

**St Ann's R.C. Primary School**  
**Handwriting and Presentation Progression**



June 2026

***Love, Respect, Service***

St Ann's R.C. Primary School, handwriting is closely linked to the Read Write Inc. phonics scheme. Handwriting is taught progressively and in-line with the requirements of the National Curriculum.

### **1. Aims**

We aim for our children to:

- Understand the importance of neat presentation in order to communicate their ideas clearly.
- Take pride in the presentation of their work and gain a sense of achievement.
- Present work in a neat and orderly fashion appropriate to the task.
- Use the correct letter formation.
- Develop fluency and speed whilst writing, so that they are able to write in a neat cursive style by the end of KS2.

### **2. Knowledge, skills and understanding**

In the early stages children are taught:

- How to hold a pen/pencil correctly and form letters and numbers of regular size and shape.
- Write from left to right and top to bottom of a page.
- Start and finish upper and lower case letters correctly.
- Put regular spaces between letters and words.
- The importance of clear and neat presentation in order to communicate meaning effectively.

In the later stages children are taught to:

- Write legibly in a joined style with increased fluency and speed.
- Use different forms of handwriting for different purposes, e.g. understand that making quick written notes in English or jottings in maths does not require the same level of neatness as other writing or maths work.

Teachers use a variety of strategies for the teaching of handwriting including:

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanation

### **3. Basic structure of a handwriting session**

- Posture check and book positioning
- Teacher modelling on the visualiser / board / flip chart
- Children practising with teacher model, then from memory

We teach letter and number formation as detailed in Appendices 1 – 3, using the teaching sequence described in Appendix 4.

In EYFS, KS1 and Year 3, children use a pencil in their handwriting lessons. From Year 4, all pupils will begin to use a blue handwriting pen. If the standard of handwriting slips, then the children will return

to using pencil for a short, agreed time until they demonstrate legibility, fluency and consistency of joins. There may need to be some teacher led intervention for a short period.

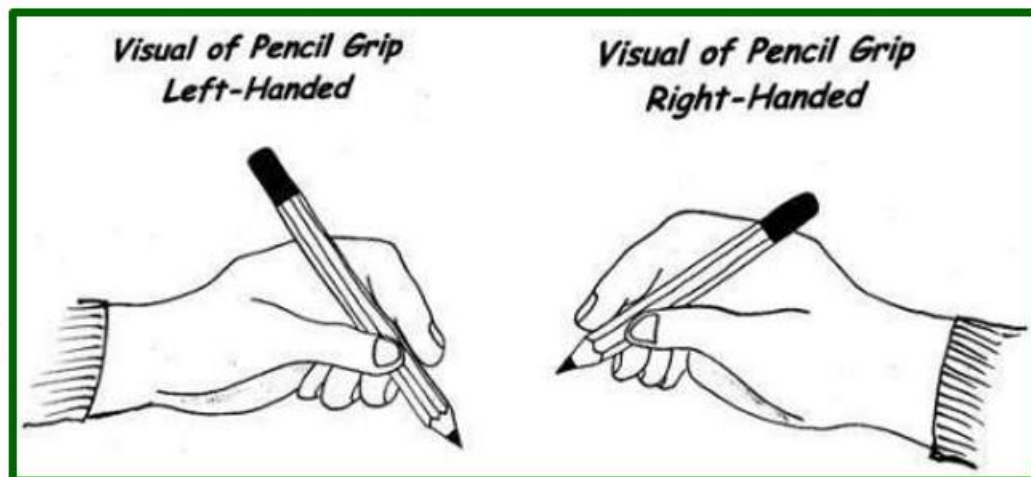
The use of worksheets is discouraged for the majority of children who should be able to form their handwriting by observing and copying teacher modelling.

#### 4. Expectations of staff

All adults in the classroom are expected to:

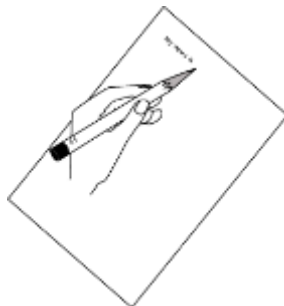
- Model the school's agreed handwriting style (Appendices 1, 2 and 3) and maintain high standards of handwriting across the curriculum.
- Teach and reinforce correct pencil grip (tripod grip), letter and number formation, and handwriting posture.
- Ensure pupils are seated appropriately for writing, sitting comfortably and upright with feet flat on the floor. Agreed visual prompts should be used to support this.
- Ensure pupils have suitable writing equipment before beginning handwriting tasks, including appropriately sharpened pencils and suitable pens for fluent writing.
- Provide regular opportunities for pupils in all year groups to practise handwriting and develop fluency, control and legibility.
- Routinely model handwriting during lessons and provide opportunities for guided and independent practice.
- Monitor handwriting during practice activities and provide immediate feedback to ensure correct letter formation and technique.
- Work with the SENDCo and other professionals to provide appropriate adaptations, resources and support for pupils who require additional assistance.
- Ensure all pupils have access to the resources and equipment needed to make progress in handwriting.
- Handwriting lessons are ten minutes.

|               |                                                                                                                                                                                                                                                                                                                             |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS</b>   | <ul style="list-style-type: none"> <li>• Handwriting is taught daily from stage 1.</li> <li>• <i>(As soon as children can read set one sounds, handwriting lessons begin).</i></li> <li>• Opportunities for further handwriting practice is provided within continuous provision each day.</li> </ul>                       |
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>• Handwriting is taught daily.</li> <li>• Further opportunities for practice is provided where necessary including teacher led interventions and continuous provision.</li> </ul>                                                                                                    |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>• Handwriting is taught three times a week.</li> <li>• Further opportunities for practice is provided where necessary</li> </ul>                                                                                                                                                     |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>• Handwriting is taught three times a week.</li> <li>• Further opportunities for practice is provided where necessary</li> </ul>                                                                                                                                                     |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>• Handwriting is taught three times a week.</li> <li>• Further opportunities for practice is provided where necessary</li> </ul>                                                                                                                                                     |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>• Handwriting is taught three times a week in Autumn 1.</li> <li>• Handwriting is taught twice a week from Autumn 2.</li> <li>• Where further support is needed, handwriting instruction will be delivered through whole-class teaching or targeted small-group sessions.</li> </ul> |
| <b>Year 6</b> | <ul style="list-style-type: none"> <li>• Handwriting is taught twice a week in Autumn 1 and weekly during Autumn 2 and Spring 1.</li> <li>• Where further support is needed, handwriting instruction will be delivered through whole-class teaching or targeted small-group sessions.</li> </ul>                            |



### 5. Considerations for left-handed children

- Seating: sit to the left of another child, at the edge of a table.
- Grip: hold the pencil/pen at least 2cm from the point so the children can see what they are writing.
- Position of paper: to left of the body at an angle, with right hand corner nearer to the body than the left (see illustration below).



