



Handwriting Policy

September 2026

Approved by: C. Scott
Last reviewed on: September 2026
Next review due by: September 2027

Date: 01.09.2026

Signed by: Roy Fisher (Chair of Governors) Signed by: Jonathan Clucas (Head Teacher)

Aims

Layton Primary School believes that handwriting, similar to reading and spelling, can affect pupils' progress and achievement across the entire curriculum.

At Layton Primary School cursive handwriting is our agreed handwriting style. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2.

Methodology

The Cursive handwriting style has been adopted to teach children to join with fluency. It enables them to develop a neat style with the added benefit of encouraging accurate spelling.

Fully joined cursive handwriting encourages:

- Natural movement,
- Correct letter formation,
- Less load on working memory, aiding movement from left to right,
- Clearer spacing,
- Increased speed,
- The development of a personal style,
- Less focus on the mechanics and more on the product of writing,
- Improved spelling.

This policy has been developed in consultation with all the teaching staff and the SENDCO in order to ensure clear and consistent, progressive methods for teaching handwriting and number formation across the school.

Ambitious Curriculum for all Children

At all stages, teachers are aware of the specific requirements of individuals and will adapt lessons to meet individual needs. Individuals and groups pinpointed as needing further support are given extra time to practise handwriting.

Opportunities to continue to develop fine motor skills are planned and provided as appropriate. **Ready to write routines are established as soon as the children start school.**

Teachers also give further support to children who still have not established correct letter formation and may need to include this in a child's Learning Plan. When providing feedback, teachers offer opportunities to practise specific letters that children are struggling with. Pencil grips and ergonomic pens are provided for children where required.

Explicit Instruction of Handwriting

Year Group	Handwriting Diet
Foundation Stage	Daily lessons to establish ready to write routines from week 2 of starting school. Daily handwriting lessons of explicit instruction of letter formation (lower case), taught in a clear progression of letter families for the children that are ready to write. Daily practice of letter formation as the children learn the grapheme-phoneme-correspondence (GPC). This includes learning of the capital letter equivalent.

Year 1	Daily handwriting lesson until children secure the foundational knowledge of the formation of lower-case and capital letters. Refer to progression in Appendix 1. Dictation sentences including developing knowledge of common exception words x 3 per week. When ready, children progress to the next stage of explicit instruction of learning horizontal and diagonal joins. At the end of the year, the next class teacher is provided with details of the child's current acquisition of letter formation.
Year 2	Daily handwriting sessions of explicit instruction of the diagonal and horizontal strokes needed to join letters. Dictation sentences including developing knowledge of common exception words x 3 per week. At the end of the year, the next class teacher is provided with details of the child's current acquisition of letter formation.
Year 3 and 4	Weekly handwriting sessions of consolidation/explicit instruction of the diagonal and horizontal strokes needed to join letters. Dictation sentences including developing knowledge of common exception words x 3 per week. At the end of the year, the next class teacher is provided with details of the child's current acquisition of letter formation.
Year 5 and 6	Weekly handwriting sessions of consolidation of the diagonal and horizontal strokes needed to join letters. Dictation sentences including developing knowledge of common exception words x 3 per week. At the end of the year, the next class teacher is provided with details of the child's current acquisition of letter formation.

Teaching Handwriting throughout school

During Foundation Stage, pupils are taught to:

- Develop the foundations of a handwriting style which is fast, accurate and efficient. To support this, children are provided with:
 - ✓ 'Ready to Write' routines are established as soon as the children start in Foundation Stage – e.g. Doh Disco, finger gym, practising writing in the air, with fingers on surfaces leaving a trace, learning how to hold a pencil and the correct seating position to write, key directional language such as 'up', 'down', 'round' and 'back'.
 - ✓ Modelling of the correct way to hold a pencil and the correct posture to maintain when handwriting i.e. explaining feet on the floor, bottom to the back of the chair, pencil in one hand and the other on the paper. Pupils need to be taught to slant their paper: slightly anti-clockwise for right handers and clockwise for left handers.

