



THURGOLAND
CHURCH OF ENGLAND PRIMARY SCHOOL



Thurgoland CE Primary

Handwriting Curriculum

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Handwriting Curriculum Intent

Handwriting Intent

At Thurgoland we aspire to enable all children to attain automaticity with their handwriting by recognising that handwriting is a physical activity that involves movement and recognition skills. We believe handwriting needs to be learnt and become part of the automatic cognitive skill set of each pupil. Our curriculum (Kinetic Letters) is designed with a holistic approach to handwriting, by following four main threads to handwriting: making bodies stronger, holding the pencil, learning the letters and flow and fluency.

At Thurgoland the outcomes that we will strive to ensure all our pupils achieve are:

- Having fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.
- Having the stamina and skills to write at length, with accurate spelling and punctuation.
- Having competence in transcription (spelling and handwriting) and composition.
- Writing clearly, accurately and coherently, adapting their handwriting and style in and for a range of contexts, purposes and audiences.
- Having a comfortable and efficient pencil hold and working position.



Handwriting Implementation

The Kinetic Letters programme is commenced in Reception and is used throughout the school to Year 6. By the end of KS1, each pupil should be working at the national standard and most should be working at a greater depth (joined handwriting). Children will be using some of the strokes needed to join letters (diagonal, top or ground joins); teaching this will start in Spring term of Year 2 and continue to be implemented until Year 6. Handwriting practice takes place in sessions that are outside English lessons, since handwriting underpins the majority of curriculum areas and is integral to self-esteem. Handwriting is taught daily, through 20-minute discrete sessions, separate from Phonics, in EYFS, KS1 and Year 3. Handwriting practice takes place on the 6-lined (or 3-lined or 9-lined if appropriate) Kinetic Letters white boards, sand trays and kinetic letters lined paper. The majority of the time, sessions are taught to the whole class with differentiated targets; reinforcement may take place in small groups and/or individually with the support of the teaching team.

The teaching of handwriting in the remaining Key Stage 2 classes (Year 4, 5, and 6), is taught daily during transcription (spelling and handwriting sessions) for 10-minutes, where the focus is around building children's fluency, legibility and comfort to ensure there is consistency when joining handwriting. Children will revisit the correct joining strokes (diagonal, ground or top joins) and the breaker letters which do not join. As pupils reach Year 5 and Year 6 they will begin to make independent choices regarding their writing implementation (pen or pencil) and style of handwriting (joined, printing, block capitals) for the appropriateness of the writing task.

Handwriting at Thurgoland	
Making bodies stronger	Children will warm up their bodies and complete a starter activity of improving their core strength and upper body strength to support the development of their handwriting.
Holding the pencil	The children will sing the three-friends hold song, to ensure they are holding their pencil/whiteboard pen in the correct position to ready the children for writing.
Learning the letters	The teacher will model the formation of the letter with its rhyme in the air, following the 'I do, we do, you do approach'. Pupils will be actively involved in the learning of the letters learning in the air too. The teacher will then model in the sand or on the whiteboard in relation to the height and grounding of the letters using brave monkey or scared monkey. Children will independently practise 3 by the tree and 3 across in the sand, whiteboard or paper.
Flow and Fluency	The teacher will use a word, phrase or sentence using words which contain letters of the handwriting family being learned. Children will independently practise writing these words, phrases or sentences using the correct formation, height and grounding of the letters. Year 2 children will practise the joining of the letters in words in phrases or sentences.
KS2	Y3 will revisit the accuracy of their joining of letters in their letter family. Y3, Y4, Y5 and Y6 will hear a dictated sentence appropriate for their year group and transcribe. The class teacher will model the handwriting expectations for the dictated sentence for our children to then copy to ensure accuracy and legibility in their joining.



Handwriting Concepts

The teaching and learning of handwriting is divided into 4 main threads designed to promote automaticity and fluency for writing. Each handwriting lesson captures elements of the strands below and focuses on 1 letter per lesson. The threads of learning are taught from EYFS through to Year 2 and then embedded into daily handwriting practise from Year 3 through to Year 6.

Concept	Coverage of Concept
Making bodies stronger	Children will learn how to strengthen their core body and arms to enable them to control their fingers precisely. Children learn different animal poses to support their body strength (penguin, bear, meerkat, lion and lizard).
Holding the pencil	Children will learn a specific pencil grip (three friends hold) to ensure they have a comfortable pencil grip to allow writing for sustained periods of time.
Learning the letters	Children will learn the movements to form the letters, they start with whole body movements and progress through writing in sand trays, to writing on whiteboards and finally writing onto paper. Children will learn through rhymes and meeting 2 characters Bounce the Brave monkey who forms his letters starting at the tall branch and Skip the Scared monkey who forms his letters on the lower branch. This teaches children the height of letters.
Flow and fluency	letter movements are minimized to help a fast-writing style and joining is introduced in Year 2 to begin the flow and fluency process for joining as they progress into Year 3 to embed joining of letters.



