



Handwriting Curriculum Overview

To ensure consistency throughout the school, we must all use the following terminology from EYFS – Year 6.

Handwriting should be taught in handwriting books for KS1 and in spelling books for KS2 and should be taught for a minimum of 40 minutes a week. It is up to the teacher whether this is done over multiple sessions or 1 stand-alone session.

Key handwriting terminology

- Tummy Near Table (TNT)
- Six Legs
- Bottoms Back in Chair (BBC)
- Nip, Flip, Grip
- Short letters (a,o,e,m,w)
- Tall letters (l, b, h,k)
- Tail letters (y,p,j,g)
- Special letters (t and f)
- We do not join from any capital letter
- Capital letters must touch top and bottom line
- We do not join tail letters apart from an 'f' which we join from the joining line
- Line guides should be used for children who need to develop consistency in letter formation and size. This would start from year 2.

Rhymes for letter formation

- When teaching letter formation, the following rhymes must be used consistently throughout school (for images and rhymes see appendix. 1).

Letter a – Around the apple and down the leaf

Letter b – Down the laces to the heel and around the toe

Letter c – Curl around the caterpillar

Letter d – Around the dinosaur's bottom, up his tall neck and down to his toes

Letter e – Lift up the top and scoop out the egg

Letter f – Down the stem and draw the leaves

Letter g – Around the girl's face, down her hair and give her a curl

Letter h – Down the head, to his hooves and over his back

Letter l – Down the body and dot for the head

Letter j – Down his body, curl, dot for his head

Letter k – Down the kangaroo's body, tail and leg

Letter l – Down the long leg

Letter m – Down Maisie, mountain, mountain

Letter n – Down Nobby and over his net

Letter o – All around the orange

Letter p – Down the pirate's plait and around his face

Letter q – Round her head, up past her earring, down her hair and flick

Letter r – Down the robot's back and curl over his arm

Letter s – Slither down the snake

Letter t – Down the tower, across the tower

Letter u – Down and under, up to the top and draw the puddle

Letter v – Down a wing, up a wing

Letter w – Down, up, down, up

Letter x – Down the arm and leg, repeat on the other side

Letter y – Down a horn, up a horn and under head

Letter z – zig – zag – zig

EYFS:

Nursery

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start eating independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.

Reception:

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower-case and capital letters correctly.

Teaching and learning in EYFS:

- In EYFS Squiggle while you Wiggle is used to practice gross motor skills by creating handwriting movements with the body.
- In EYFS Dough Disco is used to enhance fine motor skills and pincer grip needed in the early development of handwriting.
- The teaching of letter formation begins with the introduction of initial letter families using the school 'letter chatter' to get a consistent pattern. A minimum of three discrete 20 minutes sessions per week.
- The teaching and learning of handwriting is reinforced during modelled, shared and guided writing and phonics sessions.

Year one

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' (ie letters that are formed in similar ways) and to practise these

Teaching and learning in Year one:

- See program of learning in appendix 2 for letter families, and guidance of letters, capital letters and numbers.
- Teaching should focus on drilling key learning habits and terminology so the children understand this throughout their time at Bradley Green as well as forming letters, numbers correctly and on the line.

Year two:

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 adjacent to one another, are best left unjoined
- 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
- **form 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. (ARE)**
- **use the diagonal and horizontal strokes needed to join some letters. (GD)**

Teaching and learning in Year two:

- See program of learning in appendix 2 for letter families, and guidance of letters, capital letters, numbers and joining patterns.
- During year 2, when children have gained confidence with their letter formation they need to progress to forming common joins but also applying these in to words and sentences, which will encourage them to apply this knowledge in further contexts.
- When applying joins to words, it would be highly beneficial to use statutory key stage spelling words, high frequency words and non-negotiables to also support children in their spelling ability.

Year three and four:

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 downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Teaching and learning in Year three and four:

- See program of learning in appendix 2 for letter families, and guidance of letters, capital letters, numbers and joining patterns.
- Years 3 and four should re-cap previous joins covered, re-cover joins that suit the need of the cohort and encouraging children to use joins in words and sentences that they have created themselves.

Year five and six:

Pupils should be taught to:



























- 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
 - **maintain legibility in joined handwriting when writing at speed. (ARE)**

Teaching and learning in Year five and six:

- See program of learning in appendix 2 for letter families, and guidance of letters, capital letters, numbers and joining patterns.
- Year 5 and 6 should re-cover and re-cap joins when needed and a huge focus should be on supporting the children in applying handwriting to spellings (as like previous years).
- Children should be covering numerous joins/words each session to build legibility when writing at speed.

Appendix 1.

Rhymes for letter formation

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

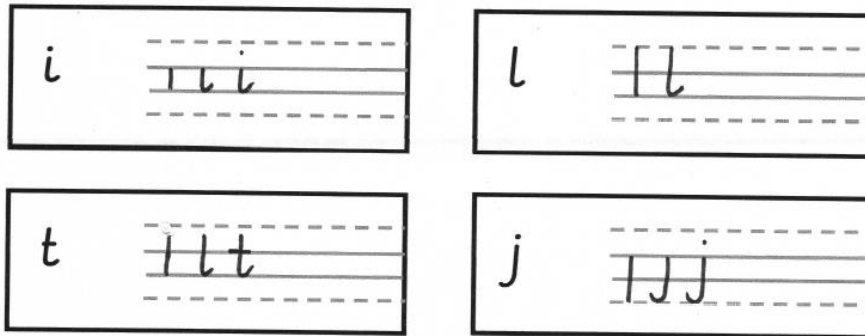
Appendix 2

Handwriting program of learning and sequence of lessons.

