

Handwriting at St. Monica's



2024/25

National Curriculum Expectations

Statutory requirements

Handwriting

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' (i.e. letters that are formed in similar ways) and to practise these.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

KS1 Writing Framework

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

KS2 Writing Framework

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Handwriting Expectations at St. Monica's

4Ps of Handwriting

Posture

Sitting back in my chair.
Back straight and leaning
slightly forward.
Feet flat on the floor.



Pressure

Pressing hard enough
that my writing is clear on
the paper that I am
writing on.



Pencil Grip

The pencil or pen is held
between the pads of my
index finger and thumb
(of my writing hand).



Paper

The paper is tilted slightly
and held steady with my
non-writing hand.



Year 1

18th March
At the Zoo

can see a bear strong lion and a
giraffe eating leaves at a tree
and a strong gorilla a baby bird sleeping
and a baby elephant swimming a slow
tortoise that's got a green shell and a
fuzzy fairy sheep a slow snail
climbing a tall tree and a bright
pink flamingo a white and black
penguin and a strong baboon with
his brown tail swinging on the branches

Friday 15th March
The Missing Dodo
Hot Write

First Oscar heard a
very loud noise out side
and it was a dodo
the dodo said his name
was Tom and that he
was looking for his baby
brother then they heard
something in the bins. Next
They rushed to the
museum and saw a pink
flamingo. Oscar had no sign
of him and then he spotted
some dodo prints After that

they went to the under
Water room can I have
Some cake said Tom
gick said Oscar. Soon
they went to the fliteflore

Year 2

Tuesday 19th March

Hot Write

On Saturday afternoon Major Dizzy was using a mouse under a rug door. How boring! The spider was crawling up the wall. When the spider was small he put the stamp back on the wall even though he put it on yesterday. The rain was falling and hit the spider he broke all his bones in his body. The rats were still nibbling on the spider's head. On Sunday evening I heard a big noise BANG! It was coming from above. The spiders fell off the wall. The stamp fell off the wall again. Major Dizzy had to put it back on the wall. It was hard to reach because there

was so much cricket. Suddenly a ^{big} spider started. I called the parent for help but he didn't listen because he had no head. From the fire I saw we thought we may lose. I wonder if we will get a medal? ✓ VM

Tuesday 19th March

Hot Write

On Monday morning Major Dizzy was still asleep in his bed. I went to check on him but the rat was crawling on the wall so I couldn't see what was happening. But when I came back he had died. I thought that was really clever. Major Dizzy had woke up so he was just putting a stamp on the wall. The spider was laying flat on the floor. The rat was nibbling on the spider's head. I felt really bad for the spider.

On a dark dark Tuesday night I heard a loud BANG! What was the sound coming from? Was it a table getting knocked over or did someone fall over. So I went to take a peek but there

I realised it was coming from a bag. Major Dizzy woke up and he was jumping around. Suddenly a piece of paper on the floor did nothing when we did anything we said so we had stamping but it didn't work. The rats were running so fast that I couldn't see. I couldn't see what was going on because he had lost his head. The spider was hiding underneath his web. The spiders were rolling and the stamp came off. All of a sudden a thin piece of paper did nothing. The floor-bowls were noisy so we kept blowing the smoke. The smoke was out but now we just needed to put the fire out. So we went to ask a cat but he couldn't see hear us because his ears were gone. So I asked Major Dizzy and he said... Ooh so we went searching for things but we couldn't find anything so we had stamping on the fire. And it finally worked!

Year 3

10: I can remember the Creation story and consider why it includes a Sabbath Day



Day one: On the first day, God created light and separated.

Day two: God created the sky.

Day three: On the third day, God created trees and plants.

Day four: On day four God created the sun and moon.

Day five: God created all life that lives in water as well as birds.

Day six: God created all other animals a humans to look after earth.

Day seven: God rested and enjoyed his creations. It became a holy day, called the Sabbath.

Tuesday 12th of December.