Handwriting Curriculum Overviews

EYFS

Block 1 – Learning the letters	WK	Focus: Building Strength	Focus: Pencil pick up routine	Focus: Letter moves & letters
	1	Animal positions	3 friends: finger naming	6 moves – up and down
	2	Floor push ups	Holding fingers bead pick up	6 moves – push along the ground/pull along the ground
	3	Echo-clapping	Peg pick up	6 moves – slide and flick
	4	Hand strength	Peg pick up	Scared monkey and brave monkey
	5	3 friends rhyme	Peg pick up	Move it, say it, write it – up and down
	6	Floor push ups	Pencil pick up	Move it, say it, write it – push and pull
	7	Echo-clapping	Pencil pick up	Move it, say it, write it – slide and flick
	8	Hand strength	Pencil pick up check	Revision of all moves and trees.
	9	Fine motor skills warm up	Monkey smile targets – shapes	Jumper – h, n
	10	Fine motor skills warm up	Monkey smile targets – shapes	Jumper – m, r
	11	Fine motor skills warm up	Monkey smile targets – letters	Jumper– b, p
	12	Fine motor skills warm up	Monkey smile targets – letters	Abracadabra – c, o
	13	Fine motor skills warm up	Monkey smile targets – shapes	Abracadabra –a, d
	14	Fine motor skills warm up	Monkey smile targets – shapes	Abracadabra – g, s
	15	Fine motor skills warm up	Pencil pick up check	Window Cleaner – l, t

Block 2 – learning the letters and numbers	WK	Focus: Building Strength	Focus: Refined Finger Movements	Focus: Single letters
	1	Animal positions	RFM Practise	Window Cleaner – l, t, u
	2	Floor push ups	RFM Practise	Squitter – e Fisher – j
	3	Echo-clapping	RFM Practise	Fisher – y, f, g
	4	Hand strength	RFM Practise	Slider – v, w, x
	5	3 friends rhyme	RFM Practise	Slider – z, k
	6	Fine motor skills warm up	RFM Practise	Pushing numbers – 2, 3
	7	Fine motor skills warm up	RFM Practise	Pushing numbers - 7, 5
	8	Fine motor skills warm up	RFM Practise	Pulling numbers – 0, 6
	9	Fine motor skills warm up	RFM Practise	Pulling numbers – 8, 9
	10	Fine motor skills warm up	RFM Practise	Pulling numbers – 1, 4

Block 3 - Capital letters	WK	Focus: Building Strength	Focus: Refined Finger Movements	Focus: Single letters
	1	Animal positions	RFM Practise	Capitals straight lines – l, L
	2	Floor push ups	RFM Practise	Capitals straight lines – E, F
	3	Echo-clapping	RFM Practise	Capitals straight lines – H, T
	4	Hand strength	RFM Practise	Capitals curved lines – C, O
	5	3 friends rhyme	RFM Practise	Capitals curved lines -S, G Q
	6	Fine motor skills warm up	RFM Practise	Capitals lines then curves – D, P
	7	Fine motor skills warm up	RFM Practise	Capitals lines then curves – B, R



	8	Fine motor skills warm up	RFM Practise	Capitals lines then curves – J, U
	9	Fine motor skills warm up	RFM Practise	Capitals sliding lines – A, M
	10	Fine motor skills warm up	RFM Practise	Capitals sliding lines – N, K
	11	Fine motor skills warm up	RFM Practise	Capitals sliding lines – W, V
	12	Fine motor skills warm up	RFM Practise	Capitals sliding lines – Z, X, Y
	13	Fine motor skills warm up	RFM Practise	
	14	Fine motor skills warm up	RFM Practise	



Year 1

Block 1 - Learning the letters, numbers and capitals	WK	Focus: Strength, Writing position	Focus: Pencil pick up routine	Focus: Single letters	Focus: Feeling flow/doodle trails
	1	Writing positions: check and review	Pencil pick up routines and checks	Tree, 6 moves	Flow patterns
	2	Animal positions	Monkey smile targets – shapes	Jumper family - h, b, r, n, m	Flow patterns
	3	Floor push ups	Monkey smile targets – letters	Jumper family - p Abracadabra – c, o, a, d,	Flow patterns
	4	Clapping games	Check pencil pressure	Abracadabra – g, q, s Window Cleaner – l, t	Flow patterns
	5	Coin challenge	Finger workouts	Window Cleaner – i, u Special squirter – e Fisher – g, j	Flow patterns
	6	Writing positions check and review	Monkey smile targets shape	Fisher – y, f Slider – k, v, w	Flow patterns
	7	Animal positions	RFM	Slider – x, z	Flow patterns
	8	Coin challenge	RFM	Letter family challenges	Flow patterns
	9	Body strength, finger workout	RFM	Pushing Numbers – 2, 3, 7, 5 Pulling Numbers - 0	Letter family challenges: Jumper 1 – Make the family 2 – Feel the flow 3 – Starting points 4 – Finishing points 5 – Assess, detect, correct 6 – memory
	10	Body strength, finger workout	RFM	Pulling Numbers – 6, 8, 9, 1, 4	Letter family challenges: Abracadabra
	11	Body strength, finger workout	RFM	Capitals straight lines – l, L, E, F, H	Letter family challenges: Window Cleaner
	12	Body strength, finger workout	RFM	Capitals straight lines – T Capitals curved lines – C, O, S, G	Letter family challenges: Squirter
	13	Body strength, finger workout	RFM	Capitals curved lines – Q Capitals lines then curves – D, P, B, R	Letter family challenges: Slider
	14	Body strength, finger workout	RFM	Capitals lines then curves – J, U Capitals sliding lines – A, M, N	Letter family challenges: Fisher
	15	Body strength, finger workout	RFM	Capitals sliding lines – K, W, V, Z, X, Y	