Lower case letter formation

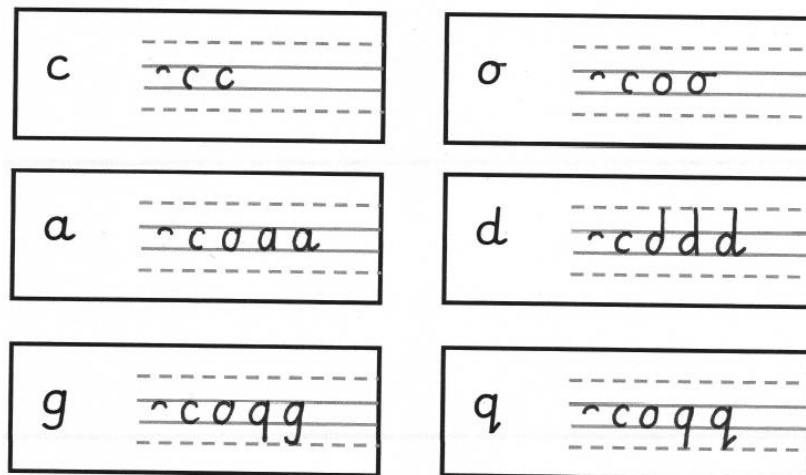
Family 1. The Straight Line Family – i, l, t and j

Letters based on a single vertical line.



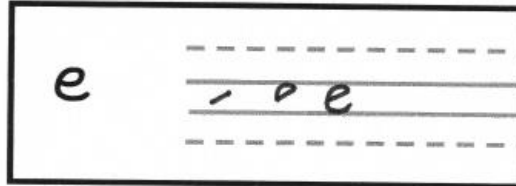
Family 2. The Coathanger Family – c, o, a, d, g and q.

Letters based on a 'c' shape.



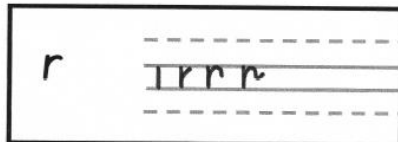
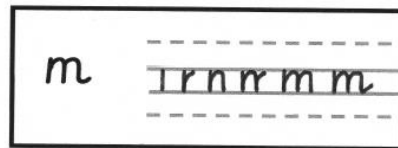
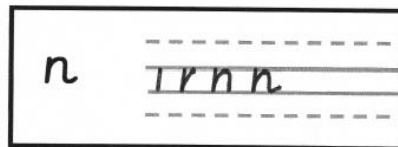
Family 2. The Coathanger Family continued – e

Letters based on a 'c' shape, but it does not start with the hook like other letters in this family.



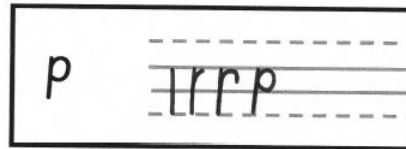
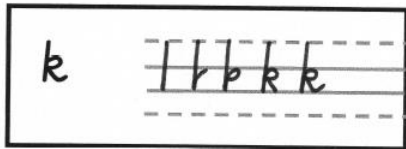
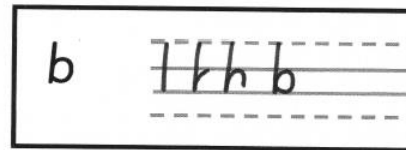
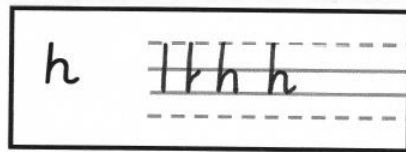
Family 3. The Bridge Family – n, m and r.

Letters based on vertical down stroke followed by a diagonal movement to the right.



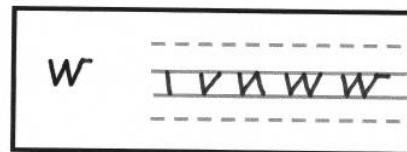
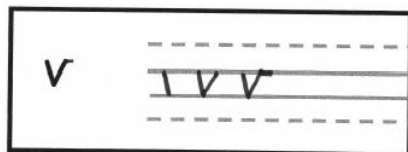
Family 3. The Bridge Family continued – h, b, k and p.

Letters based on vertical down stroke followed by a vertical up stroke, then have a diagonal movement to the right.



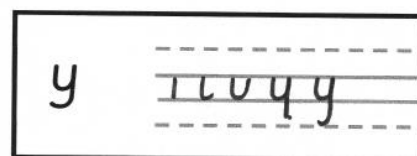
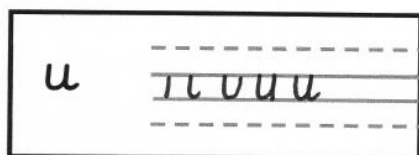
Family 4. The Zig Zag Family – v and w.

Letters based on diagonal downward stroke .



