

Bitterne CE Primary School



Policy for Handwriting

Last review – April 2021

Next review – April 2024

Aims

As a school, our aims in teaching handwriting are that the pupils will:

- Experience coherence and continuity in learning and teaching from Year R to Year 6;
- Develop a recognition and appreciation of pattern and line;
- Understand the importance of clear and neat presentation in order to communicate meaning clearly;
- Take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement;
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting;
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes;
- Use their skills with confidence in real life situations;
- To develop handwriting skills that met the end of year expectations for each year group (National Curriculum).

Teaching and Learning

We teach handwriting as a specific skill rather than as an independent task (which can often reinforce poor formation having a reverse effect than the intended outcome). Little and often is the most successful way – at least 10 minutes 3 times a week is ideal with additional, independent practice. At the start of the year these lessons may need to be increased to daily, so that expectations are set early on. Sometimes it is appropriate for a whole class session to focus on a specific skill. At other times, to cater for the range of handwriting ability, differentiated group working is needed. The school uses the Nelson Handwriting Scheme to teach handwriting and a progression of skills has been created in line with this and the National Curriculum. The letter formations taught in EYFS and KS1 are the Read Write Inc Rhymes (Appendix D).

Basic structure of a handwriting session:

- Relaxation (Appendix B);
- Fine motor skills for specific learners (Appendix A);
- Posture check, feet flat on the floor, back touching the chair (3 right angles – knee, waist, elbow – see handwriting progression of skills);
- Teacher modelling;
- Children practicing independently with teacher model, then from memory.

Sessions should be fun, varied and multi-sensory: write letters in the air, on backs of hands or palms of hands. Also 'orally' describe letter shapes and joins with children.

Normal exercise books will be used for handwriting skill sessions. Handwriting will be done at the back of the English book. In addition, whiteboards and pens are ideal for year R and Year 1 as mistakes can be wiped away leaving no record.

Books and Paper

As motor skills increase then the size of writing should decrease. Children should start writing in plain books then as their handwriting improves into lined exercise books.

Reception Plain paper and whiteboards will be used, moving onto wide lines when the children are ready. Correct individual letter formation is taught using the Ruth Miskin Rhymes. Agreed rhymes for number formation are used also. The Nelson f which has a descender and an ascender is introduced rather than the Ruth Miskin f.

Year 1 Nelson Blue level (on the server). Children move onto wide lined exercise books. Continue the rhymes for letter and number formation. Some children may require wider tramlines to practise the skills taught in class.

Year 2 Nelson Red level (Books and on the server). The majority of children should be ready to start the year on narrow lined class books. Some will need to continue on wide lined books until ready. Some children may require tramlines to practise the skills taught in class.

Children should use unlined paper from time to time so that they can practise to apply skills and consider issues of presentation and aesthetics.

Year 3 Nelson Yellow level (Books and on the server). The children should continue using narrow lined class books. Some children may require tramlines to practise the skills taught in class.

Children should use unlined paper from time to time so that they can practise to apply skills and consider issues of presentation and aesthetics.

Year 4 Nelson Book 1 (Books and on the server). The children should continue using narrow lined class books. Tramlines to practise the skills taught in class should be continued where necessary but phased out when the children are ready.

Children should use unlined paper from time to time so that they can practise to apply skills and consider issues of presentation and aesthetics.

Year 5 Nelson Book 2 (Books and on the server). The children should continue using narrow lined class books. Tramlines should be phased out and only use for children with additional needs.

Children should use unlined paper from time to time so that they can practise to apply skills and consider issues of presentation and aesthetics.

Year 6 Nelson Book 3 (Books and on the server). The children should continue using narrow lined class books. Tramlines should be phased out and only use for children with additional needs.

Children should use unlined paper from time to time so that they can practise to apply skills and consider issues of presentation and aesthetics.

Pen licence

In KS1, all children will use a pencil when writing and in their maths books. As children progress through the KS1 handwriting curriculum, the basic skills will be rewarded. Once the children reach LKS2, the children will then have the opportunity to receive their pen licence. This will be when a child is competent in the first joins in KS1 and having consolidated the joins in year 3. As a result, they will receive a pen licence which will be used in their writing and maths books.

National Curriculum and S factors (National Handwriting Association)



Year 1: Consolidating Shape +
Year 2: Space, Size, Sitting, Begin to join +
Year 3: + Consolidate joining +
Years 3&4: Slant,
Years 5&6: Speed, style

Shape

- Letters are taught in stroke related families (Nelson Font).
- All letters (except e and d) begin at the top. Nelson font does not use entry strokes.
- The C team letters start at 1 o'clock.
- Letters that end on the base line have a rounded exit stroke.
- Capital letters sit on the baseline Space.
- There should be an even space between words (about the size of one or two letter 'o's).
- There should be an even space between letters.

Size

- The relative height of letters should be consistent: (ascenders, middle height letters and descenders).
- Capital Letters are all the same height, sit on the baseline and **do not join** to the small letters.
- The overall size of writing should be appropriate for age and stage. Line spacing matches this. Sitting on the line.
- Letter joins are diagonal (up the slope) or horizontal (washing line).
- Some letters are better left un-joined.

Slant

- All 'down lines' should be uniformly parallel and not 'a mix of slants.'

Speed

- Speed is developed in KS2 and reflects the level of automation.

Style

- As handwriting develops legibly, fluently, with increasing speed. Year 5&6 children will start to create their own personal style. They are taught that this must be easily read by others and that they should keep it comfortable, quick, fluent and most importantly, automatic. Children are taught to adapt their writing according to its purpose e.g. un-joined style for labelling a diagram or data, writing an email address, or for algebra and 'block' capital letters (e.g. for filling in a form). Maps should be labelled with un-joined writing.

Please see appendix C for teaching sequence and appendix E for overview of units taught each term from the Nelson Handwriting Scheme.

Assessment

Phase leaders should monitor children's presentation in class books regularly. The following should be considered in relation to the year group expectations:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the writing properly aligned?
- Are the standards achieved by the majority of pupils in line with the level descriptors in the National Curriculum and Development Matters?

