

Handwriting Overview 2022-23

Year group/ Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	<ol style="list-style-type: none"> Dots Straight lines and crosses Circles Waves Loops and bridges Joined straight lines 	<ol style="list-style-type: none"> Angled patterns Eights Spirals Left-to-right orientation Mix of patterns Review of patterns 	<ol style="list-style-type: none"> Introducing long-legged giraffe letters: l Practising long-legged giraffe letters: l, i Practising long-legged giraffe letters: u, t Practising long-legged giraffe letters: j, y Practising all the long-legged giraffe letters: l, i, t, u, j, y Introducing one-armed robot letters: r 	<ol style="list-style-type: none"> Practising one-armed robot letters: b, n Practising one-armed robot letters: h, m Practising one-armed robot letters: k, p Practising all the one-armed robot letters: r, b, n, h, m, k, p Practising all the long-legged giraffe and one-armed robot letters Reviewing all the long-legged giraffe and one-armed robot letters 	<ol style="list-style-type: none"> Introducing curly caterpillar letters: c Practising curly caterpillar letters: a, d Practising curly caterpillar letters: o, s Practising curly caterpillar letters: g, q Practising curly caterpillar letters: e, f Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters 	<ol style="list-style-type: none"> Introducing zig-zag monster letters: z Practising zig-zag monster letters: v, w, x Practising all the zig-zag monster letters: z, v, w, x Practising all the curly caterpillar and zig-zag monster letters Reviewing all the curly caterpillar and zig-zag monster letters
1 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' (i.e. letters that are formed in similar ways) and to practise these.	<ol style="list-style-type: none"> Practising long-legged giraffe letters Writing words with ll Introducing capitals for long-legged giraffe letters Practising one-armed robot letters Practising long-legged giraffe letters and one-armed robot letters 	<ol style="list-style-type: none"> Introducing capitals for one-armed robot letters Practising curly caterpillar letters Writing words with double ff Writing words with double ss Introducing capitals for curly caterpillar letters 	<ol style="list-style-type: none"> Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters Practising zig-zag monster letters Writing words with double zz Mixing all the letter families Practising all the capital letters 	<ol style="list-style-type: none"> Practising all the numbers 0-9 Writing words with ck and qu Practising long vowel phonemes: ai, igh, oo Practising vowels with adjacent consonants: ee, oa, oo End-of-term check 	<ol style="list-style-type: none"> Numbers 10-20: spacing Practising ch unjoined Introducing diagonal join to ascender: ch Practising ai unjoined Introducing diagonal join, no ascender: ai 	<ol style="list-style-type: none"> Practising wh unjoined Introducing horizontal join to ascender: wh Practising ow unjoined Introducing horizontal join, no ascender: ow Assessment
2 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	<ol style="list-style-type: none"> Practising diagonal join to ascender: th, ch Practising diagonal join, no ascender: ai, ay Practising diagonal join, no ascender: ir, er Practising horizontal join to ascender: wh, oh 	<ol style="list-style-type: none"> Introducing diagonal join to e: ie, ue Introducing horizontal join to e: oe, ve Introducing ee Practising diagonal join, no ascender: le Writing numbers 1-100 	<ol style="list-style-type: none"> Introducing diagonal join to anticlockwise letters: ea Practising diagonal join to anticlockwise letters: igh Practising diagonal join to anticlockwise letters: dg, ng 	<ol style="list-style-type: none"> letters: wa, wo Introducing mixed joins for three letters: air, ear Practising mixed joins for three letters: oor, our Practising mixed joins for three letters: ing Size and spacing 	<ol style="list-style-type: none"> Building on diagonal join to ascender: ck, al, el, at, il, ill Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip Building on horizontal join to ascender: ok, ot, ob, ol 	<ol style="list-style-type: none"> Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag Building on horizontal join to anticlockwise letters: oc, og, od, va, vo Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks

<p>adjacent to one another, are best left un-joined ♣ 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.</p>	<p>5 Practising horizontal join, no ascender: <i>ow, ou</i></p>		<p>14 Introducing horizontal join to anticlockwise letters: <i>oo, oa</i> 15 Practising horizontal join to anticlockwise</p>	<p>21 End-of-term check</p>	<p>25 Building on horizontal join, no ascender: <i>oi, oy, on, op, ov</i></p>	<p>29 Practising joining <i>ed</i> and <i>ing</i> 30 Assessment 31 Capitals</p>
<p>3 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 un-joined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Pupils should be using joined handwriting throughout their independent writing</p>	<p>1. Practising joining through a word in stages: no ascenders or descenders 2. Practising joining through a word in stages: parallel ascenders 3. Introducing joining from s to ascender: <i>sh, sl, st, sk</i> 4. Introducing joining from s, no ascender: <i>sw, si, se, sm, sn, sp, su</i> 5. Introducing joining from s to an anticlockwise letter: <i>sa, sc, sd, sg, so, sq</i></p>	<p>6. Introducing joining from r to an ascender: <i>rb, rh, rk, rl, rt</i> 7. Introducing joining from r, no ascender: <i>ri, ru, rn, rp</i> 8. Introducing joining from r to an anticlockwise letter: <i>ra, rd, rg, ro</i> 9. Introducing joining from r to e: <i>are, ere, ure, ore, ire</i> 10. Introducing break letters: <i>g, j, y, f, b, p, x, z</i></p>	<p>10 Introducing joining to f: <i>if, ef, af, of</i> 11 Introducing joining from f to an ascender: <i>fl, ft</i> 12 Introducing joining from f, no ascender: <i>fe, fi, fu, fr, fy</i> 13 Introducing joining from f to an anticlockwise letter: <i>fo, fa</i></p>	<p>14 Introducing <i>ff</i> 15 Introducing <i>rr</i> 16 Introducing <i>ss</i> 17 Introducing <i>qu</i> 18 Revising parallel ascenders and descenders 19 End-of-term check</p>	<p>20 Revising joins: letter spacing 21 Revising joins: spacing between words 22 Revising joins: consistency of size 23 Revising joins: fluency 24 Revising joins: parallel ascenders</p>	<p>26 Revising joins: parallel ascenders and descenders 27 Revising horizontal join from r to an anticlockwise letter: <i>rs</i> 28 Revising break letters 29 Assessment 30 Revising capital letters</p>
<p>4 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced</p>	<p>1. Introducing diagonal join from p and b to ascender: <i>ph, pl, bl</i> 2. Introducing diagonal join from p and b, no ascender: <i>bu, bi, be, pu, pi, pe</i> 3. Introducing diagonal join from p and b to an anticlockwise letter: <i>pa, po, ps, ba, bo, bs</i> 4. Revising parallel ascenders and descenders: <i>bb, pp</i> 5. Break letters: <i>x, z</i></p>	<p>6. Spacing in common exception words 7. Consistent size of letters 8. Relative size of capitals 9. Speed and fluency 10. End-of-term check</p>	<p>11. Revising parallel ascenders 12. Revising parallel ascenders and break letters 13. Relative sizes of letters 14. Proportion of letters 15. Spacing between letters</p>	<p>16. Spacing between words 17. Writing at speed 18. Improving fluency 19. Speed and fluency 20. End-of-term check</p>	<p>21. Consistency of size 22. Proportion 23. Spacing between letters and words 24. Size, proportion and spacing 25. Fluency: writing longer words</p>	<p>26. Speed and fluency 27. Revising break letters 28. Print alphabet: presentation 29. Assessment 30. Capital letters: presentation</p>

<p>sufficiently so that the ascenders and descenders of letters do not touch]. Pupils should be using joined handwriting throughout their independent writing.</p>						
