



ST ANNE'S COPP CHURCH OF ENGLAND
PRIMARY SCHOOL GREAT ECCLESTON
ENGLISH CURRICULUM



"Let us love, not in word, but in truth and action." (1 John 3:18)

Handwriting Programme of Study
Reception – Y6

<u>Year Group</u>	<u>Teaching and Learning Expectations</u>
Reception	<ul style="list-style-type: none"> • Shows a preference for a dominant hand • Uses a comfortable grip with good control when holding pens and pencils • Begins to use anti-clockwise movement and retrace vertical lines • Begin to form recognisable letters • Uses a pencil and hold it effectively to form recognisable letters • Develop the foundations of a handwriting style which is fast, accurate and efficient
Year 1	<ul style="list-style-type: none"> • Sit correctly at a table. • Begin to form lower-case letters in the correct direction, starting and finishing in the right places. • Form capital letters in the correct direction, starting and finishing in the right place. • Form 0-9 digits in the correct direction, starting and finishing in the right place. • Understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these. • Leave finger spaces between words.
Year 2	<ul style="list-style-type: none"> • Know the diagonal and horizontal strokes needed to join. • Form lower-case letters of the correct size relative to one another. • Start using some of the letters and join them. • 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 reflect the size of the letters. • Revision of previous years' handwriting where appropriate.
Year 3 & 4	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters. • Increase the legibility, consistency and quality of their handwriting (e.g. parallel and equidistant downstrokes) and that lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch. • Revision of previous years' handwriting where appropriate.
Year 5 & 6	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Vary letter shapes for effect. • Choose the best writing implement for the task. • Print as appropriate. • Revision of previous years' handwriting where appropriate

Year Group	Content To Be Taught
Reception	<p>1. Pencil grip</p> <p>2. Printed: lower case</p> <p>Taught in order of stage 2 letters and sounds progression. Attention paid to letters: e i x d f which are anomalies.</p> <p>Teach the family groups: Ladder letters: l t j i u y One-armed robots Letters: r b n h m k p Curly Caterpillar Letters: c a o d g q e s f Zigzag Monster Letters: v w x z</p> <p>They learn the letters without any lead ins or outs:</p> <ul style="list-style-type: none"> • Short family <ul style="list-style-type: none"> ○ a c o s (move anti-clockwise) ○ n m r u v w z (move clockwise) ○ e (starts in the middle) ○ i x (take pencil off the paper) • High family <ul style="list-style-type: none"> ○ b h k l (starts high and moves clockwise) ○ t (take the pencil off the paper) ○ d (starts in the middle) • Low family <ul style="list-style-type: none"> ○ g q (move anti-clockwise) ○ j (move anti-clockwise and take pencil off the paper) ○ p y (move clockwise) • High & low family <ul style="list-style-type: none"> ○ f <p>3. Upper case/capitals Children see capital letters in reading but printing of capitals used to extend those who need the challenge. Emphasise you can take the pencil off the paper.</p> <p>4. Digits Taught in numerical order. Care taken for 0 and 8. Emphasise you can take the pencil off the paper.</p>
Year 1	<p>1. Check pencil grip/seating</p> <p>2. Precursive, not joined: Lower case</p> <p>Teach the family groups: Ladder letters: l t j i u y One-armed robots Letters: r b n h m k p Curly Caterpillar Letters: c a o d g q e s f Zigzag Monster Letters: v w x z</p> <p>When children are in Year 1, they learn the letter groups as follows with lead outs:</p> <ul style="list-style-type: none"> • Short family <ul style="list-style-type: none"> ○ a c o s (move anti-clockwise) ○ n m r u v w z (move clockwise) ○ e (starts in the middle) ○ i x (take pencil off the paper) • High family <ul style="list-style-type: none"> ○ b h k l (starts high and moves clockwise) ○ t (take the pencil off the paper) ○ d (starts in the middle) • Low family <ul style="list-style-type: none"> ○ g q (move anti-clockwise)

