



St Thomas More Catholic Voluntary Academy



Hand-writing Curriculum Overview

	2022-23	2023-24
Reception	Sassoon Primary Print (Little Wandle): Form Lower-case and Capital letters correctly Letters introduced in line with Little Wandle Phonics	
Year 1	Sassoon Primary Print (Little Wandle): Form Lower-case and Capital letters correctly, starting and finishing in the right place. Letters introduced in line with Little Wandle Phonics	
Year 2	Y2 Program Positioning and Pre-Cursive	Y2 Program Positioning and Pre-Cursive
Year 3	Y3/4 program Joining Letters	Y3/4 program Joining Letters
Year 3/4 Class	Y3/4 Program Joining Letters	Y3/4 Program Joining Letters
Year 4/5 Class	Y3/4 Program Joining Letters	Y5/6 Program Style and Speed
Year 6 Class	Y5/6 Program Style and Speed	Y5/6 Program Style and Speed

Years 2-6	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	The ladder family (l, i, u, t, y and j)	The one-armed Robot Family (n, m and h)	The one-armed Robot family (k,b,p and r)	The Curly Caterpillar Family (c,a,d,e,s,and g)	The Curly Caterpillar family (f, q and o)	The zigzag monster family (z,v,w and x)

In addition, each term, the class teacher will include **two weeks allocated for assessment and review and two weeks handwriting practice.**

The following letter families will be supplemented in each year group with the handwriting of any tricky words / spelling rules as they are taught.

Intent:

In Reception / Year 1, children are taught letter formation using Sassoon Primary print (in line with our Phonics 'Little Wandle' scheme).

The 'Twinkle Handwriting Scheme' (used from Years 2-6)offers a school-side consistent approach with a planned sequence of lessons to help teachers ensure they have progressively covered the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals.

Starting at Steps 3 (Positioning & Pre-Cursive) aims to teach children the statutory objectives from the year 1 and year 2 curriculum: to sit correctly at a table, to hold a pencil comfortably and correctly, to begin to form lower case letters in the correct direction and of the correct size relative to one another, to start and finish letters in the right place, to form capital letters and the digits 0-9 of the correct size, orientation and relationship to one another and to lower case letters, to understand which letters belong to which handwriting 'families', to start using some of the diagonal and horizontal strokes needed to join letters and to use spacing between words that reflects the size of the letters.

Steps 4 and 5 (Joining Letters and Fluency, Style & Speed) teach the statutory skills from the year 3 - year 6 curriculum: to use the diagonal and horizontal strokes that are needed to join letters; to increase the legibility, fluency, consistency and quality of their handwriting; to ensure that their lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch; to write with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and to choose the writing implement that is best suited for a task.

Level expected at the end of EYFS.	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> show good control and coordination in large and small movements. move confidently in a range of ways, safely negotiating space. handle equipment and tools effectively. safely use and explore a variety of materials, tools and techniques. 	<p>Pupils should be taught to:</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. 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. 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. 	<p>Pupils should be taught to:</p> <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. write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> 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.

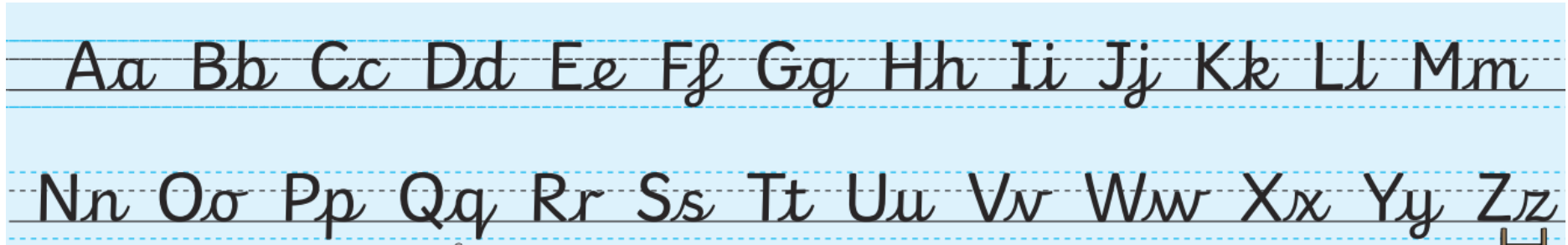
Little Wandle Letter Formation: (Reception / Year 1)

Grapheme and mnemonic	Grapheme and mnemonic	Grapheme and mnemonic	Grapheme and mnemonic
			
			
			
			
			
			
			

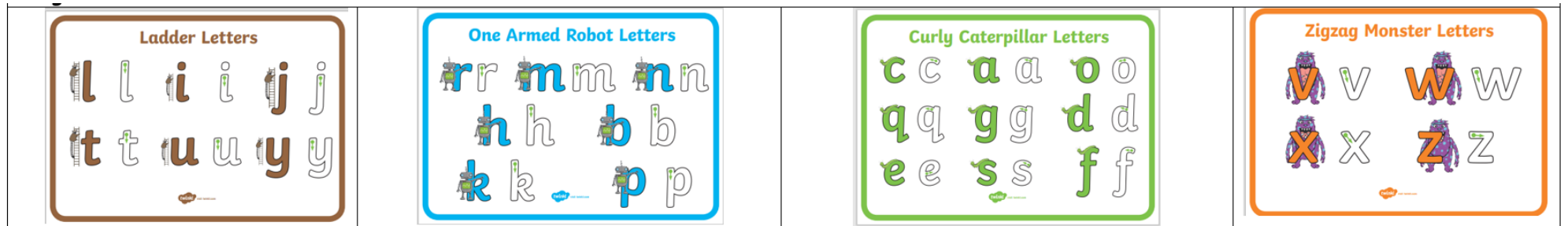
Further details on the picture card, formation phrase and pronunciation phrases used for each letter can be found at:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Continuous Cursive: (Years 2-6 Twinkle)



Letter Families: (Year 2-6 Twinkle)



Formation of digits:

