

To ensure that our intent transfers into everyday classroom practice, our pedagogy and subject specific CPD is based on the Rosenshine Principles (incorporated within Plymouth CAST Principles Teaching and Learning) and Ebbinghaus' Forgetting Curve theory. This ensures that subject content is expertly delivered. We also deliver individualised coaching to all teachers to continually improve our practice.

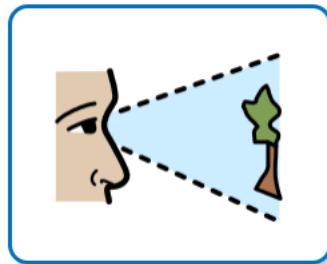
Core concepts in Handwriting

Motor Skills



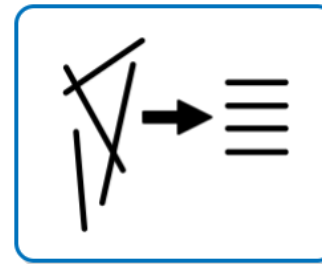
Fine and gross motor control, hand dominance and grip, letter formation

Visual Perceptual Skills



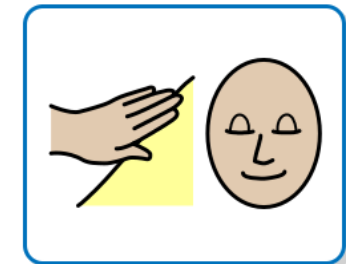
Eye-hand co-ordination, spatial awareness, visual memory

Executive Functioning



Planning and sequencing, attention and focus, self-monitoring

Sensory Processing



Proprioception, tactile input and managing sensory input to stay calm and co-ordinated

We use the Letterjoin programme to teach letter formation in EYFS.

In Y1, we use Letterjoin to teach handwriting through the printed method.

In Y2, the prerequisite skills for cursive handwriting are introduced using Letterjoin to teach the correct cursive letter formation and then letter joins.

In KS2, Letterjoin is used to teach handwriting through the cursive method

Lesson Timetabling

Reception	Y1	Y2	Y3	Y4 - Y6
Daily whole class 5 minute handwriting lesson with independent practice in adult led activity during continuous provision.	3 x 10-15 mins per week	3 x 20 min per week	2 x 20 mins per week	2 x 20 mins per week

Lesson Delivery Structure in Writing

Introduction

- Warm up activity

Model

- Teacher models correct letter formation or join for that day's lesson exemplifying common errors
- Pupils practice this following the I do, we do, you do model
- Teacher provides in the moment feedback

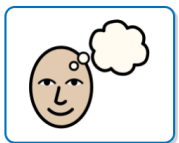
Reflection

- Reflect on learning and feedback from the teacher.



Some of the **adaptations** we make to learning in Handwriting for pupils are as follows:

- Adaptive tools: pencil grips, weighted pens, sloped writing boards or wider lined paper
- Postural support: correct seating and desk height to promote stability and reduce fatigue
- Pre-writing practice: playdough, threading, pegboards
- Tactile learning: forming letters in sand, shaving foam or with textured cards
- Visual cues: writing frames, highlighted lines or colour-coded guides to support spatial awareness
- Auditory reinforcement: Use rhymes or chants to help pupils remember letter formation sequences
- Breaking down tasks into smaller manageable stages with clear modelling
- Explicit strategy instruction
- Memory aids: Visual prompts, alphabet mats or handwriting checklists
- Personalised targets
- Positive reinforcement to build self-esteem



We **extend** learning in Writing by:

- Encouraging pupils to practise joined handwriting once letters are secure
- Deepening purpose by linking handwriting tasks to creative writing, prayers or personal journals
- Allow pupils to explore personal flair once core legibility is secure



The Writing curriculum is **enriched** for all pupils through:

- Embedding handwriting across subjects so pupils see its value everywhere
- Giving children ownership and pride, so handwriting becomes a lifelong tool for communication and creativity