### 6. Inclusion

The vast majority of children will be able to write fluently and legibly. However, some children may need additional support to develop a fluent, legible style of handwriting. Provision will be made through additional sessions that are focused on the child's identified specific difficulty with handwriting. Teachers who are concerned about a child's progress in handwriting should seek advice from the SENDco.

### 7. Presentation

It is important to ensure consistency towards presentation of work across the school so that the children are clear about what is expected of them as they move through the school. The SENDco can provide pencil grips and other adaptations if required for identified children. All staff should use the following guidelines to ensure consistency, taking into account the age and ability of the children.

### **7a. Writing: EYFS and KS1**

- Children will write in pencil and green editing pens are introduced during Year 2.
- Children are encouraged to write from the left hand edge or margin, although the EYFS allows more freedom when first exploring letter shapes and formation.
- Where stickers are used to identify the date and title, these are stuck to the left-hand side of the page.
- A mistake should be crossed out neatly with one line through it.
- When writing the date and title (from Year 2 onwards), children will use either the long or short date, depending on the activity and will be encouraged to write the title beneath the date beginning at the left hand side of the page.

### **7b. Writing: KS2**

- Typically, joined handwriting is taught from Y2, when the pupils are ready and must be actively encouraged in all pieces of written work in KS2.
- Children should write from the left-hand margin.
- All work will have a date written next to the margin. This should be underlined using a ruler from Y2 (when appropriate). The long date is written as, Monday 1<sup>st</sup> September 2026 and short date is written as, 01/09/26.
- Children will leave a single empty line between each paragraph.
- Pupils use a green pen to edit and refine written work.
- From Year 4, children write using pen. This will be a blue handwriting pen. They will continue to edit using green pen.
- Diagrams should be drawn in pencil, unless indicated otherwise by the teacher, and should be clearly labelled.

### **7c. Mathematics**

- Suitable and sharp pencils should be used in maths and green pens used for self-marking, corrections and response tasks.
- All work will have the short date. A line will be missed and the title written on the line beneath the date. Both will be underlined using a ruler. If printed labels or stickers are used in key stage 1, these will be stuck to the left of the page.
- Correct formation of numerals should be expected at all times (Appendix 3).
- All numbers should be written neatly and clearly and when carrying out formal maths calculations  
e.g. when adding numbers with decimals, each digit should be written in a separate square.

## **8. Homework**

Children are expected to take the same standard of care with homework as they do with the work they produce in school. Parents are encouraged to support their children to produce quality work by following the guidance set out above.

## **9. Assessment**

- Ongoing judgements are made about pupils' handwriting against the milestone progression set out in this document.
- Adaptations are made as appropriate to individuals and groups of children and further support implemented where needed.

## 10. Monitoring

The Headteacher, SENDCo, subject leaders and class teachers will monitor handwriting and presentation through work scrutiny to ensure the policy is being implemented consistently.

## 11. Introducing Letter Formation

- We teach children to read the letters in the order that will generate the most words for reading: m a s d t l n p g o etc.
- We connect the letters they read with the shape they write.
- Children read a: a-a-a-apple; they write a: round the apple, down the leaf.
- The picture mnemonics have been primarily designed to help the children read the letters easily.
- The handwriting phrase supports the letter formation.
- We teach letter sounds at the speed that children can read them, not the speed they can write them. We do not slow the teaching of Set 1 and Set 2 sounds – even if children's letter formation is poor.

## 12. Handwriting in the Read Write Inc. Phonics lessons

- Children follow the same handwriting routine each day for each letter they learn to read. This routine is embedded in every Speed Sounds lesson. For example:
- The teacher air-writes a, saying: Round the apple, down the leaf.
- The children copy.
- The teacher writes a on the board, saying: Round the apple, down the leaf.
- The children say the phrase as they write a on paper, at their tables.
- These are the letter formation phrases to use while you are teaching children to read the Speed Sound cards.
- See the chart on the next page for the letter formation and rhymes.

|          |                                                                    |                                                                                     |          |                                                        |                                                                                       |
|----------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------|--------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>m</b> | Maisie, mountain, mountain                                         |  | <b>b</b> | down the laces to the heel, round the toe              |  |
| <b>a</b> | round the apple, down the leaf                                     |  | <b>f</b> | down the stem and draw the leaves                      |  |
| <b>s</b> | slither down the snake                                             |  | <b>e</b> | lift off the top and scoop out the egg                 |  |
| <b>d</b> | round the dinosaur's bottom, up its tall neck and down to the feet |  | <b>l</b> | down the long leg                                      |  |
| <b>t</b> | down the tower, across the tower                                   |  | <b>h</b> | down the head to the hooves and over its back          |  |
| <b>i</b> | down the body, dot for the head                                    |  | <b>r</b> | down its back and then curl over its arm               |  |
| <b>n</b> | down Nobby, over his net                                           |  | <b>j</b> | down its body, curl and dot                            |  |
| <b>p</b> | down the plait and over the pirate's face                          |  | <b>v</b> | down a wing, up a wing                                 |  |
| <b>g</b> | round her face, down her hair and give her a curl                  |  | <b>y</b> | down a horn, up a horn and under its head              |  |
| <b>o</b> | all around the orange                                              |  | <b>w</b> | down, up, down, up                                     |  |
| <b>c</b> | curl around the caterpillar                                        |  | <b>z</b> | zig-zag-zig                                            |  |
| <b>k</b> | down the kangaroo's body, tail and leg                             |  | <b>q</b> | round her head, up past her earrings and down her hair |  |
| <b>u</b> | down and under, up to the top and draw the puddle                  |  | <b>x</b> | down the arm and leg and repeat the other side         |  |

## Stage 1

We start teaching separate handwriting lessons as soon as children can read set 1 sounds. This lesson is at a different time to phonic lessons. We now teach letters in handwriting families. Each family has a common formation. They continue to write on plain paper.

