

## Foundation 1

### Term 1

#### Developing gross motor skills

The vocabulary of movement

Large movements

Responding to music

#### Developing fine motor skills

Hand and finger play

Making and modelling

Links to art

Using one-handed tools and equipment

#### Developing patterns and basis letter movements

Pattern making

Responding to music

Investigating straight line patterns

Investigating loops

Investigating circles

Investigating angled patterns

Investigating eights and spirals

### Term 2

Introducing long letters: *l, i, t, u, j, y*

Practising long letters: *l, i*

Practising long letters: *t, u*

Practising long letters: *j, y*

Practising all the long letters

Introducing letters: *r, b, n, h, m, k, p*

Practising letters: *b, n*

Practising letters: *h, m*

Practising letters: *k, p*

Practising all the above letters

Introducing capitals for letters: R, B, N, H, M, K, P

Introducing capitals for long letters: L, I, T, U, J, Y

### Term 3

Introducing curly letters: c, a, d, o, s, g, q, e, f

Practising curly letters: a, d

Practising curly letters: o, s

Practising curly letters: g, q

Practising curly letters: e, f

Practising all the curly letters

Introducing zig-zag letters: z, v, w, x

Practising zig-zag letters: z, v, w, x

Introducing capitals for curly letters: C, A, D, O, S, G, Q, E, F

Introducing capitals for zig-zag letters: Z, V, W, X

Exploring ch, th, sh

### Year 1

#### Term 1

Letter formation practice: long family

Letter formation practice: r family

Letter formation practice: curly family

Letter formation practice: zig-zag family

Practising the vowels: i

Practising the vowels: u

Practising the vowels: a

Practising the vowels: o

Practising the vowels: e

Letter formation practice: capital letters

#### Term 2

Introducing diagonal join to ascender: joining at, all

Practising diagonal join to ascender: joining th

Practising diagonal join to ascender: joining ch

Practising diagonal join to ascender: joining cl

Introducing diagonal join, no ascender: joining in, im

Practising diagonal join, no ascender: joining cr, tr, dr

Practising diagonal join, no ascender: joining lp mp

Introducing diagonal join, no ascender, to an anticlockwise letter:  
joining id, ig

Practising diagonal join, no ascender, to an anticlockwise letter:  
joining nd, ld

Practising diagonal join, no ascender, to an anticlockwise letter:  
joining ng

### Term 3

Practising diagonal join, no ascender: joining ee

Practising diagonal join, no ascender: joining ai, ay

Practising diagonal join, no ascender: joining ime, ine

Introducing horizontal join, no ascender: joining op, oy

Practising horizontal join, no ascender: joining one, ome

Introducing horizontal join, no ascender, to an anticlockwise letter: joining oa, og

Practising horizontal join, no ascender, to an anticlockwise letter:  
joining wa, wo

Introducing horizontal join to ascender: joining ol, ot

Practising horizontal join to ascender: joining wh, oh

Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining of, if

Assessment

### Year 2

#### Term 1

How to join in a word: high frequency words

Practice joining traditional stop letters: joining b, q, j, p, q, s, y

Practising diagonal join to ascender in words: eel, eet

Practising diagonal join, no ascender, in words: a-e

Practising diagonal join, no ascender, to an anticlockwise letter in words: ice, ide

Practising horizontal join, no ascender, in words: ow, ou

Practising horizontal join, no ascender, in words: oy, oi

Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode

Practising horizontal join to ascender in words: *ole, obe*

Practising horizontal join to ascender in words: *ook, ool*

## Term 2

Practising diagonal join to r: *ir, ur, er*

Practising horizontal join to r: *or, oor*

Introducing horizontal join from r to ascender: *url, irl, irt*

Introducing horizontal join from r: *ere*

Practising joining to and from r: *air*

Introducing diagonal join to s: *dis*

Introducing horizontal join to s: *ws*

Introducing diagonal join from s to ascender: *sh*

Introducing diagonal join from s, no ascender: *si, su, se, sp, sm*

Introducing horizontal join from r to an anticlockwise letter: *rs*

## Term 3

Practising diagonal join to an anticlockwise letter: *ea, ear*

Introducing horizontal join to and from f to ascender: *ft, fl*

Introducing horizontal join from f, no ascender: *fu, fr*

Introducing *qu* (diagonal join, no ascender)

