

Handwriting

Curriculum Map

Foundation Stage

FS	<p><u>National Curriculum Objectives</u></p> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing. • Using the tripod grip in almost all cases. • Begin to show accuracy and care when drawing. <p><u>Writing ELG</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. 					
	<p>Module 1 Follow the teaching of Phonics International Unit 1: s, a, t, i, p, n, c, k, ck, e, h, r</p>	<p>Module 2 Follow the teaching of Phonics International Unit 2: m, d, g, o, u, l, ll, f, ff, ss, b, j, y, ai, ay, w, oa, ow, ie, igh, ch, sh, th, ng, nk</p>	<p>Module 3 Follow the teaching of Phonics International Unit 3: ee, or, z, zz, wh, ea,</p>	<p>Module 4 Follow the teaching of Phonics International Unit 4: v, oo, y, x, er, ar, qu, oi, oy,</p>	<p>Module 5 Revise all letters uppercase- orientate on lines</p>	<p>Module 6 Revise all letters uppercase- orientate on lines</p>
	<p>Handwriting Policy Handwriting Progression and Curriculum Coverage LATT</p>					

KS1

Year 1	<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • Form digits 0-9 					
	<p>Module 1 Bouncing ball letters-b,h,m,n,p,r, Revise lower/upper case and orientate on lined paper. Writing own name, including surname</p>	<p>Module 2 Curly letters- a c d,e,f,g,o,q,s, (lower and upper case) and orientate on lines Digits 0-9</p>	<p>Module 3 Long letters -i,j,t,l,u,y (lower and upper case) and orientate on lines</p>	<p>Module 4 Zig-zag letters-k,v,w,x,z (upper and lower case) and orientate on lines</p>	<p>Module 5 Graphemes: ch, sh th ng ai ee igh oa oo (join grapheme together)</p>	<p>Module 6 Graphemes: ar or ur ow oi ear air ure er (join grapheme together)</p>
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Year 2	National Curriculum Objectives <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters. 					
	Module 1 Review and consolidate letter formation of four groups in both upper and lower cases (bouncing ball letters: b,h,m,n,p,r / Curly letters- a c d,e,f,g,o,q,s / Long letters -i,j,t,l,u,y / Zig-zag letters-k,v,w,x,z Review ne group per lesson Writing full name orientated correctly on lines Digits 0-9	Module 2 Diagonal joins to letters without ascenders: ai, ar,er,ur,ng un, an	Module 3 Horizontal joins to letters without ascenders: oo,or,ow,oa ou, oi	Module 4 Diagonal joins to letters with ascenders: ch,sh,th,ph,ck,ab, ul	Module 5 Horizontal joins to letters with ascenders: ol, wh, ot,ob,od	Module 6 Revision and practice of any of the above
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Upper KS2

Year 3	National Curriculum Objectives <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 					
	Module 1 Review and consolidate letter formation of four groups in both upper and lower cases. (bouncing ball letters: b,h,m,n,p,r / Curly letters- a c d,e,f,g,o,q,s / Long letters -i,j,t,l,u,y / Zig-zag letters-k,v,w,x,z One group per lesson Writing full name (including middle names) orientated correctly on four lines	Module 2 Diagonal joins to letters without ascenders: au, ue, aw,ie,ir,ew	Module 3 Horizontal joins to letters without ascenders: vi, wi, oy, wa, wo,we	Module 4 Diagonal joins to letters with ascenders: it, ab, ad, al, at, cl, ct, et,	Module 5 Horizontal joins to letters with ascenders: ol, wh, ot, ob,od Practise not joining up after the letter q	Module 6 Joining to other letters from letters with a descender fl,fr,fa,gr,gl,ya,ye,yo yu
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Year 4	National Curriculum Objectives					
	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 					
	Module 1 Revise letter formation a-z both upper and lower case. Troubleshooting any handwriting issues- revise any commonly mis-formed letters both upper and lower case	Module 2 Revision of diagonal joins to letters without ascenders using any examples, e.g. ai, ar, un;	Module 3 Revision of horizontal joins to letters without ascenders, e.g. ou, vi using any examples Joining on from letter p- pa,pr,pe,pi Joining on from letter b- ba,be,bi,bo,bu	Module 4 Revision of diagonal joins to letters with ascenders, e.g. ab, ul, it using any examples	Module 5 Revision of horizontal joins to letters with ascenders, e.g. ol, wh, ot using any examples	Module 6 Joining on from letter p- pa,pr,pe,pi Joining on from letter b- ba,be,bi,bo,bu understand which letters, when adjacent to one another, are best left unjoined: fl,fr,fa,gr,gl,ya,ye,yo yu
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Upper KS2

Year 5/6	National Curriculum Objectives					
	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task. 					
	Module 1 Revise all rules for joining. Continue to consolidate consistency in size, proportion, fluency and spacing between letters and words. Use joined handwriting for all writing except where other special forms are required.	Module 2 Revise joins as appropriate Continue to consolidate consistency in size, proportion, fluency and spacing between letters and words. Develop fluency and speed so that problems with forming letters do not get in the way of their writing down what they want to say.	Module 3 Revise joins as appropriate Know when 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. Know when to use: -a clear, neat hand for finished, presented work. -informal writing for everyday informal work, rough drafting etc.	Module 4 Revise joins as appropriate Know when to use: -a clear, neat hand for finished, presented work. -informal writing for everyday informal work, rough drafting etc.	Module 5 Write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters -choosing the writing implement that is best suited for a task (e.g. quick notes, letters).	Module 6 Write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters -choosing the writing implement that is best suited for a task (e.g. quick notes, letters).
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