	<ul style="list-style-type: none"> ○ j (move anti-clockwise and take pencil off the paper) ○ p y (move clockwise) • High & low family <ul style="list-style-type: none"> ○ f <p>3. Upper case/capitals In order of the alphabet with M and W taught together and O taught last. Emphasise taking pencil off the paper.</p> <p>4. Digits In numerical order with 0 and 8 taught last. Emphasise taking the pencil off the paper.</p> <p>5. Precursive words Practise diagraphs, common classroom words/names e.g. dates, spellings and topic vocabulary/maths numbers using precursive font. Do not join.</p>
Year 2	<p>1. Check pencil grip/seating</p> <p>2. Precursive, not joined, becoming joined: lower case</p> <p>Teach the family groups: Ladder letters: l t j i u y One-armed robots Letters: r b n h m k p Curly Caterpillar Letters: c a o d g q e s f Zigzag Monster Letters: v w x z</p> <p>abcdefghijklmnopqrstuvwxy</p> <p>In Year 2, the children should then learn the lead outs as follows:</p> <ul style="list-style-type: none"> • Short family (diagonal join) <ul style="list-style-type: none"> ○ a c n m u i u x z e s • Short family (horizontal join) <ul style="list-style-type: none"> ○ o r w • High family (diagonal join) <ul style="list-style-type: none"> ○ b h k l t d • Low family (diagonal join) <ul style="list-style-type: none"> ○ g j p q y • High and low family (diagonal join) <ul style="list-style-type: none"> ○ f <p>3. Upper case/capitals In order of alphabet, focusing on similar size, orientation and spacing.</p> <p>4. Digits In numerical order, focusing on similar size, orientation and spacing. Using numbers taught in maths lessons.</p> <p>5. Joined cursive words Joining diagraphs, common classroom words/names e.g. dates, spellings and topic vocabulary using joined cursive font when ready for this. See guidance below for joining.</p>
Year 3	<p>1. Cursive, not joined, becoming joined: lower case In Year 3, children continue to practise the cursive, not joined front from Year 2 that contains lead outs to ensure they are confident with this.</p> <p>Teach the family groups: Ladder letters: l t j i u y One-armed robots Letters: r b n h m k p Curly Caterpillar Letters: c a o d g q e s f Zigzag Monster Letters: v w x z</p> <p>abcdefghijklmnopqrstuvwxy</p> <p>2. Upper case/capitals In order of the alphabet, focusing on similar size, orientation and spacing.</p>

	<p>3. Digits In numerical order, focusing on similar size, orientation and spacing. Using numbers taught in maths lessons.</p> <p>4. Joined cursive words Joining diagraphs, common classroom words/names e.g. dates, spellings and topic vocabulary using joined cursive font – focusing on parallel and equidistant down strokes; lines of writing e.g. sentences which are sufficiently spaced so that ascenders and descenders of letters do not touch. See guidance below for joining.</p>
Year 4	<p>1. Joined cursive words Joining diagraphs, common classroom words/names e.g. dates, spellings and topic vocabulary using joined cursive font – focusing on parallel and equidistant down strokes; lines of writing e.g. sentences which are sufficiently spaced so that ascenders and descenders of letters do not touch. See guidance below for joining.</p> <p>abcdefghijklmnopqrstuvwxy</p> <p>2. Printing Print numbers taught in maths lessons</p>
Year 5	<p>1. Joined cursive words Joining common classroom words/names e.g. dates, spellings and topic vocabulary using joined cursive font – with fluency and speed. See guidance below for joining.</p> <p>abcdefghijklmnopqrstuvwxy</p> <p>2. Printing Print numbers taught in maths lessons</p>
Year 6	<p>1. Joined cursive words Joining common classroom words/names e.g. dates, spellings and topic vocabulary using joined cursive font – with fluency and speed. See guidance below for joining.</p> <p>abcdefghijklmnopqrstuvwxy</p> <p>2. Customising Adjust letter shape for effect e.g. italics</p> <p>3. Printing Printing letters for algebra etc.</p>

Joining

Only when children can understand these rules should joining be attempted. Until then, teach lead outs and joins for individual letters but do not link letters together until they are ready. Children who learn to join incorrectly will struggle to rectify the misconception later.

1. All letters should join to the next letter in the word
2. When a letter has a horizontal join, it links to the next letter.

Important things to remember

- Tall letters should stop just before the line above and not touch the line (b d h k l t f)
- Short letters are all the same height and stop at the midpoint of the line (a c e i m n o r s u v w x y z)
- Some letters stretch down below the line. The top of these letters touch the midpoint (g j p q y)
- Capital letters never join to the rest of the word
- abcdefghijklmnopqrstuvwxy

