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 Vn

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

(real or fictional)

The pupil can, after discussion with the teacher:

- End of Year 2 · write simple, coherent narratives about per
- 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

The pupil can:

End of Year 6

- · write effectively for a range of purposes an shows good awareness of the reader (e.g. acc or porcer 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.²

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 writing³ and choose the appropriate
- 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.

abcdefghijklmnopgrstuvwxyz

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 Vn

Ww Xx Yy Zz



Insert Examples of good cursive handwriting - Y5/Y6

two 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 sirensto bound.

You know when you're equashed 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 prey to god, Nevelle chamberlain, and winston churchill. That's how I was geeling then.

Dear Mum and Dad,

I miss you so much! Right now I'm sighting back my tears but it's alright because there are

enala tor mil acou ga enallin

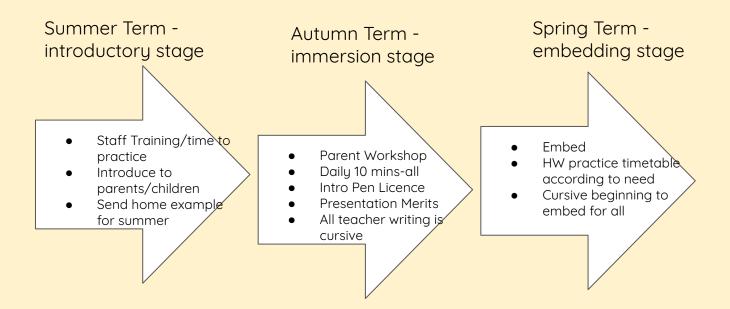
The train journey was quite daugherting. Late of them were already wearing their gas masks. a tredy At girt, I was sitting alone but a rice girl, Mary, sat next to me. Then, we instartly becare best griends. I't wasn't that bad after

When we arrived, no one picked me, no one exept the awell Andersons. They only chose me because apparently I need some improvement. They only respond to Mr or Mrs and they treat me like dit Atteast it's a home. For now.

Their house is a cottage with a grand garden.

village. In the distance, she noticed the coal miners marching back from their our task Minutes past, as the possionate teen approached an anaunt since. The foligised since watched hatnes struggle through it. Crund Went the plants, as she -passed

Timeline



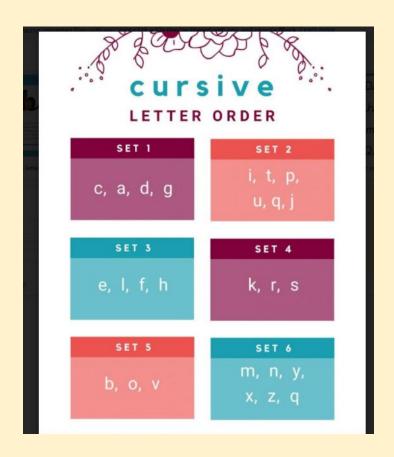


<u>Let's</u> <u>Practice</u>!

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nr Oo Pp Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz







Any Questions?