Individual Assessment

Children should be observed as they write in their handwriting lessons. The following is useful to consider:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and/or joining letters?
- Are any of the letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupils handwriting development in line with the level descriptors from the National Curriculum and Development Matters?

Teachers assess handwriting on a regular basis against the National Curriculum age expectations in Appendix D (at least once per term) and record the standards achieved. This will then show the progress over time. A handwriting assessment of pupils who arrive during a year should be made within two weeks of them arriving. Teachers will ensure that when marking written work, comments about neatness are kept in proportion to those about the learning intention. However, where appropriate, teachers will comment on handwriting and presentation.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need further support and provision will be made for this in individual 'Passports to Success'. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENCO to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted, where appropriate, for children whose standard of handwriting is falling below the expected standard, but not SEN, booster sessions will be provided in addition to normal provision.

Occupational Therapy advice will be sought and acted upon in developing fine motor skills (see clever hands document for more information). For some children they will use a specific handwriting book for handwriting practice with extra lines as a guide to letter size. This should be discussed with

the SENCO. The use of the specific book will decrease as the child develops the skills to write using normal lines in their literacy book.

All teachers and teaching assistants are aware of the specific needs of **left-handed pupils** and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- Pupils should be positioned so that they can place their paper to their left side;
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- Extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

All adults are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers and teaching assistants demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

ICT

The growth in the use of word processing and desktop publishing has increased pupils' awareness of the importance of presentation and the variety of handwriting styles/fonts available. Pupils are encouraged to evaluate a range of fonts and to select whatever is appropriate to suit particular purposes.

Teachers will use the dyslexic friendly Comic Sans font on the IWB or typed work for children. Also, the Nelson IWB programme displays a font with clear 'lead out' joins which can also be used to model joined handwriting.

Teachers discuss handwriting and presentation in all subjects and all adults must model good handwriting themselves. Children will be encouraged to write the full date in every subject except maths. Teachers are **explicit** about different types of handwriting for example, personal note-taking or best handwriting for presentation, but remember not all the children will be able to achieve this in Key Stage one. Teachers give handwriting a high priority in classroom displays.

The use of rubbers is discouraged. Mistakes are indicated by marking through with one neat horizontal line with a pencil.

Teachers aim to make handwriting lessons relevant to the curriculum, by providing a purpose to the work where possible (for example spellings), encouraging the children to view handwriting as part of the overall presentation.

Speed writing

At regular times each term, children will be given 5 minutes to write about something familiar or that they have just learned. This could also be done by giving the children a piece of text on a linked topic to copy for 5 minutes. This will be recorded at the back of the English book with a heading of speed writing.

The writing speed for each minute can be calculated by dividing the total number of words written by 5. This is also an opportunity to compare the standard of the speed handwriting with the writing for independent tasks. When writing at speed, it is likely that the handwriting for some children will not be of such a high quality when compared to normal independent writing. The challenge over time is to develop such a fluent, quick and joined style that the difference reduces.

A record of this should be kept to see improvement. Children who have a low wpm (words per minute) should be discussed with SENCO for strategies.

Resources

- A range of pencils and pens including triangular pencils and pens and those with special grips.
- Normal exercise books and handwriting lined books.
- Nelson Handwriting resources accessible from Public area on school network and in Nelson Textbooks.
- Read Write Inc letter rhymes to ensure correct letter formation.
- Coloured books for those that need it.

Review

This policy will be reviewed every 2 years in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Equal Opportunities

We ensure that each individual child receives an equal learning experience regardless of ability, culture and gender.

Appendix A

Activities and exercises to develop gross motor control:

Gross motor control is the term used to describe the development of controlled movements of the whole body, or limbs such as the legs or arms. Of particular importance in relation to handwriting is the development of good posture and balance. Activities such as:

- Dancing and skipping
- Running and jumping to music
- Use of small apparatus e.g. throwing, rolling, catching, kicking and bouncing balls
- Cycling
- Gripping climbing frames
- Building with large-scale construction kits
- Hammering
- Consolidate vocabulary of movement by talking about movements such as, *going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements*
- Make large movements in the air with arms, hands and shoulders with dance ribbons, use music

Fine Motor Control is the term used to describe smaller movements, usually of the hand and fingers (or of the feet and toes).

Activities and exercises to develop fine motor control:

- Folding paper
- Cutting out shapes from paper and card
- Fitting things into frames like geometric shapes
- Model making
- Building and stacking bricks
- Screw toys and wood working tools
- Pegboards
- Modelling with malleable materials like Playdoh, plasticine and clay
- Drawing in sand and sand and water play in general, including sieving, pouring and picking up toys using tools e.g. fishing rods and cranes
- Sewing and weaving
- Chopping and peeling when cooking
- Develop the pincer movement by using tweezers to pick up sequins, beads and feathers, sprinkling glitter, sand and salt
- Scribbling and drawing with chalk, dry wipe pens, felt tip pens and paints on small, large boards and easels and on small and large paper
- Playing with tactile and magnetic letters
- Puzzles
- Games and miming involving finger and wrist movement e.g. finger puppets
- Use increasingly finer tools to make patterns of lines

Appendix B

Hand gym/miming activities to relax fingers and hands before writing



























- Washing
- Wringing, rubbing, shaking and folding clothes
- Brushing hair
- Stroking something
- Playing a musical instrument
- Playing with snow, bubbles, feathers, balloons

Later on:

- Sit in the writing position but with arms dangling limply. While in this position let the hands flutter loosely
- Let the forearms lay limply on the table in the correct writing position. Raise and lower the elbows several times
- Place elbows on the table with the forearms held upright. Let the hands flap loosely backwards and forwards
- Clench and unclench the fists
- Drum lightly with fingers on the table
- Circle the hands, inwards, then outwards
- Hold the pen in the tripod grip lightly. With the forefinger tap the pencil lightly





Appendix C – teaching sequence

Rhymes for letter formation – taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaur's bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem to the roots and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nick and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