We teach the Read Write Inc letter formation using four letter families: 'around', 'down', curly' and 'zigzag'.

- Around Letters: a d g o c q
- Down Letters: u y p b h n m r t k l j
- Curly Letters: e s f i
- Zig Zag letters: v w x z

a d g o c q

| Letter                                                                              | Handwriting Phrase                                              | Checklist                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Round the apple, down the leaf                                  | <ul style="list-style-type: none"> <li>✓ start at the stalk</li> <li>✓ go round the apple</li> <li>✓ go back up to the stalk, then down</li> <li>✓ curl the leaf at the bottom</li> </ul>                       |
|   | Round the dinosaur's bottom, up its tall neck, down to the feet | <ul style="list-style-type: none"> <li>✓ go round his bottom</li> <li>✓ up the tall neck</li> <li>✓ down the straight line to the feet</li> <li>✓ make a curl for the feet</li> </ul>                           |
|  | Round her face, down her hair and give her a curl               | <ul style="list-style-type: none"> <li>✓ start at her bobble</li> <li>✓ go round her face</li> <li>✓ go back to her bobble</li> <li>✓ go down her straight hair</li> <li>✓ draw a curl</li> </ul>               |
|  | All around the orange                                           | <ul style="list-style-type: none"> <li>✓ start at the stalk</li> <li>✓ go around the orange back to the stalk</li> </ul>                                                                                        |
|  | Curl round the caterpillar                                      | <ul style="list-style-type: none"> <li>✓ start at the caterpillar's head</li> <li>✓ curl round the body</li> </ul>                                                                                              |
|  | Round her head, up past her earrings and down her hair          | <ul style="list-style-type: none"> <li>✓ start at the back of her crown</li> <li>✓ go round her face</li> <li>✓ go back up to her crown</li> <li>✓ go down her hair</li> <li>✓ give it a sharp flick</li> </ul> |

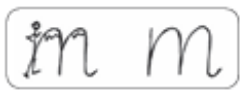
u y

| Letter                                                                            | Handwriting Phrase                                | Checklist                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Down and under, up to the top and draw the puddle | <ul style="list-style-type: none"> <li>✓ start at the handle</li> <li>✓ go down the straight handle</li> <li>✓ go underneath the umbrella and back up the other side</li> <li>✓ go down the umbrella</li> <li>✓ add a little curl for the puddle</li> </ul>                         |
|  | Down a horn, up a horn and under its head         | <ul style="list-style-type: none"> <li>✓ start at the top of the first horn</li> <li>✓ go down the straight line for the first horn</li> <li>✓ go underneath the horns</li> <li>✓ draw a straight line up for the second horn</li> <li>✓ go down and curl under its head</li> </ul> |

b p

| Letter                                                                              | Handwriting Phrase                        | Checklist                                                                                                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Down the laces to the heel, round the toe | <ul style="list-style-type: none"> <li>✓ start at the top of the boot</li> <li>✓ go straight down the boot</li> <li>✓ go up over the toe</li> <li>✓ back to the heel</li> </ul> |
|  | Down the plait and over the pirate's face | <ul style="list-style-type: none"> <li>✓ start at the top of the plait</li> <li>✓ go down the plait</li> <li>✓ go over the face</li> <li>✓ finish under the chin</li> </ul>     |

h n m r

| Letter                                                                              | Handwriting Phrase                            | Checklist                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Down the head to the hooves and over its back | <ul style="list-style-type: none"> <li>✓ start at the horse's head</li> <li>✓ go down its straight neck</li> <li>✓ go down to its feet</li> <li>✓ go round its back</li> <li>✓ draw a back leg</li> <li>✓ add a little curl of dust as the horse runs away</li> </ul> |
|    | Down Nobby, over his net                      | <ul style="list-style-type: none"> <li>✓ start at the top of Nobby's head</li> <li>✓ go straight down Nobby</li> <li>✓ go over the net</li> <li>✓ add a curve for the grass</li> </ul>                                                                                |
|    | Maisie, mountain, mountain                    | <ul style="list-style-type: none"> <li>✓ start at Maisie's head</li> <li>✓ go straight down Maisie</li> <li>✓ go over the mountains</li> <li>✓ check the mountains are the same height as Maisie</li> <li>✓ add a small curl for the grass</li> </ul>                 |
|  | Down its back, then curl over its arm         | <ul style="list-style-type: none"> <li>✓ start at the robot's head</li> <li>✓ go straight down its body</li> <li>✓ go over the robot's arm</li> </ul>                                                                                                                 |

e s f i

| Letter                                                                              | Handwriting Phrase                     | Checklist                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Lift off the top and scoop out the egg | <ul style="list-style-type: none"> <li>✓ go up around the shell that needs to be cut off the egg</li> <li>✓ draw underneath the egg</li> </ul>                                                                        |
|    | Slither down the snake                 | <ul style="list-style-type: none"> <li>✓ start at the snake's head</li> <li>✓ curl one way</li> <li>✓ curl the other</li> </ul>                                                                                       |
|   | Down the stem and draw the leaves      | <ul style="list-style-type: none"> <li>✓ start at the top of the flower</li> <li>✓ go round and down the flower stem – then lift the pencil off the page</li> <li>✓ draw a straight line across the leaves</li> </ul> |
|  | Down the body, dot the head            | <ul style="list-style-type: none"> <li>✓ start at the top of the insect's neck</li> <li>✓ go down the body</li> <li>✓ draw a tail</li> <li>✓ add a dot for the head</li> </ul>                                        |

tklj

| Letter                                                                              | Handwriting Phrase                     | Checklist                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Down the tower, across the tower       | <ul style="list-style-type: none"> <li>✓ start at the top of the tower</li> <li>✓ go straight down the tower</li> <li>✓ add a curve</li> <li>✓ make a straight line across the tower</li> </ul>                         |
|    | Down the kangaroo's body, tail and leg | <ul style="list-style-type: none"> <li>✓ start at the kangaroo's head</li> <li>✓ go down its body</li> <li>✓ draw a tail to the body</li> <li>✓ draw a straight back leg</li> </ul>                                     |
|    | Down the long leg                      | <ul style="list-style-type: none"> <li>✓ start at the top of his leg</li> <li>✓ go down his long leg</li> <li>✓ add a curl for the shoe</li> </ul>                                                                      |
|  | Down its body, curl and dot            | <ul style="list-style-type: none"> <li>✓ start at the top of the jack-in-a-box's neck</li> <li>✓ go down the long straight body</li> <li>✓ draw a smooth curl for the legs</li> <li>✓ add a dot for the head</li> </ul> |

v w x z

| Letter                                                                              | Handwriting Phrase                             | Checklist                                                                                                                                                            |
|-------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Down a wing, up a wing                         | ✓ draw two straight lines for the wings – down, up                                                                                                                   |
|    | Down, up, down, up                             | ✓ draw four lines, all the same length – down, up, down, up                                                                                                          |
|   | Down the arm and leg and repeat the other side | <ul style="list-style-type: none"> <li>✓ start at the top left</li> <li>✓ go to the feet</li> <li>✓ start at the bottom left</li> <li>✓ go up to the arms</li> </ul> |
|  | Zig-zag-zig                                    | ✓ draw three straight lines – across, down, across                                                                                                                   |

