know which letters should be joined and which should not.	I know my writing needs to be legible. I know how to make my writing is legible.	I know my handwriting needs to be consistent.
Skills	To use the diagonal and horizontal strokes that are needed to join letters. To understand which letters, when next to one another, are best left unjoined. To improve legibility, consistency and quality of handwriting	To ensure downstrokes are parallel and at equal distance. To ensure ascenders and descenders of letters do not touch.	To write legible sentences. To ensure consistency of letters and words.
Year 4	Daily		
Knowledge	I know how to write fluently, which can be read by others.		
Skills	Continue to build on producing fluent, consistent and legible handwriting. To practice and consolidate Using joined writing throughout independent writing.		
Year 5	Daily		
Knowledge	I know how to write fluently and with increasing speed, which can be read by others. I know which writing implement to use for different tasks.		
Skills	To write legibly, by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. To increase the speed of handwriting, so that problems with forming letters do not get in the way of their writing down what they want to say.		
Year 6	Daily		
Knowledge	I know which style of writing (cursive or print) to use for different purposes.		
Skills	To use an unjoined style for labelling a diagram or data, writing an email address, or for algebra. To use capital letters for filling out a form.		