

Teaching Letter Formation

Newton Bluecoat C of E Primary School

1. Curly letters <p style="text-align: center;">c, a, g, q, o, e, f, s, d c, a, g, q, o, e, f, s, d</p>	2. Long Letters <p style="text-align: center;">l, t, i, u, j, y l, t, i, u, j, y</p>
3. Bouncing letters <p style="text-align: center;">r, n, m, p, h, b, k r, n, m, p, h, b, k</p>	4. Zig-zag letters <p style="text-align: center;">v, w, x, z v, w, x, z</p>

Handwriting – Whole School Progression Map

Teaching Sequence in Handwriting	<p>This is the sequence that is followed:</p> <ul style="list-style-type: none"> • Hand and finger strength • Dough Disco/Flipper Flapper • Directional language • Letter-type language • 4 line format • Seating position • Pencil grip (tripod) (we call this crab claw) • Tracing • Patterns • Over teacher's writing (highlighter) • Under teacher's writing (directly under words – write in large letters, leave large spaces between words) • Independence 	<p>These are the four-letter families and order that they are taught:</p> <p>Printed then revised in pre-cursive script:</p> <p>Curly Letters: c, a, g, q, o, e, f, s, d</p> <p>Long Letters: l, t, i, u, j, y</p> <p>Bouncing Letters: r, n, m, p, h, b, k</p> <p>Zigzag Letters: v, w, x, z</p> <p>More complex letters from the four families: f, j, y</p> <p>Digits: 0-9</p> <p>Capital letters: A-Z - Capital letters do not join to lower case letters.</p> <p>Following the teaching of the four-letter families, pupils will move on to learning letter joins.</p> <p>Following the teaching of all letter joins, pupils will work on developing their personal handwriting style.</p>	<p>These are the four main joins and order that are taught and examples of the joins:</p> <ul style="list-style-type: none"> • First join: Diagonal join. <ul style="list-style-type: none"> • - Diagonal join from and to letters without ascenders or descenders. • - Diagonal join to letters with ascenders and descenders. • - Diagonal join from letters with ascenders. • - Diagonal join from letters with descenders. (e.g. ai, it, le, qu) • Second join: Horizontal join. (e.g. oo, ra, vi, wn) • Third join: Ascenders/descenders to ascenders/descenders. <ul style="list-style-type: none"> • - Diagonal join from letters with ascenders/descenders to letters with ascenders/descenders. • - Horizontal join from letters with ascenders/descenders to letters with ascenders/descenders. (e.g. lb, pl, ob, rt)
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			<p>• Fourth join: Join to letters with hooks, lines and loops.</p> <p>(e.g. ju, fa, ge, wh, yo)</p>	
Year	Autumn		Spring	Summer
Nur	<p>Focus on mark making and developing fine motor skills through a range of activities, such as 'Dough Disco' and 'Squiggle while you wriggle.'</p> <p>Challenges that encourage children to use the pincer grip (picking up lego, pompoms using three fingers).</p>	<p>Focus on mark making and developing fine motor skills through a range of activities, such as 'Dough Disco' and 'Squiggle while you wriggle.'</p> <p>Challenges that encourage children to use the pincer grip (picking up lego, pompoms using three fingers).</p>	<p>Focus on mark making and developing fine motor skills through a range of activities, such as 'Dough Disco' and 'Squiggle while you wriggle.'</p> <p>Challenges that encourage children to use the pincer grip (picking up lego, pompoms using three fingers).</p>	<p>Teaching controlled language of writing- straight, up, down, around, bottom, top, top broken line, top solid line, bottom solid line, bottom broken line, joining stroke.</p> <p>Teach letter patterns; tall letter, short letter, tail letter.</p> <p>Teaching the correct seating position. BBC -Bottom/ back/ chair. TNT- Tummy near the table. 2 feet on the floor.</p> <p>If children are on the carpet encourage them to lay on their tummies and forearms to support.</p> <p>Opportunities for children to find their dominant hand.</p> <p>Pencil Grip – Crab claw, pencils to be used frequently. And Nip, Flip, Grip.</p> <p>Tracing patterns when carefully observed by adults to ensure accuracy.</p> <p>Children to use 4 line format when practising letter formation within phonic lessons.</p>
Rec	<p>Focus on mark making and developing fine motor skills through a range of activities, such as 'Dough Disco' and 'Squiggle while you wriggle.'</p> <p>Challenges that encourage children to use the pincer grip (picking up lego, pompoms using three fingers).</p>	<p>Printing Script</p> <p>C Letters: c, a, g, q, o, e, f, s, d</p> <p>L Letters: l, t, i, u, j, y</p> <p>Learn to write first name in print. (trace and copy)</p>	<p>Printing Script</p> <p>B Letters: r, n, m, p, h, b, k</p> <p>ZZ Letters: v, w, x, z</p> <p>More complex letters from the four families: f, j, y</p> <p>Digits 0-9</p> <p>Write first name independently in print with capital letter for first letter of name.</p>	<p>Printing Script (Pre-cursive for higher attainers)</p> <p>Consolidation of letter formation of all lower-case letters in print.</p> <p>C Letters: c, a, g, q, o, e, f, s, d</p> <p>L Letters: l, t, i, u, j, y</p> <p>B Letters: r, n, m, p, h, b, k</p> <p>ZZ Letters: v, w, x, z</p> <p>More complex letters from the four families: f, j, y</p>

