



Woodlands Primary School Handwriting Progression.

At Woodlands, we believe in the importance of clear and neat presentation in order to communicate effectively. Pupils should be able to write legibly in both joined and printed styles with increasing fluency and speed by:

- Having correct pencil grip
- Knowing all letters start from the top, except d and e which start from the middle
- Forming all letters correctly
- Knowing the size and orientation of letters.

Teaching time

Handwriting practise should happen daily, in Literacy books, this is timetabled to ensure 10 minutes of teaching time, to include teacher modelling. Some children may need to be targeted for more intensive intervention.

Models used

Woodlands follows the progression and teaching sequence outlined in the Nelson Thornes Handwriting scheme. To ensure fluid continuous cursive handwriting is taught, as a school, we have adopted the Twinkl Cursive font (as this does not teach 'break letters'). Class teachers model using the 'join-it' and teacher exposition application which is installed onto each of the school's computers. Where possible, lesson slides, displays, letters home and worksheets should be written using the compatible Twinkl font.

Lower case letters:

abcdefghijklmnopqrstuvwxyz

Capitals:

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Numbers:

123456789

The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins

4. Horizontal joins to letters with ascenders

Getting ready to write

Seating and posture (also see appendix 1 and 2):

- *'feet flat, bottoms back, perfect writing positions'*
- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper
- Left handers may need to use a different pen to avoid smudging on the page (See SENCO for resources)
- Left handed pupils should sit to the left of their partners

Pencil grip:

- Children should write with a pencil with a rounded nib, or a pen- when ready. Pencils should be sharp.
- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing.

Order of teaching

Single letters (YR and Y1) To be taught alongside phonics.

Following the RWI programme, children initially learn letter formation, using the same picture mnemonics they have already learned in the Speed Sounds Set 1 lessons. Letters are then taught in handwriting groups.

Around letters: cadgq

Down letters: ltbpkhijmnrui

Curly letters: efs

Zig-zag letters: vwzx

Once children can form letters correctly, they are taught to refine the positioning of letters and their relative sizes.

Y2

Introduction of the four handwriting joins

- First join- To letters without ascenders; un um ig id ed eg an or ing ung
- Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join- Horizontal joins; od pg re ve oon oom

- Fourth join- Horizontal joins to letters with ascenders ; wl vl of ff fl flo
- Practise the looped join letters: b p g q y j z
- Practise capital letters

Joins Y3

Revision

- Practise the looped letters b p g q y j z
- Practise capital letters
- Further practise of the four handwriting joins
- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters

- Decorated capital letters
- Practising with punctuation ! ? – “ ” , ‘
- Practice joining all joins using key words for the day (related to units of work) or common exception/high frequency words.

Years 5 and 6

- Practice joining all joins using key words for the day (related to units of work) or common exception/high frequency words.
- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the work
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t
- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising break letters
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising speed writing
- Revision
- Looking at different handwriting styles