## Handwriting Scheme of Work:

### Early Years:

- Develop good gross and fine motor control, including how to hold a pencil correctly
- Pattern formation (spirals, zigzags, waves)
- Introducing the letter families, teaching the children how to form the letters
- We begin with the letters being written separately (not joined up yet) but in a precursive style
- The letters are taught in the order of Read, Write, Inc. Set 1
  (m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk)
- So all letters taught by end of first term in Reception (alongside R.W.Inc.)

| Long Ladder         | One-armed Robot     | Curly Caterpillar            | Zigzag Family: |
|---------------------|---------------------|------------------------------|----------------|
| Family:             | Family:             | Family:                      |                |
| i, j, l, t, u, v, w | b, h, k, m, n, p, r | c, a, d, e, g, o, q,<br>f, s | v, w, x, z     |

## Year 1:

- Revising the letter families taught in Early Years
- Continue to develop good gross and fine motor control
- Once the child's letter formation is accurate, joins are introduced (joining two letters using vertical and horizontal joins): for example - in, am, ab, ch, oa, wo, wh, ob
- These again are taught in the order of Read, Write, Inc. Set 2 and 3 (ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy, ea, oi, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure)

#### Year 2:

- Consolidate the letter families taught in previous years
- Teach horizontal and vertical joins:

| First join: | Second join:  | Third join: | Fourth join:                |
|-------------|---|-------------|-----------------------------|
|             | ch, sh, th, tl, ll, ill,<br>sli, slu, ck, ack, st,<br>sti, ink, unk |             | wwl, vl, of, ff, fl,<br>flo |

# Year 3:

- Consolidating joins in Year 2
- Teaching main letter joins: in, ine, ut, ute, ve, vi, ok, oh, you, oi
- Joining to and from letters:

| s:            | r:                           | a:  | e:  | 0:   | y:            | u:  |
|---------------|------------------------------|---|---|--|---------------|---|
| sh, as,<br>es | ri, ru,<br>ry, er,<br>ir, ur | oa, ad, as,<br>ai<br>(with<br>ascender<br>eg. h and<br>descender<br>eg. y)<br>ha, ta, fa,<br>al, ay, ag | ee, ea, ed<br>(practicing<br>horizontal<br>join to e)<br>re, oe, fe | ow, ov, os<br>(with<br>ascender<br>eg. I and<br>descender<br>eg. g)<br>ot, ol, ok,<br>og, od | ky, hy,<br>ly | fu, wu, vu<br>(practicing<br>horizontal<br>join to u) |

## Year 4:

- Revising joins taught in Year 3
- Teaching joins:

| Main        | Silent    | Double      | Spacing:   | Proportions: | Punctuation: |
|-------------|-----------|-------------|------------|--------------|--------------|
| letter      | Letters:  | Letters:    |            |              |              |
| joins:      |           |             |            |              |              |
|             | wra, wri, | tt, II, oo, | ew, ev, ex | th, ht, fl   | !,?,",(),£   |
| ning, ping, | kni       | pp, ss      |            |              |              |
| ting, cod,  |           |             |            |              |              |
| ake, ome,   |           |             |            |              |              |
| are, fla,   |           |             |            |              |              |
| flo, fle,   |           |             |            |              |              |
| who, wha,   |           |             |            |              |              |
| whe, inly,  |           |             |            |              |              |
| ick, uck,   |           |             |            |              |              |
| ack, fte,   |           |             |            |              |              |
| fir, fin    |           |             |            |              |              |

# Year 5 and 6:

- Revise prior learning from Years 3 and 4
- Recap harder letters and words: I, y, g, q, b, p, k, v, s, r, f, z, x, yell, eye, jaw, jay, going, quay, queen, kept, vans, rest, fox, zoo, oxen, fuzzy
- Children to work on dictation materials with a focus on speed and accuracy