- ✓ Regular explicit instruction of letter formation including specific narration of where to start each letter, the direction of formation, its shape and position. Letter formation is taught progressively in letter families (tall pole letters, short pole letters, one-armed bounce letters, curly caterpillar letters and zig zag letters (refer to Appendix 2).
- ✓ Planned opportunities to develop gross motor and fine motor skills. Activities such as threading, cutting, using tweezers are interleaved within continuous provision. There are planned opportunities for children to develop core strength, stability and balance and spatial awareness.
- ✓ Regular handwriting explicit instruction throughout their daily handwriting lesson and phonics lesson (All adults use the same narration of how to form each letter – see Appendix 1)
- ✓ Opportunities for mark making are planned in both the inside and outside environment. Children are offered a range of materials and experiences for mark making developed across all six areas of learning. When teachers are modelling activities, they demonstrate and encourage correct pencil grip.
- ✓ Adults that use formative assessment strategies to check the development of children's handwriting (pencil grip and letter formation, including directionality).
- ✓ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.
- ✓ Alongside learning the lower case grapheme in daily Phonics, children learn to recognise the equivalent capital letter. Within the classroom, children learn to form capital letters important to them, starting and finishing in the right place.
- ✓ Children are taught to form digits 0-9 (see Appendix 3)
- ✓ Joined handwriting is not taught until children can form the unjoined letters correctly and consistently, including lead ins and lead outs.

Key Stage 1

In Year 1, there are regular handwriting sessions until the children have secured all lower case and capital letter formation. Three times a week, these lessons include dictation sentences whereby children secure the encoding of common exception words. In addition, handwriting forms part of good morning activities and is a focus in daily Phonics lessons. Extra intervention is offered to children who need further handwriting support.

In Year 2, there are daily handwriting sessions until the children have secured their knowledge of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined (refer to the progression below – Appendix 1). Three times a week, these lessons include dictation sentences whereby children secure the encoding of common exception words.

Key Stage 2

Across KS2, children are expected to use the cursive script. Discrete handwriting sessions are supported through independent handwriting activities linked to phonics and encoding. When giving feedback, teachers offer opportunities to practise specific letters that children are struggling with. Pencil grips and ergonomic pens are provided for children where required. Careful consideration is given to when children progress from pencil to pen. This is usually in years 5 or 6 as per the National Curriculum.

All members of school staff have regard to the National Curriculum standards for handwriting when delivering lessons - **National curriculum standards – Handwriting (refer to Handwriting Progression Document)**

Explicit Teaching of Letter Formation

Pupils are explicitly taught the lower-case letters in the following families: tall pole, short pole, one-armed bounce, curly caterpillar and zig-zag (Appendix 1). Alongside this, children learn to recognise the capital letter linked to the lower-case letter and are then explicitly taught how to write upper case letters (Appendix 2). When teaching the lower case and capital letters, all adults in school use the same narrative for each letter (Appendix 1).

At the beginning of Foundation Stage, teachers share the school's methods for teaching cursive handwriting. A letter will also explain how parents/carers can encourage pupils to practise letter formation at home, if they are ready.

Where necessary, children will be provided with pencil grips and/or alternative pencils to support their specific need.

Left-handed Pupils

Paper is always positioned to the far right for left-handed pupils and slanted to suit their individual needs. Left-handed pupils are always seated to the left of a right-handed pupil in order to avoid competition for space. Left-handed pupils are given additional supervision and practise time to ensure they are making the same progress as other pupils.

Assessment of Handwriting

Teachers will assess handwriting as per the Monitoring and Evaluation Policy when writing is assessed at three points of the academic year. The handwriting will be moderated as part of the year group's comparative judgements in writing.

In accordance with the the National Curriculum expectations for their year group, teachers might consider:

- Is the writing eligible?
- Are the letters in the correct shape?
- Are the letters correctly proportioned?
- Is the space between words, lines and letters appropriate?
- Is the size of the writing correct?
- Is the writing correctly aligned?
- How many pupils are achieving the standards set out in the national curriculum?

