



# Handwriting Overview

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# Handwriting Policy

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## Foundation in Letter Formation

At Peover, we believe that children must first develop proficiency in forming individual letters correctly before learning cursive handwriting.

This foundational stage ensures clear, legible handwriting and builds confidence in their writing skills.

## Introduction to Joining Letters

Starting in Year 2, children may begin to join some letters once they demonstrate consistent accuracy in letter formation.

Children will be introduced to the four joins:

- Diagonal joins to letters without ascenders (e.g., *am, in*).
- Diagonal joins to letters with ascenders (e.g., *ch, th*).
- Horizontal joins (e.g., *on, ov*).
- Horizontal joins to letters with ascenders (e.g., *ol, wh*).

## Break Letters

Some letters, called break letters, are not joined from in handwriting. These letters are:

*g, j, q, x, y, z*

## Rules for Descenders/Break Letters

In Lower Key Stage 2 (LKS2), descenders (letters like *g, y, j, p, q*) should not be looped to maintain clarity and neatness.

In Upper Key Stage 2 (UKS2), children may begin to loop descenders and break letters when writing in the middle of words to support increased writing speed while maintaining legibility.

## Support for Children with Dyslexia

Children with dyslexia will be taught cursive handwriting earlier, as the continuous flow of letters can help support spelling and word recognition.

## Adaptations and Individual Needs

Teachers will assess each child's progress and adapt the handwriting curriculum to support individual learning needs, ensuring all children develop a clear and fluent handwriting style.



# Handwriting in the National Curriculum

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## Handwriting in the new National Curriculum

	Year 1	Year 2	Year 3/4	Year 5/6 (Handwriting and Presentation)
Statutory Requirements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, 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 do not touch].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>
Non-Statutory Notes and Guidance	<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>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>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>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, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>



# Handwriting Progression

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## National Handwriting Association – Good Practice for Handwriting

As a school, we follow the National Handwriting Association good practice guide for handwriting. Before every handwriting session begins, teachers should use the 4 P's check:



## Assessment for Learning

Teachers make regular assessments of children's handwriting, in order to identify gaps and plan next steps using the 7 S Factors for Success:





# Handwriting Progression

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## Warm Up Exercises – Gross Motor Skills (EYFS/KS1)

The following fun gross motor actions help to improve our pupil's core strength, control and endurance in preparation for handwriting lessons:

<p>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</p>  <p>Two-footed standing jump with waving arms.</p>	<p>COLIN THE CRAB SAYS: "WALK SIDeways."</p>  <p>Take side steps one way, then the other.</p>	<p>FRAN THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</p>  <p>Balance on left foot, then balance on right foot.</p>	<p>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</p>  <p>Stretch up and try and touch the ceiling.</p>	<p>CORA THE COW SAYS: "MILK A COW."</p>  <p>Move arms up and down in milking action.</p>	<p>SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</p>  <p>Lie down and wriggle along the floor.</p>	<p>BORIS THE BEAR SAYS: "WALK ON ALL FOURS."</p>  <p>Move around on hands and feet.</p>
<p>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</p>  <p>Jog, lifting knees high then run faster.</p>	<p>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</p>  <p>Take long strides around the room.</p>	<p>ENOCH THE ELEPHANT SAYS: "LIFT ME UP."</p>  <p>Pretend to lift up a heavy object.</p>	<p>IRITMA THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</p>  <p>Hop on one leg, then on the other leg.</p>	<p>PEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</p>  <p>Spin around on the spot.</p>	<p>PIPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</p>  <p>Stand straight and tilt from left to right.</p>	<p>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</p>  <p>Raise arms up and down, palms facing down.</p>

## Warm Up Exercises – Fine Motor Skills (KS1/KS2)

Action	Description
<b>Finger stretches</b>	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
<b>Play the Piano</b>	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster each time.
<b>Take a Bow</b>	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them up to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.
<b>Fireworks</b>	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks. Repeat 5 times.
<b>Walk the Pencil</b>	Hold a pencil in your 'writing hand'. Gradually walk your fingers up to the top of the pencil without dropping it. Then flip the pencil over and move your fingers from the top to the bottom like they're walking the plank.