Block 2 – Review and snuggle letters	WK	Focus: Writing position, strength	Focus: Refined Finger Movement	Focus: Review	Focus: Snuggle Letters
	1	Body strength, finger workout	RFM	Review: jumper	List 1 – on, oh, no
	2	Body strength, finger workout	RFM	Review: abracadabra	List 1 – an, can, and, had, do
	3	Body strength, finger workout	RFM	Review: window cleaner	List 1 – go, as, so
	4	Body strength, finger workout	RFM	Review: squirter	List 2 – to, not, all, old, too
	5	Body strength, finger workout	RFM	Review: fisher	List 2 – that, don't, in, is, it
	6	Body strength, finger workout	RFM	Review: Pushing numbers	List 2 – up, but, put, out, his, this
	7	Body strength, finger workout	RFM	Review: pulling numbers	List 2 – said, into, could, about, it's
	8	Body strength, finger workout	RFM	Review: Capitals straight lines	List 2 – him
	9	Body strength, finger workout	RFM	Review: capitals curved lines	List 3 – me, he, be, the, are
	10	Body strength, finger workout	RFM	Review: capitals lines then curves	List 3 – her, one, then, here, came



Block 3 - review letter families and snuggle letters	WK	Focus: Writing position, strength	Focus: Refined Finger Movement	Focus: Review	Focus: Snuggle Letters
	1	Body strength, finger workout	RFM	Review: capitals sliding lines	List 3 – some, help, time, there, their
	2	Body strength, finger workout	RFM	Review: jumper	List 3 – made, called, little, house, people, children
	3	Body strength, finger workout	RFM	Review: abracadabra	List 4 – get, got, just, my, of
	4	Body strength, finger workout	RFM	Review: window cleaner	List 4 – by, you, for, off, day
	5	Body strength, finger workout	RFM	Review: squirter	List 4 – they, yours, truly, from
	6	Body strength, finger workout	RFM	Review: fisher	List 5 – we, will, was, now, with
	7	Body strength, finger workout	RFM	Review: Pushing numbers	List 5 – went, have, when, what, down
	8	Body strength, finger workout	RFM	Review: pulling numbers	List 5 – very, were, like, look, back
	9	Body strength, finger workout	RFM	Review: Capitals straight lines	List 5 – make, asked, looked
	10	Body strength, finger workout	RFM	Review: capitals curved lines	Letter family challenges: Abracadabra
	11	Body strength, finger workout	RFM	Review: capitals lines then curves	Letter family challenges: Window Cleaner
	12	Body strength, finger workout	RFM	Review: capitals sliding lines	Letter family challenges: Squirter
	13	Body strength, finger workout	RFM	Review: revise any families letters not being formed accurately	Letter family challenges: Slider
	14	Body strength, finger workout	RFM	Review: revise any families letters not being formed accurately	Letter family challenges: Fisher
	14	Body strength, finger workout	RFM	Review: revise any families letters not being formed accurately	



Year 2

Block 1 – Letters, Numbers, Capitals	WK	Focus: Strength and Writing Positions	Focus: Refined Finger Movements	Focus: Target letters and Numbers	Focus: Flow target words
	1	Review/check writing positions	Pencil pick up/checks	6 letter moves – Jumper family h	
	2	Use of animal positions	RFM/Monkey smile targets	Jumper family – b, r, n, m, p	HFW – Target practise: on, oh, no, an, can,
	3	Floor push ups	RFM/Monkey smile targets	Abracadabra Family – c, o, a, d, g	HFW – Target practise: and, had, do, go, as, so
	4	Meerkat games	RFM/Monkey smile targets	Abracadabra family – q, s Window Cleaner family – l, t, l	HFW – Target practise: To, not, all, old, too
	5	Integrate coin challenges	RFM/Monkey smile targets	Window cleaner family – u Fisher Family – g, j, y, f	HFW – Target practise: that, don't, in, this, is
	6	Check writing positions	RFM/Monkey smile targets	Special Squirter – e Slider family – k, v, w, x,	HFW – Target practise: said, it, into, up, could,
	7	Strength targets	Check: Pencil hold	Slider family – z Pushing numbers – 2, 3, 7, 5	HFW – Target practise: but, about, put, it's, out,
	8	Check writing positions	RFM/Monkey smile targets	Pulling numbers – 0, 6, 8, 9, 1	HFW – Target practise: him, his, me, help, he
	9	Review animal positions	Check: Pencil hold	Pulling numbers – 4 Capitals straight lines – l, L, E, F	HFW – Target practise: time, be, there, the, their
	10	Cube/blue tack twiddling	Finger pencil/workout rap	Capitals straight lines – H, T Capitals curved lines – C, O, S	HFW – Target practise: are, made, her, called, one,
	11	Meerkat games	RFM/Monkey smile targets	Capitals curved lines – G, Q, Capitals lines then curves – D, P, B	HFW – Target practise: Little, then, house, here, people,
	12	Strength targets	RFM/Monkey smile targets	Capitals lines then curves – R, J, U Capitals sliding lines – A, M	HFW – Target practise: came, children, some Get, got,
	13	Review/set strengths target	RFM/Monkey smile targets	Capitals sliding lines – N, K, W, V, Z	HFW – Target practise: just, my, day, of, they
	14	Review/check writing positions	RFM/Monkey smile targets	Capitals sliding lines – X, Y	HFW – Target practise: by, yours, you, truly, for,
	15	Review animal positions	RFM/Monkey smile targets	Recap letter family each day Jumper – h, b, r, n, m p Abracadabra – c, o, a, d, g, q, s Window cleaner – l, t, i, u Special squirter – e Slider – k, v, w, x, z Fisher – g, j, y, f	HFW – Target practise: from, off, we, will, was, now, with, went, have, what, when, down, very, were, like, look, back, make, asked, looked