## Teaching Capital Letters

Once lowercase letters have been taught, teachers can revisit and reteach any letters that children require additional support with. They may then introduce capital letters when they feel the children are ready; however, this may be delayed until Year 1 where appropriate.

### Upper case letters are formed as follows:

We teach phonics using lower case letters in the Speed Sounds Lessons.

Children are introduced to reading words with capital letters in the Storybooks.

Display lowercase letters written alongside the equivalent capital letters to support children to recognise and write these. See the chart below.

Note that capital letters are not joined in either formal or casual cursive scripts.

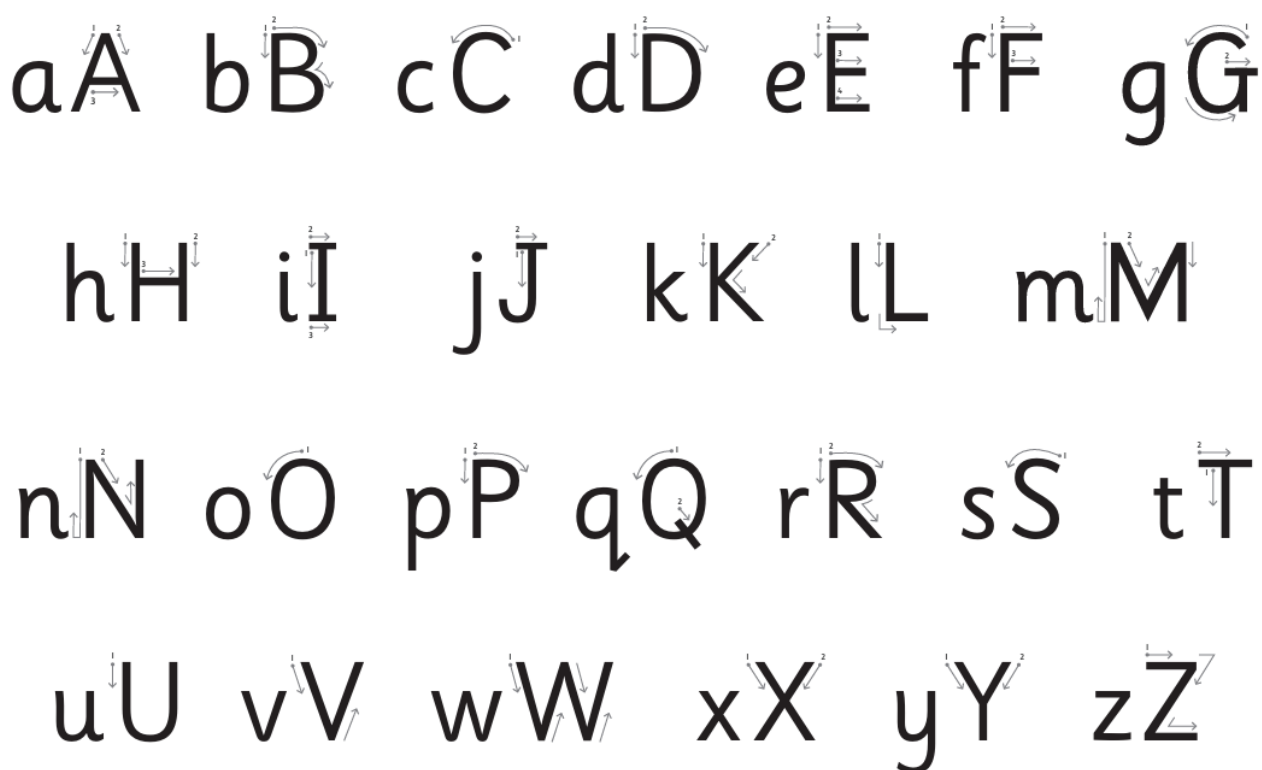
Hold a sentence and Proofread activities teach children to use capital letters correctly in their writing. These weekly activities provide lots of practice to recognise, write and identify missing capital letters.

We:

- explain that we use capital letters at the start of a sentence, for proper nouns and for the pronoun I.
- use TOL when we model writing to explain why a capital letter is needed.
- use a consistent punctuation mime to help children remember a capital letter (make a triangle shape with your arms above your head – fingers together and elbows apart).

During each Write About, we model how to write a sentence using capital letters and correct punctuation before children write their own.

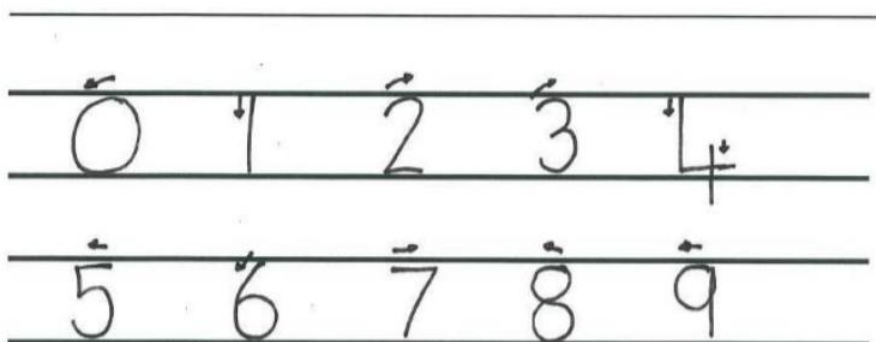
After writing, children proofread their compositional writing with their partner and check for correct use of capital letters.