10- I can write a story with support

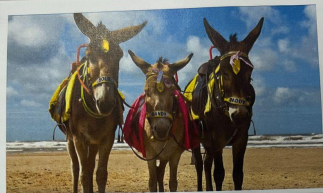
The Winters girls

Once upon a time there was a girl called Twinkle she lived in the Forest. She loved the Winter but she feels bad for her Nan because she didn't like the Winter because its too cold and she was too old. Twinkle enjoys building snowman, skiing and ice skating. She lives with Mum and Nan. One Morning Twinkle put on her coat, scarf, mittens and her warm hat and she went out side and then suddenly she saw a little pale girl grow the shadows. After that she spoke! and in a gentle voice she said "Em... my... my... my name its Rainbow what's your name?" "Oh my name is Twinkle" said in a big voice. Since then they went playing. They made beautiful snowman till Morning to night. The next Morning they went to the forest to make music on icicles it made a noise like this. Ding... danda da danda da da! Twinkle said "This is fun!" next lets go to the rain! "yes!" There were icicles everywhere. "Lets go sliding!" "Oh then!" replied Winters girl. "This is fun!" but my nan is dying because winter has lasted too long. "Oh!" Its my fault because im Winters girl! And it has been to long since I ran away from my Dad so that means I have to go! "But will I ever see you again?" "When the next snowflake." Muttered Winters girl.

Paragraphs Luciana!

Year 4

Tuesday 23rd November



10 To use prior knowledge and current understanding to independently write a diary entry. ✓ NMS

Dear diary once I went to blackpool and I went to the beach and I rode a donkey with my friend and my mum my donkey was called paddy and my friend's donkey was called solo and my mums donkey was called sandy we had a great time solo was a little bit lazy but sandy was very very fast and paddy was going at normal speed.

Paddy was a chocolate colour and solo was a light brown colour and sandy was a whitey colour they all had blue colourful eyes they had loads of jewelry on with their names on. I was really hard to get on the donkey the helper had to help me. you got a tour of the whole beach I saw some dead fish it was gross. But it was really fun and the back of the donkey was really hard. sandy started to eat the salt water which was really funny we saw very, interesting things while we were there we saw the big one and the blackpool tower it was really tall and that's all.

Lorica

11/11/23 As I heard the footsteps of the audience still coming, music started it got me excited and scared at the same time! With a swish of the curtains, the jugglers popped out as quick as a flash! Cheers erupted while the jugglers ^{skipped} and flipped around the stage. I was really enjoying it but in a second my brother said I don't believe in magic. I was a bit sad that he told me that but I didn't let that stop me believing in magic! So I just ignored him and just continued watching. Abdul Kaseem ran out into the stage and I was shocked to see him because I've always wanted to see him! He started to choose someone and I slowly raised my hand he chose me! In my mind I was jumping up and down. But before we watched one more thing. The blue elephants trunk sprayed water while the crowd giggled and cheered. So then he called me up onto the stage I walked slowly nervously, and before so I entered the mysterious box on the side of the stage I was so nervous I entered...

As I fell down, down, down, a young boy in a colourful ^{pentagon} pants ^{to} quickly ran to catch me just in time! He put me down and introduced myself to him. He introduced himself after I did. I was surprised to see him because he was Abdul Kaseem's son. ✓ see

Year 5

10: I can independently write a traditional tale

One gloomy, dark night, Willow was wandering in the mystic forest with her pet fox ginger - bread. When she stopped the ground shook and a cruel witch echoed lurking behind the towering trees a mischievous witch popped out of the trees! "Oh hello little girl" the witch as she snarled like her gaze was crumpled to paper. Willow and ginger - bread took one giant step back and ginger - bread whined! "Let us pass please" Willow said softly.

Why would I let you pass you ugly little girl the witch snarled and she took the fox, as Willow and vanished into the dark trees.

The witch teleports into her home (the dead tree trunk) and the fox whines and whines.

"Oh will you shut up your useless!" shouted the witch. The witch thinks I am going to burn him, what a great idea! After what happened, Willow cried and went home and slept. The next day the witch went into the darkest part of the forest and took ginger - bread.

A couple seconds before the cruel witch was about to burn ginger - bread the witch needed posin berries, fox and leaves.

"Oh perfect, we have a fox already!" the witch laughed. So the witch went out to find leaves and posin berries and she did find them it was a long journey she had to go through the mystic forest etc.

When the witch found a posin berry she...
DIED the forest animals carried the fox

Monday 20th November

LO = To write a traditional tale independently.



Once upon a time, there was a little girl who was living with her mother in a small cottage. Her grandmother was sick and she also lived in a cottage in the forest all alone.

Her mother suggested that she should go over to her grandmother and give her some honey, jam, butty, jam and knops. So what did she do she went on the journey to grandmother's but before she left her mother told her to stay on the path because it is

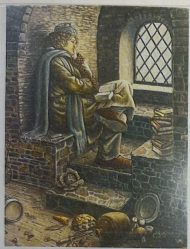
dangerous in the woods! She kept it in the back of her head but something bad happened.

On the way there a butterfly distracted her and she went into the forest. That's when a wave of terror washed over her as she heard a voice. It was a wolf who had followed her all the way to the forest. She dashed over to her grandmother's house and locked the door when she got in. Her grandmother looked different with big teeth and big eyes and ears. For a second her heart froze and she realized that it was the wolf. She screamed until a near by lumberjack ran in, got rid and killed the wolf to save little red riding hood and got her back home safely to her mother. She thanked the lumberjack and it was a happily ever after!

Year 6

Wednesday 18th October 2023

LO: To independently write a narrative with an alternative ending based on The Selkirk Giant.



For the past seven years, every afternoon after school, the children would go to their precious garden on their way home. Spotless, green grass sparkled like a tray of the finest emeralds. Glimmer danced gracefully from the trees as the bare, rich grunts where about to ripen. Birds waited desperately like they were starving for the precious special rich grunts. The pink and pearl blossoms where dancing away.

Everything was going well in the magnificent garden. ^{the} children's happy cries could be heard from miles and miles away. Spring observed the children, taking pride in his creations. Suddenly a cold draught came in through the cobbled stones. The garden's owner - the Selkirk Giant - had arrived back bringing with him a shroud of perpetual winter.

This immense creature - with his gearsome countenance - came to regain power over his garden again. Without a doubt, Spring left and made way for Winter's unruly entrance. Sitting on the wall the giant smirked at this terrible site as his heart grew colder and colder than the snow which blanketed the earth. In a moment of genius, the giant hammered up a sign saying 'trespassers will be prosecuted'.

Winter inhabited the garden for many months, - Spring and Summer attempted to go in, but yet again they did

Thursday 2nd November

LO: To write a poem contrasting an animal in the wild and in captivity.

A Leopard in the Zoo

She disappears,
Her family in rage,
Crying with no one,
In her lonely cage. ✓

She should be rolling through the forest,
Keeping her babies protected,
Searching for some food,
Desperate not to be rejected. ✓

She should be baring her fierce claws,
Defending for her health,
Hurling down her deers,
But instead her owners are earning wealth. ✓

Only for she is locked in a concrete cell,
Her heart pounding harder everyday,
She will always try to ignore other large cats,
Now she feels frightened throughout each day. ✓

She hears whispering at night,
All about, ^{temperatures}
Just surviving in cold temperatures,
She is slowly turning to stone. ✓

Tuesday 9th January

LO: I can independently write a setting description.