Block 2 – Joining	WK	Focus: Strength/writing position	Focus: RFM and checks	Focus: Review letter families	Focus: Joining programme
	1	Integrate coin challenge	Check: pillow finger	Review family: Window Cleaner – i, l, t, u Jumper – h, m, n, b, p, r	Joining programme: Week 1 Joining chart 1 Joining chart 2 Target words – it, put, but, still
	2	Review use of lizard pose	RFM/Monkey smile targets	Review family:	Joining programme: Week 2



				Window Cleaner – i, l, t, u Jumper – h, m, n, b, p, r	Joining chart 2 Target words – run, up, in, girl, sun Mum Sentence – Zip it up
	3	Cube/blue-tac twiddling	RFM/Monkey smile targets	Review Family: Jumper – h, m, n, b, p, r	Joining programme: Week 3 Joining chart 3 Joining Chart 4 Target Words – him Sentence – Run in a hut
	4	Crawling games	RFM/Monkey smile targets	Review Family: Jumper – h, m, n, b, p, r Window Cleaner – i, l, t, u	Joining programme: Week 4 Joining chart 4 Target words – bump Sentence – I sat still.
	5	Integrate coin challenge	RFM/Monkey smile targets	Review Family: Abracadabra – c, o, a, d, g, q, s Window Cleaner – i, l, t, u	Joining Programme: Week 5 Joining chart 5 Target words – at, all, sat, air Sentence – I sat still.
	6	Review use of animal positions	Check: 3 friends hold	Review Family: Abracadabra – c, o, a, d, g, q, s Jumper – h, m, n, b, p, r	Joining Programme: Week 5 Joining chart 6 Target words – an, am, ran, park Sentence – A baby rat ran up
	7	Integrate coin challenge	RFM	Review Family: Window Cleaner – i, l, t, u Abracadabra – c, o, a, d, g, q, s	Joining Programme: Week 6 Joining chart 7 Target words – said, to, into, big Sentence – A rabbit ran up a hill.
	8	Crawling games in PE	RFM	Review Family: Jumper – h, m, n, b, p, r Abracadabra – c, o, a, d, g, q, s	Joining Programme: Week 6 Joining chart 8 Target words – and, no, man Sentence – A small man ran into a big giant.
	9	Strength targets	RFM	Review Family: Abracadabra – c, o, a, d, g, q, s	Joining Programme: Week 7 Joining chart 9 Target words – had, again, dark, do, bad, Dad Sentence – Dad had a rabbit again.
	10	Review/Set Strength targets	RFM	Review Family: Special Squirter – e Abracadabra – c, o, a, d, g, q, s Window Cleaner – i, l, t, u	Joining Programme: Week 8 Joining chart 10 Target words – get, kind, king Sentence – I am kind said a giant.

Block 3 – Joining programme	WK	Focus: Strength/writing position	Focus: RFM and checks	Focus: Review letter families	Focus: Joining programme
	1	Making bodies stronger writing positions	Check: Strong power pack	Review Family: Special Squirter – e Abracadabra – c, o, a, d, g, q, s Jumper – h, m, n, b, p, r	Joining Programme: Week 8 Joining chart 11 Target words – much, pen, went, tell Sentence – My magic pen.
	2	Making bodies stronger writing positions	RFM	Review Family: Abracadabra – c, o, a, d, g, q, s	Joining Programme: Week 9 Joining chart 12



					Target words – can, each, began, bed, cat, jumped Sentence – A cat can act.
3	Making bodies stronger writing positions	RFM	Review Family: Slider – k, v, w, x, z	Joining Programme: Week 9 Joining chart 13 Target words – duck, back, grew RFM Sentence – A duck had an egg.	
4	Making bodies stronger writing positions	RFM	Review Family: Fisher – g, j, y, f	Joining Programme: Week 9 Joining chart 14 Target words – pricy, icy Sentence – I ran up an icy path.	
5	Making bodies stronger writing positions	RFM	Review Family: Window Cleaner – i, l, t, u	Joining Programme: Week 10 Joining chart 15 Target words – milk Sentence – I can get my vat’s milk.	
6	Making bodies stronger writing positions	RFM	Review Family: Slider – k, v, w, x, z	Joining Programme: Week 10 Joining chart 16 Target words – ink, pink Sentence – I can get a black ink pen.	
7	Making bodies stronger writing positions	RFM	Review Family: Slider – k, v, w, x, z	Joining Programme: Week 10 Joining chart 17 Target words – break, saw Sentence – I saw a big pink egg.	
8	Making bodies stronger writing positions	Check: Writing positions	Review Family: Fisher – g, j, y, f	Joining Programme: Week Joining chart 18 Target words – if, really Sentence – It’ actually a really sunny day.	
9	Making bodies stronger writing positions	RFM	Review Family: Jumper – h, m, n, b, p, r	Joining Programme: Week 10 Joining chart 19 Target words – my, any, money Sentence – I really saw many kings.	
10	Making bodies stronger writing positions	RFM	Review Family: Fisher – g, j, y, f	Joining Programme: Week 10 Joining chart 20 Target words – play, day, say, may Sentence – I can play any day.	
11	Making bodies stronger writing positions	RFM	Review Family: Window Cleaner – i, l, t, u	Joining Programme: Week 11 Joining chart 21 and 22 Target words – not, will, you, old, about, your, could, with, stop, what, which, why, only, along Sentence – Could you hold my old cat? Why did your dragon stop?	
12	Making bodies stronger writing positions	RFM	Review Family: Abracadabra – c, o, a, d, g, q, s	Joining Programme: Week 11 Joining chart 23, 24, 25 Target words – soon, would, want, dog, school, boat, odd, now, down, look, cow, window, of, boy, wavy, project, blowy Sentence – Soon my dog will want a walk. A cow can look in a window. My dog jumped in a wavy sea.	



