

## Bunny C of E Primary School

### Handwriting Curriculum – Overview and Progression

#### Reception


At Bunny C of E Primary School, establishing good writing habits at Reception level are extremely important. We understand that pre-requisite writing skills need to be taught before formal letter formation handwriting instruction can begin. These skills include: pre-writing skills, scissor skills and fine motor skills. Pre-writing shapes will be introduced in the Autumn term to develop the children's ability to write lines, shapes and strokes before learning to correctly form letters. Scissor skills will also be developed over the Autumn term, children will learn to hold and operate scissors correctly and develop from making small snips in paper to cutting out complex shapes. (see appendix.)




We have also identified that being able to use a knife and fork correctly are very closely linked to the skills required for handwriting. No taught lessons will be delivered on knife and fork usage. The information will be on display in the Hall where the children eat and the mid-day supervisors will use these to prompt and support the children to use them correctly.




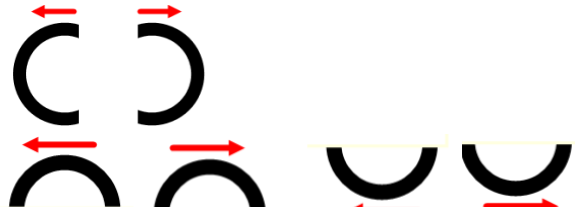
Reception children participate in 'squiggle whilst you wiggle' to develop gross motor skills and 'dough disco' to develop fine motor skills and hand strength. These are taught in the Autumn term when the children begin in Reception. After each dough disco session children will practise their fine motor accuracy and pencil grip (froggy fingers). We will ensure that each child holds the pencil comfortably and appropriately.

The pencil should be held between the thumb and first finger and should rest on the middle finger. It should be held at about 2 to 3 cm from the point. We will provide chubby pencils with grooves in where appropriate. We will provide special pencil grips for those children who need them. We will consider the special requirements of left-handed children, ensuring that they hold their paper at an appropriate angle.

At Bunny C of E Primary School the Reception teacher provides plenty of practice in using pencils, crayons and other writing implements to encourage children to gain confidence in drawing and in producing controlled lines. We will encourage children to write each letter using controlled movements as shown in the letter formation guides (see appendix). The letter formation guides are taken from the published scheme *Little Wandle Letters and Sounds Revised*. Teachers will use a 'rhyme' to help children to remember how to form the letter correctly along with displaying a visual representation of each uppercase and lowercase letter. Children will be taught how to write letters in family sets. The sets are arranged in line with letter formation starting points. Ascenders are sometimes referred to as 'sky' letters, ordinary letters are 'grass' letters and descenders are 'ground' letters.

<p align="center"><b><u>Autumn (Based on 15 weeks)</u></b> Pre-writing skills Scissor skills Lowercase letters</p>	<p align="center"><b><u>Spring (Based on 12 weeks)</u></b> Lowercase and Uppercase letters</p>	<p align="center"><b><u>Summer (Based on 14 weeks)</u></b> Lowercase and Uppercase letters</p>
<p>Week 1: Handwriting: scribbles randomly on paper (squiggle whilst you wiggle) Scissor skills: doing hand and helping hand, practise opening and closing scissors</p>	<p>Week 1: Handwriting: e and d</p>	<p>Week 1: Handwriting: d, D, g and G</p>
<p>Week 2: Handwriting: scribbles in different directions e.g. straight line and circle (squiggle whilst you wiggle) Scissor skills: Holding the scissors with thumb in the one hole and middle finger in other, index finger used to stabilise. Holding scissors with thumb facing up “thumbs to the sky” with scissors pointing forward (snips in playdough)</p>	<p>Week 2: Handwriting: g and q</p>	<p>Week 2: Handwriting: q, Q, e and E</p>
<p>Week 3: Handwriting: imitates simple shapes that have one movement (child watches an adult then copies) e.g. circles, lines, (squiggle whilst you wiggle) Scissor skills: holds the paper with helper hand and makes random cuts with doing hand. (snips paper straws and plastic straws)</p>	<p>Week 3: Handwriting: f and l (ladder letters)</p>	<p>Week 3: Handwriting: s, S, f and F</p>
<p>Week 4: Handwriting: Dough disco, pencil grip and copies simple shapes </p>	<p>Week 4: Handwriting: i and t</p>	<p>Week 4: Handwriting: o, O l and L</p>