# Handwriting Progression

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**WILLOW**  
— **CLASS** —





# Handwriting Progression

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## Willow Class (EYFS)

Term/Week	Warm-up Activities	Lesson objectives	Lesson activities/ideas
Autumn term	<p><b>DEVELOPING GROSS MOTOR SKILLS</b></p> <ul style="list-style-type: none"> <li>The vocabulary of movement</li> <li>Large movements</li> <li>Responding to music</li> </ul> <p><b>Physical Development Programme 'Squiggle While you Wiggle' 3x weekly, alongside explicit teaching of letter formations.</b></p>	<p><b>Learn how to form letters linked to Little Wandle Phonics programme:</b></p> <p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>Week 1 s a t p</li> <li>Week 2 i n m d</li> <li>Week 3 g o c k</li> <li>Week 4 c k e u r</li> <li>Week 5 h b f l</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>Week 1 ff ll ss j</li> <li>Week 2 v w x y</li> <li>Week 3 z z qu ch</li> <li>Week 4 sh th ng nk</li> <li>Week 5 Words ending with /s/</li> </ul>	<p>Developing fine motor skills</p> <ul style="list-style-type: none"> <li>Hand and finger play</li> <li>Making and modelling</li> <li>Links to art</li> <li>Using one-handed tools and equipment</li> <li>Dough Disco</li> <li>Funky Finger Challenges in the provision</li> <li>Squiggle While you Wiggle – programme for the first 10 weeks</li> </ul>
Spring term	<p>Swiggles </p> <p>Dots </p> <p>Rainbow curved lines </p>	<p><b>Learn how to form letters linked to Little Wandle Phonics programme:</b></p> <p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>Week 1 ai ee igh oa</li> <li>Week 2 oo ar or</li> <li>Week 3 ur ow of ear</li> <li>Week 4 air er</li> <li>Week 5 words with double letters: dd mm tt</li> <li>Week 6 words with double letters: bb rr gg pp ff</li> </ul> <p><b>Spring 2:</b></p> <ul style="list-style-type: none"> <li>Week 1 review ai ee igh oa</li> <li>Week 2 review: oo ar or</li> <li>Week 3 review ur ow oi</li> <li>Week 4 review ear air</li> <li>Week 5 review igh er</li> </ul>	<p>Developing patterns and basic letter movements</p> <ul style="list-style-type: none"> <li>Pattern making</li> <li>Responding to music</li> <li>Investigating straight line patterns</li> <li>Investigating loops</li> <li>Investigating circles</li> <li>Investigating angled patterns</li> <li>Investigating eights and spirals</li> </ul> <p><b>Practising formation</b></p> <ul style="list-style-type: none"> <li>Practice on each other's backs</li> <li>Practice in the air</li> <li>Practice on whiteboards/ in Phonic Jotters</li> <li>Draw letters on large pieces of sugar paper</li> <li>Draw letters on playground with large chalks</li> <li>Glitter/sand trays</li> </ul>
Summer term	<p>Spirals </p>	<p><b>Summer term 1:</b></p> <ul style="list-style-type: none"> <li>Week 1: root words ending in -ig</li> </ul>	<p><b>Practising formation</b></p> <ul style="list-style-type: none"> <li>Practice on each other's backs</li> </ul>