	13	Making bodies stronger writing positions	RFM	Review Family: *Identify letters/families to review based on class	Joining Programme: Week 12 Joining chart 26, 27 Target words – come, he, help, when, see, like, place, once Sentence – When can she help me? I like to see into space.
	14	Making bodies stronger writing positions	RFM	Review Family: *Identify letters/families to review based on class	Joining Programme: Week 12 Joining chart 28, 29 Target words – his, was, has, please, because, lots, best, most, clothes, opposite Sentence – His animals need water pots. Please take care of plants.



Year 3

Block 1 – Letter families	WK	Focus: Refined Finger Movements	Focus: Review letter families, capitals, numbers	Focus: Dictated sentences *followed up in spelling input.
	1	Check: pencil hold	Jumper family - h, m, n, b, p, r	Y3 spelling words
	2	RFM	Abacadabra – c, o, a, d, g, q, s	Y3 spelling words
	3	RFM	Window Cleaner – i, l, t, u Special Squirter – e	Y3 spelling words
	4	RFM	Fisher – g, j, y, f	Y3 spelling words
	5	RFM	Slider – k, v, w, x, z	Y3 spelling words
	6	RFM	Capitals straight lines – I, L, E, F, H, T	Y3 spelling words
	7	RFM	Capitals curved lines – C, O, S, G, Q	Y3 spelling words
	8	RFM	Capitals lines then curves – D, P, B, R, J, U	Y3 spelling words
	9	RFM	Capitals sliding lines – A, M, N, K, W, V, Z, X, Y	Y3 spelling words
	10	RFM	Pushing numbers – 2, 3, 7, 5 Pulling numbers – 0, 6, 8, 9, 1	Y3 spelling words

Block 2 – Joining programme	WK	Focus: RFM and checks	Focus: Joining programme	Focus: Target joining words/dictated sentence
	1	RFM	Joining programme: Week 1 Joining chart 1 Joining chart 2	Target words – it, put, but, still
	2	RFM	Joining programme: Week 2 Joining chart 2	Target words – run, up, in, girl, sun Mum Sentence – Zip it up
	3	RFM	Joining programme: Week 3 Joining chart 3 Joining Chart 4	Target Words – him Sentence – Run in a hut
	4	RFM	Joining programme: Week 4 Joining chart 4	Target words – bump Sentence – I sat still.
	5	RFM	Joining Programme: Week 5 Joining chart 5	Target words – at, all, sat, air Sentence – I sat still.
	6	RFM	Joining Programme: Week 5 Joining chart 6	Target words – an, am, ran, park Sentence – A baby rat ran up
	7	RFM	Joining Programme: Week 6 Joining chart 7	Target words – said, to, into, big Sentence – A rabbit ran up a hill.
	8	RFM	Joining Programme: Week 6 Joining chart 8	Target words – and, no, man Sentence – A small man ran into a big giant.
	9	RFM	Joining Programme: Week 7 Joining chart 9	Target words – had, again, dark, do, bad, Dad Sentence – Dad had a rabbit again.
	10	RFM	Joining Programme: Week 8 Joining chart 10	Target words – get, kind, king



				Sentence – I am kind said a giant.
11	RFM	Joining Programme: Week 8 Joining chart 11	Target words – much, pen, went, tell Sentence – My magic pen.	
12	RFM	Joining Programme: Week 9 Joining chart 12	Target words – can, each, began, bed, cat, jumped Sentence – A cat can act.	
13	RFM	Joining Programme: Week 9 Joining chart 13	Target words – duck, back, grew RFM Sentence – A duck had an egg.	
14	RFM	Joining Programme: Week 9 Joining chart 14	Target words – pricy, icy Sentence – I ran up an icy path.	
15	RFM	Joining Programme: Week 10 Joining chart 15	Target words – milk Sentence – I can get my cat’s milk.	
16	RFM	Joining Programme: Week 10 Joining chart 16	Target words – ink, pink Sentence – I can get a black ink pen.	
17	RFM	Joining Programme: Week 10 Joining chart 17	Target words – break, saw Sentence – I saw a big pink egg.	
18	RFM	Joining Programme: Week 10 Joining chart 18	Target words – if, really Sentence – It’ actually a really sunny day.	
19	RFM	Joining Programme: Week 10 Joining chart 19	Target words – my, any, money Sentence – I really saw many kings.	
20	RFM	Joining Programme: Week 10 Joining chart 20	Target words – play, day, say, may Sentence – I can play any day.	
21	RFM	Joining Programme: Week 11 Joining chart 21 and 22	Target words – not, will, you, old, about, your, could, with, stop, what, which, why, only, along Sentence – Could you hold my old cat? Why did your dragon stop?	
22	RFM	Joining Programme: Week 11 Joining chart 23, 24, 25	Target words – soon, would, want, dog, school, boat, odd, now, down, look, cow, window, of, boy, wavy, project, blowy Sentence – Soon my dog will want a walk. A cow can look in a window. My dog jumped in a wavy sea.	
23	RFM	Joining Programme: Week 12 Joining chart 26, 27	Target words – come, he, help, when, see, like, place, once Sentence – When can she help me? I like to see into space.	
24	RFM	Joining Programme: Week 12 Joining chart 28, 29	Target words – his, was, has, please, because, lots, best, most, clothes, opposite Sentence – His animals need water pots. Please take care of plants.	



