

National Curriculum for KS 1, 2, 3. September 2013

There are a number of changes to the curriculum. Below are the requirements for handwriting teaching in Y1-6 in England quoted directly from the document: *Statutory guidance National curriculum in England: English programmes of study*, published on 11 September 2013. This will be implemented from September 2014.

(Schools are not required by law to teach the content indicated as being 'non-statutory'.)

The programmes of study for writing at key stages 1 and 2 are constructed:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Quotes concerning handwriting taken from the text:

- **Pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised** ('Purpose of Study')
- **Writing also depends on fluent, legible and, eventually, speedy handwriting.** (Programmes of study and attainment targets)

Key Stages 1 & 2 Detailed requirements for Years 1- 6 in handwriting

Programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p>Key Stage 1 Year 1 Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>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</p>
<p>Key Stage 1 Year 2 In writing, pupils at the beginning of year 2 ... should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, 	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>

<p>orientation and relationship to one another and to lower case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. 	
<p>Lower Key Stage 2 Years 3-4 Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p>	
<ul style="list-style-type: none"> • 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, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters (non-statutory) 	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
<p>Upper Key Stage 2 – Years 5-6 Pupils should be able to write down their ideas quickly. By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7</p>	
<p>Pupils should be taught to: write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters • choosing the writing implement that is best suited for a task (e.g. quick notes, letters). 	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).</p>

Key Stage 3

Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.

...write accurately, fluently, effectively and at length for pleasure and information.

<https://www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject>