

# Handwriting Overview 2025-26

Year group/ Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	1. Dots 2. Straight lines and crosses 3. Circles 4. Waves 5. Loops and bridges 6. Joined straight lines	7. Angled patterns 8. Eights 9. Spirals 10. Left-to-right orientation 11. Mix of patterns 12. Review of patterns	13. Introducing long-legged giraffe letters: <i>l</i> 14. Practising long-legged giraffe letters: <i>l, i</i> 15. Practising long-legged giraffe letters: <i>u, t</i> 16. Practising long-legged giraffe letters: <i>j, y</i> 17. Practising all the long-legged giraffe letters: <i>l, i, t, u, j, y</i> 18. Introducing one-armed robot letters: <i>r</i>	19. Practising one-armed robot letters: <i>b, n</i> 20. Practising one-armed robot letters: <i>h, m</i> 21. Practising one-armed robot letters: <i>k, p</i> 22. Practising all the one-armed robot letters: <i>r, b, n, h, m, k, p</i> 23. Practising all the long-legged giraffe and one-armed robot letters 24. Reviewing all the long-legged giraffe and one-armed robot letters	25. Introducing curly caterpillar letters: <i>c</i> 26. Practising curly caterpillar letters: <i>a, d</i> 27. Practising curly caterpillar letters: <i>o, s</i> 28. Practising curly caterpillar letters: <i>g, q</i> 29. Practising curly caterpillar letters: <i>e, f</i> 30. Practising all the curly caterpillar letters: <i>c, a, d, o, s, g, q, e, f</i> 31. Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters	32. Introducing zig-zag monster letters: <i>z</i> 33. Practising zig-zag monster letters: <i>v, w, x</i> 34. Practising all the zig-zag monster letters: <i>z, v, w, x</i> 35. Practising all the curly caterpillar and zig-zag monster letters 36. 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.	1 Practising long-legged giraffe letters 2 Writing words with <i>ll</i> 3 Introducing capitals for long-legged giraffe letters 4 Practising one-armed robot letters 5 Practising long-legged giraffe letters and one-armed robot letters	6 Introducing capitals for one-armed robot letters 7 Practising curly caterpillar letters 8 Writing words with double <i>ff</i> 9 Writing words with double <i>ss</i> 10 Introducing capitals for curly caterpillar letters	11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters 12 Practising zig-zag monster letters 13 Writing words with double <i>zz</i> 14 Mixing all the letter families 15 Practising all the capital letters	16 Practising all the numbers 0-9 17 Writing words with <i>ck</i> and <i>qu</i> 18 Practising long vowel phonemes: <i>ai, igh, oo</i> 19 Practising vowels with adjacent consonants: <i>ee, oa, oo</i> 20 End-of-term check	21 Numbers 10-20: spacing 22 Practising <i>ch</i> unjoined 23 Introducing diagonal join to ascender: <i>ch</i> 24 Practising <i>ai</i> unjoined 25 Introducing diagonal join, no ascender: <i>ai</i> 26 Practising <i>wh</i> unjoined 27 Introducing horizontal join to ascender: <i>wh</i> 28 Practising <i>ow</i> unjoined 29 Introducing horizontal join, no ascender: <i>ow</i> 30 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	1 Practising diagonal join to ascender: <i>th, ch</i> 2 Practising diagonal join, no ascender: <i>ai, ay</i> 3 Practising diagonal join, no ascender: <i>ir, er</i> 4 Practising horizontal join to ascender: <i>wh, oh</i>	6 Introducing diagonal join to e: <i>ie, ue</i> 7 Introducing horizontal join to e: <i>oe, ve</i> 8 Introducing <i>ee</i> 9 Practising diagonal join, no ascender: <i>le</i> 10 Writing numbers 1-100	11 Introducing diagonal join to anticlockwise letters: <i>ea</i> 12 Practising diagonal join to anticlockwise letters: <i>igh</i> 13 Practising diagonal join to anticlockwise letters: <i>dg, ng</i>	16 letters: <i>wa, wo</i> 17 Introducing mixed joins for three letters: <i>air, ear</i> 18 Practising mixed joins for three letters: <i>oor, our</i> 19 Practising mixed joins for three letters: <i>ing</i> 20 Size and spacing	22 Building on diagonal join to ascender: <i>ck, al, el, at, il, ill</i> 23 Building on diagonal join, no ascender: <i>ui, ey, aw, ur, an, ip</i> 24 Building on horizontal join to ascender: <i>ok, ot, ob, ol</i> 26 Building on diagonal join to anticlockwise letters: <i>ed, cc, eg, ic, ad, ug, dd, ag</i> 27 Building on horizontal join to anticlockwise letters: <i>oc, og, od, va, vo</i> 28 Introducing joins to s: <i>as, es, is, os, ws, ns, ds, ls, ts, ks</i>

<p>adjacent to one another, are best left unjoined</p> <p>♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>♣ 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></p> <p>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></p> <p>30 Assessment</p> <p>31 Capitals</p>
<p><b>3</b></p> <p>Pupils should be taught to:</p> <p>♣ 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</p> <p>♣ 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].</p> <p>Pupils should be using joined handwriting throughout their independent writing</p>	<p>1. Practising joining through a word in stages: no ascenders or descenders</p> <p>2. Practising joining through a word in stages: parallel ascenders</p> <p>3. Introducing joining from <i>s</i> to ascender: <i>sh, sl, st, sk</i></p> <p>4. Introducing joining from <i>s</i>, no ascender: <i>sw, si, se, sm, sn, sp, su</i></p> <p>5. Introducing joining from <i>s</i> to an anticlockwise letter: <i>sa, sc, sd, sg, so, sq</i></p>	<p>6. Introducing joining from <i>r</i> to an ascender: <i>rb, rh, rk, rl, rt</i></p> <p>7. Introducing joining from <i>r</i>, no ascender: <i>ri, ru, rn, rp</i></p> <p>8. Introducing joining from <i>r</i> to an anticlockwise letter: <i>ra, rd, rg, ro</i></p> <p>9. Introducing joining from <i>r</i> to <i>e</i>: <i>are, ere, ure, ore, ire</i></p> <p>10. Introducing break letters: <i>g, j, y, f, b, p, x, z</i></p>	<p>10 Introducing joining to <i>f</i>: <i>if, ef, af, of</i></p> <p>11 Introducing joining from <i>f</i> to an ascender: <i>fl, ft</i></p> <p>12 Introducing joining from <i>f</i>, no ascender: <i>fe, fi, fu, fr, fy</i></p> <p>13 Introducing joining from <i>f</i> to an anticlockwise letter: <i>fo, fa</i></p>	<p>14 Introducing <i>ff</i></p> <p>15 Introducing <i>rr</i></p> <p>16 Introducing <i>ss</i></p> <p>17 Introducing <i>qu</i></p> <p>18 Revising parallel ascenders and descenders</p> <p>19 End-of-term check</p>	<p>20 Revising joins: letter spacing</p> <p>21 Revising joins: spacing between words</p> <p>22 Revising joins: consistency of size</p> <p>23 Revising joins: fluency</p> <p>24 Revising joins: parallel ascenders</p>	<p>26 Revising joins: parallel ascenders and descenders</p> <p>27 Revising horizontal join from <i>r</i> to an anticlockwise letter: <i>rs</i></p> <p>28 Revising break letters</p> <p>29 Assessment</p> <p>30 Revising capital letters</p>
<p><b>4</b></p> <p>Pupils should be taught to:</p> <p>♣ 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</p> <p>♣ 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].</p> <p>Pupils should be using joined handwriting throughout their independent writing</p>	<p>1. Introducing diagonal join from <i>p</i> and <i>b</i> to ascender: <i>ph, pl, bl</i></p> <p>2. Introducing diagonal join from <i>p</i> and <i>b</i>, no ascender: <i>bu, bi, be, pu, pi, pe</i></p> <p>3. Introducing diagonal join from <i>p</i> and <i>b</i> to an anticlockwise letter: <i>pa, po, ps, ba, bo, bs</i></p> <p>4. Revising parallel ascenders and descenders: <i>bb, pp</i></p> <p>5. Break letters: <i>x, z</i></p>	<p>6. Spacing in common exception words</p> <p>7. Consistent size of letters</p> <p>8. Relative size of capitals</p> <p>9. Speed and fluency</p> <p>10. End-of-term check</p>	<p>11. Revising parallel ascenders</p> <p>12. Revising parallel ascenders and break letters</p> <p>13. Relative sizes of letters</p> <p>14. Proportion of letters</p> <p>15. Spacing between letters</p>	<p>16. Spacing between words</p> <p>17. Writing at speed</p> <p>18. Improving fluency</p> <p>19. Speed and fluency</p> <p>20. End-of-term check</p>	<p>21. Consistency of size</p> <p>22. Proportion</p> <p>23. Spacing between letters and words</p> <p>24. Size, proportion and spacing</p> <p>25. Fluency: writing longer words</p>	<p>26. Speed and fluency</p> <p>27. Revising break letters</p> <p>28. Print alphabet: presentation</p> <p>29. Assessment</p> <p>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><b>5</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ write legibly, fluently and with increasing speed by:</li> <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>	<p>1 Introducing sloped writing in letter families</p> <p>2 Practising sloped writing: diagonal join to ascender: <i>th, sh, nb, nd, ht, st</i></p> <p>3 Practising sloped writing: diagonal join, no ascender: <i>ai, ay, kn, er, ie, en</i></p> <p>4 Practising sloped writing: diagonal join to an anticlockwise letter: <i>ac, sc, bo, da, ea, ho</i></p> <p>5 Practising sloped writing: horizontal join to ascender: <i>wh, wl, oh, ol, of, ob</i></p>	<p>6 Practising sloped writing: horizontal join, no ascender: <i>oi, oy, ou, op, ve</i></p> <p>7 Practising sloped writing: horizontal join to an anticlockwise letter: <i>oo, oa, wa, wo, va, vo</i></p> <p>8 Practising sloped writing: joining from r: <i>ra, re, ri, ro, ru</i></p> <p>9 Practising sloped writing: joining from s: <i>sh, su, sc, sl, sw, sp</i></p> <p>10 End-of-term check</p>	<p>11 Practising sloped writing: proportion - joining from f to ascender: <i>fl, ft</i></p> <p>12 Practising sloped writing: size - joining from f, no ascender: <i>fa, fe, fi, fo, fu</i></p> <p>13 Different styles for different purposes: writing a paragraph</p> <p>14 Practising sloped writing: speed: <i>ff</i></p> <p>15 Practising sloped writing: speed and legibility: <i>rr</i></p>	<p>16 Practising sloped writing: size, proportion and spacing: <i>ss</i></p> <p>17 Practising sloped writing: building speed: <i>qu</i></p> <p>18 Different styles for different purposes: decorative alphabets</p> <p>19 Different styles for different purposes</p> <p>20 End-of-term check</p>	<p>21 Sloped writing: proportion, joining p and b to ascenders: <i>ph, pl, bl</i></p> <p>22 Handwriting for different purposes: joining from p and b, no ascender: <i>bu, bi, pe, pu, pi, pr</i></p> <p>23 Practising sloped writing: parallel downstrokes: <i>pp, bb</i></p> <p>24 Practising sloped writing: all double letters</p> <p>25 Practising sloped writing for speed: <i>tial, cial,</i></p>	<p>26 Practising sloped writing for fluency</p> <p>27 Personal style</p> <p>28 Handwriting for different purposes: print alphabet</p> <p>29 Assessment</p> <p>30 Capitals</p>
<p><b>6</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ write legibly, fluently and with increasing speed by:</li> <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>	<p>1 Style for speed: crossbar join from t: <i>th, ti, tr, ta, tt</i></p> <p>2 Style for speed: looping from g: <i>gl, gi, gr, ga, gg</i></p> <p>3 Style for speed: looping from j and y: <i>je, jo, ye, yr, yo</i></p> <p>4</p> <p>5 Style for speed: looping from f</p> <p>6 Style for speed: different joins to s</p>	<p>7 Style for speed: looping from b</p> <p>8 Style for speed: joining from v, w, x and z</p> <p>9 Handwriting for different purposes: abbreviations</p> <p>10 Spacing between words</p> <p>11 End-of-term check</p>	<p>12 Improving handwriting: the importance of consistent sizing</p> <p>13 Improving handwriting: the importance of proportion</p> <p>14 Improving handwriting: the importance of spacing</p> <p>15 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders</p> <p>16 Improving handwriting: the importance of closed and open letter</p>	<p>17 Improving handwriting: pen breaks in longer words</p> <p>18 Handwriting for different purposes: annotations</p> <p>19 Handwriting for different purposes</p> <p>20 Choice of handwriting tools</p> <p>21 End-of-term check</p>	<p>1 Handwriting for different purposes: fast-joined and print letters</p> <p>2 Handwriting for different purposes: note making</p> <p>3 Handwriting for different purposes: neat writing</p> <p>4 Handwriting for different purposes: print letters for personal details</p> <p>5 Different styles of writing</p>	<p>6 Handwriting for different purposes: presentation</p> <p>7 Handwriting for different purposes: decorated capitals</p> <p>8 Assessment</p> <p>9 Handwriting for different purposes: handwriting patterns</p>