

Introducing Cursive Script at St Stephen's 14.9.21

Please make sure that your microphone and camera is switched off.

Please note we will record this session - to upload it to our website



Please put any questions you have in the chat.

I will try my best to answer these at the end of the meeting.



Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



Why?



The key advantages to this system are:

Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q)



The continuous flow of writing ultimately improves speed and spelling.” (The British Dyslexia Association)



There is a clearer distinction between capital letters and lower case;





The key advantages to this system are:

By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape



“The brain’s “reading circuit” of linked regions that are activated during reading was activated during handwriting, but not during typing,” William R. Klemm wrote in a 2013 article in Psychology Today.



We all recognise that our children's handwriting has suffered over two lockdowns and increased use of keyboards to write.



Handwriting in the National Curriculum

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' (ie letters that are formed in similar ways) and to practise these

Year 1

Handwriting

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

Year 2



Handwriting in the National Curriculum

Handwriting

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]

Year 3 & 4

Handwriting and presentation

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

Year 5 & 6



Handwriting in the National Curriculum

“Writing also depends on fluent, legible and, eventually, speedy handwriting.” National Curriculum, 2014

Working at the expected standard

End of Year 2

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about people (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.

Working at the expected standard

End of Year 6

The pupil can:

- write effectively for a range of purposes and audiences, showing 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 correctly^ (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.^

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing^ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]



Challenges of our current scheme?



What is Cursive Script?

Its most important feature is that each letter is formed without taking the pencil off the paper – and consequently, each word is formed in one, flowing movement.

abcdefghijklmnopqrstuvwxyz

The quick brown fox jumps
over the lazy dog. Baa baa
black sheep, have you any
wool? Yes sir, yes sir, three
bags full.



Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



Insert Examples of good cursive handwriting - Y5/Y6

was hushed. Some people were sleeping against each other and some were reading but I just lay there wondering when it would be over, waiting for the all clear siren to sound.

You know when you're squashed between people you don't know and it really smells but there's nothing you can do because you're not allowed out till morning and you're really, really scared that you might get bombed, so you pray to God, Neville Chamberlain, and Winston Churchill? That's how I was feeling then.

Dear Mum and Dad,

I miss you so much! Right now I'm fighting back my tears but it's alright because there are millions of us, so I'm not alone.

The train journey was quite daunting. Lots of them were already wearing their gas masks already. At first, I was sitting alone but a nice girl, Mary, sat next to me. Then, we instantly became best friends. It wasn't that bad after all.

When we arrived, no one picked me, no one except the awful Andersons. They only chose me because apparently I need some 'improvements'. They only respond to Mr or Mrs and they treat me like dirt. At least it's a home. For now.

Their house is a cottage with a grand garden. There is an everlasting lake, allowing some wild

the village. In the distance, she noticed the coal miners marching back from their work. Minutes past, as the passionate teen approached an ancient fence. The fatigued fence watched Katniss struggle through it. Crunch! Went the plants, as she passed the irritating obstacle. Back on her feet,

Timeline

Summer Term - introductory stage

- Staff Training/time to practice
- Introduce to parents/children
- Send home example for summer

Autumn Term - immersion stage

- Parent Workshop
- Daily 10 mins-all
- Intro Pen Licence
- Presentation Merits
- All teacher writing is cursive

Spring Term - embedding stage

- Embed
- HW practice timetable according to need
- Cursive beginning to embed for all

Let's
Practice !

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz





cursive

LETTER ORDER

SET 1

c, a, d, g

SET 2

i, t, p,
u, q, j

SET 3

e, l, f, h

SET 4

k, r, s

SET 5

b, o, v

SET 6

m, n, y,
x, z, q



Any Questions?