Appendix 1:

Stage 1 - Narrative for Letter Formation (in order of letter families taught)

<u>Tall Pole Letter Family</u>	
<u>l</u>	Lead in, up the tall pole, down the tall pole, lead out.
<u>t</u>	Lead in, up the tall pole, down the tall pole, lead out, cross the t after finishing the word.
<u>Short Pole Letter Family</u>	
<u>i</u>	Lead in, up the short pole, down the short pole, lead out - dot the i when finished the word.
<u>u</u>	Lead in, up the short pole, down the short pole to sit on the line, up the next short pole, back down the short pole to the line and lead out.
<u>One-armed Bounce Family</u>	
<u>x</u>	Lead in, up the short pole, down the short pole, bounce over at the top and stop.
<u>b</u>	Lead in, up the tall pole, down the tall pole, back up half way to bounce over and round, lead out.
<u>h</u>	Lead in, up the tall pole, down the tall pole, back up half way to bounce over and down to the line, lead out.
<u>n</u>	Lead in, up the short pole, down the short pole, bounce over to the line, lead out.
<u>m</u>	Lead in, up the short pole, down the short pole, bounce over to the line, bounce over to the line again, lead out.
<u>p</u>	Lead in, up the short pole, down through the line, back up the pole, bounce over and round to the line, lead out.
<u>k</u>	Lead in up the tall pole, down the tall pole, back up halfway, loop to the pole, kick out to the line and lead out.
<u>Curly Caterpillar Family</u>	
<u>a</u>	Lead in, over the hill, STOP, back over the hill, all the way round to the top of the hill, down to the line and lead out.
<u>c</u>	Lead in, over the hill, STOP, back over the hill to the bottom of the line to lead out

<u>d</u>	Lead in, over the hill, STOP, back over the hill, all the way round to the the line, up the tall pole, down the tall pole and lead out.
<u>q</u>	Lead in, over the hill, STOP, back over the hill, all the way round to the top of the hill, down through the line and lead out.
<u>s</u>	Lead in, over the hill, STOP, slither down to the line and lead out.
<u>o</u>	Lead in, over the hill, STOP, back over the hill, all the way round to the top of the hill to lead out.
<u>Loop Family</u>	
<u>e</u>	Lead in, loop the loop, lead out.
<u>y</u>	Lead in, up the short pole, down the short pole, back to sit on the line, up the short pole, back down through the line, loop to lead out.
<u>j</u>	Lead in, up the short pole, down through the line, loop to lead out on the line - and dot after finishing the whole word
<u>g</u>	Lead in, over the hill, STOP, back over the hill and round, up the short pole, down through the line, loop over to the line and lead out.
<u>f</u>	Lead in, tall loop, straight down through the line, loop through and lead out.
<u>Zig Zag Family</u>	
<u>v</u>	Lead in, zig-zag, lead out.
<u>w</u>	Lead in, zig-zag, zig-zag, lead out.
<u>x</u>	Lead in, zig, cross the zig.
<u>z</u>	Lead in, straight across, zag, straight across the line.

Appendix 2:

Stage 2 - Capital letters (taught alongside the lower case equivalent)

<u>Tall Pole Letter Family</u>	
<u>I</u>	From the top, down, and across the line.
<u>T</u>	From the top, down and stop. Lift up and from the left, make a line across the top.
<u>Short Pole Letter Family</u>	
<u>U</u>	From the top to the bottom and stop. Go across at the top and the bottom.
<u>W</u>	From the top, down and curve right, then straight up to the top.
<u>One-armed Bounce Family</u>	
<u>R</u>	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
<u>B</u>	From the top, down, back to the top. Round to the middle, round to the bottom.
<u>H</u>	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
<u>N</u>	From the top, down, back to the top. Diagonally down, then straight up to the top.
<u>M</u>	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
<u>P</u>	From the top, down then back up. Curve right to halfway down
<u>K</u>	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.

Curly Caterpillar Family

<u>A</u>	From the top, down to the left, up to the top, down to the right. Lift up and across.
<u>C</u>	From the top, curl around to the left to sit on the line.
<u>D</u>	From the top, down, back to the top. Curve right, down to the bottom.
<u>Q</u>	From the top - all around the o. Lift off. Short line diagonally down.
<u>S</u>	From the top, under the snake's chin, slide down and round its tail.
<u>O</u>	From the top - all around the o.

Loop Family

<u>E</u>	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.
<u>Y</u>	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.
<u>J</u>	From the top, all the way down, then short curl to the left. Then go across at the top.
<u>G</u>	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
<u>F</u>	From the top, down, back to the top. Across, back. Lift up and across the middle.

Zig Zag Family

<u>V</u>	From the top diagonally right to the bottom, then diagonally up to the top.
<u>W</u>	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.

<u>X</u>	From the top, diagonally right to the bottom. 5 pace. Start at the top, then diagonally left to the bottom.
<u>Z</u>	From the top go across, diagonally down to the left and across the bottom.

Stage 3 - Horizontal and Diagonal Joins

Horizontal and Diagonal Joins

Join 1: Diagonal joins to letters without ascenders

ai, am, an, ao, ar, au ca, ci, co, cu, ia, im, in, io, ir, iu, ma, mi, mm,
mo, mu na, nc, nd, ne, ni, nn, no, np, nu, ua, ui, um, un, uo, ag, aj, dy,
ig, ip, lp, mp, np, ug, up da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki,
ko, ku, la, le, li, lm, lo, lp, lu ac, ec, ic, lc, uc as, cs, ds, es, hs, is, ks,
ls, ms, ns, ts, us ce, de, ee, he, ie, ke, le, me, ne, ue

Join 2 Horizontal joins to letters without ascenders

oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz na,
ni, no, ns, nu wa, wi, wn, wo, ws, wu, wy oe, re, ne, we

Join 3: Diagonal joins to letters with ascenders

ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et Ib, ih, ik, ill, it, kl, ll,
ph, pl, pt, sb, , sh, sk, sl, st,

bu, ba, be, bi, bl, bo, br, bs, th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot,
rt pu, pa, pe, pi, pl, po, pr, ps

Join 4: joins from loop letters

ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu, ga, ge, gi, gl, go, gr, gs, gu, wh

Appendix 3:

Number Formation 0-9 - Narrative on how to form each number

Number	How is the number formed?	Narration
		Start at the top and draw a line in a circular motion to the left until you are back where your pencil started.
		Start your pencil at the very top and draw a straight line directly to the bottom to meet the line.
		From the top, make a sweeping curve over the hill and the diagonally left to meet the line at the bottom, then across to the right.
		Start at the top and curve over the hill to the middle. Without lifting your pencil, curve again to meet the line at the bottom.
		From the top, draw a diagonal down to the left, then across to the right and make a short cross at the middle point of the bottom line.
		Start your pencil at the top, draw a line to the left and then down. Without taking your pencil off, go over the hill to the right to meet the line at the bottom.
		Start at the top and move your pencil to the left in a big sweeping curve to meet the line in the middle.
		From the top, move your pencil across to the right and make a diagonal to the left to meet the line.
		Start at the top and make an s shape. Without lifting your pencil off, loop the bottom of the s back up to meet the top.
		Start at the top and make a circle then, draw a line straight down from the point where your pencil started.

Handwriting Teaching Progression - Layton Primary School

Teaching sequence:

Stage 1 - Ready to Write Routines

Hand and finger strength • Seating position • Pencil grip • holding the paper to write • Tracing patterns then independently drawing patterns • explicit instruction of letter formation using a specific narration • Independence

Stage 2 - Letter formation - letter families

These are the six-letter families and order that they are taught:

- Tall Pole letters - l, t
- Short Pole letters - i, u
- Curly Caterpillar Letters: c, a, o, d, q, s,
- One-Armed Bounce Letters: r, b, n, h, m, k, p
- Loop letters: e, y, j, g, f
- Zigzag Monster Letters: v, w, x, z

Stage 3 - Numbers and Capital Letters

Digits 0-9 • Capital Letters A-Z

Stage 4 - Horizontal and Diagonal Joins

Join 1 • Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.

Join 2 • Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.

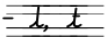
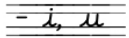
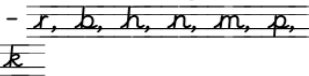
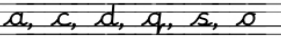
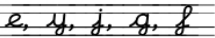
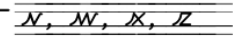
Join 3 • Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.

Join 4 • Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk.

