



Nacton C of E Primary School

English Curriculum: Handwriting

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Little Wandle Handwriting 15mins 4 times a week LW pace and progression document	Unit 1 Letter patterns (4 weeks) - Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) - Up curves, Down curves, Mixed-height curves, Letter C (Week 2) - Spirals, Crosses, Turrets, Diagonals (Week 3) - Zig-zags, Sideways V, Letter X, Triangles (Week 4)	Units 2 to 5 lower case letters in letter families (9 weeks) Unit 2: Curly letter family c, a, d (Week 5) - g, o, q (Week 6) - e, s, f (Week 7) Unit 3: Long letter family - l, i, t (Week 8) - j, u, y (Week 9) Unit 4: Bouncy letter family - m, n, r (Week 10) - b, p, h (Week 11) Unit 5: Zig-zag letter family - v, w, x (Week 12) - z, k (Week 13) Review lower-case letters as needed (Week 14)	Teach capital letter formation (suggested time 11 weeks) - Cc, Aa, Dd (Week 15) - Gg, Oo, Qq (Week 16) - Ee, Ss, Ff (Week 17) - Ll, Ii, Tt (Week 18) - Jj, Uu, Yy (Week 19)	Teach capital letter formation continued Assess and review week (Week 20 – before or after half-term) - Mm, Nn, Rr (Week 21) - Bb, Pp, Hh (Week 22) - Vv, Ww, Xx (Week 23) - Zz, Kk (Week 24)	Practise in digraphs, trigraphs and words (suggested time 9+ weeks) - ff, ll, ss (Week 26) - zz, ck, qu (Week 27) - ch, sh, th (Week 28) - ng, nk, ai (Week 29) - ee, igh, oa (Week 30)	Practise in digraphs, trigraphs and words continued Assess and review week (Week 31 – before or after half-term) - oo, ar, or (Week 32) - ur, ow, oi (Week 33) - ear, air, er plus Assess and review (Week 34) Week 35 (onwards): Assess and review all letters as needed

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Little Wandle Handwriting 10mins daily 5 days a week LW support documents	Unit 1: Lower-case letters (6 weeks)	Unit 2: Applying capital Letters (7 weeks)	Unit 3 Forming digits (2 weeks) Unit 4: Digraphs and Trigraphs (4 weeks)	Unit 5: Useful words (6 weeks)	Unit 6: Words with Phase 5 GPCs (7 weeks)	Unit 7: Days of the week (2 weeks) Unit 8: Sentences with punctuation (1 week) Unit 9: Sentences with useful words (3 weeks)
	• c, a, d, g, o, q (Week 1) • e, s, f, l, i, t (Week 2) • j, u, y, m, n, r (Week 3) • b, p, h, v, w, x (Week 4) • z, k (Week 5) • Assess and review (Week 6)	• A, B, C, D (Week 7) • E, F, J, H (Week 8) • I, J, K, L (Week 9) • M, N, O, P (Week 10) • Q, R, S, T (Week 11) • U, V, W, X, Y, Z (Week 12) • Assess and review (Week 13)	• Numbers 0–5 (Week 1) • Numbers 6–9 (Week 2) • ll, ff, ss, zz, qu, ck, ch, sh (Week 3) • th, ng, nk, ai, ee, igh, oa, oo (Week 4) • ar, or, ur, ow, oi, ear, air, er (Week 5) • Assess and review (Week 6)	Focus words: • and, go, his, be, her, full, he, into (Week 7) • push, pull, she, put, the, me, is, as (Week 8) • we, to, all, are, by, my, I, was (Week 9) • they, said, you, come, do, have, here, like (Week 10) • love, little, has, one, some, there, so, today (Week 11) • Assess and review (Week 12)	Writing words with the GPCs: • ay, a-e, ea, e (Week 1) • ie, i-e, o, o-e (Week 2) • ue, ew, u-e, aw (Week 3) • ea, ir, ou, oy (Week 4) • i, a, ow, u (Week 5) • ph, wh, ie, g (Week 6) • Assess and review (Week 7)	Unit 7 - • Monday, Tuesday, Wednesday, Thursday (Week 8) • Friday, Saturday, Sunday (Week 9) Unit 8 • Focus punctuation: . ? ! (Week 10) Unit 9 • Focus words: again, ask, because, could, eye, beautiful, friend, call (Week 11) • Focus words: laugh, our, people, house, school, should, their, water (Week 12) • Assess and review (Week 13)

Year 2 – moving on to joined handwriting (only when they can form unjoined letters correctly and consistently).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 <i>Awaiting content from Little Wandle Handwriting Year 2 released September 2026</i>						

Year 3 and Year 4 –joined handwriting

Recap the four main joins.

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 and 4 Weekly discrete writing lesson 20mins and twice weekly 10 min practice using spellings.	Revisiting diagonal joins	Horizontal joins	Joining longer words	Consistency	Fluency	Presentation
	Objectives Review correct seated posture and pencil grip. Consolidate letter families. Revise diagonal joins to Letters with ascenders. Then without ascenders. Weekly focus - ai ay - ar aw - an am - at as - al Outcome Children write joined words confidently.	Objectives Secure joins into round letters. Maintain correct starting and finishing points. Keep letters consistently sized. Revise horizontal joins to letters without ascenders Horizontal joins to letters with ascenders Weekly focus - oo - oa - or - ob - ol - ow Outcome Accurate horizontal joins in words	Objectives Maintain joins through multisyllabic words. Improve spacing. Introduce joining across prefixes. Weekly focus - un- - re- - dis- - pre- - mis- - over-	Objectives Ascenders and descenders consistent. Parallel writing lines. Even spacing. Apply handwriting to: - paragraphs - lists - captions - instructions	Objectives Reduce pencil lifts. Smooth movement. Introduce timed handwriting. Practice - sentences - dictation - poetry	Objectives - Titles - Dates - Margins - Best presentation Outcome Children produce polished written work across subjects.