For the order of teaching letters and joins see **Nelson book overviews for the year groups.**

The four Joins:

<p>Join 1: diagonal to no ascenders a c d e h i k l m n u join to: e i j m n p r u v w y a (c d g o q s) <u>Examples</u>  a e h u l a n p c a e g h i n o l o d a</p>	<p>Join 2: diagonal to ascenders a c d e h i k l m n u join to: b f h k l t <u>Examples</u>  a b e f i f a k l t l f l l i b a l c k</p>
<p>Join 3: horizontal to no ascenders f o r v w  e i j m n p r u v w y a (c d g o q s) <u>Examples</u> f r o e o m w e r a w o r e f a r o f e</p>	<p>Join 4: horizontal to ascenders f o r v w join to: b f h k l t <u>Examples</u>  f f o f o k f o o t r t</p>

Break letters, which should not be joined from: b, g, j, p, q, x, y, z.

Appendix D Curriculum expectations for handwriting and presentation

Single letters (YR and Y1)

- Hand and finger strength
- Physical preparation (Physical Literacy)
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- Independence
- Single letters (using the Ruth Miskin Rhymes, appendix C)
- Numerals

Statutory requirements

Handwriting

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.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Joins Y2 (going into Y3)

Introduction of the four handwriting joins. This should be consistently evident in their class work as well as handwriting books once the join has been taught.

- First join
- Second join
- Third join
- Fourth join
- Practise the break letters; b p g q y j z
- Practise capital letters

Statutory requirements

Handwriting

Pupils should be taught to:

- 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.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Joins Y3

- Revision of the 4 joins
- Two ways of joining the letter s
- Joining from the letter r focus
- Focus – joins to and from the letters a,e,o
- Focus – joining to the letter y,a,o,r
- Practise the first and second join
- Focus – joining from the letter o
- Practice horizontal joins
- Printing
- Focus – joining to ascenders
- Revision
- Practise the break letters b p g q y j z
- Practise capital letters. (Do not join)
- Further practise of the four handwriting joins

Joins Y4

- Focus – writing with descenders
- Focus - from the letter o,w,l,a,f
- Focus – to the letter e,l, k,e
- Diagonal joins to the letter y
- Writing with a slope
- Double letters
- Consistent spacing of letters
- Ascenders and descenders in proportion
- Practise capital letters. (Do not join)
- Decorated capital letters of the alphabet

- Punctuation

Statutory requirements

Handwriting

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].

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing.

Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Joins Y5

- Practise consistency of letter size
- Practise using the diagonal joining line
- Practising leaving an equal space between letters
- Practising using a horizontal joining line
- Practising the size and height of letters
- Tricky joins focus
- Practising consistency in the forming and joining of letters
- Practise speedwriting
- Practise crossing double tt on completing the work
- Practising printing
- Practising drafting and editing

Statutory requirements

Handwriting and presentation

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.

Notes and guidance (non-statutory)

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.

Appendix E – termly overview for Nelson Handwriting Scheme

Year R and 1 Blue level

The skills and letters may be introduced in a different order in Year R. The sequence will be rewritten but the elements below will remain the same.

	Blue Level			
	Workbook 1	Workbook 2	Workbook 3	Workbook 4
2	Left to right hand movement	Pre-letter pattern for forming i, l, t	Pre-letter pattern for forming h, b, p	Letter c
3	Use a comfortable pencil grip	Pre-letter pattern for forming i, l, t	Pre-letter pattern for forming h, b, p	Letter a
4	Hand-eye co-ordination	Letter i	Letter h	Letter d
5	Hand-eye co-ordination	Letter i	Letter h	Letter g
6	Produce a controlled line	Letter l	Letter b	Letter q
7	Pre-letter patterns for forming c, a, d, g, q, o	Letter l	Letter b	Letter o
8	Pre-letter patterns for forming c, a, d, g, q, o	Letter t	Letter p	Letter e
9	Letter c	Letter t	Letter p	Letter s
10	Letter c	Pre-letter pattern for forming u, y, j, k	Pre-letter pattern for forming v, w, x, z	Letter f
11	Letter a	Pre-letter pattern for forming u, y, j, k	Pre-letter pattern for forming v, w, x, z	Letter i
12	Letter a	Letter u	Letter v	Letter l
13	Letter d	Letter u	Letter v	Letter t
14	Letter d	Letter y	Letter w	Letter u
15	Letter g	Letter y	Letter w	Letter y
16	Letter g	Letter j	Letter x	Letter j
17	Letter q	Letter j	Letter x	Letter k
18	Letter q	Letter k	Letter x	Letter r
19	Letter o	Letter k	Letter z	Letter n
20	Letter o	Pre-letter pattern for forming r, n, m	Pre-numeral patterns	Letter m
21	Pre-letter pattern for forming e, s, f	Pre-letter pattern for forming r, n, m	Numerals 0, 1, 2, 3, 4	Letter h
22	Letter e	Letter r	Numerals 5, 6, 7, 8, 9	Letter b
23	Letter e	Letter r	Numerals and number words 1, 2, 3, 4, 5	Letter p
24	Letter s	Letter n	Numerals and number words 6, 7, 8, 9, 10	Letter v
25	Letter s	Letter n	Animals	Letter w
26	Letter f	Letter m	Parts of the body	Letter x
27	Letter f	Letter m	Question mark formation	Letter z

This CD-ROM contains 6 nursery rhymes:











Incey Wincey Spider
The Grasshopper

Ten Fat Peas
Ten Little Fingers

Rain
The Quiet Mouse

Guidance on **Pen grip and posture** is also provided.

