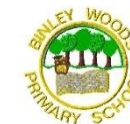


# Binley Woods Primary School – Handwriting Overview, teaching sequence and progression of skills



This is to be used with Little Wandle and No Nonsense Spelling.

|                        | Expectations & teaching sequence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Writing instruments/pedagogies                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Books to use                                                                                                                                                                  |
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| Pre-school & Reception | To develop basic movements for letter formation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, etc.                                                                                                                                                                                                                                                                                                                                                                      | Resources appropriate to continuous provision.                                                                                                                                |
| Reception              | <p>To refine writing movements and form all letters by the end of Reception.</p> <p>Letters to be taught in groups as follows within phonics sessions:</p> <ul style="list-style-type: none"> <li>• c a d g q o – curly caterpillar letters</li> <li>• e s f – curly caterpillar letters</li> <li>• i l t – long ladder letters</li> <li>• u y j k – long ladder letters</li> <li>• r n m – one armed robot letters</li> <li>• h b p – one armed robot letters</li> <li>• v w x z</li> </ul> <p>Use <b>kicking k</b> as used in Little Wandle</p> <p>Letter <b>I</b> to contain horizontal lines.</p> | <p>– wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, etc.</p> <p>Pencil for writing</p> <p>Supporting activities can include:</p> <ul style="list-style-type: none"> <li>• Tracing patterns &amp; letters</li> <li>• Investigating loops &amp; 8s</li> <li>• Copying over/under numbers, letters and words</li> <li>• Investigating clockwise, anti-clockwise circles</li> <li>• Investigating angled patterns</li> </ul> | <p>Resources appropriate to continuous provision.</p> <p>Wide-lined phonics jotter</p>                                                                                        |
| Year 1                 | <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Consolidate letter formation by modelling Nelson Print.</p> <p>Ensure ascenders and descenders are clear and letters are of the correct size and orientation.</p> <p>Form Capital letters and numbers accurately.</p> <p>Letter <b>I</b> to contain horizontal lines.</p>                                                                                                                                                                                                                                             | <p>– wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, etc.</p> <p>Pencil for writing</p> <p>Supporting activities can include:</p> <ul style="list-style-type: none"> <li>• Tracing patterns</li> <li>• Tracing letters</li> </ul>                                                                                                                                                                                         | <p>Resources appropriate to continuous provision at the beginning of Year 1</p> <p>Increasing use of wide-lined phonics jotter, moving to narrower lines at end of Year 1</p> |

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|        | <p>When formation is correct, begin to introduce joins by modelling Nelson Handwriting – diagonal joins first followed by horizontal joins</p> <p>Letters to be taught in groups as follows within phonics sessions, children to show awareness of these families:</p> <ul style="list-style-type: none"> <li>• c a d g q o</li> <li>• e s f</li> <li>• i l t</li> <li>• u y j k</li> <li>• r n m</li> <li>• h b p</li> <li>• v w x z</li> </ul> <p>Introduce 'looped k' as per Nelson Style.</p>                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Copying over numbers, letters and words</li> <li>• Copying under numbers, letters and words</li> <li>• Focus on vowels and consonants</li> </ul>                                                                                                                                                                                                  | <p>English and other curriculum books used to re-enforce and apply handwriting.</p>                                                                                                                                               |
| Year 2 | <p>Formally introduce the four handwriting joins:</p> <ul style="list-style-type: none"> <li>• First join- To letters without ascenders; un um ig id ed eg an or ing ung</li> <li>• Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk</li> <li>• Third join- Horizontal joins; od pg re ve oon oom</li> <li>• Fourth join- Horizontal joins to letters with ascenders ; wl vl of ff fl flo</li> </ul> <p>Children to use some diagonal &amp; horizontal joins by the end of the year</p> <p>Practise the break letters b p g q y j z</p> <p>Practise capital letters ensuring they are larger</p> <p>Consolidate letter sizing with clear ascenders &amp; descenders</p> <p>Ensure words are spaced appropriately according to style</p> | <p>Pencil</p> <p>Purple crayon introduced for simple re-editing</p> <p>Supporting activities can include:</p> <ul style="list-style-type: none"> <li>• Match and copy captions</li> <li>• Trace and copy patterns</li> <li>• Copy words &amp; sentences through dictation</li> <li>• Copy larger chunks of text</li> <li>• Ensure joins are practised to anti-clockwise letters</li> </ul> | <p>Introduce handwriting book to practise sizing and positioning of letters</p> <p>Continue to use phonics/spelling jotter to apply handwriting during dictation</p> <p>Apply handwriting to English and all curriculum books</p> |

## Year 3

Continue to practise joins and introduce more complicated joins.

Revision

- Practise the break letters b p 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
- o 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)

Increase the legibility, consistency and quality of their handwriting and spacing including with apostrophes

Pencil with the introduction of a pen when a child shows a consistent use of neat, regular, fluent and mostly joined presentation.

Purple pen biro used for simple re-editing and responding to marking comments

Supporting activities

- copy words and sentences
- copy poems and larger chunks of texts
- Dictation and shared/guided writing
- Practising handwriting within dialogue
- Introduce spacing where punctuation is required

Use handwriting book to practise sizing and positioning of letters

Apply handwriting to English and all curriculum books

Narrower lines in books than KSI

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| <p><b>Year 4</b></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>Practise more complicated joins – letter s, joining to ascenders, letter z, double consonants</p> <p>Practise uniformity of letters and spacing between them</p> <p>Practise sizing, proportion, spacing of letters to each other</p> <p>Practise and consolidate use of punctuation within a fluent joined style</p> <p>Introduce sloped writing</p> <p>Ensure ascenders and descenders are parallel</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Introduce drafting for speed &amp; fluency</p> | <p>Pencil with the introduction of a pen when a child shows a consistent use of neat, regular, fluent and mostly joined presentation.</p> <p>Purple pen biro used for re-editing</p> <p>Almost all children should be writing in pen by the end of Year 4 unless there is a specific need.</p> <p>Supporting activities</p> <ul style="list-style-type: none"> <li>• copy words and sentences</li> <li>• Print alphabet and capitals</li> <li>• copy poems and larger chunks of texts</li> <li>• Dictation and shared/guided writing</li> <li>• Drafting – note-taking, lists etc</li> </ul> | <p>Use handwriting book to practise sizing and positioning of letters</p> <p>Apply handwriting to English and all curriculum books</p> <p>Introduce re-editing slips during the last term of Y4 – and how to join with a purple pen biro</p>                                                                                                                                         |
| <p><b>Year 5 &amp; 6</b></p> | <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p> <p>With support, make decisions about when to use a 'drafting style' or a finishing style of handwriting.</p>                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Unless there is a specific need, all children to be using handwriting pen across all subjects</p> <p>Pencils to be used in maths and drawing</p> <p>Purple pen biros to be used for re-editing</p> <p>Handwriting to be re-enforced and modelled daily in all curriculum subjects</p>                                                                                                                                                                                                                                                                                                     | <p>Joined handwriting to be applied to all writing books.</p> <p>Draft writing to be used within books where cognition is required for first drafting/note-taking, labelled draft.</p> <p>Printing to be used when specifically practising spelling out words.</p> <p>Handwriting paper inserts to be used in books if support is needed or handwriting books for specific need.</p> |