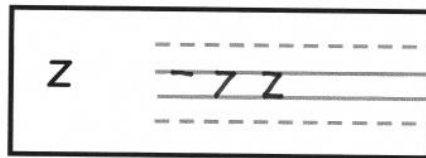
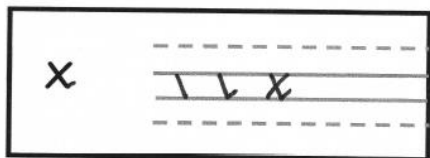
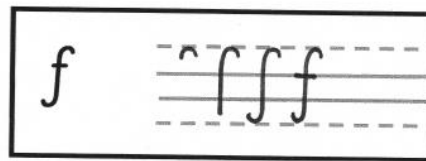
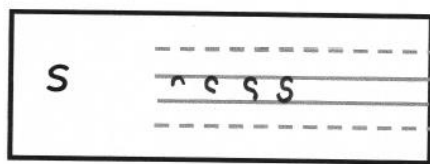
Family 5. The Smile Family – u and y.

Letters based on a downward stroke, curve back up and then down.



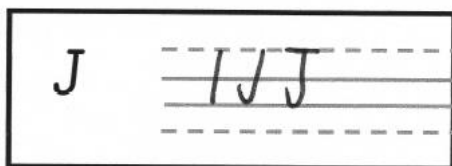
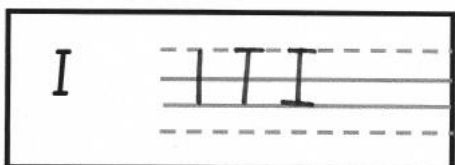
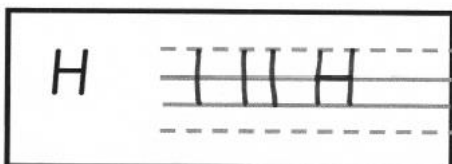
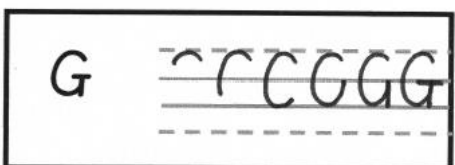
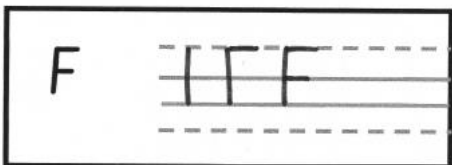
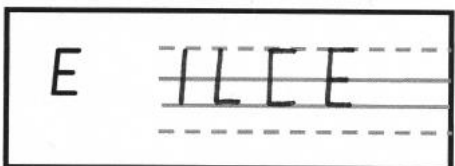
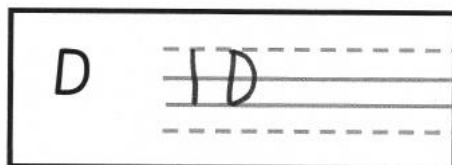
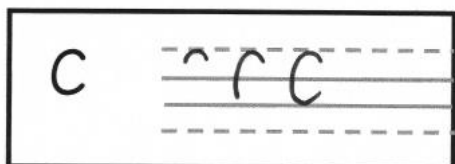
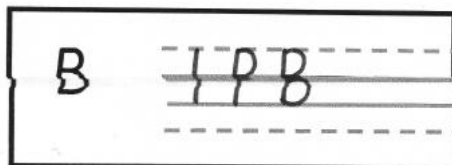
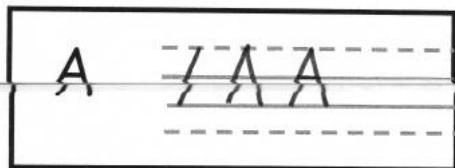
Family 6. The Misfits! S, f, x and z.

Unique and individual, they do not fit other letter groups (See ISHA Excellence in Handwriting pages 12 for more information).



Uppercase letter formation

These are taught as tall letters in size. They do NOT join on to the letter which follows.



K IYK

L LL

M IMM

N INN

O CO

P IP

Q COQ

R IPR

S CSS

T IT

U IU

V IV

W IWW

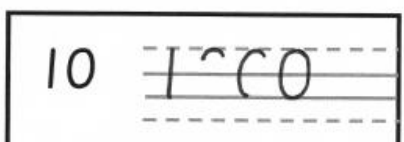
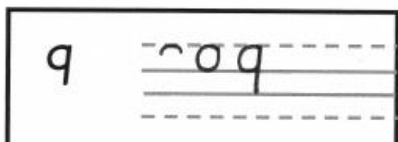
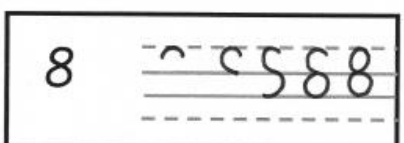
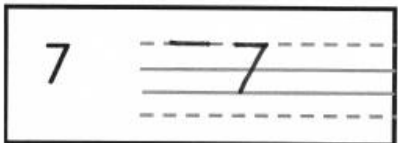
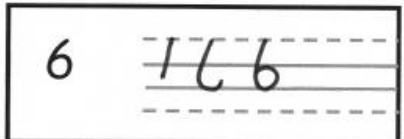
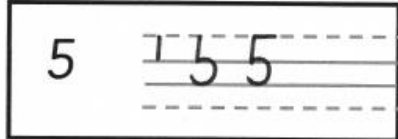
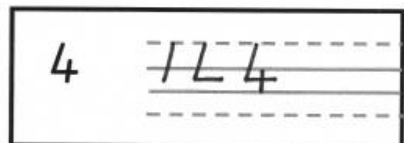
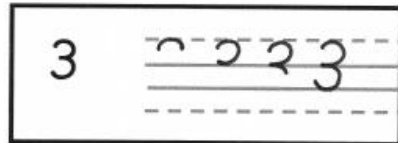
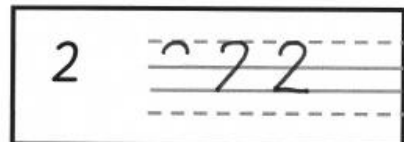
X IX