<p>Vertical lines </p> <p>Horizontal lines </p>	<ul style="list-style-type: none"> <li>Week 2: root words ending in -ed /t/</li> <li>Week 3: root words ending in -ed /d/</li> <li>Week 4: root words ending in -est</li> <li>Week 4: root words ending in -er</li> <li>Week 5 &amp; 6: Revision of any letter formations at the point of individual/whole class need</li> </ul> <p><b>Summer term 2:</b></p> <ul style="list-style-type: none"> <li>Week 1 Introducing capitals for one-armed robot letters: R B N H, M, K, P</li> <li>Introducing capitals for long ladder letters: L, I, T U, J, Y</li> <li>Introducing capitals for curly caterpillar letters: C A D O, S, G, Q, E, F</li> <li>Introducing capitals for zig-zag monster letters: Z V, W, X</li> <li>Week 5 &amp; 6: Revision of any letter formations at the point of individual/whole class need</li> </ul>	<ul style="list-style-type: none"> <li>Practice in the air</li> <li>Practice on whiteboards/ in Phonic Jotters</li> <li>Draw letters on large pieces of sugar paper</li> <li>Draw letters on playground with large chalks</li> <li>Glitter/sand trays</li> </ul>
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### End of EYFS Handwriting Targets:

- Holds a pencil effectively using the secure tripod grip.
- Form recognisable letters, most of which are correctly formed.



# Handwriting Progression

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# Handwriting Progression

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## Sycamore Class (Year 1/2)

Term/Week	Warm-up	Lesson objectives	Lesson structure
Autumn term	Vertical lines  Horizontal lines  Diagonal lines 	<ul style="list-style-type: none"> <li>• <b>Sit correctly at the table, holding a pencil comfortably and correctly (4 Ps check)</b></li> <li>• Letter formation practice: long ladder family (l, t, j, l u, y)</li> <li>• Letter formation practice: one-armed robot letters (r, b, n, h, m, k, p)</li> <li>• Letter formation practice: curly caterpillar letters (c, a, o d, g, q, e, s, f)</li> <li>• Letter formation practice: zig-zag monster letters (v, w, x, z)</li> <li>• <b>Main focus: writing letters on the line, as well as sizing and spacing.</b></li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Warm up exercise</b> (practical or in books)</li> <li>2. <b>TEACH:</b> Teach letter formation or join in isolation</li> <li>• <b>PRACTICE:</b> Practice letter formation in 2-3 words (high frequency words with the letter/join at the beginning/middle/end of words). Practice each word 2-3 times</li> </ol>
Spring term	Vertical lines  Horizontal lines  Diagonal lines 	<ul style="list-style-type: none"> <li>• <b>Sit correctly at the table, holding a pencil comfortably and correctly (4 Ps check)</b></li> <li>• Letter formation practice: practice capital letters alongside lower-case letters to grasp appropriate sizing</li> <li>• Week 1: Aa, Bb, Cc, Dd, Ee</li> <li>• Week 2: Ff, Gg, Hh, Ii, Jj</li> <li>• Week 3: Kk, Ll, Mm, Nn, Oo</li> <li>• Week 4: Pp, Qq, Rr, Ss, Tt</li> <li>• Week 5: Vv, Xx, Yy, Zz</li> </ul> <p>NB. This could be linked to SPAG work on capital letters for proper nouns and new sentences.</p> <ul style="list-style-type: none"> <li>• Week 6: Form the digits 0 to 9 in the correct size, orientation and relationship to one another.</li> </ul>	<ol style="list-style-type: none"> <li>3. <b>APPLY:</b> Choose one of the words (containing the letter join/pattern) and put this into a sentence.</li> <li>4. <b>ASSESS:</b> Use the sentence to assess children's application of handwriting.</li> </ol>
Summer term	Horizontal single loop lines  Horizontal multiple loop lines 	<ul style="list-style-type: none"> <li>• How to join in a word: high frequency words</li> <li>• Introducing the break letters: <b>j, g, x, y, z, b, f, p, q, r, s</b></li> <li>• Practising horizontal join, no ascender, in words: <b>ow, ou</b></li> <li>• Practising horizontal join, no ascender, in words: <b>oy, oi</b></li> </ul>	

Y2 pupils only to join, when teacher is sure they can form all the letters correctly.

