

Whole School Handwriting Overview

	Letter Formation	Introduce Joins	Cursive Writing		Proportion and Spacing	Style for Purpose	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
T1	Gross Motor Skills	Motor skills	Motor Skills	(Revise alphabet formation)	(Revise alphabet formation)	(Revise alphabet formation)	(Revise alphabet formation)
	Fine Motor Skills	Revisit letter formation	(Revise alphabet formation)	Common prefixes and suffixes	Revise break letters	(Revise break letters)	(Revise break letters)
	Pattern and Shape		Break letters		Common suffixes	(Revise joins)	(Revise joins)
	<i>Phonics: Level 1</i>						
T2	Motor Skills	Motor skills	Motor Skills	Common prefixes and suffixes	Double letters	Style for speed: looping descenders	Writing at speed
	Pattern and Shape	Vowel formation	Diagonal and horizontal joins	(Revise Break letters)	Parallel ascenders and descenders		
	(Name Writing)	Capital Letters	(Numbers 1-100)				
	<i>Phonics: Level 2</i>	(Numbers 0-9)					
T3	Motor skills	Motor skills	Diagonal and horizontal joins	Focus on b and p	Parallel ascenders and descenders	Style for speed: joining from t, f, s, v, w, x, z	Self-assessment
	Ladder letters	Diagonal join to ascender			Common suffixes		
	<i>Phonics: Level 3</i>						
T4	Motor Skills	Motor skills	Diagonal and horizontal joins	Common suffixes	Speed and fluency in context	Style for speed: pen breaks in words	Project: Playscript
	Robot letters	Diagonal join, no ascender					
	<i>Phonics: Level 3</i>	(Numbers 10-20)					
T5	Motor Skills	Motor skills	Diagonal and horizontal joins	Common prefixes	Size, proportion, spacing	Style for purpose	Project: Information
	Curly caterpillar letters	Diagonal join, no ascender					
	<i>Phonics: Level 4</i>						

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T6	Motor Skills Zig-zag monster letters <i>Phonics: Level 4</i>	Motor skills Horizontal join, no ascender (Revisit 1-20)	Diagonal and horizontal joins	Practise in context	Size, proportion, spacing Print alphabet for headings and labels	Haiku Project	(Project: Transition)
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N.B. This Overview is for classes and children working at the expected standard. Teachers reserve the right to revisit an earlier handwriting stage to cater to the need of the whole or part of the class.