Y IY

Z IZ

Number formation

All numbers are regarded as the same size as tall letters.

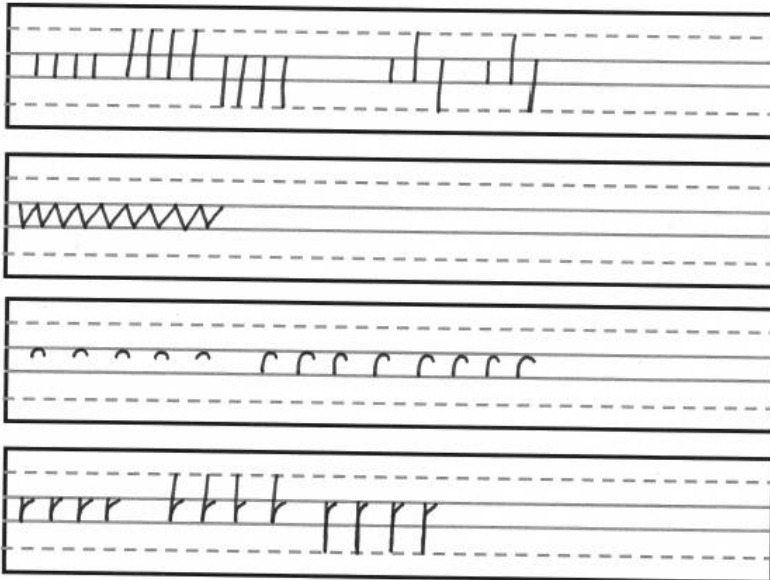





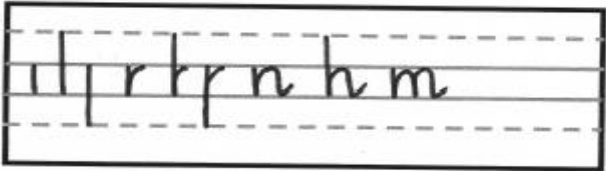
Program of study

Year 1:

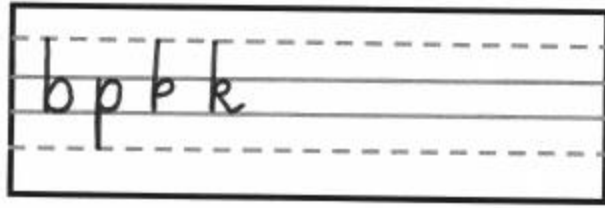
Warm up exercises:

Using the lines guides to support children understanding the size of small, tall and tail letters.

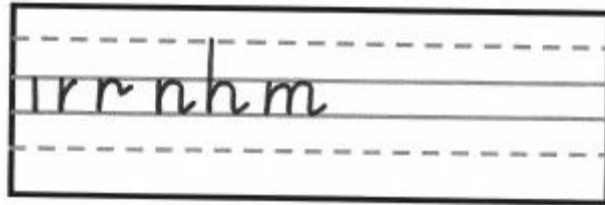


Individual letters	Examples
1) i and l.	
2) i, l and j.	
3) i, l and t.	
4) r, n, h and m.	

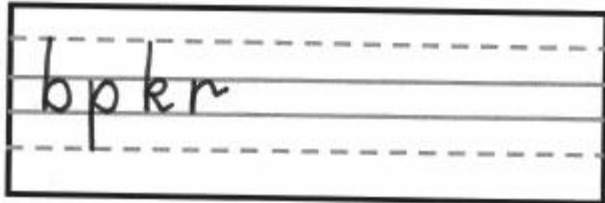
5) b, p and k.



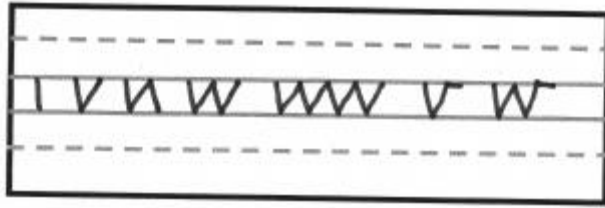
6) r, n, h and m
(recap).



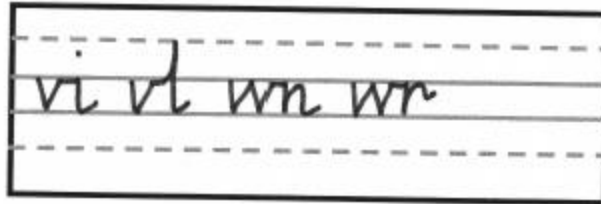
7) b, p, k and r
(recap).