Y1 pupils practice un-joined letter patterns.

		<ul style="list-style-type: none"> <li>• Practising horizontal join, no ascender, to an anticlockwise letter in words: <b>oa, ode</b></li> <li>• Introducing diagonal join to ascender: joining <b>at, all</b></li> <li>• Practising diagonal join to ascender: joining <b>th, ch, cl</b></li> <li>• Introducing diagonal join, no ascender: Joining <b>in, im</b></li> <li>• Practising diagonal join, no ascender: joining <b>lp, mp</b></li> <li>• Introducing diagonal join, no ascender, to an anticlockwise letter: joining <b>id, ig</b></li> <li>• Practising diagonal join, no ascender, to an anticlockwise letter: joining <b>nd, ld, ng</b></li> </ul>	
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### End of KS1 National Curriculum Handwriting Targets:

#### Year 1

- Sit correctly at the 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 the digits 0 to 9.
- Understand which letters belong to which handwriting 'family' (a group of letters that are formed in the same way).

#### Year 2

- 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 are best left un-joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another.
- Use spacing between words that is appropriate for the size of the letters.



# Handwriting Progression

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# Handwriting Progression

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## Chestnut Class (Year 3/4)






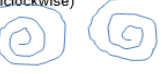
Term/Week	Warm-up	Lesson objectives	Lesson Structure
Autumn term	Vertical lines  Horizontal lines  Diagonal lines 	<ul style="list-style-type: none"> <li>Practising horizontal join, no ascender, in words: <b>ow, ou, oy, oi</b></li> <li>Practising horizontal join, no ascender, to an anticlockwise letter in words: <b>oa, ode</b></li> <li>Practising horizontal join to ascender in words: <b>ole, obe, ook, ool</b></li> <li>Practising diagonal join to ascender in words: <b>eel, eet</b></li> <li>Practising diagonal join, no ascender, to an anticlockwise letter in words: <b>ice, ide</b></li> <li>Practising diagonal join, no ascender: joining <b>cr, tr, dr</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up exercise</b> (practical or in books)</li> <li><b>TEACH:</b> Teach letter formation or join in isolation</li> <li><b>PRACTICE:</b> Practice letter formation in 2-3 words (high frequency words with the letter/join at the beginning/middle/end of words). Practice each word 2-3 times</li> <li><b>APPLY:</b> Choose one of the words (containing the letter join/pattern) and put this into a sentence.</li> <li><b>ASSESS:</b> Use the sentence to assess children's application of handwriting.</li> </ul>
Autumn term 2	Spirals  Vertical lines  Horizontal lines 	<ul style="list-style-type: none"> <li>Practising diagonal join, no ascender: joining <b>ee</b></li> <li>Practising diagonal join, no ascender: joining <b>ai, ay</b></li> <li>Practising diagonal join, no ascender: joining <b>ime, ine</b></li> <li>Introducing horizontal join, no ascender: joining <b>op, oy</b></li> <li>Practising horizontal join, no ascender: joining <b>one, ome, oa, og</b></li> <li>Practising horizontal join, no ascender, to an anticlockwise letter: joining <b>wa, wo</b></li> <li>Introducing horizontal join to ascender: joining <b>ol, ot</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up exercise</b> (practical or in books)</li> <li><b>TEACH:</b> Teach letter formation or join in isolation</li> <li><b>PRACTICE:</b> Practice letter formation in 2-3 words (high frequency words with the letter/join at the beginning/middle/end of words). Practice each word 2-3 times</li> <li><b>APPLY:</b> Choose one of the words (containing the letter join/pattern) and put this into a sentence.</li> <li><b>ASSESS:</b> Use the sentence to assess children's application of handwriting.</li> </ul>