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## Number Formation

By the end of Stage 1, once children have learned to form all lower-case and capital letters, children will begin to learn how to form numbers. This ensures they are well prepared for Key Stage 1. Number formation will be revisited during Stage 2 at a point identified by the teacher as most appropriate to meet the needs of the children.



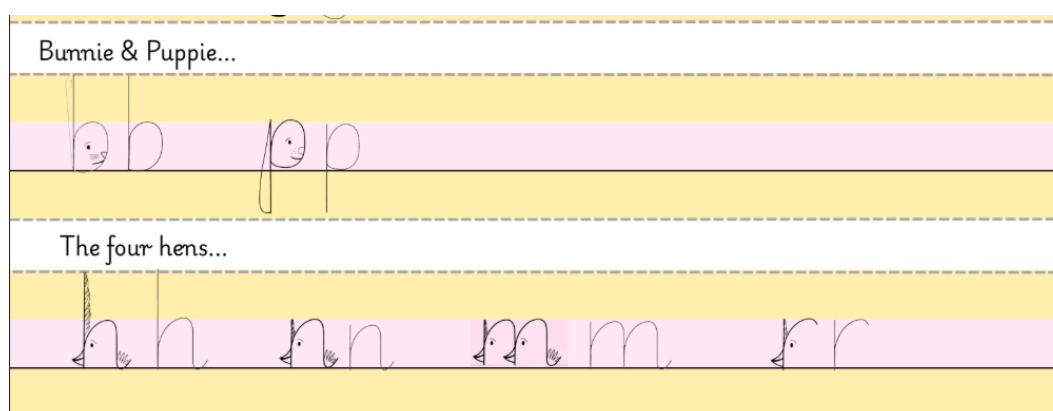
## Stage 2 – An introduction to Letter Village

Children move to Stage 2 when they can write with correct basic formation. Children in Year 2 and above will also benefit from these lessons before beginning to join.

Letter village films are available on the Ruth Miskin Training School Portal, starting from Stage 2. They teach children, step-by-step, how to develop joined handwriting in just ten minutes each day. We teach children to visualise (to memorise). We do not ask children to copy. Copying means they haven't memorised and will likely copy what they think they see, often starting in the wrong place and writing an approximation of the letter or join.

### What are the Sponge Cake Layers?

We use an imaginary sponge cake so children can visualise where to place each letter on the line. The jam in the middle and a layer of sponge on the top and bottom. At Stage 3, children learn that all joins are in the jam.



Children learn the relative size of letters and to form letters that will flow easily into a joined style. They will learn a style that looks like this:

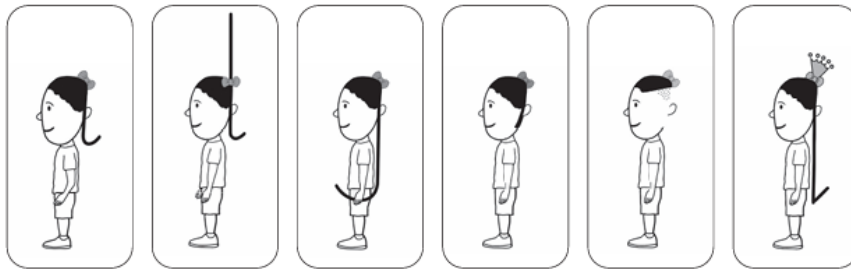
Welcome back to Letter Village. At Stage 2, children learn a writing style like this.

**At Stage 2, we group letters that have similar formation:**

- a d g o c q
- u y
- b p
- h n m r
- e s f l
- l t k j
- v w x z

These new handwriting picture hooks focus on each group's shared similarities. For example, here is the first group of letters: a d g o c q

You can see that all the shape of the six sisters' heads is identical except for their hair.



| Letter                                                                                   | Name  | Checklist                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a<br>   | Annie | <ul style="list-style-type: none"> <li>✓ start at the bow on the top of her head</li> <li>✓ over the top of her head</li> <li>✓ curve down her face</li> <li>✓ round her chin</li> <li>✓ up to her ear</li> <li>✓ up to her bow</li> <li>✓ straight hair down</li> <li>✓ add a curl (not too curvy)</li> </ul>                         |
| d<br>   | Dina  | <ul style="list-style-type: none"> <li>✓ start at her bow on the top of her head</li> <li>✓ over the top of her head</li> <li>✓ curve down her face</li> <li>✓ round her chin</li> <li>✓ up to her ear</li> <li>✓ up to her bow</li> <li>✓ spiky hair – up to the top sponge and down</li> <li>✓ add a curl (not too curvy)</li> </ul> |
| Review: a d                                                                              |       |                                                                                                                                                                                                                                                                                                                                        |
| g<br>  | Gaia  | <ul style="list-style-type: none"> <li>✓ start at her bow</li> <li>✓ over her head</li> <li>✓ curve down her face</li> <li>✓ round her chin</li> <li>✓ up to her ear</li> <li>✓ up to her bow</li> <li>✓ down her long hair to the bottom sponge</li> <li>✓ add a round curl</li> </ul>                                                |
| Review: a d g                                                                            |       |                                                                                                                                                                                                                                                                                                                                        |
| o<br> | Olive | <ul style="list-style-type: none"> <li>✓ start at her bow</li> <li>✓ over her head</li> <li>✓ curve down her face</li> <li>✓ round her chin</li> <li>✓ up to her ear</li> <li>✓ and up to her bow</li> </ul>                                                                                                                           |
| Review: d g o                                                                            |       |                                                                                                                                                                                                                                                                                                                                        |
| c<br> | Cara  | <ul style="list-style-type: none"> <li>✓ start at her bow</li> <li>✓ over her head</li> <li>✓ curve down her face</li> <li>✓ round her chin and stop</li> </ul>                                                                                                                                                                        |
| Review: g o c                                                                            |       |                                                                                                                                                                                                                                                                                                                                        |

|               |                                                                                   |         |                                                                                                                                                                                                                                                                   |
|---------------|-----------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| q             |  | Queenie | <ul style="list-style-type: none"> <li>✓ start at her crown</li> <li>✓ over her head</li> <li>✓ curve down her face</li> <li>✓ round her chin</li> <li>✓ up to her ear</li> <li>✓ up to her crown</li> <li>✓ down her long hair</li> <li>✓ sharp flick</li> </ul> |
| Review: o c q |                                                                                   |         |                                                                                                                                                                                                                                                                   |

| Letter                                                                                 | Name          | Checklist                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| u<br> | Uncle Umberto | <ul style="list-style-type: none"><li>✓ start at the top of the jam</li><li>✓ down to the bottom</li><li>✓ round his chin</li><li>✓ up to his ear</li><li>✓ up to the top of his head</li><li>✓ back down</li><li>✓ add a curl on the line (not too curvy)</li></ul> |