Block 3 – Application <i>This block is to be taught through the spelling/handwriting sequence of work weekly.</i>	Focus:	Writing Implement	Focus: Dictated sentences *followed up in spelling input.
	I know breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)	Pencil	Dictated sentences using Y3 spelling rules, grammar taught in Y3 and statutory spelling list for Y3
	I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)	Pencil	Dictated sentences using Y3 spelling rules, grammar taught in Y3 and statutory spelling list for Y3
	I know how and which letters join using a top join. (o, v, w	Pencil	Dictated sentences using Y3 spelling rules, grammar taught in Y3 and statutory spelling list for Y3
	I know how and which letters join using a ground join. (c, e, k)	Pencil	Dictated sentences using Y3 spelling rules, grammar taught in Y3 and statutory spelling list for Y3



Year 4

Block 1 – Application <i>This block is to be taught through the spelling/handwriting sequence of work weekly for the full year to embed the joining programme.</i>	Focus:	Writing Implement	Focus: Dictated sentences *followed up in spelling input.
	I know breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)	Pencil	Dictated sentences using Y4 spelling rules, grammar taught in Y4 and statutory spelling list for Y4
	I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)	Pencil	Dictated sentences using Y4 spelling rules, grammar taught in Y4 and statutory spelling list for Y4
	I know how and which letters join using a top join. (o, v, w	Pencil	Dictated sentences using Y4 spelling rules, grammar taught in Y4 and statutory spelling list for Y4
	I know how and which letters join using a ground join. (c, e, k)	Pencil	Dictated sentences using Y4 spelling rules, grammar taught in Y4 and statutory spelling list for Y4



Year 5

Block 1 – Application (pencil) <i>This block is to be taught through the spelling/handwriting sequence of work weekly.</i>	Focus:	Writing Implement	Focus: Dictated sentences *followed up in spelling input.
	I know breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)	Pencil	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)	Pencil	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join using a top join. (o, v, w	Pencil	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join using a ground join. (c, e, k)	Pencil	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5

Block 2 – Application (pen) <i>This block is to be taught through the spelling/handwriting sequence of work weekly.</i>	Focus:	Writing Implement	Focus: Dictated sentences *followed up in spelling input.
	I know breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)	Pen	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)	Pen	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join using a top join. (o, v, w	Pen	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join using a ground join. (c, e, k)	Pen	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5

Block 3 – Application to purpose <i>This block is to be taught through the spelling/handwriting sequence of work weekly.</i>	Focus:	Writing Implement <i>*If children are not ready for pen, they will remain using pencil</i>	Application to purpose	Focus: Dictated sentences *Followed up in spelling input.
	I know breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)	Pen	Daily writing tasks – use a pen	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)	Pen	Daily writing tasks – use a pen	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join using a top join. (o, v, w	Pen	Labelling a diagram Pencil and unjoined	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join using a ground join. (c, e, k)	Pen	Labelling a diagram Pencil and unjoined	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5

Block 4 – Application to purpose <i>This block is to be taught through the spelling/handwriting sequence of work weekly.</i>	Focus:	Writing Implement <i>*If children are not ready for pen, they will remain using pencil</i>	Application to purpose	Focus: Dictated sentences *Followed up in spelling input.
	I know breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)	Pen	Completing a form Pen and block capitals	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)	Pen	Completing a form Pen and block capitals	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join using a top join. (o, v, w)	Pen	Writing quick notes Pencil	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5
	I know how and which letters join using a ground join. (c, e, k)	Pen	Writing quick notes Pencil	Dictated sentences using Y5 spelling rules, grammar taught in Y5 and statutory spelling list for Y5



Year 6

Block 1 – Application (handwriting styles) <i>This block is to be taught through the spelling/handwriting sequence of work weekly.</i>	Focus:	Writing Implement	Application to purpose	Focus: Dictated sentences *followed up in spelling input.
	I know breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a top join. (o, v, w) I know how and which letters join using a ground join. (c, e, k)	Pen	I know to use joined handwriting during daily writing tasks. (Completing work, writing a note, writing a list)	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6
		Pen	I know to use joined handwriting during daily writing tasks. (Completing work, writing a note, writing a list)	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6
		Pen	I know to use unjoined handwriting so that I can label a diagram.	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6
		Pen	I know to use unjoined handwriting so that I can label a diagram.	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6

Block 2 – Application (handwriting styles) <i>This block is to be taught through the spelling/handwriting sequence of work weekly.</i>	Focus:	Writing Implement	Application to purpose	Focus: Dictated sentences *followed up in spelling input.
	I know breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)	Pen	I know to use unjoined handwriting to write information on a form.	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6
	I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)	Pen	I know to use unjoined handwriting to write information on a form.	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6
	I know how and which letters join using a top join. (o, v, w)	Pen	I know to use block capitals to complete a form.	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6
	I know how and which letters join using a ground join. (c, e, k)	Pen	I know to use block capitals to complete a form.	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6