<p>Scissor skills: cuts in a straight line on thicker paper or thin card (draw thicker lines to cut along before moving onto thinner lines)</p>		
<p>Week 5: Handwriting: Dough disco, pencil grip and imitates complex shapes (ones that involve multiple movements) e.g. plus, cross, triangle, square Scissor skills: cuts in a straight line on thicker paper or thin card (draw thicker lines to cut along before moving onto thinner lines)</p>	<p>Week 5: Handwriting: u and j</p>	<p>Week 5: Handwriting: t, T, i and I</p>
<p>Week 6: Handwriting: Dough disco, pencil grip and copies complex shapes  Scissor skills: Cut out simple shapes with straight lines e.g. squares, rectangles and triangles</p>	<p>Week 6: Handwriting: y and r (One armed robot letters)</p>	<p>Week 6: Handwriting: y, Y, j and J</p>
<p>Week 7: Handwriting: Dough disco and write over and continue simple patterns: zig zag, infinity  Scissor skills: Cut out shapes with straight lines e.g. pentagons, hexagons, octagons</p>	<p>Week 7: Handwriting: n and h</p>	<p>Week 7: Handwriting: r, R, u and U</p>
<p>Week 8: Handwriting: Dough disco and write over and continue simple patterns: spiral, waves </p>	<p>Week 8: Handwriting: m and b</p>	<p>Week 8: Handwriting: n, N, b and B</p>

<p>Scissor skills: Cut out shapes with curved lines e.g. circles</p>		
<p>Week 9: Handwriting: Dough disco and write over and continue simple patterns: loops</p>  <p>Scissor skills: cuts more complicated shapes with curved and straight sides e.g. semi circles</p>	<p>Week 9: Handwriting: k and p</p>	<p>Week 9: Handwriting: m, M, h and H</p>
<p>Week 10: Handwriting: Straight strokes: vertical, horizontal</p> 	<p>Week 10: Handwriting: v and w (zig zag monster letters)</p>	<p>Week 10: Handwriting: p and P, k and K</p>
<p>Week 11: Handwriting: Straight strokes: diagonal Circular strokes: circles</p> 	<p>Week 11: Handwriting: x and z</p>	<p>Week 11: Handwriting: v, V, w and W</p>
<p>Week 12: Handwriting: Circular strokes: circles and semi-circles</p> 	<p>Week 12: Handwriting: c, C, a and A</p>	<p>Week 12: Handwriting: x, X, z and Z</p>
<p>Week 13: Handwriting: c and o (curly caterpillar letters)</p>		<p>Week 13: Catch up</p>

Week 14: Handwriting: s and a		Week 14: Catch up
Week 15: Catch up		

## **Year One**

At Bunny C of E Primary School we will further encourage the good handwriting habits developed in Reception.

We will ensure that each child holds the pencil comfortably and appropriately.

The pencil should be held between the thumb and first finger and should rest on the middle finger. It should be held at about 2 to 3 cm from the point. We will provide chubby pencils where appropriate. We will provide special pencil grips for those children who need them. We will consider the special requirements of left-handed children, ensuring that they hold their paper at an appropriate angle.

We will encourage children to write each letter using controlled movements as shown in the letter formation guides (see appendix). The letter formation guides are taken from the published scheme Read, Write, Ink. Teachers will use a 'rhyme' to help children to remember how to form the letter correctly along with displaying a visual representation of each uppercase and lowercase letter. Children will be taught how to write letters in family sets. The sets are arranged in line with letter formation starting points. Ascenders are sometimes referred to as 'sky' letters, ordinary letters are 'grass' letters and descenders are 'ground' letters.

Children in Year One will recap the learning taught in Reception and then move onto practising writing whole words and sentences. We will practise handwriting with the children alongside their spelling practice. We will encourage the use of tidy and well-formed writing in all independent work.