	<p>Teaching controlled language of writing- straight, up, down, around, bottom, top, top broken line, top solid line, bottom solid line, bottom broken line, joining stroke.</p> <p>Teach letter patterns; tall letter, short letter, tail letter.</p> <p>Teaching the correct seating position. BBC -Bottom/ back/ chair. TNT- Tummy near the table. 2 feet on the floor.</p> <p>If children are on the carpet encourage them to lay on their tummies and forearms to support.</p> <p>Opportunities for children to find their dominant hand.</p> <p>Pencil Grip – Crab claw, pencils to be used frequently. And Nip, Flip, Grip.</p> <p>Tracing patterns when carefully observed by adults to ensure accuracy.</p> <p>Children to use 4 line format when practising letter formation within phonic lessons.</p>			<p>All capital letters – larger than printed lower-case letters.</p> <p>Use and apply in writing activities.</p>
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Nursery/Reception will teach the letter formation of each grapheme introduced within the Red Rose Letters and Sounds sessions daily. The mnemonics used within the scheme will be utilised to support pupil understanding.

<p>Reception Handwriting within phonics sessions</p>	<p>Printing Script</p> <p>Autumn 1: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Autumn 2: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>Numbers 1 - 5</p> <p>Handwriting lines to be used</p>	<p>Printing Script</p> <p>Spring 1: ay, ee, igh, ow, oo, oo</p> <p>Spring 2: ar, or, air, ir, ou, oy, (dd, mm, tt, bb, rr, gg, pp, ff)</p> <p>Number 6 - 10</p>	<p>Printing Script</p> <p>Continued practice of all letter formation when writing longer length words.</p> <p>Discrete handwriting sessions (above) to focus on recapping letter formations of all 26 letters of the alphabet.</p> <p>Consolidate numbers</p>
<p>Year 1</p>	<p>Pre-Cursive Script</p> <p>C Letters: c, a, g, q, o, e, f, s, d</p> <p>L Letters: l, t, i, u, j, y</p> <p>All capital letters.</p> <p>Write first name in pre-cursive.</p> <p>(Once completed, repeat to ensure letter formation and letter size is correct for the first two letter families.)</p> <p>Consolidate numbers</p>	<p>Pre-Cursive Script</p> <p>B Letters: r, n, m, p, h, b, k</p> <p>ZZ Letters: v, w, x, z</p> <p>More complex letters: f, j, y</p> <p>All capital letters.</p> <p>Write first and last name in pre-cursive.</p> <p>Once completed, repeat to ensure letter formation and letter size is correct for the final two letter families and more complex letters.)</p>	<p>Pre-Cursive Script</p> <p>Continued practice of all letter formation when writing longer length words</p> <p>Discrete handwriting sessions (above) to focus on recapping letter formations of all 26 letters of the alphabet.</p>
