

# Hazelwood Schools

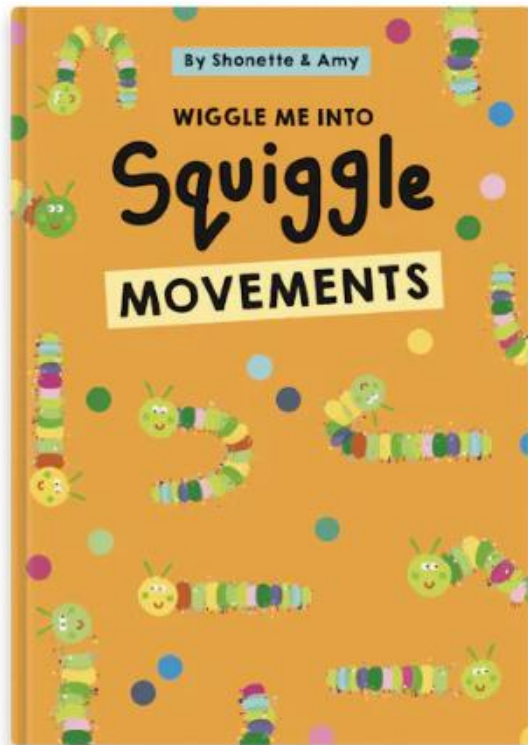


## Handwriting

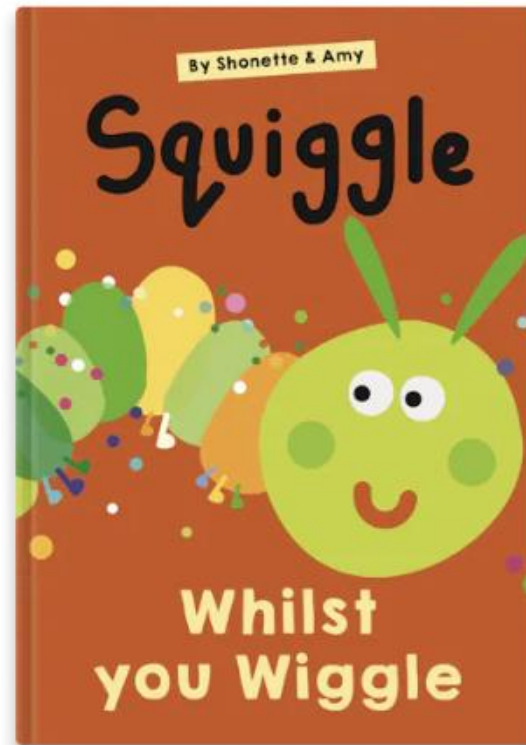
### Knowledge and Skills Progression

## Hazelwood Handwriting Progression

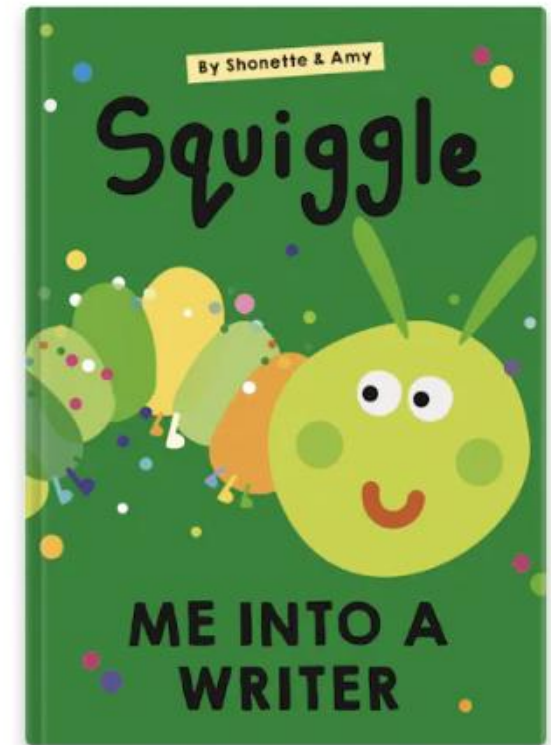
At Hazelwood, we value the importance of securing a firm foundation for Handwriting skills in the Early Years. We focus on developing gross and fine motor skills in order to fully prepare our children with the core strength, co-ordination and control they need when writing. We use the **Squiggle Early Learning programme**, a developmental approach to early writing that uses neurological and physiological movements to create marks. There are 3 stages that our children