Units

Unit	Focus	Practising Patterns	Letter Formation	Word Building	Game
1	c a		c a	cat, crab, cup, clown, ant, ape, apple, axe, and	Beat the Buzzer: c a
2	d g		d g	dog, drum, dad, did, dig good, gate, going, girl	Beat the Buzzer: d g
3	q* o		q* o	queen, quick, quilt, queue, orange, or, octopus, on, otter	Find the Patterns
4	e		e	elephant, eggs, elbow, enter, extra, eat, end, envelope, east	The Toy Shop: e words
5	s f		s f	school, sun, spider, snail, soon food, fish, frog, fox	Beat the Buzzer: s f
6	i		i	ice, igloo, ink, ill, insects, in, it, ice cream, inside	Make a Train: i words
7	l t		l t	lion, lemon, lolly, lorry ten, tent, train, them, that	Find the Patterns
8	u y		u y	up, umbrella, under, untie, yes, yacht, you, your, yo-yo	Find the Patterns
9	j k		j k	jump, jam, juggle, jelly, juggle, king, kite, kiss, kangaroo	Beat the Buzzer: j k
10	r		r	red, rainbow, rat, rabbit, rattle, run, rain, rose, ring	Washing Line: r words

* The letter **q** is not taught as a separate phonic so the phonic sound has been omitted for this letter.

11	n m		n m	monkey, mop, mum, man, nest, nuts, nose, name, no	Find the Patterns
12	h		h	hat, hop, have, had, he, him, house, hen, hand	The Toy Shop: h words
13	b p		b p	ball, bus, be, baby, butterfly, pen, pan, parrot, people	Matching Pairs: b p
14	v w		v w	van, vet, vase, violin, worm, wet, was, well, window	Find the Patterns
15	x z		x z	x-ray, xylophone, zebra, zip, zig-zag, zoo, axe, exit, fizz	Find the Patterns
16	0-4		012 34	2001, 321, 24, 1000, 120, 31, 203, 402, 1234	Matching Pairs: 0-4
17	5-9		567 89	999, 778, 555, 56789, 47, 678, 975, 88, 699	Beat the Buzzer: 5 7 9
18	CAD GQO ES		CAD GQO ES	Connie, Ali, Dan, Gita, Quentin, Olly, Eve, Sam	Beat the Buzzer: C G Q E S
19	FIL TUY JKR		FIL TUY JKR	Franky, Isla, Lisa, Tom, Una, Yaz, Jay, Katy, Rosa	Matching Pairs: F I L T U Y J K R
20	NMH BPV WXZ		NMH BPV WXZ	Nick, Marie, Hannah, Ben, Paul, Vikram, William, Xanthe, Zak	Beat the Buzzer: N M V W X Z

Year 2 - Red Book

Page	Focus	Extra	Extension	Focus resource
4-5 Unit 1 Holidays	practise the first join: un, um	bun, mum	match and copy captions	un, bun, gun, sun, nun trace and copy pattern and copy words
6-7 Unit 2 Holidays	practise the first join: ig, id	lid, dig	choose words and copy sentences	ig, big, pig, dig trace and copy pattern and copy words
8-9 Unit 3 Birthdays	practise the first join: ed, eg	bed, leg	punctuate and copy sentences	ed, bed, ted, led trace and copy pattern and copy words
10-11 Unit 4 Birthdays	practise the first join: an, ar	nan, car	choose words and copy sentences	an, can, man, nan, pan, tan trace and copy pattern and words
12-13 Unit 5 Food	practise the first join: ing, ung	rhyming ing, ung and ang words	copy sentence	ng, ing, ding, sing, ping, king trace and copy pattern and words
14-15 Unit 6 Food	practise the second join: ch, sh	chip, ship	write out menu order	ch, chip, child, chew, sh, ship, shed, shell trace and copy pattern and words
16-17 Unit 7 Foxes	practise the second join: th, tl	the, them	choose words and copy sentences	th, them, then, this, that, thank trace and copy pattern and words
18-19 Unit 8 Foxes	practise the second join: ll, ill	ill, pill	choose words and copy sentences	ill, hill, mill, pill, bill, till trace and copy pattern and words
20-21 Unit 9 Beans	practise the second join: sli, slu	slid, slug	choose words and copy sentences	sl, slid, slide, slip, slippery, slipper trace and copy pattern and words
22-23 Unit 10 Beans	practise the second join: ck, ack	sack, back	choose words and copy sentences	ack, pack, ick, kick, eck, peck trace and copy pattern and words
24-25 Check-up 1	Check-up	Check-up	Check-up	Check-up

Term 1 plus recap of letter formation

Term 2 – continued on next page

Page	Focus	Extra	Extension	Focus resource	Extension resource	Term 2 – continued on page
26-27 Unit 11 Toys	practise the second join: st, sti	still, stilts	choose words and copy sentences	st, stick, sticky, sticker, sting, stitch trace and copy pattern and words	st, still, stile, step, steep, stay, stall trace and copy words and sentence	
28-29 Unit 12 Toys	practise the second join: ink, unk	pink, junk	choose words and copy sentences	nk, ink, pink, sink, link, blink trace and copy pattern and words	unk, bunk, punk, dunk, sunk trace and copy second join, words and sentence	
30-31 Unit 13 Homes	practise the third join: od, og	dog, frog	choose words and copy sentences	og, cog, dog, log, fog, frog trace and copy pattern and words	nod, rod, log, frogs trace and copy words and sentence	
32-33 Unit 14 Homes	practise the third join: re, ve	are, there	copy poem	re, read, reed, reel, real trace and copy pattern and words	re, red, ve, very, we, went trace and copy third join, words and sentence	Term 3
34-35 Unit 15 Tigers	practise the third join: oon, oom	moon, room	choose words and copy sentences	oo, soon, spoon, moon, room, broom, groom trace and copy pattern and words	oo, zoo, zoom, soon trace and copy third join, words and sentence	
36-37 Unit 16 Tigers	practise the fourth join: wl, vl	growl, prowl	copy acrostic poem	wl, bowl, slowly, crawl, trawl, trawler trace and copy pattern and words	howl, growl, prowl trace and copy words and sentence	
38-39 Unit 17 Myself	practise the fourth join: of, ff	of, off	choose words and copy sentences	of, ff, uff, huff, puff, cuff, stuff trace and copy pattern and words	ff, of, off trace and copy pattern and words choose word and copy sentence	
40-41 Unit 18 Myself	practise the fourth join: fl, flo	floor, flood	copy poem	fl, flo, float, flood, floor, flower trace and copy pattern and words	copy poem	
42-43 Unit 19 Unjoined letters	practise the break letters: b, p, g, q, y, j, z	be, poke	copy poem and underline break letters	practise the break letters	copy phrases	
44-45 Unit 20 Unjoined letters	practise capital letters	alphabetical ordering: children's names	alphabetical ordering: children's names	finish the patterns	copy classroom captions using capital letters	
46-48 Check-up 2	Check-up	Check-up	Check-up	Check-up	Check-up	

Year 3 - Yellow Book

Page	Focus	Extra	Extension	Focus resource	
4-5 Unit 1 First join revision	revising the first join: in, ine	pine, dine	choose words and copy sentences	in, bin, din, pin trace and copy pattern and words, trace and copy sentence	Term 1
6-7 Unit 2 Second join revision	revising the second join: ut, ute	tube, cube, cute	choose words and copy sentences	ub, tub, cub, ut, but, put, hut, cut trace and copy pattern and words	
8-9 Unit 3 Third join revision	revising the third join: ve, vi	cave, caving, save, saving, wave, waving	choose words and copy sentences	ve, very, over, we, were, went, re, tree, three trace and copy letters and words	
10-11 Unit 4 Fourth join revision	revising the fourth join: ok, oh	choke, choking, smoke, smoking, joke, joking	choose words and copy sentences	oke, joke, ole, hole, ort, fort, irt, skirt, dirt trace and copy letters and words	
12-13 Unit 5 Secrets	practising the two ways of joining the letter s: sh, as, es	code, codes, ship, ships, message, messages	choose words and copy sentences	sh, es, shines, shoes, shapes, shaves, shoves, shares trace and copy pattern, letters and words	
14-15 Unit 6 Secrets	practising joining from the letter r: ri, ru, ry	trick, trust, try	choose words and copy sentences	ri, trip, triangle, ru, true, truth, ry, cry trace and copy pattern, letters and words	
16-17 Unit 7 Roads	practising the join to and from the letter a: oa, ad, as	load, road, toad, boat, goat, coat, toast, roast, boast	copy poem	oa, soap, ad, had, as, has, gas, last trace and copy pattern, letters and words	Term 2 – continued on next page
18-19 Unit 8 Roads	practising the join from the letter e: ee, ea, ed	see, bee, fee, seed, need feed, sea, pea, flea	copy poem	ee, bee, tree, three, ea, beach, peach, teach trace and copy pattern, letters and words	
20-21 Unit 9 Animals	practising the join from the letter o: ow, ov, ox	bow, cow, how, now, frown, brown, crown, drown, ox, pox, box, fox	match questions to answer and copy jokes	ow, cow, now, how, bow, ox, boxes, foxes trace and copy pattern, letters and words	
22-23 Unit 10 Animals	practising joining to the letter y: ky, hy, ly	sly, fly, ply, sky, spy, shy, high, higher, highest	copy poem	ky, milky, silky, hy, healthy, wealthy, ly, jolly, dolly trace and copy pattern, letters and words	
24-25 Check-up 1	Check-up	Check-up	Check-up	Check-up	

Page	Focus	Extra	Extension	Focus resource	Extension resource
26-27 Unit 11 Woods	practising joining to the letter a: ha, ta, fa	hair, hare, fair, fare stair, stare, pair, pare	choose words and copy sentences	ha, hail, hailstorm ta, tail, tailor, fa, fail trace and copy pattern, letters and words	trace and copy sentences
28-29 Unit 12 Woods	practising joining from the letter o: od, oo, og	good, hood, wood book, took, look dog, hog, log	choose words and copy sentences	od, nod, rod, og, bog, frog, oo, cook trace and copy pattern, letters and words	trace and copy poem
30-31 Unit 13 Reptiles	practising joining to the letter r: er, ir, ur	sister, mister, blister, bird, dirt, shirt hurt, hurtle, turtle	copy poem	er, her, ir, stir, third, ur, burn, turn trace and copy pattern, letters and words	trace and copy poem
32-33 Unit 14 Reptiles	practising the first and second join: ai, al, ay	tail, sail, pail tale, sale, pale, tray, stray, play	choose words and copy sentences	ai, rain, again, al, ball, call, ay, may, stay trace and copy pattern, letters and words	copy poem
34-35 Unit 15 Bridges	practising joining from the letter o: oy, ou, oi	speech marks and apostrophes	copy sentences	oi, oil, soil, spoil, oy, joy, coy, boy	speech marks and apostrophes, copy words and sentences
36-37 Unit 16 Transport	practising the horizontal join to the letter e: re, oe, fe	toe, foe, woe fear, dear, year dream, cream, stream	copy poem	re, there, where, oe, Zoe, Chloe, fe, feet, feed trace and copy pattern, letters and words	trace and copy letters, words and sentence
38-39 Unit 17 People	practising the horizontal join to the letter u: fu, wu, vu	care, careful, carefully, help, helpful, helpfully, wonder, wonderful, wonderfully	choose word and copy sentences	fu, fun, funny, wu, swum, swung, vu, vulture trace and copy pattern, letters and words	copy poem
40-41 Unit 18 People	practising print: copy print letters	arm, hair, hand, knee, thumb, eye, fingers, foot, shoulder, leg, wrist, mouth	draw and label picture	copy print letters	copy print words, label parts of dog
42-43 Unit 19 Weather	practising joining to ascenders: ot, ol, ok	not, hot, rot, blot, got, cot, dot, spot	copy poem	ot, soot, foot, ol, fool, cool, ok, hook, book trace and copy pattern, letters and words	make and add 'ing' to words copy sentence
44-45 Unit 20 Weather	practising all the joins: ai, al, ow, ol	raindrop, rainbow, rainfall	make and copy compound words	ai, hail, al, fall, ow, snow, ol, cold trace and copy pattern, letters and words	copy poem
46-48 Check-up 2	Check-up	Check-up	Check-up	Check-up	Check-up