Block 3 – Application handwriting styles) <i>This block is to be taught through the spelling/handwriting sequence of work weekly.</i>	Focus:	Writing Implement <i>*If children are not ready for pen, they will remain using pencil</i>	Application to purpose	Focus: Dictated sentences *Followed up in spelling input.
	I know breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)	Pen	I know how to select pen or pencil based on the type of writing I am completing.	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6
	I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)	Pen	I know how to select pen or pencil based on the type of writing I am completing.	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6
	I know how and which letters join using a top join. (o, v, w	Pen	I know how to select pen or pencil based on the type of writing I am completing.	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6
	I know how and which letters join using a ground join. (c, e, k)	Pen	I know how to select pen or pencil based on the type of writing I am completing.	Dictated sentences using Y6 spelling rules, grammar taught in Y6 and statutory spelling list for Y6



Handwriting Curriculum Knowledge and Skills Progression

EYFS	Autumn	Spring	Summer
Handwriting	I know how to pick up a pencil using the 3 friends hold (tri-pod grip) I know how to control equipment using the 3 friends hold. (Tweezers, pipettes, paint brushes, felt tips) I know how to form letters in the jumper family (h, n, m, r, b, p) I know how to join letters in the abracadabra family (c, o, a, d, g, s)	I know how to form letters in the window cleaner family (l, t, i, u) I know how to form letters in the squirter family (e) I know how to form letters in the fisher family (j, y, f, g) I know how to form letters in the slider family (v, w, x, z, k) I know how to form pushing numbers (2, 3, 7, 5) I know how to form pulling numbers (0, 6, 8, 9, 1, 4)	I know how to form capitals with straight lines (I, L, E, F, H, T) I know how to form capitals with curved lines (C, O, S, G, Q) I know how to form capitals with straight and curved lines (D, P, B, R, J, U) I know how to form capitals with sliding lines (A, M, N, K, W, V, Z, X, Y)
By the end of the year, I will be able to.... I know how to use the tripod grip to hold a paint brush. I know how to hold scissors to be able to cut paper. I know how to hold a pencil using the 3 friends hold grip. I know how to control a pencil using 3 friends hold so I can draw a picture. I know how to form letters in the jumper family (h, n, m, r, b, p) I know how to form letters in the slider family (v, w, x, z, k) I know how to form letters in the window cleaner family (l, t, i, u) I know how to form letters in the abracadabra family (c, o, a, d, g, s) I know how to form letters in the fisher family (j, y, f, g) I know how to form letters in the squirter family (e) I know how to form pulling numbers (0, 6, 8, 9, 1, 4) I know how to form pushing numbers (2, 3, 7, 5) I know how to form capitals with straight lines (I, L, E, F, H, T) I know how to form capitals with curved lines (C, O, S, G, Q) I know how to form capitals with straight and curved lines (D, P, B, R, J, U) I know how to form capitals with sliding lines (A, M, N, K, W, V, Z, X, Y)		NC References <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> <i>Use a range of small tools, including scissors, paint brushes and cutlery.</i> <i>Begin to show accuracy and care when drawing.</i> <i>Write recognisable letters, most of which are correctly formed.</i> <i>Write simple phrases and sentences that can be read by others.</i>	



Class 1	Autumn	Spring	Summer
Handwriting	I know how to form letters in the jumper family (h, n, m, r, b, p) I know how to form letters in the abracadabra family (c, o, a, d, g, s) I know how to form letters in the window cleaner family (l, t, i, u) I know how to form letters in the squirter family (e) I know how to form letters in the fisher family (j, y, f, g) I know how to form letters in the slider family (v, w, x, z, k) I know how to form pushing numbers (2, 3, 7, 5) I know how to form pulling numbers (0, 6, 8, 9, 1, 4) I know how to form capitals with straight lines (l, L, E, F, H, T) I know how to form capitals with curved lines (C, O, S, G, Q) I know how to form capitals with straight and curved lines (D, P, B, R, J, U) I know how to form capitals with sliding lines (A, M, N, K, W, V, Z, X, Y)	Review: jumper family Review: abracadabra family Revise: window cleaner Revise: squirter Revise: fisher Revise: pushing Numbers Revise: pulling numbers Revise: capitals straight lines Revise: capitals curved lines Revise: capitals lines then curves I know how to space letters in words (3-4 letters) correctly so I can write a word accurately. (Lists on MT plan)	Revise: capitals sliding lines Revise: jumper family Review: abracadabra family Revise: window cleaner Revise: squirter Revise: fisher Revise: pushing Numbers Revise: pulling numbers Revise: capitals straight lines Revise: capitals curved lines Revise: capitals lines then curves I know how to space letters in words correctly so I can write words accurately. (Lists on MT plan)
By the end of the year, I will be able to.... I know how to form letters in the jumper family (h, n, m, r, b, p) I know how to form letters in the slider family (v, w, x, z, k) I know how to form letters in the window cleaner family (l, t, i, u) I know how to form letters in the abracadabra family (c, o, a, d, g, s) I know how to form letters in the fisher family (j, y, f, g) I know how to form letters in the squirter family (e) I know how to form pulling numbers (0, 6, 8, 9, 1, 4) I know how to form pushing numbers (2, 3, 7, 5) I know how to form capitals with straight lines (l, L, E, F, H, T) I know how to form capitals with curved lines (C, O, S, G, Q) I know how to form capitals with straight and curved lines (D, P, B, R, J, U) I know how to form capitals with sliding lines (A, M, N, K, W, V, Z, X, Y) I know how to sit at a table so I can show a good writing position I know how to hold a pencil using 3 friends hold (tri-pod)		NC References <i>Sit correctly at a table, holding a pencil comfortably and correctly</i> <i>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</i> <i>Form capital letters</i> <i>Form digits 0-9</i> <i>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</i>	