**Wiggle Me into Squiggle**



**Squiggle Whilst You Wiggle**



**Squiggle Me into a Writer**

## Hazelwood Handwriting Progression

### Nursery

**Wiggle me into a Squiggler** is designed for the early stages of mark making and physical development used in writing. This year, children will begin to develop both gross and fine motor skills through making patterns.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Wiggle me into a Squiggle</b> <ul style="list-style-type: none"> <li>• Move 1 Up</li> <li>• Move 2 Down</li> <li>• Move 3 Circles</li> </ul>	<b>Wiggle me into a Squiggle</b> <ul style="list-style-type: none"> <li>• Move 3 Circles</li> <li>• Move 4 Wiggle</li> <li>• Move 5 Shake</li> </ul>	<b>Wiggle me into a Squiggle</b> <ul style="list-style-type: none"> <li>• Move 5 Shake</li> <li>• Move 6 Hop</li> <li>• Move 7 Jump</li> </ul>	<b>Wiggle me into a Squiggle</b> <ul style="list-style-type: none"> <li>• Move 7 Jump</li> <li>• Move 8 Turning Turtle</li> </ul>	<b>Wiggle me into a Squiggle</b> <ul style="list-style-type: none"> <li>• Move 9 Turning Turtle</li> <li>• Move 10 Crawling</li> </ul> <p><b>Squiggle Whilst you Wiggle</b></p> <ul style="list-style-type: none"> <li>• Dance 1: up, down, side to side, cross over</li> </ul>

### Reception

**Reception - Squiggle Whilst you Wiggle and Squiggle me into a Writer** move on to more advanced mark making and letter formation. In Reception, children learn letter formation through the use of Little Wandle Letter formation rhymes. These are introduced to the children as they learn each grapheme. In Reception children learn to write letters separately (not joined up yet). When the child's letter formation is accurate, joins are then to be introduced in Year 1.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Squiggle Whilst you Wiggle</b> <p>Dance 1: up, down, side to side, cross over</p> <p>Dance 2: the wiggle</p> <p>Dance 3: the circle</p> <p>Dance 4: the hump</p> <p><i>Start learning Little Wandle Rhymes</i></p>	<b>Squiggle Whilst You Wiggle</b> <p>Dance 5: the hook</p> <p>Dance 6: the spiral</p> <p>Dance 7: the wave</p> <p>Dance 8: the letter s</p> <p>Dance 9: the straight line</p>	<b>Squiggle Me into a Writer</b> <p>Dances: m, a, s, d, t, i</p> <p><i>Using Little Wandle Rhym</i></p>	<b>Squiggle Me into a Writer</b> <p>Dances: n, p, g, c/o, k, b,</p>	<b>Squiggle Me into a Writer</b> <p>Dances: f, e, l, h, r/j, v/w/z/x</p>	<b>Squiggle Me into a Writer</b> <p>Dances: y, q/u, sh, ch, th,</p>

## Hazelwood Handwriting Progression

At Hazelwood we use **Penpals Handwriting Scheme** to deliver our handwriting curriculum from Year 1 to 6. Penpals for Handwriting is a complete handwriting scheme, offering clear progression through different developmental stages. It supports and teaches children to develop a fast and fluent handwriting style to help them achieve their potential in writing. The **stages** are identified and these form the basic organisation of the scheme:

The scheme offers a clear progression throughout:

- Beginning to join (Lower KS1)
- Securing joins (Upper KS1/Lower KS2)
- Practising speed and fluency (Lower KS2)
- Presentation skills (Upper KS2)



## Year 1

During this school year children will begin to join some pairs of letters within a word. Units introducing new letters or joins are flagged with coloured dots

### Term 1

- 1 Practising long-legged giraffe letters
- 2 Writing words with **ll**
- 3 Introducing capitals for long-legged giraffe letters
- 4 Practising one-armed robot letters
- 5 Practising long-legged giraffe letters and one-armed robot letters
- 6 Introducing capitals for one-armed robot letters
- 7 Practising curly caterpillar letters
- 8 Writing words with double **ff**
- 9 Writing words with double **ss**
- 10 Introducing capitals for curly caterpillar letters

### Term 2

- 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters
- 12 Practising zig-zag monster letters
- 13 Writing words with double **zz**
- 14 Mixing all the letter families
- 15 Practising all the capital letters
- 16 Practising all the numbers 0-9
- 17 Writing words with **ck** and **qu**
- 18 Practising long vowel phonemes: **ai, igh, oo**
- 19 Practising vowels with adjacent consonants: **ee, oa, oo**
- 20 End-of-term check

### Term 3

- 21 Numbers 10-20: spacing
- 22 Practising **ch** unjoined
- 23 Introducing diagonal join to ascender: **ch**
- 24 Practising **ai** unjoined
- 25 Introducing diagonal join, no ascender: **ai**
- 26 Practising **wh** unjoined
- 27 Introducing horizontal join to ascender: **wh**
- 28 Practising **ow** unjoined
- 29 Introducing horizontal join, no ascender: **ow**
- 30 Assessment



## Year 2

The main aim this year is for the children to become fluent and develop an automatic style. Units introducing new letters or joins are flagged with coloured dots