Term 2 – continued on page

Term 3

Page	Focus	Extra	Extension	Focus resource	
4-5 Flashback	Flashback	Flashback	Flashback	Flashback	
6-7 Unit 1 Fairy stories	practising writing descenders: ning, ping, ting	double final letter before adding ing: sit, sitting, hop, hopping, shop, shopping	choose words and copy sentences	practise writing p and g, trace and copy pattern and words, trace and copy sentence	Term 1
8-9 Unit 2 Fairy stories	practising joining from the letter o: oc, od, oo	copy sentences containing a comma, a question mark and speech marks	copy poem	trace and copy pattern, letters and words: oc, lock, clock, od, nod, rod, oo, moon, spoon	
10-11 Unit 3 Homes	practising joining to the letter e: ake, ome, are	drop e when adding ing: care, caring, dare, daring, stare, staring, take, taking, make, making, bake, baking	copy poem	trace and copy pattern, letters and words: ake, cake, lake, ome, dome, home, are, hare, share	
12-13 Unit 4 Homes	practising joining to the letter l: fla, flo, fle	copy words: flame, flap, flat, flag, flock, float, floor, flow, flee, fleet, flew, flex	choose words and copy sentences	trace and copy pattern, letters and words: fla, flan, flannel, flo, flower, flowerpot, fle, flee, fleece	
14-15 Unit 5 Weather	practising joining from the letter w: who, wha, whe	copy words: who, what, whatever, when, where, wherever, while, which, whichever	copy poem	trace and copy pattern, letters and words: who, whoever, whose, wha, whale, what, whe, wheel, when, where	
16-17 Unit 6 Weather	practising joining from the letter i: ie, in, il	copy words: muddy, muddier, muddiest, chilly, chillier, chilliest, rainy, rainier, rainiest	choose words and copy sentences	trace and copy pattern, letters and words: ie, sunnier, funnier, il, silly, hilly, in, thin, thinner	
18-19 Unit 7 Animals and homes	practising diagonal joins to the letter y: ly, ky, ny	make words by adding y and copy: twirl, twirly, swirl, swirly, whirl, whirly, cheek, cheeky	copy poem	trace and copy pattern, letters and words: ly, bully, fully, ky, smoky, cheeky, ny, sunny, funny	
20-21 Unit 8 Animals and homes	practising joining from the letter a: ap, ar, an	make words and copy: dis+appear, dis+appearance, re+appear, re+appearance	choose words and copy sentences	trace and copy pattern, letters and words: ap, approve, disapprove, ar, arm, disarm, al. allow, disallow	Term 2 – continued on next page
22-23 Unit 9 Magic and parties	practising joining to the letter k: ick, uck, ack	add s to make plural and copy words: trick, tricks, truck, trucks, track, tracks	choose word and copy sentences	trace and copy pattern, letters and words: ick, tick, chick, uck, buckle, chuckle, ack, black, crack	
24-25 Unit 10 Magic and parties	practising writing with a slope	copy words, remember to slope to the right: cake, bake, make, dress, mess, guess, locket, pocket, rocket	choose word and copy sentences, slope writing to right	trace and copy pattern, letters and words: add s, es and ies: tools, stools, schools, es, dishes, wishes, fishes, ies, jellies, wellies, pennies	

Page	Focus	Extra	Extension	Focus resource	Extension resource
26-27 Unit 11 Mazes	practising joining to the letter e: he, we, re	make words with apostrophes: here is = here's, where is = where's, there is = there's, he will = he'll, we will = we'll, they will = they'll	copy poem	trace and copy pattern, letters and words: he, heavy, heavier, we, weaken, weakest, re, strength, strengthen	copy words and choose the correct contractions
28-29 Unit 12 Mazes	practising joining from the letter f: fte, fir, fin	copy words and phrases associated with time: after, after a while, afterwards, first, firstly, finally, then, suddenly, once	choose words and copy sentences	trace and copy pattern, letters and words: aft, after, afterwards, after all, fin, finish, final, finally	copy poem
30-31 Unit 13 Hands	practising writing silent letters: wra, wri, kni	copy words: wrap, wrapping, wrapper, write, writing, writer, knit, knitting, knitter	copy tongue-twister	choose word to match picture write word and silent letter	copy words in the correct column
32-33 Unit 14 Hands	practising forming double letters: ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee	copy words: ball, call, fall, guess, dress, press, off, offer, cliff	copy poem	trace and copy letters and words: dd, saddle, paddle, oo, noodle, poodle, rr, horrible, terrible, tt, kettle, nettle	practise lists
34-35 Unit 15 Storms	practising spacing letters consistently: ew, ev, ex	copy words: new, blew, flew, even, ever, every, flex, next, text	copy poem	trace and copy pattern, letters and words: ew, view, preview, ev, event, prevent, ex, exchange, exit	copy poem
36-37 Unit 16 Storms	practising writing letters with ascenders in proportion: th, ht, fl	make and copy words, remember to slope to the right: light + ly = lightly, tight + ly = tightly, bright + ly = brightly, light + er = lighter, tight + er = tighter, bright + er = brighter	copy poem, focus on leaving spaces between letters and words	copy words and add suffixes: ly, er, en and ing	practise adjectives and adverbs, add suffix ly to adjectives to make adverbs choose an adverb to complete sentence
38-39 Unit 17 Tea	practising joining from the letter a: ac, ag, af	make and copy compound words: teaspoon, teacup, teatime, teapot	put instructions into correct order and copy	trace and copy pattern, letters and words: ac, back, pack, ag, cage, page, af, raft, daft	practise sequencing
40-41 Unit 18 Tea	practising forming capital letters	copy names of countries: Indonesia, Georgia, India, China, Sri Lanka, Japan	copy sentences and use commas to separate words in a list	copy patterns write own name and address	copy shape poem
42-43 Unit 19 Books	practising writing decorated capital letters: letters of the alphabet	write names of famous buildings in decorated capital letters: Buckingham Palace, Cardiff Castle, Holyroodhouse, York Minster	write own name with initial illuminated letters	trace and copy decorated alphabet	copy poem
44-45 Unit 20 Books	practising with punctuation: ! ? - " ' ,	copy words: Explosive! Fantastic! Nonsense! Great! Super! Wow! Terrible! Awful! Miserable!	choose words and copy sentences	copy questions and complete the answers	copy sentences and put in the speech marks
46-48 Check-up	Check-up	Check-up	Check-up	Check-up	Check-up