<p>Year 2</p>	<p>Cursive Script</p> <p>First join – diagonal join to letters without ascenders or descenders:</p> <p>ai, am, an, ao, ar, au, ca, ci,</p> <p>co, cu, sa, se, si, sm, sn, so,</p> <p>ss, st, su, sw, ia, im, in, io, ir,</p> <p>iu</p>	<p>Cursive Script</p> <p>First join – diagonal join to letters without ascenders, and then with ascenders and descenders:</p> <p>ma, mi, mm, mo, mu na, nc, ne, ni, nn,</p> <p>no, nu, ua, ui, um, un, uo, ag, aj, ab,</p> <p>ah, ak, al, at, ch, ck, cl, ct</p>	<p>Cursive Script</p> <p>First join – diagonal join to letters with ascenders and descenders:</p> <p>sb, sh, sk, sl, st, sp, el, eb, eh, ek, el,</p> <p>et, ih, ik, ill, it, ig, ip, mp, np, nd, ug,</p> <p>p, ub, uh, uk, ul, ut</p>
<p>Year 3</p>	<p>Cursive Script</p>	<p>Cursive Script</p>	<p>Cursive Script</p>

	<p>First join – diagonal join from letters with ascenders:</p> <p>da, di, do, du, dy</p> <p>First join – diagonal join from letters with ascenders:</p> <p>ha, he, hi, ho, hu, ka, ke, ki, ko, ku</p> <p>First join – diagonal join from letters with ascenders:</p> <p>la, le, li, lm, lo, lp, lu, bu, ba,</p> <p>be, bi, bo, br, bs</p>	<p>First join – diagonal join to the letter ‘c’:</p> <p>ac, ec, ic, lc, uc</p> <p>First join – diagonal join to the letter ‘s’:</p> <p>as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us</p> <p>First join – diagonal join to the letter ‘e’:</p> <p>ae, ce, de, ee, he, ie, ke, le, me, ne, ue</p>	<p>First join – diagonal join from letters with descenders:</p> <p>qu, pu, pa, pe, pi, pl, po, pr, ps</p> <p>Second join – horizontal join:</p> <p>oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz</p>
Year 4	<p>Cursive Script</p> <p>Second join – horizontal join:</p> <p>ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu, wa, wi, wn, wo, ws, wu, wy</p> <p>Second join – horizontal join to the letter ‘e’:</p> <p>oe, re, ve, we</p>	<p>Cursive Script</p> <p>Third join – diagonal join from a letter with an ascender/ descender to a letter with an ascender/ descender:</p> <p>ib, kl, ll, ph, pl, pt, bl, th, tt</p> <p>Third join – horizontal join from to a letter with an ascender:</p> <p>ob, oh, ok, ol, ot, rt</p> <p>Fourth join – join to letters with hooks, lines and loops:</p> <p>ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu</p>	<p>Cursive Script</p> <p>Fourth join – join to letters with hooks, lines and loops:</p> <p>ga, ge, gi, gl, go, gr, gs, gu, wh, ya, ye, yi, yo, yu</p> <p>Practise writing words with capital letters.</p> <p>Practise combining all 4 joins when writing sentences.</p> <p>Final consolidation of all joins.</p>
Year 5	Pupils will focus on maintaining a consistent and fluent style.	Pupils will practice maintaining legibility when writing at speed.	Pupils will continue to improve handwriting through writing more sustained passages of writing.
Year 6	Pupils will focus on maintaining a consistent and fluent style.	Pupils will practice maintaining legibility when writing at speed.	Pupils will continue to improve handwriting through writing more sustained passages of writing.