<b><u>Autumn (Based on 15 weeks)</u></b> Lowercase and Uppercase letters	<b><u>Spring (Based on 12 weeks)</u></b> Whole Word Practice Responsive letter formation practice	<b><u>Summer (Based on 13 weeks)</u></b> Whole Word Practice Responsive letter formation practice
Session 1: Lowercase c, a, d and g (curly caterpillar letters)	Session 1: no, play, today No I cannot play today.	Session 1: would, could, should, Would you like to play?
Session 2: Uppercase C, A, D and G	Session 2: am, in, boat I am in a boat.	Session 2: them, then, there I ran fast and then sat down.
Session 3: Lowercase q, e, s, f and o	Session 3: this, tree, is This is a tree.	Session 3: these, with, another Can I have chips with peas.
Session 4: Uppercase Q, E, S, F and O	Session 4: yes, like, jelly Yes I like jelly.	Session 4: as, has, last I came last in the race.
Session 5: Lowercase j, y and u	Session 5: tea, bed, time After tea it is time for bed.	Session 5: so, us, seen The sun shone and could be seen a long way away.
Session 6: Uppercase J, Y and U	Session 6: go, to, school Girls and boys should go to school.	Session 6: man, name, many My name is Sam said the man.
Session 7: Lowercase l, i and t (ladder letters)	Session 7: over, people, little Little people can't push over trees.	Session 7: now, more, from I can do more jumps now.
Session 8: Uppercase L, I and T	Session 8: are, and, kind Old people are kind and helpful.	Session 8: jump, just, your Your jump is higher than mine.
Session 9: Lowercase r, b, n and h (One armed robot letters)	Session 9: saw, their, three Three sisters saw their brother	Session 9: very, pull, put Pull the rope really hard and then put it down.
Session 10: Uppercase R, B, N and H	Session 10: the, house, who, Who is in the house?	Session 10: or, ran, her She ran faster than her brother.
Session 11: Lowercase m, k and p	Session 11: out, went, of He went out of the house	Session 11: here, first, were, We were here first.
Session 12: Uppercase M, K and P	Session 12: our, about, house The house is near our garden.	Session 12: got, dig, if The dog will dig if a bone is buried.

Session 13: Lowercase v, w, x and z (zig zag monster letters)		Session 13: off, square, quick I jumped off the square step.
Session 14: Uppercase V, M, X and Z		
Session 15: Catch Up		

## Year Two

At Bunny C of E Primary School we will further encourage the good handwriting habits developed in Year One.

We will ensure that each child holds the pencil comfortably and appropriately.

The pencil should be held between the thumb and first finger and should rest on the middle finger. It should be held at about 2 to 3 cm from the point. We will provide chubby pencils where appropriate. We will provide special pencil grips for those children who need them. We will consider the special requirements of left-handed children, ensuring that they hold their paper at an appropriate angle.

We will encourage children to write each letter using controlled movements as shown in the letter formation guides (see appendix). The letter formation guides are taken from the published scheme Read, Write, Ink. Teachers will use a 'rhyme' to help children to remember how to form the letter correctly along with displaying a visual representation of each uppercase and lowercase letter. In Year Two, the children will be taught the **four basic joins**:

- **slope joins to letters without ascenders,**
- **bridge joins to letters without ascenders**
- **slope joins to letters with ascenders**
- **bridge joins to letters with ascenders**

Ascenders are sometimes referred to as 'sky' letters, ordinary letters are 'grass' letters and descenders are 'ground' letters.

Children in Year Two will practise handwriting alongside their spelling practice. We will encourage the use of tidy and well-formed writing in all independent work. Year Two children will be encouraged to apply their handwriting skills in all subjects. **At this stage, do NOT join the following letters: b, g, j, k, p, q, s, x, y and z**