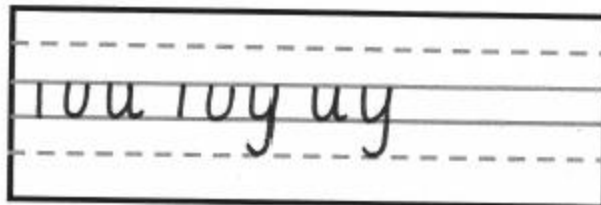
8) v and w.



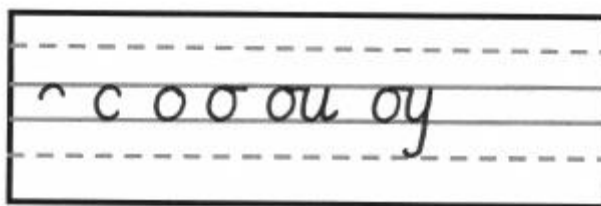
9) vi, vl, wn and wr.



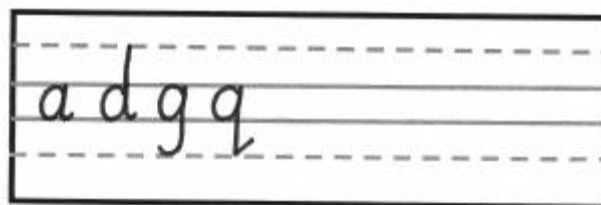
10) u and y.



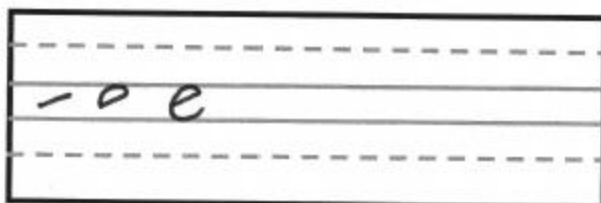
11)c, o, ou and
oy.



12)a, d, g and q.



13)e



Capital letters and
numbers

Examples

1) P, B, R, D and
U

IPBRDU

2) L, E, F, M and
A



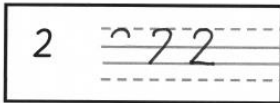
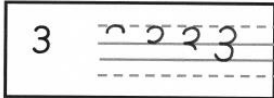
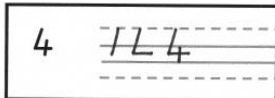
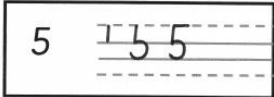
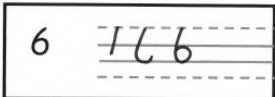

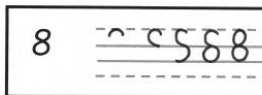
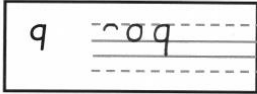
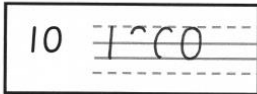
LEFMA

3) T, U J, H, K and
N

TIJHKN

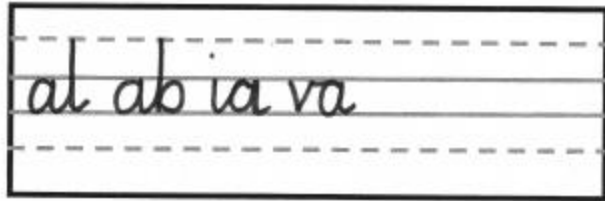
4) C, G, O, Q
and S

CGOQS

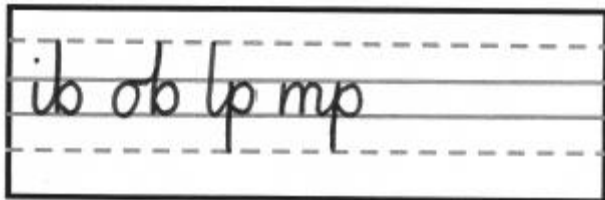
<p>5) X, V,, W, Y and Z</p>	
<p>6) 1 and 2</p>	<div data-bbox="566 600 845 701">  </div> <div data-bbox="888 600 1169 701">  </div>
<p>7) 3 and 4</p>	<div data-bbox="563 884 837 981">  </div> <div data-bbox="879 884 1155 981">  </div>
<p>8) 5 and 6</p>	<div data-bbox="563 1160 837 1256">  </div> <div data-bbox="879 1160 1155 1256">  </div>
<p>9) 7 and 8</p>	<div data-bbox="563 1438 825 1532">  </div> <div data-bbox="863 1438 1126 1532">  </div>
<p>10)9 and 10</p>	<div data-bbox="563 1702 820 1794">  </div> <div data-bbox="860 1702 1118 1794">  </div>

Year 2 program of study

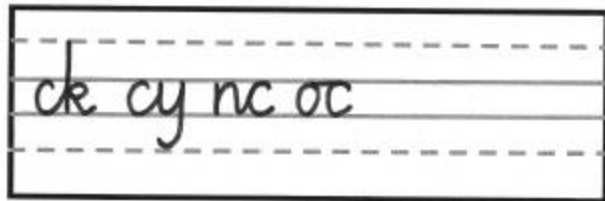
1) al, ab, ia and va.



