

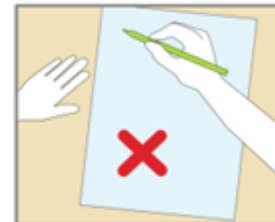
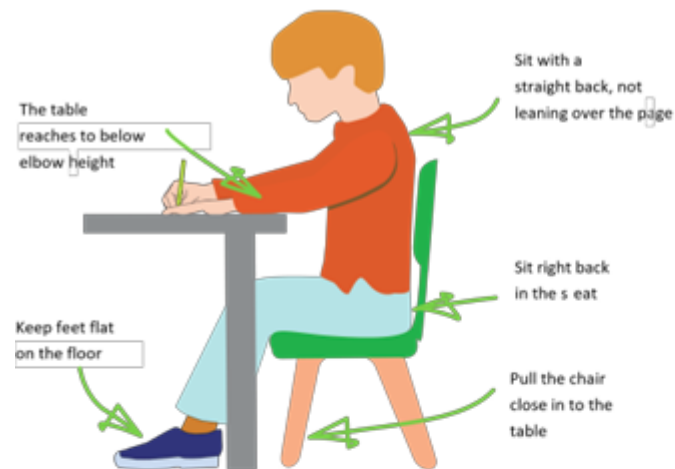
Handwriting Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Stage 1 (squiggle dance 1: up, down, side to side,	crossover) Stage 2 (Squiggle dance 2: wiggle up, wiggle down, wiggle to the side, wiggle crossover)	Stage 3 (squiggle dance 3: circle front, circle opposite sides, spin)	Stage 4	Stage 5	Stage 6
Reception	Little Wandle Letters and Sounds letter formation practise in line with phonics					
Year 1	See dough disco progression document					
Year 2	Consolidate little wandle letter formation based on assessment. Letters on lines etc.	Consolidate little wandle letter formation based on assessment. Letters on lines etc. Handwriting link Begin to introduce pre-cursive Straight line i l t x z	Curves to start c a d g q o e s	Top exit r v w	Tunnel N M H B p u	Hooks, loops and lines J Y F K
Year 3	Refine and consolidate pre-cursive based on assessment from the end of Y2.	Bottom joins ai ar au aw ay	Bottom to c shaped joins as ea ed ng	Bottom to e joins ae be de ee	Top e joins oe re ve we ere	Top joins oa oo oh oi on

		ch ck er ew ff ir kn ll qu sh th ur	ss igh ing squ	fe ge ie pe se ue	ure	op or ou ov ow oy wh
Year 4	Refine and consolidate joins based on Year 3 end of year assessment.	Refine and consolidate joins based on Year 3 end of year assessment.	Application to common exception words Interventions for targeted children.			
Year 5	Application to common exception words Interventions for targeted children. Application to paragraphs of text to develop handwriting stamina.					
Year 6	Application to common exception words Interventions for targeted children. Application to paragraphs of text to develop handwriting stamina.					

BBC Back Bottom Chair	TNT Tummy Near Table	Six Feet on the ground	Two Hands to write
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Correct Sitting Position

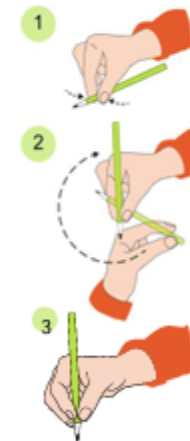


Paper position for right handed children

The Tripod Pencil Grip

Both right- and left-handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. Teachers should pay particular attention to pencil grip and sitting position.

- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.



If a child is not using the tripod pencil grip, ensure a pencil grip assessment has been done to put in appropriate interventions.