<p align="center"><b><u>Autumn (Based on 15 weeks)</u></b>  Responsive letter formation practice  Slope Joins to letters without ascenders  Bridge Joins to letters without ascenders</p>	<p align="center"><b><u>Spring (Based on 12 weeks)</u></b>  Responsive letter formation practice  Slope joins to letters with ascenders  Bridge joins to letters with ascenders  Whole Words - Joining</p>	<p align="center"><b><u>Summer (Based on 13 weeks)</u></b>  Responsive letter formation practice  Whole Words - Joining</p>
Session 1: Slope joins to letters without ascenders: an, en, in, do, um	Session 1: Slope joins to letters with ascenders: al, e, it, mb, uh	Session 1: Whole word: fire, torch, candle, lamp, fog
Session 2: Slope joins to letters without ascenders: ee, ea, ai, ue, to	Session 2: Slope joins to letters with ascenders: ab, af, ah, ak, al	Session 2: Whole word: dog, log, chip, chin, chain, meat
Session 3: Slope joins to letters without ascenders: he, no, ar, am, ay	Session 3: Slope joins to letters with ascenders: at, if, ik, eh, el	Session 3: Whole word: work, floor, more, clean, team, dream
Session 4: Slope joins to letters without ascenders: er, en, em, ew, eg	Session 4: Slope joins to letters with ascenders: ut, ul, ub, cl, ct	Session 4: Practise handwriting (Alien Babies): poem. Monday's child is green and red Tuesday's child has a very square head Wednesday's child is jagged and tall, Thursday's child is shaped like a ball.
Session 5: Slope joins to letters without ascenders: es, mi, my, im, is	Session 5: Slope joins to letters with ascenders: ht, tt, lt, ll, mb	Session 5: Practise handwriting (Alien Babies): poem. Friday's child looks like a snail Saturday's child has a very long tail And the child that is born on the seventh night Gives all the others a most terrible fright.
Session 6: Slope joins to letters without ascenders: ic, ip, us, ui,	Session 6: Bridge joins to letters with ascenders: oh, wh, rl, ot, ol	Session 6: Dictation handwriting / copy print into best.
Session 7: Slope joins to letters without ascenders: un, ur, up, um	Session 7: Bridge joins to letters with ascenders: ob, oh, of, ok, rt	Session 7: Catch Up / Dictation handwriting / copy print into best.
Session 8: Bridge joins to letters without ascenders: on, ri, vo, wa, fi,	Session 8: Bridge joins to letters with ascenders: rh, rl, rb, rf	Session 8: Catch Up / Dictation handwriting / copy print into best.
Session 9: Bridge joins to letters without ascenders: fr, fo, fa, oa, oo	Session 9: Whole word: six, bags, jelly, foxes, keys	Session 9: Catch Up / Dictation handwriting / copy print into best.

Session 10: Bridge joins to letters without ascenders: ou, or, on, op, os	Session 10: Whole word: pin, quiz, zoo, duck, hen	Session 10: Catch Up / Dictation handwriting / copy print into best.
Session 11: Bridge joins to letters without ascenders: om, og, oy, ra, ru	Session 11: Whole word: chick, cup, fork, mug, tea	Session 11: Catch Up / Dictation handwriting / copy print into best.
Session 12: Bridge joins to letters without ascenders: re, ri, rs, ro, va	Session 12: Whole word: hat, hair, face, neck, Cinderella	Session 12: Catch Up / Dictation handwriting / copy print into best.
Session 13: Bridge joins to letters without ascenders: vi, wr, wi, wo		Session 13: Catch Up / Dictation handwriting / copy print into best.
Session 14: Catch Up		
Session 15: Catch Up		

### **Year Three**

At Bunny C of E Primary School we will further encourage the good handwriting habits developed in Year Two.

We will ensure that each child holds the pencil comfortably and appropriately.

The pencil should be held between the thumb and first finger and should rest on the middle finger. It should be held at about 2 to 3 cm from the point. We will provide chubby pencils where appropriate. We will provide special pencil grips for those children who need them. We will consider the special requirements of left-handed children, ensuring that they hold their paper at an appropriate angle.

In Year Three, the children will build on joining skills taught in Year two and will be taught the following:

- **Introduce the letter 'k' as a joining letter,**
- **Introduce joining from the following letters: b, g, j, p, q, s, x, y and z**
- **Incorporating new forms of letters f and x**
- **Practice the system of total joining**

Ascenders are sometimes referred to as 'sky' letters, ordinary letters are 'grass' letters and descenders are 'ground' letters.

Children in Year Three will practise handwriting alongside their spelling practice. We will encourage the use of tidy and well-formed writing in all independent work. Year Three children will be encouraged to apply their handwriting skills in all subjects.