		<ul style="list-style-type: none"> <li>Practising horizontal join to ascender: joining <b>wh, oh</b></li> <li>Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining <b>of, if</b></li> <li>Assessment</li> </ul>	
Spring term 1	Multiple vertical lines  multiple horizontal lines  Diagonal lines 	<ul style="list-style-type: none"> <li>Practising diagonal join to r: <b>ir, ur, er, or, oor</b></li> <li>Practising horizontal join to r:</li> <li>Introducing horizontal join from r to ascender: <b>url, irl, irt</b></li> <li>Introducing horizontal join from r: <b>ere</b></li> <li>Practising joining to and from r: <b>air</b></li> <li>Introducing diagonal join to s: <b>dis</b></li> <li>Introducing horizontal join to s: <b>ws</b></li> <li>Introducing diagonal join from s to ascender: <b>sh</b></li> <li>Introducing diagonal join from s, no ascender: <b>si, su, se, sp, sm</b></li> <li>Introducing horizontal join <b>rs</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up exercise</b> (practical or in books)</li> <li><b>TEACH:</b> Teach letter formation or join in isolation</li> <li><b>PRACTICE:</b> Practice letter formation in 2-3 words (high frequency words with the letter/join at the beginning/middle/end of words). Practice each word 2-3 times</li> <li><b>APPLY:</b> Choose one of the words (containing the letter join/pattern) and put this into a sentence.</li> <li><b>ASSESS:</b> Use the sentence to assess children's application of handwriting.</li> </ul>
Spring term 2	Multiple vertical lines  multiple horizontal lines  Diagonal lines 	<ul style="list-style-type: none"> <li>Introducing joining b and p: diagonal join, no ascender, <b>bi, bu, pi, pu</b></li> <li>Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, <b>ba, bo, pa, po</b></li> <li>Practising joining b and p: diagonal join to ascender, <b>bl, ph</b></li> <li>Relative sizes of letters: silent letters</li> <li>Parallel ascenders: high frequency words</li> <li>Parallel ascenders: adding y to words</li> <li>Relative size and consistency: <b>ly, less, ful</b></li> <li>Relative size and consistency: capitals</li> </ul>	



# Handwriting Progression

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<p>Summer term 1</p>	<p>Lazy eight (clockwise and anti-clockwise)</p>  <p>Train of joining c's</p>  <p>Spirals (clockwise and anticlockwise)</p> 	<ul style="list-style-type: none"> <li>• Speed and fluency practice: <i>er, est</i></li> <li>• Speed and fluency practice: opposites</li> <li>• Practising diagonal join to an anticlockwise letter: <i>ea, ear</i></li> <li>• Introducing horizontal join to and from f to ascender: <i>ft, fl</i></li> <li>• Introducing horizontal join from f, no ascender: <i>fu, fr</i></li> <li>• Introducing <i>qu</i> (diagonal join, no ascender)</li> <li>• Introducing <i>rr</i> (horizontal join, no ascender)</li> <li>• Introducing <i>ss</i> (diagonal join, no ascender, to an anticlockwise letter)</li> <li>• Introducing <i>ff</i> (horizontal join to ascender)</li> <li>• ASSESS: Capital letter practice: height of ascenders and capitals</li> </ul>	
<p>Summer term 2</p>	<p>Lazy eight (clockwise and anti-clockwise)</p>  <p>Train of joining c's</p>  <p>Spirals (clockwise and anticlockwise)</p> 	<ul style="list-style-type: none"> <li>• Consistency in spacing: <i>mis, anti, ex</i></li> <li>• Consistency in spacing: <i>non, co</i></li> <li>• Consistency in spacing: apostrophes</li> <li>• Layout, speed and fluency practice: address</li> <li>• Layout, speed and fluency practice: dialogue</li> <li>• Layout, speed and fluency practice: poem</li> <li>• Layout speed and fluency practice: letter</li> <li>• Handwriting style: calligrams</li> <li>• Assessment</li> </ul>	

End of LKS2 National Curriculum Handwriting targets:

Year 3 and Year 4

- Continue to develop their joined-up handwriting
- Increase the legibility, consistency and quality of their handwriting – for example, ensuring that downstrokes of letters are straight and parallel, not sloping.