Independent cold write - task

Your task is to write a setting description based on this image

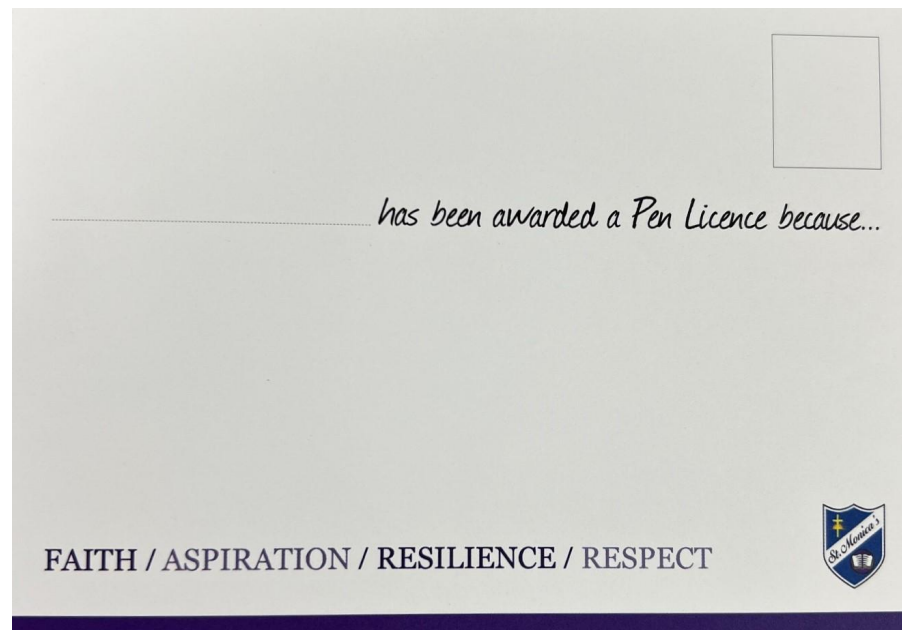


Beyond the wall layed an immense cottage hidden by the depth of the trees. In front, was a magical garden with tons and thousands of flowers beaming with joy, shining their vibrant colours. Warm mist blest at my face as I hesitated to walk into the cottage.

As I walked in, a magical sensation rushed through my body. It was warm and cozy in there, I had smelt a hint of pumpkin. Nearby, I heard some footsteps and then an old lady, she was small with grey, curly hair. She still didn't see me and as quick as she came in was as quick as she went out. The stained glass windows shone down at my feet. After I had finished investigating the cottage, I went to the tranquil, sapphire water.

The lake was crystal clear, all I was worried about was the temperature but I took a risk and jumped in. Bubbles jumped at me.

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Independent hot write - task

Your task is to write a diary entry based on Kensuke's Kingdom by Michael Morpurgo. You are to describe the events of being washed up onto the island and meeting Kensuke.

May 28th 2024

Dear diary,

What an unforgettable day. Day two on the island started with me attempting to start a fire. I was going to give up but all of a sudden I had a flame. I couldn't believe it. I actually had a flame. I ran back and forth in and out of the forest gathering debris and caches of leaves. I threw them into my fire. But suddenly an orangutan came over and stomped down next to me. I was terrified. I didn't know what this beast was capable of. So I slowly got up and left back into the forest with Stella behind me.

I decided to collect more items for my fire. Me and Stella slowly walked out of the forest. I sent my collection of leaves and twigs tumbling into the fire. Half an hour on a minute my fire had been put out. The orangutan had just put out my fire! I was so infuriated. Can you believe this diary can go wrong. I couldn't believe I was so upset. How would my mum and dad ever find me now. I gave up hope so I just flapped onto the sand and cuddled Stella. Her fluffy fur comforted me.

"Darnie!" "Darnie!" an old man yelled at me. My heart

sank into my stomach. Who was this man. I didn't recognise him. But I knew he was foreign. Chinese or Japanese. Make it ~~was~~ so I had so many questions. Diary, imagine if you was me, stranded on a deserted island. No contact, no clean clothes and no people. But worst of all you met a complete stranger. Go on, think about it. I am so scared and not calm. I just really hope mum and dad find me. Anyway, this old, diminutive and suspicious man started to talk at me. Even more "A moshajon." I told him I was English and he finally understood me.

Wait, what was he doing? I asked myself. He was drawing something or someone. It was a map of some sort but then I finally caught up. It was a map of the island and then he pointed a whole lot at one end of the island. I think he was telling me that this is my part of the island. So I agreed still unsure of all what had happened on only day 2 on the island. He had also told me his name Kensuke. His name was Kensuke.