Review words: dug, dog, add

|   |                                                                                    |           |                                                                                                                                                                                                                                                                                                                                            |
|---|------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| y |  | Uncle Yan | <ul style="list-style-type: none"> <li>✓ start at the top of the jam</li> <li>✓ down his face – to the bottom of the jam</li> <li>✓ round his chin</li> <li>✓ join the chin by his ear</li> <li>✓ up to the top of his head</li> <li>✓ down his very straight long hair – to the bottom sponge</li> <li>✓ add a nice round curl</li> </ul> |
|---|------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Review words: day, daddy, cod

| Letter                                                                                   | Name     | Checklist                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| b<br> | Bunnie B | <ul style="list-style-type: none"><li>✓ start at the top of the sponge</li><li>✓ down his straight ears</li><li>✓ over his head</li><li>✓ curve down his face</li><li>✓ make a round chin</li><li>✓ join his chin to his ears</li></ul> |

Review words: bad, bug, body

|   |                                                                                     |         |                                                                                                                                                                                                                                                                                                                       |
|---|-------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| p |  | Puppy P | <ul style="list-style-type: none"> <li>✓ start at the top of the jam</li> <li>✓ go down her straight long ears – to the bottom of the sponge</li> <li>✓ back up again</li> <li>✓ over the top of her head</li> <li>✓ curve down her face</li> <li>✓ make a round chin</li> <li>✓ join her chin to her ears</li> </ul> |
|---|-------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Review words: yap, puppy, good

|   |                                                                                   |       |                                                                                                                                                                                                                                             |
|---|-----------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| s |  | snake | <ul style="list-style-type: none"> <li>✓ start at the snake's tongue at the top of the jam</li> <li>✓ slither round the back of the egg</li> <li>✓ slither round the front of the egg</li> <li>✓ and round the bottom of the jam</li> </ul> |
|---|-----------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Review words: sunny, soggy, dress

|   |                                                                                   |        |                                                                                                                                                                                                                                                                                                                     |
|---|-----------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| f |  | flower | <ul style="list-style-type: none"> <li>✓ start at the flower in the middle of the top sponge</li> <li>✓ curve gently round</li> <li>✓ straight down the stem to the middle of the bottom sponge</li> <li>✓ curve gently over the root</li> <li>✓ go the leaves left to right – across the top of the jam</li> </ul> |
|---|-----------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Review words: food, huff, puff

|   |                                                                                   |        |                                                                                                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| i |  | insect | <ul style="list-style-type: none"> <li>✓ start at the top of the jam</li> <li>✓ straight down its body to the bottom of the jam</li> <li>✓ add a curl for its tail – not too sharp, not too round</li> <li>✓ dot for the eye in the middle of the top sponge</li> </ul> |
|---|-----------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Review words: flip, spin, igloo

| Letter |                                                                                    | Name              | Checklist                                                                                                                                                                                          |
|--------|------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| l      |  | Long-legged Layla | <ul style="list-style-type: none"> <li>✓ start at the top of the sponge</li> <li>✓ straight down her legs to the bottom of the jam</li> <li>✓ add a curl – not too sharp, not too round</li> </ul> |

Review words: long, bell, smelly

|   |                                                                                     |                |                                                                                                                                                                                                                                                                                       |
|---|-------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| t |  | Top hat Taylor | <ul style="list-style-type: none"> <li>✓ start at the top of her hat in the <b>middle</b> of the top sponge</li> <li>✓ down to the bottom of the jam</li> <li>✓ add a curl – not too sharp, not too round</li> <li>✓ go the rim of the hat left to right on top of the jam</li> </ul> |
|---|-------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Review words: trap, teeth, attic

|   |                                                                                     |               |                                                                                                                                                                                                                                                                                                                                                                 |
|---|-------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| k |  | Kay the Clown | <ul style="list-style-type: none"> <li>✓ start at the top of the sponge for Kay's tall hat</li> <li>✓ straight down to the bottom of the jam up to the middle of the jam</li> <li>✓ around the hoola hoop – <b>keep it in the jam!</b></li> <li>✓ make a diagonal line to the bottom of the jam</li> <li>✓ add a curl – not too sharp, not too round</li> </ul> |
|---|-------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Review words: knock, kitten, kick

|                                   |                                                                                   |             |                                                                                                                                                                                                                                                     |
|-----------------------------------|-----------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| j                                 |  | Jumping Jay | <ul style="list-style-type: none"> <li>✓ start at the top of the jam</li> <li>✓ straight down Jay's body to the bottom of the sponge</li> <li>✓ add a round curl for his legs</li> <li>✓ dot for the eye in the middle of the top sponge</li> </ul> |
| Review words: jump, jacket, jolly |                                                                                   |             |                                                                                                                                                                                                                                                     |

| Letter | Name       | Checklist                                                                                                                                                                                                                                         |
|--------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| v      | V- Acrobat | <ul style="list-style-type: none"> <li>✓ start at the hand at the top of the jam</li> <li>✓ diagonal line down to the feet at the bottom of the jam</li> <li>✓ diagonal line up to the hands at the top of the jam the same both sides</li> </ul> |

Review words: love, have, give

|   |            |                                                                                                                                                                                                                                                                                                                                                                                     |
|---|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| w | W- Acrobat | <ul style="list-style-type: none"> <li>✓ start at the hand at the top of the jam</li> <li>✓ diagonal line down to the feet at the bottom of the jam</li> <li>✓ diagonal line up to the hand at the top of the jam</li> <li>✓ diagonal line down to the feet again</li> <li>✓ diagonal line up to the hand at the top of the jam</li> <li>✓ all lines are the same length</li> </ul> |
|---|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Review words: what, when, which

|   |            |                                                                                                                                                                                                                                                                                             |
|---|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| x | X- Acrobat | <ul style="list-style-type: none"> <li>✓ start at the left hand at the top of the jam</li> <li>diagonal line down to the feet at the bottom of the jam</li> <li>✓ lift your pencil</li> <li>diagonal line up to the hand at the top of the jam</li> <li>✓ hand, feet, feet, hand</li> </ul> |
|---|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Review words: fox, box, extra

|   |            |                                                                                                                                                                                                                                                                                             |
|---|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| z | Z- Acrobat | <ul style="list-style-type: none"> <li>✓ start at the hand at the top of the jam</li> <li>go across the jam to his head</li> <li>✓ diagonal line down to his knees at the bottom of the jam</li> <li>✓ across the bottom of the jam to his feet</li> <li>✓ hand, head, knee feet</li> </ul> |
|---|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

