

Read, Write, Inc Handwriting Learning Sequence Overview

Nursery

Gross Motor Skills	Fine Motor Skills	Pen grip	Handwriting
<p>A range of activities provided through provision including:</p> <ul style="list-style-type: none"> • Ball skills • Bikes/scooters • Large scale construction • Dance • Obstacle courses • Outdoor sand resources • Painting outdoors on vertical surfaces 	<p>A range of activities provided through provision including:</p> <ul style="list-style-type: none"> • Playdough • Mark making • Scissors • Loose parts • Tweezers • Threading • Paint • Chalk <p>Fine motor skills are also encouraged through independence focused tasks such as: using cutlery, zips, buttons and Velcro on shoes.</p>	<p>Children may have a range of pen grips:</p> <ul style="list-style-type: none"> • Palm or fist grip • Digital pronate grip • Four finger grip • Tripod grip <p>Children to work towards using a tripod grip.</p> <p>Children may also be working towards selecting a dominant hand.</p>	<p>Children are exposed to the RWI frieze pictures and handwriting phrase for each letter.</p> <p>RWI sound mats provided in the writing area.</p> <p>Name cards for each child available and correct letter formation modelled by adults.</p>

Reception

Gross Motor Skills	Fine Motor Skills	Pen grip	Handwriting
<p>A range of activities provided through provision including:</p> <ul style="list-style-type: none"> • Ball skills • Large scale construction • Dance • Obstacle courses • Outdoor sand resources • Painting outdoors on vertical surfaces • Weekly PE sessions • Steps and rocks to climb outdoors 	<p>A range of activities provided through provision including:</p> <ul style="list-style-type: none"> • Playdough • Mark making • Scissors • Loose parts • Tweezers • Threading • Paint • Chalk <p>Fine motor skills are also encouraged through independence focused tasks such as: using cutlery, zips, buttons and Velcro on shoes.</p> <p>Daily dough disco sessions take place during the first half term.</p>	<p>Children may have a range of pen grips:</p> <ul style="list-style-type: none"> • Palm or fist grip • Digital pronate grip • Four finger grip • Tripod grip <p>All children to work towards using a tripod grip with additional support if needed: pen grips and triangular pencils.</p>	<p>Daily handwriting sessions take place in Reception. Using the RWI handwriting scheme children focus on one sound each day with adults modelling first and then children writing in unlined books.</p> <p>Adults use the handwriting phrase for each letter to model correct letter formation and encourage children to 'visualise to memorise'.</p> <p>Additional handwriting takes place during each phonics session linked to the sound taught each day.</p> <p>RWI sound mats used to support independent writing in provision.</p>

KS1

RWI Handwriting

Year 1	<p>Children in Y1 complete daily RWI Handwriting sessions using the stage 2 letter village films.</p> <p>At Stage 2, we now group letters that have a similar formation:</p> <p>a d g o c q u y b p h n m r e s f i l t k j v w x z</p> <p>Children are encouraged to 'visualise to memorise' the shape of each letter.</p> <p>Sponge cake layers are introduced to teach the different size of letters and their position on the line. Children write in lined books.</p> <p>Additional handwriting takes place during each phonics session linked to the sound taught each day.</p> <p>RWI sound mats used to support independent writing in class.</p>
Year 2	<p>Children in Y2 continue to complete the stage 2 letter village films to ensure all children are able to write each letter using the correct formation and size/position on the line.</p> <p>When ready children will begin to learn joined up handwriting using two joins: the hill and the bridge. There are three variations of each join:</p> <p>Hill: hill to jam, hill to top sponge and hill to sister letter.</p> <p>Bridge: bridge to jam, bridge to top sponge and bridge to sister letter.</p> <p>We teach children that all letters are joined with the 'hill' or 'bridge' join with the exception of g, j, q, y and z.</p> <p>We modify some letters to allow them to join. For example, r, e and s.</p> <p>Children continue to use the sponge cake layers to teach the different size of letters and their position on the line. Children write in lined books.</p> <p>Additional handwriting takes place during each phonics session linked to the sound taught each day.</p> <p>RWI sound mats used to support independent writing in class.</p>