Term 2 – continued on page

Term 3

Year 5 – Book 2

Page	Focus	Extra	Extension	Focus resource	Extension resource
4-5 Flashback	<i>Flashback</i>	<i>Flashback</i>	<i>Flashback</i>	<i>Flashback</i>	<i>Flashback</i>
6-7 Unit 1 Vikings	practising consistency in size and proportion of letters: rr ll tt dd	copy words ending in ing	copy passage	trace and copy pattern, double consonants and words	copy passage
8-9 Unit 2 Vikings	practising using a diagonal joining line: ship, ment, ness, less	add suffix and copy words	choose words and copy sentences	trace and copy pattern, suffixes and words	choose correct words, complete and copy sentences
10-11 Unit 3 China and India	practising leaving an equal space between letters: ary, ery, cry, dry	copy words ending in ary	copy postcard and fill in missing letters	trace and copy pattern and words ending with ary, ery, cry, dry	choose correct words, complete and copy sentences
12-13 Unit 4 China and India	practising joining to the letter y: ly, ily, ity, ify	add suffix to words, remove e in words ending in e before adding suffix, copy words	choose words and copy sentences	trace and copy pattern and words ending with ily, ity, ify	choose correct words, complete and copy sentences
14-15 Unit 5 Flood	practising using a horizontal joining line: row, now, how, bow	change one letter to show a change of tense and copy words	choose words and copy sentences	trace and copy pattern and words featuring row, now, how and bow	match and copy words in past and present tense
16-17 Unit 6 Flood	practising the size and height of letters: ried, ries, rief	change y to i before adding es or ed, leave y when adding ing, copy words	copy poem	trace and copy pattern and words ending with ried and ries	complete tables adding s, ed and ing to words
18-19 Unit 7 Fireworks	practising joining from the letter i: lig, rig, nig, mig	copy words ending in ight and ite	copy poem	trace and copy pattern, make and copy words ending with ight, write own sentence	complete and copy sentences choosing missing ight or ite word
20-21 Unit 8 Fireworks	practising joining to and from the letter v: live, tive, sive, five	copy words made from explode and oct	choose words and copy sentences	trace and copy pattern and words ending with ive and tive, write own sentence	complete and copy sentences choosing a word ending with sive or tive
22-23 Unit 9 Castles	practising consistency in forming and joining letters: ear, are, new, new	copy homophones	choose words and copy sentences	trace and copy pattern, make and copy words ending with ear and are	practise writing homophones using ee and ea words, write own sentence
24-25 Unit 10 Castles	practising speedwriting: speedily, quickly, swiftly, briskly	use speedwriting to copy 'directional' words	put instructions in correct order and copy in speedwriting	copy sentences to practise speedwriting	copy passage and work out writing speed

Term 1

Term 2 – continued on next page

Page	Focus	Extra	Extension	Focus resource	Extension resource
26-27 Unit 11 Rubbish and Pollution	practising crossing double tt on completing the word: itt, utt, att, ott	copy two-syllable words containing double consonants	copy poem	trace and copy pattern, copy words containing att and ott	copy poem
28-29 Unit 12 Rubbish and Pollution	practising joining to and from the letter e: rec, red, ved, ves	add s and d to words ending in e, drop e and add ing, copy words	copy poem	trace and copy pattern, copy words ending with f, fe that change to ves in the plural	copy poem
30-31 Unit 13 Snow	practising joining to and from the letter w: owf, owb, owm, owd	copy compound words including the word snow	copy haiku poem	trace and copy pattern and compound words using base words ward and work	copy haiku and cinquain poems
32-33 Unit 14 Snow	practising joining to the letter a from the letter w: wan, was, wav, wax	copy words beginning with wa	copy poem	trace and copy pattern and words containing wa, write own sentence	complete and copy sentences choosing a word containing wa
34-35 Unit 15 Bridges and Fire	practising speedwriting	copy shortened words	copy message using speedwriting and shortened words	write the meaning of a detective's notes	practise speedwriting to write a pizza order
36-37 Unit 16 Bridges	practising printing	copy printed 'rhyming' words	put captions in correct order and copy them	use print to write labels on a street plan	use print to write the names of cities on a map
38-39 Unit 17 Famous Author	practising drafting and editing	write new draft about Roald Dahl	copy corrected draft about Roald Dahl	write a neat copy, with corrected spellings, of the first draft of a story	write a neat copy of the first draft of a story choosing words to replace ones crossed out
40-41 Unit 18 Famous Author	practising speedwriting	copy words and their abbreviations	use shortened words in a list of ingredients for a hot chocolate drink and copy list	writing numerals and number words 11-20	write notes from a newspaper article
42-43 Unit 19 Country Pursuits	practising joining to the letter t: its, lts, tts, uts	choose the correct word its or it's and copy sentences	copy poem	choose words and complete sentences	copy poem
44-45 Unit 20 Country Pursuits	practising printing	draw and print rosettes	design a poster	copy the print alphabet and numerals	copy poster
46-48 Check-up	Check-up	Check-up	Check-up	Check-up	Check-up

Term 2 – continued on page

Term 3

Year 6 – Book 3

Page	Focus	Extra	Extension	Focus resource	Extension resource	
4-5 Flashback	Flashback	Flashback	Flashback	Flashback	Flashback	Term 1
6-7 Unit 1 Disasters	ensuring letters are consistent in height and size	add suffixes ing and ed to words	copy poem	copy words ending with single consonant preceded by short vowel, double the final consonant to add ing and ed	copy passage and ensure letters are consistent height and size	
8-9 Unit 2 Disasters	practising with punctuation	use an apostrophe to show where letters have been missed out	copy sentences	copy sentences and put in exclamation mark	copy sentences and use an apostrophe in the correct place	
10-11 Unit 3 Journeys	practising break letters	copy alliterative sentences	copy extract	copy break letters, form plural of words ending in o	practise break letters, copy words and write dictionary definition	
12-13 Unit 4 Journeys	practising joining from the letter m; writing definitions of four words	choose words and copy sentences	copy extract	use the diagonal line to join from the letter m (to make sure there is a space between letters)	practise using diagonal line to join, copy poem	
14-15 Unit 5 Space and planets	ensuring the ascender on the letter t is the correct height	choose words and copy sentences	copy extract	add the prefix inter to words	practise ensuring letter t is not as tall as other letters with an ascender and copy extract	
16-17 Unit 6 Space and planets	practising spacing within words	copy words using diagonal and horizontal joining lines	choose correct words to finish sentences, copy sentences	practise spacing within words, use suffixes tion and sion	practise leaving space within words, write definitions for words beginning with pre	
18-19 Unit 7 London	developing fluency	choose words and copy sentences	copy poem	develop fluency, add s to make plurals	practise writing fluently and legibly and copy poem	
20-21 Unit 8 London	practising writing a playscript; writing definitions of five words	copy a playscript	copy play extract	practise writing a playscript	finish writing a playscript	Term 2 – continued on next page
22-23 Unit 9 Flight	practising printing	make a timeline with labels in print handwriting	copy newspaper report	use print to write the names of countries in the correct place on a map	print instructions for making a compass	
24-25 Unit 10 Flight	practising forming and joining the letter f	copy homophones, choose correct homophone and copy sentences	copy tongue-twister	practise forming and joining the letter f, drop f and add ves to make plurals	practise forming and joining the letter f, copy poem	

Page	Focus	Extra	Extension	Focus resource	Extension resource
26-27 Unit 11 Night	practising presentation	copy words, choose word from Focus section with similar meaning and copy	copy poem on to plain paper and decorate with border	read and copy two poems and add decoration	copy a poem, paying particular attention to presentation
28-29 Unit 12 Night	practising writing shape poems; copying antonyms in a style of writing suited to each word	copy shape poem	copy shape poem	copy shape poem	copy shape poem
30-31 Unit 13 Australia	practising printing; copying address label in print handwriting	draw picture and print labels	match labels to pictures and print labels	practise printing, copy print letters and print names and addresses	use the print alphabet to copy signs seen in the environment
32-33 Unit 14 Australia	practising speedwriting; copying patterns	copy list of words, dotting i and crossing t on completing the word to increase speed	copy extract from a holiday notebook in speedwriting	practise patterns to help speedwriting, double the final consonant to add ing, ed or er to words	copy patterns and sentences to practise smoothness and steadiness, calculate and record writing speed
34-35 Unit 15 Caribbean	practising writing decorated capital letters	copy words from poem and decorate the first letter of each word	copy poem and use decorated capital letters to start each line	practise writing capital letters with flourishes, copy an acrostic poem and use decorated capitals	use another style of decorated capital letters to practise writing the names of famous buildings
36-37 Unit 16 Caribbean	practising writing letters; practising writing addresses correctly	copy letter endings such as yours faithfully and kind regards	copy letter on to blank paper and set out correctly	practise copying a letter in best handwriting	finish writing a letter and fill in the missing details
38-39 Unit 17 Strange stories and mythical creatures	practising paragraphs	copy a list of features, use it to write a paragraph describing a Martian	copy sentences and divide them into two paragraphs	copy a paragraph and remember to indent the first word	rewrite the information as two paragraphs
40-41 Unit 18 Strange stories and mythical creatures	practising presentation; copying border patterns	copy first verse of poem on to plain paper and try to get the spacing even	copy second verse of poem and add decorative border	copy a poem and a limerick, finish decorating their borders	copy shape poem
42-43 Unit 19 Religion	revising difficult joins ve, we, oe, fe, re; copying words that drop e when ing is added	choose words and copy passage	copy poem	practise forming difficult joins, add vowel and consonant suffixes to words ending with e	copy poem
44-45 Unit 20 Religion	looking at different handwriting styles; joining from break letters	add suffixes ful and less to words and copy in a different handwriting style	copy sentences about three religions in different writing styles	copy rhyme in usual handwriting style, then practise adding loops from g and y	copy poem in usual handwriting style, then join from b and p and add loops from f and g
46-48 Check-up	Check-up	Check-up	Check-up	Check-up	Check-up

Term 2 – continued on page

Term 3

Ready Reference Guide

The letter forms

The lower case alphabet for Workbooks 1-4

a b c d e f g h i j k l m
n o p q r s t u v w x y z

The lower case alphabet for Developing Skills books, Resources and Assessment books Red, Yellow 1, 2, 3, 4 and workbooks 5 and 6

a b c d e f g h i j k l m
n o p q r s t u v w x y z

The letter slope of 8° from the vertical to the right is introduced in Developing Skills Book 1

a b c d e f g h i j k l m
n o p q r s t u v w x y z

The lower case print alphabet

a b c d e f g h i j k l m
n o p q r s t u v w x y z

The capital letters

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

These are the same throughout the scheme.

The numerals

1 2 3 4 5 6 7 8 9 0

The joined style

The quick brown fox jumps over
the lazy dog.

The joining sets

Set 1

a c d e h i k l m n t u
Twelve letters with exit flicks.

Set 2

a c d e g i j m n o p q r s u v w x y
Nineteen letters which start at the top of the x-height.

Set 3

b f h k l t
Six letters which start at the top of an ascender.

Set 4

f o r v w
Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z
Eight letters after which no join is made.
Joins are not made to or from the letter z.

The joins

The first join 1 to 2	in am
The second join 1 to 3	ab ch
The third join 4 to 2	oa wo
The forth join 4 to 3	wh ob
The break letters	bigger

Please note that Bitterne CE Primary will teach the K as in the examples above rather than with a loop as this can look like an r.