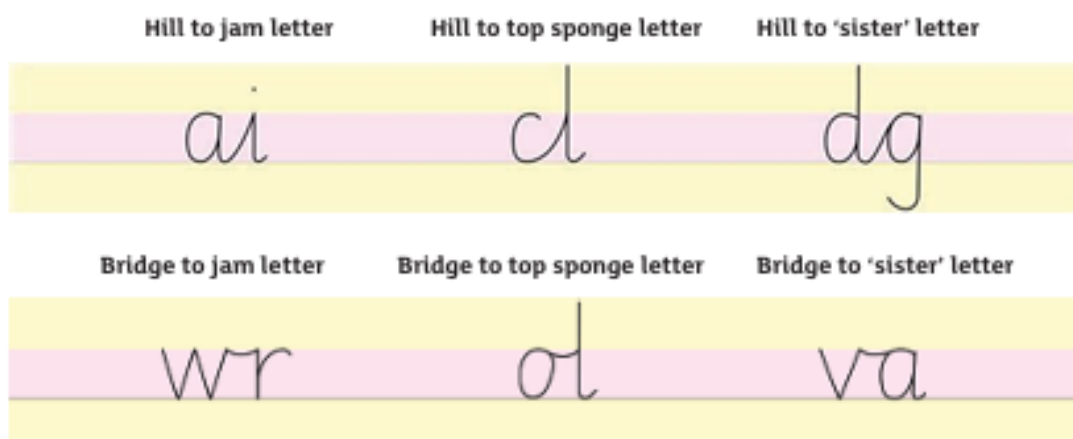
Review words: zebra, zoo, quiz

### Handwriting Stage 3

Before introducing the Stage 3 films, check children can form letters correctly. Use Stage 2 films to give further practice if needed. Children in all year groups will benefit from using Stage 3 before moving onto Stage 4.

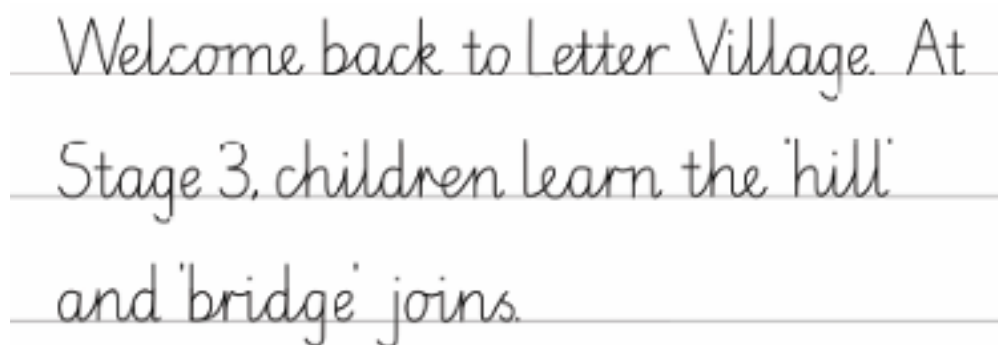
Children learn how to join letters using two basic joins: the 'hill' join and the 'bridge' joins.

Each has three variations:

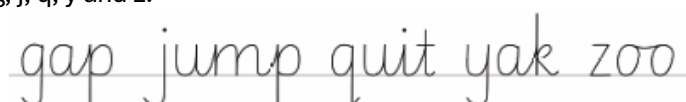


Children practise each join with specific letter combinations. They then write words with joins that they have practised.

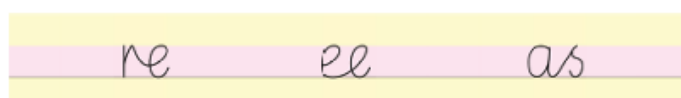
They will learn a style that looks like this.



We teach children that all letters are joined with the 'hill' or 'bridge' join with the exception of g, j, q, y and z.



We have separate lessons that show how we modify some letters to allow them to join. For example, r, e and s.



## Handwriting Stage 4

Before introducing the Stage 4 films, check children can:

- form letters correctly. Use Stage 2 films to give further practice if needed.
- Use the 'hill' and 'bridge' joins.
- Use Stage 3 films to give further practice if needed.

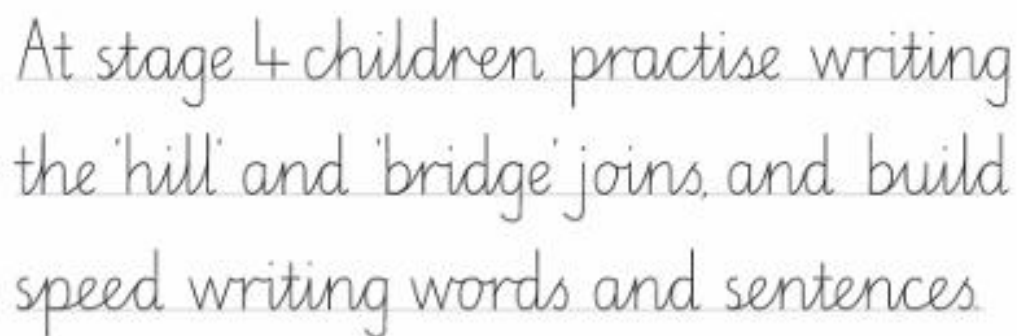
Children in all year groups will benefit from using Stage 2 and Stage 3 before moving on to Stage 4.

At Stage 4, we help children to develop a mature and speedy style.

Children continue to practise using the two basic joins – the 'hill' join and the 'bridge' join and the two variations of each.

In each 10 minute lesson, children practise joining two letters, a word containing the join and a sentence containing the word.