So diary, a lot has happened today. A major lot. But now I am sitting in my little den on stored cover. I don't know why but I feel comforted in here. But I am not sure if the cave is comforting or it is just Stella's soft black and white fur. Anyway, I am going to get some sleep now. Diary, please pray that my mum and dad find me. Goodnight. LO

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Wednesday 6th November

LO: I can explore forces as push, pull or twist

A force is a push or a pull on an object. A force needs two objects, where one pushes or pulls the other to make it move. We use forces all the time to move and stop things and to make ourselves move and stop.

Push	Pull	Twist
Pushing a doorknob ✓	Pulling up your socks ✓	Wringing out a towel ✓
Pushing in a chair's chair ✓	Pulling open a box ✓	Opening a bottle cap ✓
Pushing open a door ✓	Pulling up a friend ✓	Twisting on a tap ✓
Pushing down a friend ✓	Pulling open a lid ✓	Twisting in a screw ✓
Pushing a bike ✓	Pulling out a chair ✓	Twisting a shoe lace ✓
Pushing your covers off you ✓	Pulling a pencil from a pot ✓	Twisting dough ✓
Pushing someone off a swing ✓	Pulling in your covers ✓	Twisting a yoke ✓
Pushing a pot to your friend ✓	Pulling a pencil pot to you ✓	Twist a bottle of water ✓
Pushing something in a box ✓	Pulling out a trolley ✓	Twist a hat ✓
Pushing a bottle ✓	Pulling up your shorts ✓	Twist a door handle ✓
Pushing a trolley ✓	Pulling a rope ✓	Twist a bottle of juice ✓
Pushing a boot ✓	Pulling a door ✓	Twist a leg ✓
Pushing a pen ✓	Pulling a bag ✓	Twist a poster ✓
Pushing a pencil ✓	Pulling a present ✓	Twist a bottle of wine ✓
Pushing a wheelchair ✓		

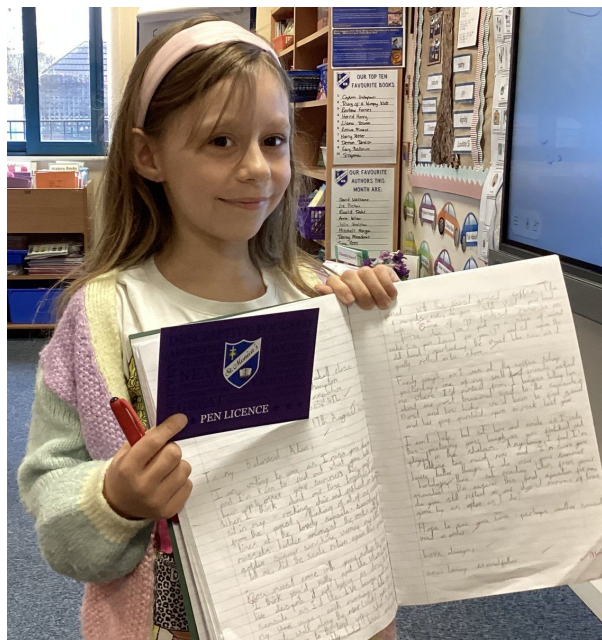
SMC: By pulling it out from under the table. By pushing it in to go under the table ✓✓LO

LO: I can understand the ~~difference~~ difference between direct speech and indirect speech.

Identifying types of speech

1. Nervously, William asked if he could have a turn on the slide. ✓
Indirect speech ✓
2. "It's my turn next," Shiya shouted as she pushed past William. ✓
Direct speech ✓
3. "Stop pushing in. You always do that!" Jacob called angrily. ✓
Direct speech ✓
4. Dad said that the children should stop arguing and just enjoy playing together. ✓
Indirect speech ✓
5. Kylie mentioned that the swings were free so maybe they should go on them instead. ✓
Indirect speech ✓
6. "I love the park," squealed Emir as he toddled towards the swings. ✓
Direct speech ✓

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