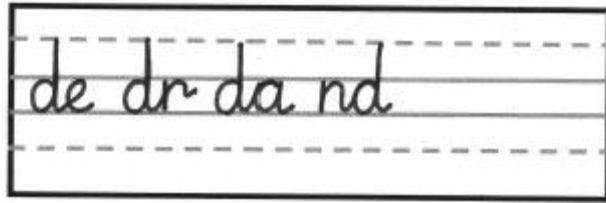
2) ib, ob, lp and mp.



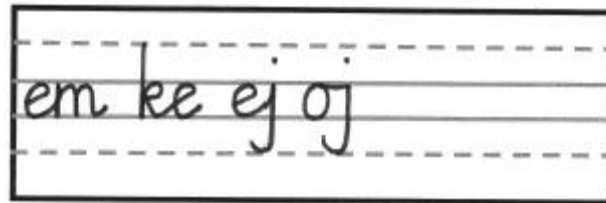
3) ck, cy, nc and oc.



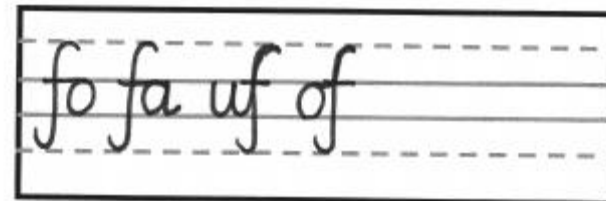
4) de, dr, da and nd.



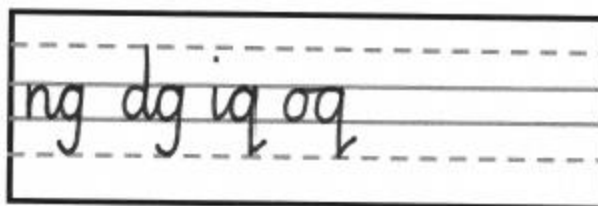
5) em, ke, ej and oj.



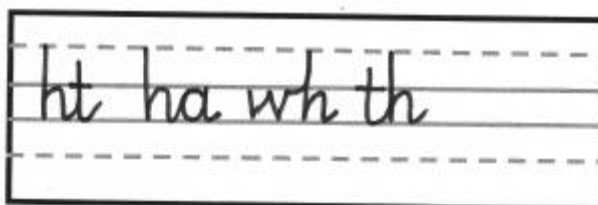
6) fo, fa, uf and of



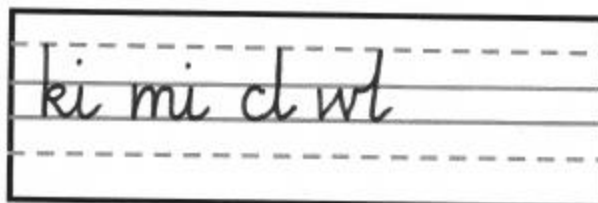
7) ng, dg, iq and oq.



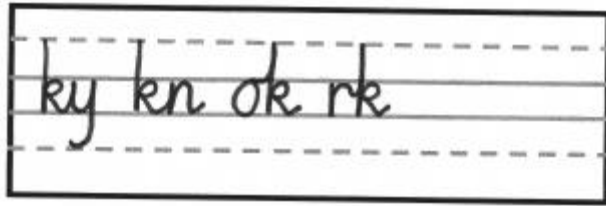
8) ht, ha, wh and th.



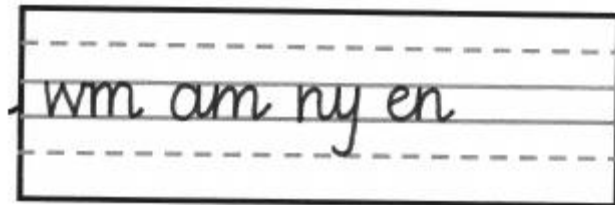
9) ki, mi, cl and wl.



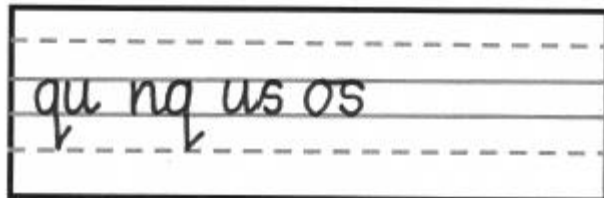
10)ky, kn, ok and rk.



11) wm, am, ny and en.



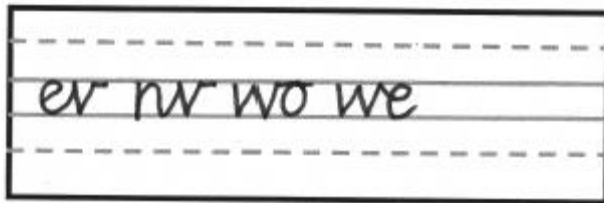
12)qu, nq, us and os.



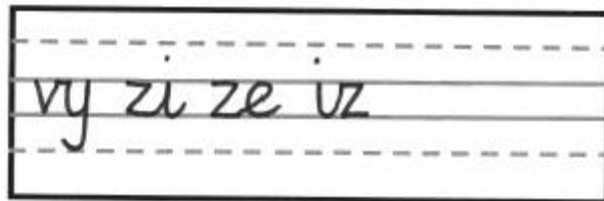
13)lt, it, lit, cu and up.