<p align="center"><b><u>Autumn (Based on 15 weeks)</u></b>  Responsive letter formation practice  Whole Words – Joining (first four joins)  Joining from ‘k’ and ‘s’  Loop Joins - g</p>	<p align="center"><b><u>Spring (Based on 12 weeks)</u></b>  Responsive letter formation practice  Loop Joins – y and j  Joining from ‘b’, ‘p’ ‘q-u’,</p>	<p align="center"><b><u>Summer (Based on 13 weeks)</u></b>  Responsive letter formation practice  Joining from ‘z’  Joining from (new formation) of ‘x’  Joining from (new formation) of ‘f’</p>
Session 1: Whole word: cocoa, cod, dog, code, codes,	Session 1: Joining from letter ‘y’ (loop join): yes, you, yellow, yesterday, young	Session 1: Joining from letter ‘z’: zoo, zebra, amazing, jazz, craze
Session 2: Whole word: dogs (no join from a letter g), seeds, as, cages (no join from a letter g), cogs (no join from a letter g).	Session 2: Joining from letter ‘y’ (loop join): younger, trying, crying, yoyo, your	Session 2: Joining from letter ‘z’: crazy, craziness, laze, lazy, laziness
Session 3: Whole word: goose (no join from a letter g), codes, hill, halls, calls	Session 3: Joining from letter ‘y’ (loop join): My yoyo is yellow, yours is green,	Session 3: Joining from letter ‘z’: fizz, horizon, horizontal, haze, hazy, haziness
Session 4: Whole word: called, cold, oh, oil, hose (no join from letter s)	Session 4: Joining from letter ‘j’ (loop join): jolly, jewel, jam, jar, jaw,	Session 4: Joining from (new formation) of ‘x’: exit, excited, exciting, experiment, expensive
Session 5: Whole word: deal, each, eel, heel, chill	Session 5: Joining from letter ‘j’ (loop join): The jolly girl wore a yellow jersey.	Session 5: Joining from (new formation) of ‘x’: xylophone, axe, relaxing, next, example
Session 6: Whole word: hail, dale, male, mail, lane,	Session 6: Joining from letter ‘b’: - bee, boy, badger, tube, rabbit, robot, maybe	Session 6: Joining from (new formation) of ‘x’: six, sixty, box, boxes, luxury, deluxe
Session 7: Whole word: lemon, right (no join from a letter g), grill (no join from a letter g), goat (no join from a letter g), dart	Session 7: Joining from letter ‘b’: The big boy began biting the banana.	Session 7: Joining from (new formation) of ‘f’: for, off, fair, fill, far, different
Session 8: Whole word: start (no join from letter s), light (no join from letter g), night (no join from letter g), might (no join from letter g), tight (no join from letter t).	Session 8: Joining from letter ‘p’: pop, pups, poppy, apple, shopping, stopped.	Session 8: Responsive letter formation practice Practise the skill of total joining.

Session 9: Introduce new formation of letter 'k' in preparation for joining: kick, king, kale, kind.	Session 9: Joining from letter 'p': Put the poppies in the shopping basket.	Session 9: Responsive letter formation practice Practise the skill of total joining.
Session 10: Joining from letter 's': so, sand, see, socks, sister	Session 10: Joining from letter 'q' to 'u': quad, quiz, quick, quiet, quite	Session 10: Responsive letter formation practice Practise the skill of total joining.
Session 11: Joining from letter 's': assist, dresses, distress, mission, dismiss, messy	Session 11: Joining from letter 'q' to 'u': quietly, antique, acquire, require.	Session 11: Responsive letter formation practice Practise the skill of total joining.
Session 12: Joining from letter 's': Her dress was messy and her socks were soggy.	Session 12: Joining from letter 'q' to 'u': The children come in quite quickly and quietly.	Session 12: Responsive letter formation practice Practise the skill of total joining.
Session 13: Joining from letter 'g' (loop join): go, get, ages, girl, sausage		Session 13: Responsive letter formation practice Practise the skill of total joining.
Session 14: Joining from letter 'g' (loop join): dogs, eggs, grit, digging, ringing		
Session 15: Joining from letter 'g' (loop join): He got up to then sat down again.		

## **Year Four, Five and Six**

At Bunny C of E Primary School we will further encourage the good handwriting habits developed in Year Three.

**Pupils in Years, 4,5 and 6 will be expected to use joined writing for ALL writing**, except for special projects or other aspects of presentation where different styles are required. For example, pupils may use printed script or capital letters for titles, headings, posters etc.

We will ensure that each child holds the pencil comfortably and appropriately.

Children in Year four, five and six will practise handwriting alongside their spelling practice. They will not engage in formal handwriting lessons unless their letter formation requires further practice. We will encourage the use of tidy and well-formed writing in all independent work. Years four, five and six children will be encouraged to apply their handwriting skills in all subjects.

Children will be rewarded with a 'pen licence' if their handwriting and presentation is consistently neat and correct.