

WRITING AT HAWKESBURY SCHOOL

(An EVEN year is one that starts in the September of year ending in an even number)

We use writing toolkits to support our story work. These contain key skills that are addressed in our lessons so that our young writers can refine their writing craft year on year. The toolkits cover a range of different story types, including action, characterisation, suspense, dialogue, description, settings as well as openings and endings. Each toolkit has a range of age-appropriate skills that is built upon when it is revisited as pupils move up the school.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
WRENS	Fiction: The little Red Hen, The Enormous Turnip, Whatever Next Non-fiction: Information sentence – famous people (Captain Sir Tom Moor, Guy Fawkes)		Fiction: Stickman, Supertato Non-fiction: Non-Chronological report on Chinese New Year, Poetry – seasons		Fiction: Dogger Non-fiction: Recount - Westonbirt trip, Explanation on life cycles (butterfly), Instructions	
ROBINS Even year	Narrative: Characterisation Non Chronological Report	Narrative: Description Instructions	Narrative: Openings and Endings Letter	Narrative: Settings Instructions	Narrative: Suspense Diary Entry	Fairy tale: Dialogue Explanation
ROBINS Odd Year	Fairy tale: Characterisation Narrative: Settings Diary Entry	Narrative: Characterisation	Narrative: Openings and Endings Letters	Narrative: Description Poster Instructions	Narrative: Dialogue Recount	Narrative: Settings Non-fiction: Non-chronological Report
SWALLOWS Even year	The ... that banned daylight (Dialogue) Instructions to ban daylight Journey Story (Settings)	Persuasive leaflet to join HU/IA ... and the place between (Settings/suspense)	The ... and the ... (Openings/endings) Newspaper reports	Recipes	... and the ... (characterisation/action) Formal letter Point of view story (Settings)	Non-Chronological report Plastic problems

SWALLOWS Odd year	Journey story (Openings/Endings) Recount	The Secret of (Action) Newspaper report Natural disaster	The Lost Homework (Different tasks) (Dialogue) Biography	The ... of the ... (Wishing tale) (Characterisation) Persuasive letter	... Road (Portal Story) (Settings) Non-Chronological report Made up plant	The Dark (Different solution) (Suspense) Instructions to make shadow puppet
HAWKS Even year	Defeating the monster: Science fiction – characterisation focus Explanation How does day turn into night?	Portal story – setting focus Balanced argument Should we have a park and ride in our village?	Rags to riches tale – suspense focus Instructions/explanation: How to make a kit for homeless people	Journey tale – dialogue focus Non-chronological report Brazilian comparison	Losing tale – openings and endings focus Persuasion Holiday in local area Art review – art exhibition (short burst write)	Warning tale (pirates) – description focus Recount Residential/Y6 memories
HAWKS Odd year	Greek Mythology story Information Text Poetry	Diary Persuasive/argument writing	Journey story Explanation/Instructions	Portal story Recount	Character Change Story Letter writing	Wishing story Biography

WRITING SKILLS

The National Curriculum provides the programme of study that is taught in Key Stages 1 and 2. This can be found using the link below:

[English programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/English-programmes-of-study-key-stages-1-and-2.pdf)

HANDWRITING

This shows our agreed approach to teaching handwriting.

WREN CLASS

Statutory Framework for the Early Years Foundation Stage (2021)

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed

Our agreed approach:

- Pupils will print letters in the Wrens.
- Follow the guidance provided by Unlocking Letters and Sounds
- No lead-ins or lead-outs
- No digraph joins
- No curls for g and y

YEAR 1

National Curriculum 2014

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Our agreed approach:

- Year 1 pupils to join letters if ready.
- Not all pupils will be ready to join; they should join when appropriate for them.
- No lead-ins, just lead-outs
- Loops for g and y
- Digraphs and trigraphs should be joined.
- Handwriting should be practiced regularly each week (during phonics sessions)

YEAR 2**National Curriculum 2014**

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Our agreed approach:

- Year 2 pupils to join letters.
- Not all pupils will be ready to join; they should join when appropriate for them.
- No lead-ins, just lead-outs
- Loops for g and y
- Digraphs and trigraphs should be joined.
- Handwriting should be practiced regularly each week (during phonics sessions)

YEAR 3 AND 4

National Curriculum 2014

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Our agreed approach:

- Pupils should practice their handwriting as part of their spellings sessions.

YEAR 5 AND 6

National Curriculum 2014

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Our agreed approach:

- Pupils should practice their handwriting as part of their spellings sessions.



Unlocking Letters and Sounds

Handwriting

Letter Formation for Lower Case Letters

Letters	Patter
Curly letters	
<i>c</i>	Around the curl to sit on the line
<i>a</i>	Around, up, down and flick
<i>d</i>	Around, all the way up, down and flick
<i>s</i>	Up and over, around the other way
<i>g</i>	Around, up, down and a tail
<i>o</i>	Around all the way
<i>qu</i>	Around, all the way down, flick (see also <i>u</i>)
<i>f</i>	Over and down, pencil off, across
<i>e</i>	Across and over, curl to sit on the line

Down letters	
<i>l</i>	Down and flick
<i>t</i>	Down and round, pencil off, across
<i>h</i>	Down, up to the middle, over and flick
<i>b</i>	Down, up to the middle, round to the bottom
<i>k</i>	Down, up to the middle, loop and flick
<i>p</i>	Down, up to the top, round to the middle
<i>i</i>	Short down, flick, give it a dot
<i>j</i>	Short down, tail, give it a dot
<i>r</i>	Down, up and over
<i>n</i>	Down, up, over and flick
<i>m</i>	Down, up, over and down. Up, over, down and flick
<i>u</i>	Down, round, up, down, flick
<i>y</i>	Down, round, up, down, give it a tail

Letters	Patter
Zigzag letters	
<i>v</i>	Down, up
<i>w</i>	Down, up, down, up
<i>x</i>	Across and across
<i>z</i>	Straight, across, straight

Particular misconceptions to look for are:

σ the pencil stroke must be anticlockwise, not clockwise

d the pencil must start in the middle, not at the top

m and n there must be an initial down stroke

Letter Name	Formation
A	Down, down, lift and across.
B	Down, up, round to the middle, round to the bottom.
C	Around the curl to sit on the line.
D	Down, up, round to the bottom.
E	Down, back to the top and across, to the middle across, to the bottom across.
F	Down, back to the top and across, to the middle across.
G	Round from the top, curl along the line, up and down. Lift and across.
H	Down, lift, space and down. Across the middle to join.
I	From the top to the bottom, lift, across, across.
J	Down and curl. Lift and across.
K	Down, lift, diagonal into the middle, diagonal out.
L	From the top, down and across.
M	Straight down and back up, diagonal down, diagonal up, straight down.
N	Straight down and back up, diagonal down and straight up.
O	From the top go all around the O.
P	Down and back up, around to the middle.

Letter Name	Formation
Q	All the way round. Lift, Short diagonal.
R	Down and back up, around to the middle, diagonal down.
S	Up and over, around the other way.
T	Down from the top, lift and left to right across the top.
U	Down, round and up to the top.
V	Diagonal down, up
W	Down, up, down, up
X	Across and across.
Y	Diagonal down, diagonal to the middle.
Z	Straight, across, straight.