The Stage 4 writing style is the same as Stage 3. They will learn the style that looks like this:



At stage 4 children practise writing the 'hill' and 'bridge' joins and build speed writing words and sentences

### Hill to jam letters

|        | Join | Word  | Sentence                     |
|--------|------|-------|------------------------------|
| Part 1 | du   | duck  | A duck splashed.             |
| Part 2 | ai   | rain  | A duck splashed in the rain. |
| Part 1 | by   | baby  | The baby slept.              |
| Part 2 | cr   | crawl | The baby learned to crawl.   |
| Part 1 | sn   | snack | I ate a snack.               |
| Part 2 | mu   | mum   | I ate a snack with my mum.   |
| Part 1 | ur   | nurse | The nurse was kind.          |
| Part 2 | hi   | him   | The nurse cared for him.     |
| Part 1 | pr   | spray | I spray water.               |
| Part 2 | ee   | tree  | I spray the tree with water. |

### Hill to top sponge letters

|        | Join | Word   | Sentence                        |
|--------|------|--------|---------------------------------|
| Part 1 | cl   | clear  | The sky is clear.               |
| Part 2 | ab   | above  | The sky above is clear.         |
| Part 1 | bb   | rabbit | The rabbit hopped.              |
| Part 2 | sh   | sheep  | The rabbit hopped to the sheep. |
| Part 1 | th   | they   | They all smiled.                |
| Part 2 | ph   | photo  | They all smiled for a photo.    |
| Part 1 | bl   | blow   | I can blow a bubble.            |
| Part 2 | nk   | think  | I think you can blow a bubble.  |
| Part 1 | ch   | much   | There is not much.              |
| Part 2 | el   | else   | There is not much else to do.   |

### Hill to 'sister' letters

|        | Join | Word  | Sentence                           |
|--------|------|-------|------------------------------------|
| Part 1 | ng   | sang  | They sang with joy.                |
| Part 2 | no   | note  | They sang each note with joy.      |
| Part 1 | ba   | ball  | She caught the ball.               |
| Part 2 | nd   | hand  | She caught the ball with one hand. |
| Part 1 | ca   | came  | Large crowds came.                 |
| Part 2 | ma   | match | Large crowds came to the match.    |
| Part 1 | da   | dark  | Friday was dark.                   |
| Part 2 | co   | cold  | Friday was dark and cold.          |
| Part 1 | pa   | path  | The path was rocky.                |
| Part 2 | dg   | edge  | The edge of the path was rocky.    |

### Bridge to jam letters

|        | Join | Word   | Sentence                             |
|--------|------|--------|--------------------------------------|
| Part 1 | vi   | visit  | It was a nice visit.                 |
| Part 2 | fi   | first  | It was his first visit to the beach. |
| Part 1 | or   | horse  | A horse ate grass.                   |
| Part 2 | ow   | cow    | A horse and a cow ate grass.         |
| Part 1 | oe   | shoe   | Her shoe was brown.                  |
| Part 2 | wr   | wrong  | Her shoe was on the wrong foot.      |
| Part 1 | ri   | river  | The river ran.                       |
| Part 2 | ry   | dry    | The river ran dry.                   |
| Part 1 | rr   | burrow | A rabbit dug a burrow.               |
| Part 2 | oi   | soil   | A rabbit dug a burrow in the soil.   |

### Bridge to top sponge letters

|        | Join | Word   | Sentence                              |
|--------|------|--------|---------------------------------------|
| Part 1 | ol   | school | I wrote a poem at school.             |
| Part 2 | rh   | rhymes | I wrote a poem that rhymes at school. |
| Part 1 | wl   | bowl   | Tip it into a bowl.                   |
| Part 2 | fl   | flour  | We tipped flour into a bowl.          |
| Part 1 | wh   | what   | What shall we do?                     |
| Part 2 | xt   | next   | What shall we do next?                |

|        | Join | Word   | Sentence                        |
|--------|------|--------|---------------------------------|
| Part 1 | rl   | girl   | The girl ran.                   |
| Part 2 | ot   | hot    | The girl was hot when she ran.  |
| Part 1 | ok   | spoke  | He was quiet when he spoke.     |
| Part 2 | ob   | nobody | Nobody heard him when he spoke. |

### Bridge to 'sister' letters

|        | Join | Word   | Sentence                     |
|--------|------|--------|------------------------------|
| Part 1 | va   | van    | They saw a van.              |
| Part 2 | ro   | road   | They saw a van on the road.  |
| Part 1 | oa   | boat   | A boat bobbed.               |
| Part 2 | wa   | water  | A boat bobbed on the water.  |
| Part 1 | og   | dog    | I walked the dog.            |
| Part 2 | fa   | father | My father walked the dog.    |
| Part 1 | ra   | rat    | I saw a rat.                 |
| Part 2 | od   | today  | I saw a rat today.           |
| Part 1 | wo   | wolf   | The wolf howled.             |
| Part 2 | oo   | moon   | The wolf howled at the moon. |

| Letter                  | to jam | to top | to 'sister' | to e | to s | Letter | to jam | to top | to 'sister' | to e | to s |
|-------------------------|--------|--------|-------------|------|------|--------|--------|--------|-------------|------|------|
| a                       | ar     | ab     | aa          | ae   | as   | m      | mr     | mb     | ma          | me   | ms   |
| b                       | br     | bb     | ba          | be   | bs   | n      | nr     | nb     | na          | ne   | ns   |
| c                       | cr     | cb     | ca          | ce   | cs   | o      | or     | ob     | oa          | oe   | os   |
| d                       | dr     | db     | da          | de   | ds   | p      | pr     | pb     | pa          | pe   | ps   |
| e                       | er     | eb     | ea          | ee   | es   | r      | rr     | rb     | ra          | re   | rs   |
| f                       | fr     | fb     | fa          | fe   | fs   | s      | sr     | sb     | sa          | se   | ss   |
| h                       | hr     | hb     | ha          | he   | hs   | t      | tr     | tb     | ta          | te   | ts   |
| i                       | ir     | ib     | ia          | ie   | is   | u      | ur     | ub     | ua          | ue   | us   |
| k                       | kr     | kb     | ka          | ke   | ks   | v      | vr     | vb     | va          | ve   | vs   |
| l                       | lr     | lb     | la          | le   | ls   | w      | wr     | wb     | wa          | we   | ws   |
|                         |        |        |             |      |      | x      | xr     | xb     | xa          | xe   | xs   |
| Letters that don't join |        |        |             |      |      |        |        |        |             |      |      |
| g                       | j      | q      | y           | z    |      |        |        |        |             |      |      |

For further details, refer to the progression of skills document.