<p>5</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. 	<ol style="list-style-type: none"> 1 Introducing sloped writing in letter families 2 Practising sloped writing: diagonal join to ascender: <i>th, sh, nb, nd, ht, st</i> 3 Practising sloped writing: diagonal join, no ascender: <i>ai, ay, kn, er, ie, en</i> 4 Practising sloped writing: diagonal join to an anticlockwise letter: <i>ac, sc, bo, da, ea, ho</i> 5 Practising sloped writing: horizontal join to ascender: <i>wh, wl, oh, ol, of, ob</i> 	<ol style="list-style-type: none"> 6 Practising sloped writing: horizontal join, no ascender: <i>oi, oy, ou, op, ve</i> 7 Practising sloped writing: horizontal join to an anticlockwise letter: <i>oo, oa, wa, wo, va, vo</i> 8 Practising sloped writing: joining from r: <i>ra, re, ri, ro, ru,</i> 9 Practising sloped writing: joining from s: <i>sh, su, sc, sl, sw, sp</i> 10 End-of-term check 	<ol style="list-style-type: none"> 11 Practising sloped writing: proportion - joining from f to ascender: <i>fl, ft</i> 12 Practising sloped writing: size - joining from f, no ascender: <i>fa, fe, fi, fo, fu</i> 13 Different styles for different purposes: writing a paragraph 14 Practising sloped writing: speed: <i>ff</i> 15 Practising sloped writing: speed and legibility: <i>rr</i> 	<ol style="list-style-type: none"> 16 Practising sloped writing: size, proportion and spacing: <i>ss</i> 17 Practising sloped writing: building speed: <i>qu</i> 18 Different styles for different purposes: decorative alphabets 19 Different styles for different purposes 20 End-of-term check 	<ol style="list-style-type: none"> 21 Sloped writing: proportion, joining p and b to ascenders: <i>ph, pl, bl</i> 22 Handwriting for different purposes: joining from p and b, no ascender: <i>bu, bi, pe, pu, pi, pr</i> 23 Practising sloped writing: parallel downstrokes: <i>pp, bb</i> 24 Practising sloped writing: all double letters 25 Practising sloped writing for speed: <i>tial, cial,</i> 	<ol style="list-style-type: none"> 26 Practising sloped writing for fluency 27 Personal style 28 Handwriting for different purposes: print alphabet 29 Assessment 30 Capitals
<p>6</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. 	<ol style="list-style-type: none"> 1 Style for speed: crossbar join from t: <i>th, ti, tr, ta, tt</i> 2 Style for speed: looping from g: <i>gl, gi, gr, ga, gg</i> 3 Style for speed: looping from j and y: <i>je, jo, ye, yr, yo</i> 4 5 Style for speed: looping from f 6 Style for speed: different joins to s 	<ol style="list-style-type: none"> 7 Style for speed: looping from b 8 Style for speed: joining from v, w, x and z 9 Handwriting for different purposes: abbreviations 10 Spacing between words 11 End-of-term check 	<ol style="list-style-type: none"> 12 Improving handwriting: the importance of consistent sizing 13 Improving handwriting: the importance of proportion 14 Improving handwriting: the importance of spacing 15 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders 16 Improving handwriting: the importance of closed and open letter 	<ol style="list-style-type: none"> 17 Improving handwriting: pen breaks in longer words 18 Handwriting for different purposes: annotations 19 Handwriting for different purposes 20 Choice of handwriting tools 21 End-of-term check 	<ol style="list-style-type: none"> 1 Handwriting for different purposes: fast-joined and print letters 2 Handwriting for different purposes: note making 3 Handwriting for different purposes: neat writing 4 Handwriting for different purposes: print letters for personal details 5 Different styles of writing 	<ol style="list-style-type: none"> 6 Handwriting for different purposes: presentation Handwriting for different purposes: decorated capitals 7 Handwriting for different purposes: layout 8 Assessment 9 Handwriting for different purposes: handwriting patterns