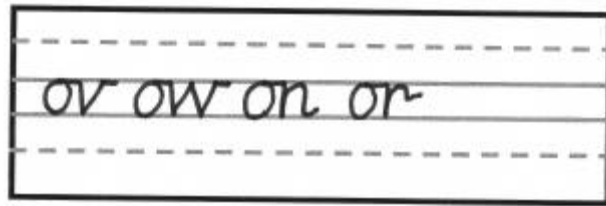
14)ev, nv, wo and we.



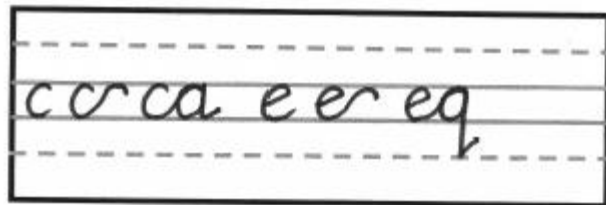
15)vy, zi, ze and iz.



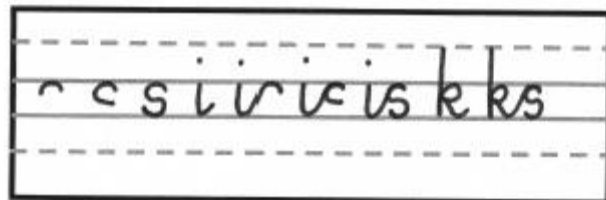
1) ov, ow, on and or.



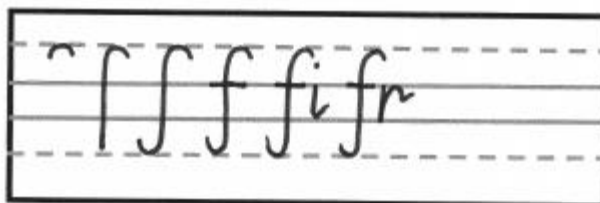
2) c, ca, e and eq.



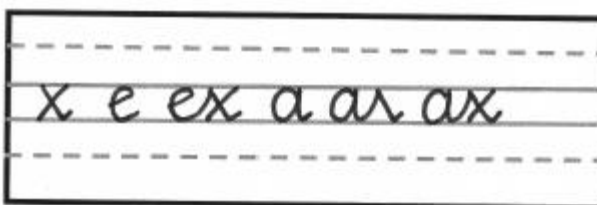
3) s, i, k and ks.



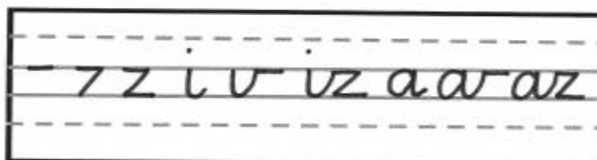
4) f, fi and fr.



5) x, e, ex, a and ax.



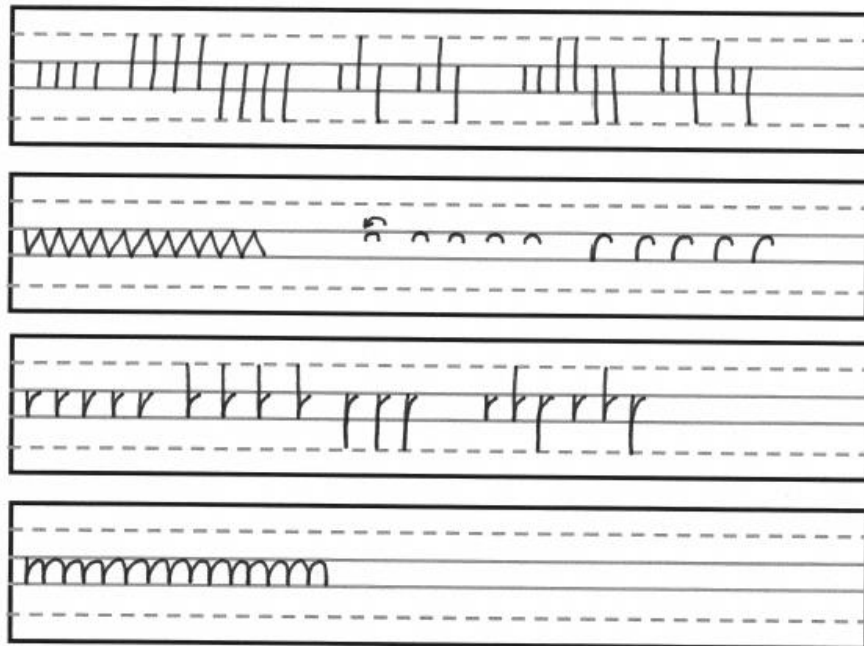
6) z, i, iz, a and az.