Class 2	Autumn	Spring	Summer
Handwriting	I know how to form letters in the jumper family (h, n, m, r, b, p) I know how to form letters in the slider family (v, w, x, z, k) I know how to form letters in the window cleaner family (l, t, i, u) I know how to form letters in the abracadabra family (c, o, a, d, g, s) I know how to form letters in the fisher family (j, y, f, g) I know how to form letters in the squirter family (e) I know how to form pulling numbers (0, 6, 8, 9, 1, 4) I know how to form pushing numbers (2, 3, 7, 5) I know how to form capitals with straight lines (l, L, E, F, H, T) I know how to form capitals with curved lines (C, O, S, G, Q) I know how to form capitals with straight and curved lines (D, P, B, R, J, U) I know how to form capitals with sliding lines (A, M, N, K, W, V, Z, X, Y) I know how to form letters within words using the correct spacing.	Joining programme I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)	I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w)
By the end of the year, I will be able to.... I know how to form letters in the jumper family (h, n, m, r, b, p) I know how to form letters in the slider family (v, w, x, z, k) I know how to form letters in the window cleaner family (l, t, i, u) I know how to form letters in the abracadabra family (c, o, a, d, g, s) I know how to form letters in the fisher family (j, y, f, g) I know how to form letters in the squirter family (e) I know how to form pulling numbers (0, 6, 8, 9, 1, 4) I know how to form pushing numbers (2, 3, 7, 5) I know how to form capitals with straight lines (l, L, E, F, H, T) I know how to form capitals with curved lines (C, O, S, G, Q) I know how to form capitals with straight and curved lines (D, P, B, R, J, U) I know how to form capitals with sliding lines (A, M, N, K, W, V, Z, X, Y) I know how to form letters within words using the correct spacing. Joining I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w)		NC Requirements Form lower-case letters of the correct size relative to one another. 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. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation 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	

Class 3	Autumn	Spring	Summer
Handwriting	Joining Program I know how to form letters in the jumper family (h, n, m, r, b, p) I know how to form letters in the slider family (v, w, x, z, k) I know how to form letters in the window cleaner family (l, t, i, u) I know how to form letters in the abracadabra family (c, o, a, d, g, s) I know how to form letters in the fisher family (j, y, f, g) I know how to form letters in the squirter family (e) I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)	Joining Program I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a top join. (o, v, w)	Joining Program I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a top join. (o, v, w) I know how and which letters join using a ground join. (c, e, k) Fluency Check - pencil
By the end of the year, I will be able to.... I know how to form letters in the jumper family (h, n, m, r, b, p) I know how to form letters in the slider family (v, w, x, z, k) I know how to form letters in the window cleaner family (l, t, i, u) I know how to form letters in the abracadabra family (c, o, a, d, g, s) I know how to form letters in the fisher family (j, y, f, g) I know how to form letters in the squirter family (e) I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w)		NC Requirements: <i>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.</i> <i>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i>	

Class 4	Autumn	Spring	Summer
Handwriting I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w) Fluency Check – pencil	I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w) Fluency Check – pencil	I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w) Fluency Check – pencil	I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w) Fluency Check – pencil
By the end of the year, I will be able to.... I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w)		NC Requirements: <i>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.</i> <i>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i>	



<p>By the end of the year, I will be able to....</p> <p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a ground join. (c, e, k)</p> <p>I know how and which letters join using a top join. (o, v, w)</p> <p>I know how to write joined using a pen.</p> <p>I know how to write joined using a pencil.</p> <p>I know a pencil should be used for labelling diagrams.</p> <p>I know a pen should be used to complete a form.</p> <p>I know a pen should be used for daily writing tasks.</p> <p>I know a pencil should be used for writing quick notes.</p>	<p>NC Requirements</p> <p><i>Write legibly, fluently and with increasing speed by:</i></p> <p><i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i></p> <p><i>Choosing the writing implement that is best suited for a task.</i></p> <p><i>They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</i></p>
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Class 6	Autumn	Spring	Summer
Handwriting	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a ground join. (c, e, k)</p> <p>I know how and which letters join using a top join. (o, v, w)</p> <p>I know to use unjoined handwriting to label a diagram.</p> <p>I know to use joined handwriting during daily writing tasks. (Completing work, writing a note, writing a list)</p> <p>Fluency Check -pencil or pen (child dependent)</p>	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a ground join. (c, e, k)</p> <p>I know how and which letters join using a top join. (o, v, w)</p> <p>I know to use unjoined handwriting to write information on a form.</p> <p>I know to use block capitals to complete a form.</p> <p>Fluency Check - pencil or pen (child dependent)</p>	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a ground join. (c, e, k)</p> <p>I know how and which letters join using a top join. (o, v, w)</p> <p>I know how to select pen or pencil based on the type of writing I am completing.</p> <p>Fluency Check – pencil or pen (child dependent)</p>
<p>By the end of the year, I will be able to....</p> <p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a ground join. (c, e, k)</p> <p>I know how and which letters join using a top join. (o, v, w)</p> <p>I know to use unjoined handwriting to label a diagram.</p> <p>I know to use joined handwriting during daily writing tasks. (Completing work, writing a note, writing a list)</p> <p>I know to use unjoined handwriting to write information on a form.</p> <p>I know to use block capitals to complete a form.</p> <p>I know how to select pen or pencil based on the type of writing I am completing.</p>		<p><i>NC Requirements</i></p> <p><i>Write legibly, fluently and with increasing speed by:</i></p> <p><i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i></p> <p><i>Choosing the writing implement that is best suited for a task.</i></p> <p><i>They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</i></p>	