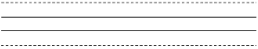


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| <p>Teaching Sequence in Handwriting</p> | <p>This is the sequence that is followed:</p> <ul style="list-style-type: none"> • Hand and finger strength • Squiggle while you wiggle • Directional language • Letter-type language • 4 line format  <ul style="list-style-type: none"> • Seating position • Pencil grip (tripod) • Tracing • Patterns • Over teacher's writing (highlighter) • Under teacher's writing (directly under words – write in large letters, leave large spaces between words) • Independence | <p>These are the four letter families and order that they are taught:</p> <p>Printed then revised in pre-cursive script:</p> <p>Curly Caterpillar Letters: c, a, o, d, g, q, e, s</p> <p>Ladder Letters: l, i, t, u</p> <p>One-Armed Robot Letters: r, b, n, h, m, k, p</p> <p>Zigzag Monster Letters: v, w, x, z</p> <p>More complex letters from the four families: f, j, y</p> <p>Digits 0-9</p> | <p>These are the four main joins and order that are taught and examples of the joins:</p> <ul style="list-style-type: none"> • First join: Diagonal join. <ul style="list-style-type: none"> - Diagonal join from and to letters without ascenders or descenders. - Diagonal join <i>to</i> letters with ascenders and descenders. - Diagonal join <i>from</i> letters with ascenders. - Diagonal join <i>from</i> letters with descenders. (e.g. ai, it, le, qu) • Second join: Horizontal join. (e.g. oo, ra, vi, wn) • Third join: Ascenders/descenders to ascenders/descenders. <ul style="list-style-type: none"> - Diagonal join <i>from</i> letters with ascenders/descenders <i>to</i> letters with ascenders/descenders. - Horizontal join <i>from</i> letters with ascenders/descenders <i>to</i> letters with ascenders/descenders. (e.g. lb, pl, ob, rt) • Fourth join: Join to letters with hooks, lines and loops. (e.g. ju, fa, ge, wh, yo) |
| | <p>Coverage of letters and joins:</p> <p>Approx. 28 letters/joins per term. Approx. 3 letters/joins per week.</p> | <p>Capital letters A-Z - Capital letters do not join to lower case letters.</p> <p>Following the teaching of the four letter families, pupils will move onto learning letter joins.</p> <p>Following the teaching of all letter joins, pupils will work on developing their personal handwriting style.</p> | |

| Year | Autumn | | Spring | Summer |
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| <p>EYFS – Discrete handwriting sessions.</p> | <p>Focus on mark making and developing fine motor skills through a range of activities, such as ‘Dough Disco’ and ‘Squiggle while you wriggle.’</p> <p>Challenges that encourage children to use the pincer grip (picking up lego, pompoms using three fingers).</p> <p>Teaching controlled language of writing- straight, up, down, around, bottom, top, top broken line, top solid line, bottom solid line, bottom broken line, joining stroke.</p> <p>Teach letter patterns; tall letter, short letter, tail letter.</p> <p>Teaching the correct seating position. BBC - Bottom/back/chair. TNT- Tummy near the table. 6 feet on the floor. If children are on the carpet encourage them to lay on their tummies and forearms to support.</p> | <p>Printing Script</p> <p>CC Letters: c, a, o, d, g, q, e, s</p> <p>L Letters: l, i, t, u</p> <p>Learn to write first name in print. (trace and copy)</p> | <p>Printing Script</p> <p>OR Letters: r, b, n, h, m, k, p</p> <p>ZM Letters: v, w, x, z</p> <p>More complex letters: f, j, y</p> <p>Digits 0-9</p> <p>Write first name independently in print with capital letter for first letter of name.</p> | <p>Printing Script</p> <p>Consolidation of letter formation of all lower-case letters in print.</p> <p>CC Letters: c, a, o, d, g, q, e, s</p> <p>L Letters: l, i, t, u</p> <p>OR Letters: r, b, n, h, m, k, p</p> <p>ZM Letters: v, w, x, z</p> <p>More complex letters: f, j, y</p> <p>All capital letters – larger than printed lower-case letters.</p> <p>Use and apply in writing activities.</p> |