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# Handwriting Progression

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## Oak Class (Year 5/6)

Term/Week	Warm-up	Lesson objectives	Lesson Structure
Autumn term 1	Vertical lines  Horizontal lines  Diagonal lines 	<ul style="list-style-type: none"> <li>Revising joins in a word: long vowel phonemes</li> <li>Revising joins in a word: <b>le ing</b></li> <li>Revising joins in a word: high frequency words</li> <li>Revising joins in a word: <b>un, de</b></li> <li>Revising joins to and from s: <b>dis</b></li> <li>Revising joins to and from r: <b>re, pre</b></li> <li>Revising joins to and from f: <b>ff</b></li> <li>Revising joins: <b>qu</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up exercise</b> (practical or in books)</li> <li><b>TEACH:</b> Teach letter formation or join in isolation</li> <li><b>PRACTICE:</b> Practice letter formation in 2-3 words (high frequency words with the letter/join at the beginning/middle/end of words). Practice each word 2-3 times</li> <li><b>APPLY:</b> Choose one of the words (containing the letter join/pattern) and put this into a sentence.</li> </ul>
Autumn term 2	Lazy eight (clockwise and anti-clockwise)  Train of joining c's  Spirals (clockwise and anticlockwise) 	<ul style="list-style-type: none"> <li>Revising joins in a word: <b>ness, ship ing, ed</b></li> <li>Revising joins in a word: <b>s ify</b></li> <li>Revising joins in a word: <b>nn, mm, ss</b></li> <li>Revising joins in a word: <b>tl, ll, bb</b></li> <li>Revising parallel ascenders: <b>pp, ff</b></li> <li>Revising parallel ascenders and descenders: <b>pp, ff</b></li> <li>Revising joins to an anticlockwise letter: <b>cc, dd</b></li> <li>Revising break letters: dictionary work and alphabetical order</li> <li>Linking spelling and handwriting: related</li> </ul>	<ul style="list-style-type: none"> <li><b>ASSESS:</b> Use the sentence to assess children's application of handwriting.</li> </ul>

		words	
Spring term	Horizontal zig zag lines  Vertical zig zag lines 	<ul style="list-style-type: none"> <li>Introducing sloped writing</li> <li>Parallel ascenders: <b>al, ad, af</b></li> <li>Parallel descenders and break letters: <b>ight, ough</b></li> <li>Size, proportion and spacing: <b>ious</b></li> <li>Size, proportion and spacing: <b>able, ful</b></li> <li>Size, proportion and spacing: <b>fs, ves</b></li> <li>Size, proportion and spacing:</li> <li>Speed and fluency: abbreviations for notes</li> <li>Speed and fluency: note making</li> <li>Speed and fluency: drafting</li> <li>Speed and fluency: lists</li> </ul>	•
Summer term	Layered Lazy eights (one over the top of each other)  Lazy eights in a line 	<ul style="list-style-type: none"> <li>Size, proportion and spacing: <b>v, k</b></li> <li>Size, proportion and spacing: <b>ic, ist</b></li> <li>Size, proportion and spacing: <b>ion</b></li> <li>Size, proportion and spacing: <b>its, it's</b></li> <li>Speed and fluency: <b>ible, able</b></li> <li>Speed and fluency: diminutives</li> <li>Print alphabet: captions, headings, labels</li> <li>Print capitals: posters</li> <li>Assessment</li> <li>Presentational skills: font styles</li> </ul>	



# Handwriting Progression

**CARE** **ACHIEVE** **BELIEVE**

## End of UKS2 National Curriculum Handwriting targets:

### Year 5 and 6

- Write with increasing legibility, fluency and speed.
- Choose which shape of a letter to use, and decide whether or not to join specific letters.
- Choose the writing implement that is best suited for a task.

Year 6 – Assessment	Objectives	Ideas
	<ul style="list-style-type: none"><li>• Self-assessment: evaluating handwriting</li><li>• Self-assessment: checking the joins</li><li>• Self-assessment: consistency of size</li><li>• Self-assessment: letters resting on baseline</li><li>• Self-assessment: ascenders and descenders</li><li>• Self-assessment: consistency of size of capitals and ascenders</li><li>• Writing at speed: identifying unclosed letters</li><li>• Writing at speed: spacing within words</li><li>• Writing at speed: spacing between words</li></ul>	<ul style="list-style-type: none"><li>• Writing lists (at speed)</li><li>• Writing invitations (best handwriting)</li><li>• Writing play-scripts (using different fonts)</li><li>• Producing a draft story</li><li>• Writing up story in neat, joined up handwriting</li></ul>



# Letters within high frequency words

## CARE ACHIEVE BELIEVE

	Initial letter	middle	end
Anticlockwise round – c a d e g o q f, s			
C	Come Came Call Called children could cat can crack can't coming	Back Crack Track Rock Shock Kick Lick Duck Stuck Truck Much	
A	<b>A</b> about <b>And</b> all are ask at ate air amaze after	Made saw Day Came have want pan tap fat fate hat hate mat mate because	
D	Dad Don't day Do down Deed Did Didn't Door	side Wide	said could need seed deed would should
E	Egg Ear Eye Eat Elephant Emu	Her help see zero seven ten	Have Time House come Made Make

		been see called  meet feet steel sleep sweet cheek green	we were he are come she nine see three free tree ate
G	Go Green Gate game	Ago	Looking Reading Playing Fishing Jumping
O	Of on old oh one out only over	Got people come do could good cook look wood told smooth don't more now love	So To Too Who Do
Q	Quiet Quiz Quick Quill		
F	Find Fat Fate	Safe Safest	Off Of
S	Stop said	Inside Wise	This Books



# Letters within high frequency words

**CARE** **ACHIEVE** **BELIEVE**

	she so some shape should	Noise	Looks Boats Shops Rooms Seeds Games
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Down and retrace; b, h, k, m, n, p r

B	Ball But Big back been break because blue bake	About	barb
h	he her have his had house help	She They When children Chap Chat Chest Chip Chill Chin	Much Lunch Rich Such Bench
K	Kick Kid Kin Kill	Like Looked Make Asked Woke Joke Poke Coke	ask look think crack back kick lick pick block rock shock
M	Me Mr Made Mrs My	my come	them

N	no nine	Now Point Join Long	thin then chosen frozen broken
R	Run Rope Rose Rod Rode Rob Robe read	Are arch	there their
p	People Peep Peach please	People Ripest	Hop Top Drop Crop Shop

Letter groups: long ladder – l j l t

l	l in into inside	Six rid ride rip ripe win bit bite five eight nine going give	
J	Jump Joke Join		
T	To the	at little	That Feet



# Letters within high frequency words

**CARE ACHIEVE BELIEVE**

	they there their that than then this too two	hate late gate	Meet Treat
L	Little Live	all little could	All Ball Tall Call Small Wall

Long ladder with rounded bases; u

U	Under Use Us Used	out could cube tube rude cute	
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Zig zag letters – v w x y z

V	Vote Vein	Wave Braver Bravest Waves Love	
W	was when what who we were what with win will wave would	When Two Own	Slow Snow Follow Grow Glow Low Yellow Now

X	Axe X-ray Xylophone		Fox Box
Y	Yes You		They Toy Joy today Away Always May Pay Tray Clay Holiday twenty day grey
Z	zoo	Size Froze Frozen Fizz Fizzes Amaze	

## First 100 High Frequency Words

*in frequency order reading down the columns*

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an