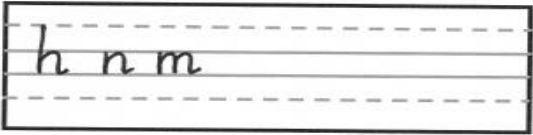
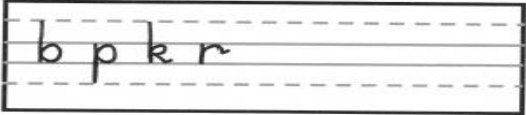
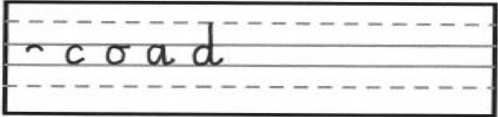

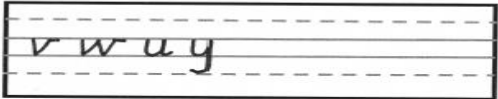
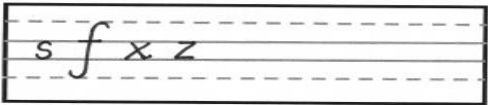
Years 3 and 4 program of study:

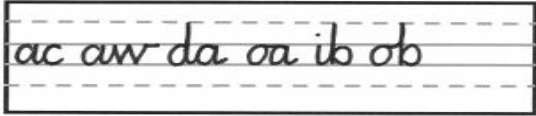
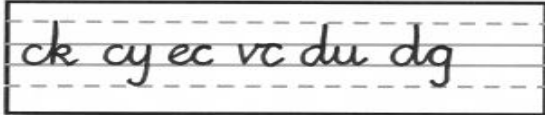
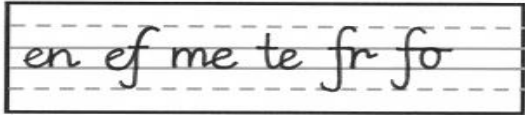
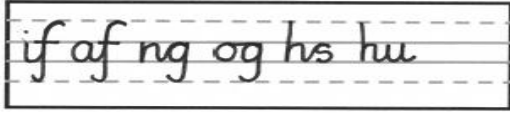
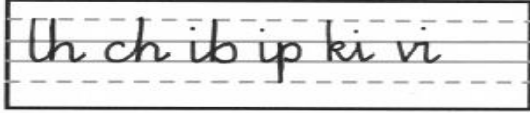

Warm up exercises:

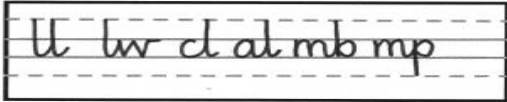
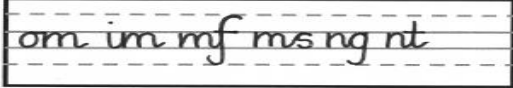
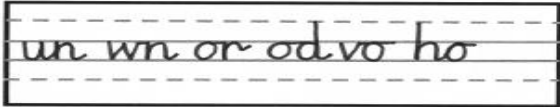
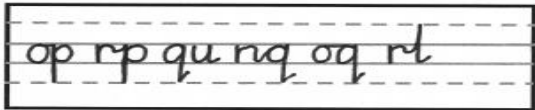
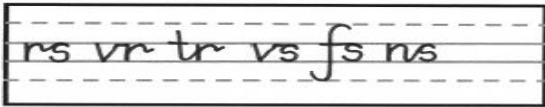
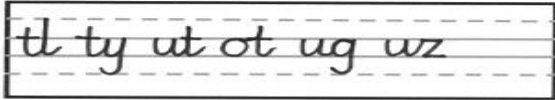
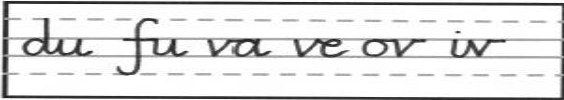
Using the lines guides to further support children in KS2 understanding the size of small, tall and tail letters.

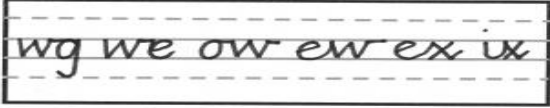
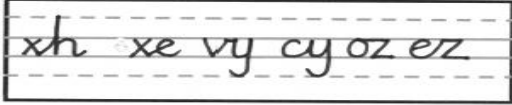


Individual letters	Examples
1) i, l, t and j.	

<p>2) h, n and m.</p>	
<p>3) b, p, k and r.</p>	
<p>4) c, o, a and d.</p>	
<p>5) g, q, e, l and e.</p>	
<p>6) v, w, u and y.</p>	
<p>7) s, f, x and z.</p>	

<p>1) ac, aw, da, oa, ib and ob.</p>	
<p>2) ck, cy, ec, vc, du and dg.</p>	
<p>3) en, ef, me, te, fr and fo.</p>	
<p>4) if, af, ng, og, hs and hu.</p>	
<p>5) lh, ch, ib, ip, ki and vi.</p>	
<p>6) ej, nj, ky, kl, mk and ok.</p>	

7) ll, lw, cl, al, mb and mp.	
8) om, im, mf, ms, ng and nt.	
9) un, wn, or, od, vo and ho.	
10) op, rp, qu, nq and oq, rl.	
11) rs, vr, tr, vs, fs and ns.	
12) tl, ty, ut, ot, ug and uz.	
13) du, fu, va, ve, ov and iv.	

<p>14) wg, we, ow, ew, ex and ix.</p>	
<p>15) xh, xe, vy, cy oz and ez.</p>	

Years 5 and 6 program of study:

In year 5 and 6, children should be able to write legible and therefore it is advised to use the program of learning to suit the needs and what is needed to support the children on letter, number formation and joining.