Foundation Stage

Early Learning Goal: Children at the expected level of development will:
write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sound with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ready to write routines: - fine motor - letter patterns - writing in the air - Pencil grip 'pinchy' fingers - Correct seating position - Write their name Exposure to letter formation alongside phonics sounds. Tall pole letter family  (4 weeks)	Ready to write routines: - fine motor - letter patterns - writing in the air - Pencil grip 'pinchy' fingers - Correct seating position - Hold the paper in the correct position - Write their name Short pole letter family  (1 week) One-armed Bounce Letter Family  (4 weeks)	Ready to write routines (for the children that still require this step) Write digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning Children learn to recognise capital version of lower case letter when revisit letter families. Revisit tall pole, short pole and one-armed bounce letter families. (2 weeks) Curly caterpillar family -  (3 weeks)	Ready to write routines (for the children that still require this step) Write digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning Children learn to recognise capital version of lower case letter when revisit letter families. Revisit tall pole, short pole and one-armed bounce and curly caterpillar letter families. (2 weeks) Loop letter family  (4 weeks)	Use and apply letters in dictated sentences Children learn to recognise capital version of lower case letter when revisit letter families. Revisit one-armed bounce curly caterpillar and loop letter families. (2 weeks) Zig Zag letter family  (2 weeks)	Use and apply letters in dictated sentences Children learn to recognise capital version of lower case letter when revisit letter families. Revisit all letter families. (6 weeks) Children consolidate the letters that they are struggling to form. (This might be a precision teaching intervention)

Year 1 National Curriculum

Pupils should be taught to:

- 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
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment for learning - Revisit lower case letters to ensure retention of correct letter formation, including lead ins and lead out Integrate the teaching of capital letters alongside the lower case letters. Learn to write surname. <i>Tall pole letter family</i> - <u>l, t</u> - <u>L, T</u> <i>Short pole letter family</i> - <u>i, u</u> - <u>I, U</u> (1 week) <i>One-armed Bounce Letter Family</i> - <u>r, b, h, n, m, p, k</u> - <u>R, B, H, N, M, P, K</u> (4 weeks) Use and apply in dictated sentences with CEW.	Integrate the teaching of capital letters alongside the lower case letters. Learn to write surname. <i>Curly caterpillar family -</i> <u>a, c, d, q, s, o</u> <u>A, C, D, Q, S, O</u> (3 weeks) <i>Loop letter family -</i> <u>e, y, f, g, j</u> <u>E, Y, J, G, F</u> (2 weeks) <i>Zig Zag letter family</i> - <u>x, w, x, z</u> - <u>V, W, X, Z</u> - (2 weeks) Use and apply in dictated sentences with CEW.	Revisit capital letters as below. Integrated with teaching the first join: diagonal join to letters without ascenders. Learn to write surname independently. <u>ai, am, an, ao, ar, au</u> <u>Recap L, T, I, U</u> (3 weeks) <u>ca, ci, co, cu, ia, im</u> <u>Recap A, C, D, Q, S, O</u> (3 weeks) Recap as needed Use and apply in dictated sentences with CEW.	Revisit capital letters as below. Integrated with teaching the first join: diagonal join to letters without ascenders. Learn to write surname independently. <u>in, io, ir, iu, ma, mi, mm</u> <u>Recap R, B, N, M, K, P</u> (3 weeks) Recap as needed Use and apply in dictated sentences with CEW.	Revisit capital letters as below. Integrated with teaching the first join: diagonal join to letters without ascenders. Learn to write surname independently. <u>no, nu na, nc, nd</u> <u>Recap E, Y, J, G, F</u> (2 weeks) <u>ne, ni, nn, no, np, nu</u> <u>Recap V, W, X, Z</u> (2 weeks) Recap as needed Use and apply in dictated sentences with CEW.	Revisit capital letters as below. Integrated with teaching the first join: continue to teach diagonal join to letters without ascenders. <u>ua, ui, um, un, uo</u> (2 weeks) Start to teach the second join: horizontal join to letters without ascenders (link to encoding words as below) <u>oa, oc, oe, og, oi, of</u> <u>om, on, oo, or, os, ou</u> <u>ox, ow, ox, oy, oz</u> (4 weeks) Recap as needed Use and apply in dictated sentences with CEW.

Year 2 National Curriculum:

- 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 un-joined (refer to the expectations below) .
- 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Revisit letter formation in the letter families, lower case and capital letter formation. Recap teaching the first join: continue to teach diagonal join to letters without ascenders. <u>ag, aj, dy, ig, ip, lp</u> (2 weeks) <u>mp, np, ug, up</u> (2 weeks) Continue to teach the second join: horizontal join to letters without ascenders (link to encoding words as below) <u>na, ni, no, ns, nu</u> (1 week) Use and apply to encode words and dictation sentences.	Teach the third join: diagonal join to letters without ascenders. <u>da, di, do, du, dy,</u> <u>ha, he, hi, ho, hu,</u> <u>ka, ke, ki, ko, ku, la,</u> <u>le, li, lm, lo, lp, lu</u> (4 weeks). Use a diagonal join to the letter 'c' <u>ac, ec, ic, lc, uc</u> (1 week) Use and apply to encode words and dictation sentences.	Continue to teach the second join: horizontal join to letters without ascenders (link to encoding words as below) <u>wa, wi, wn, wo, ws,</u> <u>wu, wy</u> (2 weeks) Continue to teach the third join: diagonal join to letters without ascenders. <u>as, cs, ds, es, hs,</u> <u>is, is, ls, ms, ns, ts,</u> <u>us</u> (3 weeks) Use and apply to encode words and dictation sentences.	Continue to teach the second join: horizontal join to letters without ascenders (link to encoding words as below) <u>oe, ve, we</u> (1 week) Continue to teach the third join: diagonal join to letters without ascenders. <u>ib, in, in, il, it, kl, ll,</u> <u>ph, pt, sb, sh, sk, sl,</u> <u>st</u> (3 weeks) Use and apply to encode words and dictation sentences.	Continue to teach the third join: diagonal join to letters without ascenders. Join from the letter 'b' <u>bu, ba, bi, be, bl, bo,</u> <u>br, bs</u> (2 weeks) Start to teach the fourth join: joining the loop letters <u>ja, je, ji, jo, ju, la,</u> <u>le, li, lo, lr, lt, lu</u> (3 weeks) Use and apply to encode words and dictation sentences.	Start to teach the fourth join: joining the loop letters <u>ga, ge, gi, gl, go, gr,</u> <u>gs, gu, wh</u> (3 weeks) Continue to teach the third join: diagonal join to letters without ascenders. <u>sa, se, si, sl, sm, sh,</u> <u>so, sp, ss, st, su,</u> <u>sw</u> (3 weeks) Use and apply to encode words and dictation sentences.

**Year 3 and 4
National Curriculum:**

Pupils should be taught to:

- 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].

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recap the four different types of joins and use assessment for learning to identify which pupils still need to work on the progression of joining letters etc. Use and apply the joins in a range of dictation sentences (including incorporating CEW) Teach the fourth join: joining the loop letters ja, je,	Revisit the families of joins as per assessment for learning. Incorporate the horizontal and diagonal joins into words to encode within dictation sentences. Know that x and r do not join to other letters.	Practise ensuring that the down strokes of letters are parallel and equidistant. Practise ensuring that the lines of writing are sufficiently spaced sufficiently such that the ascenders and descenders do not touch Use and apply the joins in a range of dictation sentences (including incorporating CEW)	Practise ensuring that the down strokes of letters are parallel and equidistant.. Practise ensuring that the lines of writing are sufficiently spaced sufficiently such that the ascenders and descenders do not touch Use and apply the joins in a range of dictation sentences (including incorporating CEW)	Practise ensuring that the down strokes of letters are parallel and equidistant.. Practise ensuring that the lines of writing are sufficiently spaced sufficiently such that the ascenders and descenders do not touch Use and apply the joins in a range of dictation sentences (including incorporating CEW)	Practise ensuring that the down strokes of letters are parallel and equidistant.. Practise ensuring that the lines of writing are sufficiently spaced sufficiently such that the ascenders and descenders do not touch Use and apply the joins in a range of dictation sentences (including incorporating CEW)

**Year 5 and 6
National Curriculum:**

Pupils should be taught to 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

Rehearse a fluid handwriting style through spelling, dictated sentences (incorporating CEW) and/or copying short passages of text.

During years 5 and 6, pupils would be expected to write their ideas down quickly. This would be achieved through ongoing handwriting teaching and monitoring to ensure joins are used correctly and that legibility remains a priority.

The non-statutory guidance is clear that pupils should 'continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. 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'.