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| | <p>Opportunities for children to find their dominant hand.</p> <p>Pencil Grip – Pinchy parrot fingers, pencils to be used frequently.</p> <p>Tracing patterns when carefully observed by adults to ensure accuracy.</p> <p>Children to use 4 line format when practising letter formation within phonic lessons.</p> <p>..... _____ _____</p> | | | |
| <p>EYFS – Handwriting within phonics sessions.</p> | <p>EYFS will teach the letter formation of each grapheme introduced within Little Wandle phonics sessions daily. The LW mnemonics will be utilised to support the children’s understanding of GPCs.</p> | | | |
| | <p style="text-align: center;">Printing Script</p> <p>Autumn 1: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Autumn 2: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>..... _____ _____</p> <p style="text-align: right;">4 lines to be used</p> | <p style="text-align: center;">Printing Script</p> <p>Spring 1: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, (dd, mm, tt, bb, rr, gg, pp, ff)</p> <p>Spring 2: Recap phase 3 digraphs/trigraphs.</p> <p>..... _____ _____</p> | <p style="text-align: center;">Printing Script</p> <p>No new GPCs taught in the summer term.</p> <p>Continued practice of all letter formation when writing longer length words.</p> <p>Discrete handwriting sessions (above) to focus on recapping letter formations of all 26 letters of the alphabet.</p> | |

| Year 1 | Printing Script | Pre-cursive Script | Pre-cursive Script |
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| Year 2 | <p>Cursive Script</p> <p>First join – diagonal join to letters without ascenders or descenders:</p> <p>ai, am, an, ao, ar, au, ca, ci, co, cu, sa, se, si, sm, sn, so, ss, st, su, sw, ia, im, in, io, ir, iu</p> | <p>Cursive Script</p> <p>First join – diagonal join to letters without ascenders, and then with ascenders and descenders:</p> <p>ma, mi, mm, mo, mu na, nc, ne, ni, nn, no, nu, ua, ui, um, un, uo, ag, aj, ab, ah, ak, al, at, ch, ck, cl, ct</p> | <p>Cursive Script</p> <p>First join – diagonal join to letters with ascenders and descenders:</p> <p>sb, sh, sk, sl, st, sp, el, eb, eh, ek, el, et, ih, ik, ill, it, ig, ip, mp, np, nd, ug, up, ub, uh, uk, ul, ut</p> |

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| <p>Year 3</p> | <p>Cursive Script</p> <p>First join – diagonal join from letters with ascenders:</p> <p>da, di, do, du, dy</p> <p>First join – diagonal join from letters with ascenders:</p> <p>ha, he, hi, ho, hu, ka, ke, ki, ko, ku</p> <p>First join – diagonal join from letters with ascenders:</p> <p>la, le, li, lm, lo, lp, lu, bu, ba, be, bi, bo, br, bs</p> | <p>Cursive Script</p> <p>First join – diagonal join to the letter ‘c’:</p> <p>ac, ec, ic, lc, uc</p> <p>First join – diagonal join to the letter ‘s’:</p> <p>as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us</p> <p>First join – diagonal join to the letter ‘e’:</p> <p>ae, ce, de, ee, he, ie, ke, le, me, ne, ue</p> | <p>Cursive Script</p> <p>First join – diagonal join from letters with descenders:</p> <p>qu, pu, pa, pe, pi, pl, po, pr, ps</p> <p>Second join – horizontal join:</p> <p>oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz</p> |
| <p>Year 4</p> | <p>Cursive Script</p> <p>Second join – horizontal join:</p> <p>ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu, wa, wi, wn, wo, ws, wu, wy</p> <p>Second join – horizontal join to the letter ‘e’:</p> <p>oe, re, ve, we</p> | <p>Cursive Script</p> <p>Third join – diagonal join from a letter with an ascender/descender to a letter with an ascender/descender:</p> <p>lb, kl, ll, ph, pl, pt, bl, th, tt</p> <p>Third join – horizontal join from to a letter with an ascender:</p> <p>ob, oh, ok, ol, ot, rt</p> <p>Fourth join – join to letters with hooks, lines and loops:</p> <p>ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu</p> | <p>Cursive Script</p> <p>Fourth join – join to letters with hooks, lines and loops:</p> <p>ga, ge, gi, gl, go, gr, gs, gu, wh, ya, ye, yi, yo, yu</p> <p>Practise writing words with capital letters.</p> <p>Practise combining all 4 joins when writing sentences.</p> <p>Practise printing using geographical vocabulary.</p> <p>Final consolidation of all joins.</p> |

UKS2

Pupils will focus on maintaining a consistent and fluent style.

They will work towards earning a 'pen licence'.

Pupils will practice maintaining legibility when writing at speed.

Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.