Introducing *rr* (horizontal join, no ascender)

Introducing *ss* (diagonal join, no ascender, to an anticlockwise letter)

Introducing *ff* (horizontal join to ascender)

Capital letter practice: *height of ascenders and capitals*

## Year 3

### Term 1

Revising joins in a word: *long vowel phonemes*

Revising joins in a word: *le*

Revising joins in a word: *ing*

Revising joins in a word: *high frequency words*

Revising joins in a word: *new vocabulary*

Revising joins in a word: *un, de*

Revising joins to and from s: *dis*

Revising joins to and from r: *re, pre*

Revising joins to and from f: *ff*

Revising joins: *qu*

## Term 2

Introducing joining b and p: diagonal join, no ascender, *bi, bu, pi, pu*

Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, *ba, bo, pa, po*

Practising joining b and p: diagonal join to ascender, *bl, ph*

Relative sizes of letters: *silent letters*

Parallel ascenders: *high frequency words*

Parallel ascenders: *adding y to words*

Relative size and consistency: *ly, less, ful*

Relative size and consistency: *capitals*

Speed and fluency practice: *er, est*

Speed and fluency practice: *opposites*

## Term 3

Consistency in spacing: *mis, anti, ex*

Consistency in spacing: *non, co*

Consistency in spacing: *apostrophes*

Layout, speed and fluency practice: *address*

Layout, speed and fluency practice: *dialogue*

Layout, speed and fluency practice: *poem*

Layout speed and fluency practice: *letter*

Handwriting style: *calligrams*

Assessment

Handwriting style: *acrostics*

## Year 4

### Term 1

Revising joins in a word: *ness, ship*

Revising joins in a word: *ing, ed*

Revising joins in a word: *s*

Revising joins in a word: *ify*

Revising joins in a word: *nn, mm, ss*

Revising parallel ascenders: *tl, ll, bb*

Revising parallel ascenders and descenders: *pp, ff*

Revising joins to an anticlockwise letter: *cc, dd*  
Linking spelling and handwriting: *related words*

## Term 2

Parallel ascenders: *al, ad, af*  
Parallel descenders and break letters: *ight, ough*  
Size, proportion and spacing: *ious*  
Size, proportion and spacing: *able, full*  
Size, proportion and spacing: *fs, ves*  
Speed and fluency: *abbreviations for notes*  
Speed and fluency: *notemaking*  
Speed and fluency: *drafting*  
Speed and fluency: *lists*

## Term 3

Size, proportion and spacing: *v, k*  
Size, proportion and spacing: *ic, ist*  
Size, proportion and spacing: *ion*  
Size, proportion and spacing: *its it's*  
Speed and fluency: *ible, able*  
Speed and fluency: *diminutives*  
Print alphabet: *captions, headings, labels*  
Print capitals: *posters*  
Assessment  
Presentational skills: *font styles*

## Year 5 & 6

### Year 5 Handwriting

Revision: practising the joins

Developing style for speed: joining from t

Developing style for speed: looping from g j y

Developing style for speed: joining from f

Developing style for speed: joining from s

Developing style for speed: writing v, w, x z

Different styles for different purposes

Assessment

### Year 5 Project work

Haiku project: making notes

Haiku project: organising ideas

Haiku project: producing a draft

Haiku project: publishing the haiku

Haiku project: evaluation

Letter project: making notes

Letter project: structuring an argument

Letter project: producing a draft

Letter project: publishing a letter

Letter project: evaluation

### Year 6 Handwriting

Self-assessment: evaluating handwriting

Self-assessment: checking the joins

Self-assessment: consistency of size

Self-assessment: letters resting on baseline

Self-assessment: ascenders and descenders

Self-assessment: consistency of size of capitals and ascenders

Writing at speed: inappropriate closing of letters

Writing at speed: identifying unclosed letters

Writing at speed: spacing within words

Writing at speed: spacing between words

### Year 6 Project work

Playscript project: collecting information

Playscript project: recording ideas

Playscript project: producing a draft

Playscript project: publishing a playscript

Playscript project: evaluation

Information notice project: collecting and organising information

Information notice project: organising information

Information notice project: producing a draft

Information notice project: publishing a notice

Information notice project: evaluation