



EYFS – Module 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p>Use mark-making tools with control.</p> <p>Give meaning to the marks they make when drawing, painting or writing.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Copy letters –focusing on those in their name</p> <p>Focus on pre-cursive patterns</p>	<p>Develop a tripod grip.</p> <p>Form lower case letters correctly</p> <p>Form capital letters</p> <p>Show the difference in size between lower case and upper case letters</p> <p>Write their own name</p>	<p>Use the correct starting point for letter families</p> <p>Understand that letters have different types of lines</p>	<p>Separate words with spaces</p>	<p>Form recognisable letters, following our phonics scheme</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>

At the end of this module, pupils should be able to recognise and form all the cursive, lowercase letters of the alphabet and write words using the correct joining techniques.



Year 1 - Module 2

Autumn 1	Autumn 2	Spring	Summer
<p>Form digits 0 to 9</p> <p>Form all lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Revise all lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters of correct size</p>	<p>Use spacing between words that reflects the size of the letters</p>	<p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>

On finishing this module, pupils should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use

Year 2 – Module 3

Year 2 pupils should only progress onto joined handwriting objectives once they are secure in the Year 1 handwriting standards.

Autumn	When Year 1 objectives are secure (Spring Term)	Summer 1	Summer 2
<p>Review of Year 1 objectives:</p> <p>Form lower-case letters of the correct size relative to one another</p>	<p>Introduce diagonal join (an)</p> <p>Introducing diagonal join to ascender (at, all)</p> <p>Practising diagonal join to ascender (th, ch, cl)</p> <p>Introducing diagonal join, no ascender (in, im, cr, tr, dr)</p>	<p>Practising diagonal join to r: ir, ur, er</p> <p>Practising horizontal join to r: or, oor</p>	<p>Practising diagonal join to an anticlockwise letter: ea, ear</p> <p>Introducing horizontal join to and from f to ascender: ft, fl</p>



<p>Introduce long ladder letter l, l, t, u, j, y</p> <p>Introduce curly caterpillar letters a, c, f, e, s, g</p> <p>Introduce letters b,h, k, m, p r, v, w, x, z,</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Practising diagonal join, no ascender (lp, mp, ee)</p> <p>Practising diagonal join, no ascender (ai,ay, ime, ine, op, oy)</p> <p>Introducing diagonal join, no ascender to an anticlockwise letter (id, ig, nd, ld, ng)</p> <p>Diagonal join to ascender in words: -eel / -eet / -eek / -ilk</p> <p>Practising diagonal join, no ascender, in words: a_e</p> <p>Practising diagonal join, no ascender, to an anticlockwise letter in words: -ice, -ide (dice, ride)</p>	<p>Introduce and practising horizontal join, no ascender, in words: -ow, ou, oi, oy</p> <p>Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode</p> <p>Introducing horizontal join from r to ascender: irl, url, irt</p> <p>Introducing horizontal join from r:ere</p> <p>Practising horizontal join, no ascender, in words: -ow, ou, oi, oy</p> <p>Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode</p> <p>Practising joining to and from r: air</p>	<p>Introducing horizontal join from f, no ascender: fu, fr Capital letter practice: height of ascenders and capitals</p> <p>Practising joining in spellings and common exception words.</p> <p>Use diagonal and horizontal strokes needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p>
--	--	---	---



		<p>Introducing diagonal join to s: dis</p> <p>Introducing horizontal join to s: ws</p> <p>Introducing diagonal join from s to ascender: sh</p> <p>Introducing diagonal join from s, no ascender: si, su, se, sp, sm,</p> <p>Introducing horizontal join from r to an anticlockwise letter: rs</p>	
--	--	---	--

With the regular handwriting practice throughout this module, pupils should now be developing the fluency and speed of their writing.

Year 3 - Module 4

Year 4 – Module 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p>Revise diagonal and horizontal joins from Year 2 (Y3)</p> <p>Revising joins in a word: long vowel</p>	<p>Understand which letters, when adjacent to one another, are best left unjoined (Y3)</p>	<p>Ensure that the downstrokes of letters are parallel and equidistant (Y4)</p>	<p>Ensure lines of writing are spaced sufficiently so that the ascenders and descenders of</p>	<p>Increase the legibility, consistency and quality of their handwriting (Y3/4)</p> <p>Practise relative size and consistency: ey, eigh –gue –ue sc ch, ary, ou, al, sure, ture, inter, anti, auto, ex, non, ar, er, ous (Y3/4)</p>



<p>phonemes (ea, ey, ee, igh, ow, ou, oo, ai, ay, eigh etc) (Y3 and 4)</p> <p>Revising joins in a word: le, ing, ei, ey, ai, ear, au, augh, im, il, sion (Y3 and 4)</p> <p>Revising height of tall letters – ascenders (Y4)</p>	<p>Revising joins in a word: un, de, dis, (Y4)</p> <p>Practice joins to and from r: re, pre, f and ff (Y4)</p> <p>Revising joins: qu, ly, tion, cian, ough (Y4)</p> <p>Introduce joins bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, ss, zz (Y3)</p>	<p>Introduce joining b and p: diagonal join, no ascender, bi, bu, pi, pu (Y3)</p> <p>Practising joining b and p: diagonal join (no ascender) to an anticlockwise letter ba, bo, pa, po (Y3/4)</p> <p>Practising joining b and p: diagonal join to ascender, bl, ph (Y3/4)</p> <p>Practice joins: er, ed, ing, mis, dis, ch, ation, sub, super (Y4)</p>	<p>letters do not touch (Y3/4)</p> <p>Practise relative size and consistency: -ly, less, -ful -ally, -ous -tion, ssion, sion, cian (Y4)</p> <p>Speed and fluency practice: bi, re, gue, que, sc, ce, ci (Y3/4)</p>	<p>Revision of joining with: f / ff , j, k and break letter x (Y3/4)</p> <p>Revising capitals children find tricky: Z, Q, J, P (ensure they sit correctly on the line) (Y3/4)</p> <p>Practice joins through spelling practice of high frequency wordlist for Year 3 / 4</p>
---	--	--	--	---

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children’s handwriting through a variety of resources which link handwriting to other areas of the curriculum.



Year 5 – Module 6

Year 6 – Module 7

Pupils will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module’s lessons.

Autumn	Spring	Summer
<p>Practise diagonal and horizontal joins to write letters of relative size and consistency (Y5/6)</p> <p>Practise handwriting in line with spellings • -cious -tious • -ant, -ance, -ent, -ence -ment • -able, -ably, -ible, -ibly (Y5/6)</p>	<p>Write legibly, fluently and with increasing speed (Y5/6)</p> <p>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters (Y5/6)</p> <p>Practise handwriting in line with spellings • -ity, -ness, -ship – fer • hyphens: co-, re- • ie/ ei • or, au, ate, ise, ify,en • cial, tial (Y5/6)</p> <p>Practise Year 5 / 6 statutory words using fluent joins</p>	<p>Practise handwriting in line with spellings • ough, ere, ow, ou, • de-, re-, over- • -ful, -ive, -al • -ible, -ibly (Y5/6)</p> <p>Write legibly Year 5 / 6 statutory words using fluent joins</p> <p>Choosing different fonts / print for different purposes – emails, posters, filling out a form, ALL CAPITALS, labelling diagram, algebra etc (Y5/6)</p>

On concluding this module, pupils will have practised applying size appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility