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 and 4 Weekly discrete writing lesson	Refining joins	Handwriting in spelling	Speed and stamina	Layout •	Writing efficiently	Independent application

20mins and twice weekly 10 min practice using spellings.	Objectives Review all joins. Focus on commonly incorrect joins. Improve consistency. Patterns • ve • wi • wh • wr • ck • qu	Objectives Practise joins through: • suffixes • prefixes • statutory spelling words Examples • -tion • -sion • -ment • -ness • -ful • -less	Objectives • Write continuously. • Maintain quality over longer pieces. • Reduce fatigue. Activities • copying • dictation • note making	Objectives Present: • reports • letters • diary entries • explanations	Objectives Develop automatic handwriting so cognitive effort is focused on composition. Timed practice • 5 minutes • 10 minutes • paragraph writing	Apply fluent handwriting in every curriculum subject. End of phase expectations Children: • join automatically • maintain consistent size • space accurately • write fluently • present work well
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Year 3 and 4

Statutory -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.

Year 5 and Year 6 –handwriting and presentation

Recap the letter families and all the joins.

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 5 and 6	Fluency and automaticity	Consistent style	Handwriting for purpose	Writing under timed conditions	Personal style	Presentation across the curriculum
Practice once or twice weekly using weekly spellings. (10 minutes)	Objectives - Review all joins. - Increase writing speed. - Maintain neatness. Practice - quotations - dictation - paragraph copying	Objectives Develop: - consistent slant - spacing - letter proportions - baseline control Introduce self-assessment.	Present: persuasive writing balanced arguments reports narratives Children adapt presentation to audience.	Objectives Maintain legibility while writing quickly. Activities - note taking - summarising - timed paragraphs	Objectives Develop a mature handwriting style without sacrificing legibility. Explore - spacing - rhythm - efficient joins	Apply handwriting expectations consistently in: - science - history - geography - RE

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 and 6	Precision	Speed for composition	Formal presentation	Efficient handwriting	Independence	Secondary readiness
Practice once or twice weekly using weekly spellings. (10 minutes)	Objectives Eliminate inconsistent joins. Improve - parallel lines - letter size - punctuation placement	Children write increasingly lengthy pieces while maintaining presentation. Timed tasks - sustained writing - note making - planning	Produce polished: - reports - letters - explanations - speeches	Objectives Develop stamina for SATs and secondary transition. Practice - extended answers - dictation - rapid note taking	Children choose: - page layout - spacing - headings - presentation according to purpose.	Focus - sustained fluent handwriting - examination speed - note taking - organisation - personal style

Year 5 and 6

Statutory -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.

Progressive Expectations Across the Four Years

Area	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Letter formation	Secure	Automatic	Automatic	Automatic
Joins	Mostly accurate	Consistently accurate	Automatic	Automatic
Size	Usually consistent	Consistent	Consistent	Mature consistency
Spacing	Mostly even	Even	Controlled	Controlled for purpose
Fluency	Developing	Secure	Fluent	Highly fluent
Speed	Appropriate	Increasing	Efficient	Fast and legible
Presentation	Good	Consistently good	Adapted to purpose	Mature and indepe

Lower key stage 2 weekly planning

Week 1 – Diagonal Joins to Ascenders	Week 2 – Diagonal Joins to Non-Ascenders	Week 3 – Horizontal Joins to Ascenders	Week 4 – Horizontal Joins to Round Letters	Week 5 – Descenders and Difficult Joins	Week 6 – Capitals, Spacing and Consistency
Teach These Joins Model each join slowly before children practise. - ah – a → h - al – a → l - at – a → t - oh – o → h - ol – o → l - ok – o → k - eb – e → b - el – e → l - ck – c → k - cl – c → l Example Words	Teach These Joins - an - am - ar - ai - ad - en - er - in - un - ow Example Words made, sunny, river, magic, candle, animal, winter, garden Sentence Practice 25. Sam made a colourful paper kite.	Teach These Joins - oh - ob - ol - ot - vh - wh - wl - wt - ok - wk Example Words other, whole, white, both, worth, while, notebook Sentence Practice 39. The white horse walked slowly home.	Teach These Joins - oa - od - oe - oc - og - wa - wo - we - va - ve Example Words wood, water, woke, world, goat, voyage, weather Sentence Practice 53. The goat wandered across the wide road.	Teach These Joins - gy - gg - py - pp - jo - ju - qu - qy - ya - yo Example Words happy, puppy, jumping, quickly, yogurt, playground, gentle Sentence Practice 66. The happy puppy jumped quickly.	Practise - Capitals are not joined to the next letter. - Focus on: - Names - Days of the week - Months - Places Practice Words Oliver, Sophie, London, Monday, February, England Sentence Practice 71. Oliver visited London on Saturday. 72. Sophie travelled to Scotland with her family. 73. Emily read a book every Tuesday. 74. James found shells on the beach.

bath, hill, black, belt, hotel, clock, blanket, cold Sentence Practice 11. Ben built a tall black boat. 12. The black cat climbed the tall wall. 13. Holly held the blue balloon carefully. 14. Mum baked a lovely chocolate cake.	26. The tiny rabbit ran across the grass. 27. We planted seeds in the school garden. 28. Every child enjoyed reading together.	40. We wrote our homework neatly today. 41. The whole class worked quietly together. 42. Tom wore a warm woolly hat.	54. We opened the old wooden gate. 55. The boat floated across the calm water. The weather was warm and sunny.	67. Jenny played quietly in the playground. 68. The young goat grazed beside the gate. We quickly packed our yellow bags	
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