### Term 1

- 1 Practising diagonal join to ascender: *th, ch*
- 2 Practising diagonal join, no ascender: *ai, ay*
- 3 Practising diagonal join, no ascender: *ir, er*
- 4 Practising horizontal join to ascender: *wh, oh*
- 5 Practising horizontal join, no ascender: *ow, ou*
- 6 Introducing diagonal join to e: *ie, ue*
- 7 Introducing horizontal join to e: *oe, ve*
- 8 Introducing *ee*
- 9 Practising diagonal join, no ascender: *le*
- 10 Writing numbers 1-100

### Term 2

- 11 Introducing diagonal join to anticlockwise letters: *ea*
- 12 Practising diagonal join to anticlockwise letters: *igh*
- 13 Practising diagonal join to anticlockwise letters: *dg, ng*
- 14 Introducing horizontal join to anticlockwise letters: *oo, oa*
- 15 Practising horizontal join to anticlockwise letters: *wa, wo*
- 16 Introducing mixed joins for three letters: *air, ear*
- 17 Practising mixed joins for three letters: *oor, our*
- 18 Practising mixed joins for three letters: *ing*
- 19 Size and spacing
- 20 End-of-term check

### Term 3

- 21 Building on diagonal join to ascender: *ck, al, el, at, il, ill*
- 22 Building on diagonal join, no ascender: *ui, ey, aw, ur, an, ip*
- 23 Building on horizontal join to ascender: *ok, ot, ob, ol*
- 24 Building on horizontal join, no ascender: *oi, oy, on, op, ov*
- 25 Building on diagonal join to anticlockwise letters: *ed, cc, eg, ic, ad, ug, dd, ag*
- 26 Building on horizontal join to anticlockwise letters: *oc, og, od, va, vo*
- 27 Introducing joins to s: *as, es, is, os, ws, ns, ds, ls, ts, ks*
- 28 Practising joining *ed* and *ing*
- 29 Assessment
- 30 Capitals

## Year 3

Children will refine their handwriting and make sure that the size and proportions of all letters and the spaces between letters and words are consistent. Units introducing new letters or joins are flagged with coloured dots

### Term 1

- 1 Practising joining through a word in stages: no ascenders or descenders
- 2 Practising joining through a word in stages: parallel ascenders
- 3 Introducing joining from s to ascender: *sh, sl, st, sk*
- 4 Introducing joining from s, no ascender: *sw, si, se, sm, sn, sp, su*
- 5 Introducing joining from s to an anticlockwise letter: *sa, sc, sd, sg, so, sq*
- 6 Introducing joining from r to an ascender: *rb, rh, rk, rl, rt*
- 7 Introducing joining from r, no ascender: *ri, ru, m, rp*
- 8 Introducing joining from r to an anticlockwise letter: *ra, rd, rg, ro*
- 9 Introducing joining from r to e: *are, ere, ure, ore, ire*
- 10 Introducing break letters: *g, j, y, f, b, p, x, z*

### Term 2

- 11 Introducing joining to f: *if, ef, af, of*
- 12 Introducing joining from f to an ascender: *fl, ft*
- 13 Introducing joining from f, no ascender: *fe, fi, fu, fr, fy*
- 14 Introducing joining from f to an anticlockwise letter: *fo, fa*
- 15 Introducing *ff*
- 16 Introducing *rr*
- 17 Introducing *ss*
- 18 Introducing *qu*
- 19 Revising parallel ascenders and descenders
- 20 End-of-term check

### Term 3

- 21 Revising joins: letter spacing
- 22 Revising joins: spacing between words
- 23 Revising joins: consistency of size
- 24 Revising joins: fluency
- 25 Revising joins: parallel ascenders
- 26 Revising joins: parallel ascenders and descenders
- 27 Revising horizontal join from r to an anticlockwise letter: *rs*
- 28 Revising break letters
- 29 Assessment
- 30 Revising capital letters

## Year 4

In Year 4 children will begin to slope their handwriting and will keep ascenders and descenders parallel. Children will begin to practise writing at increased speed and will be introduced to the print alphabet for captions, headings, labels and posters. Units introducing new letters or joins are flagged with coloured dots

### Term 1

- 1 Introducing diagonal join from p and b to ascender: *ph, pl, bl*
- 2 Introducing diagonal join from p and b, no ascender: *bu, bi, be, pu, pi, pe*
- 3 Introducing diagonal join from p and b to an anticlockwise letter: *pa, po, ps, ba, bo, bs*
- 4 Revising parallel ascenders and descenders: *bb, pp*
- 5 Break letters: *x, z*
- 6 Spacing in common exception words
- 7 Consistent size of letters
- 8 Relative size of capitals
- 9 Speed and fluency
- 10 End-of-term check

### Term 2

- 11 Revising parallel ascenders
- 12 Revising parallel ascenders and break letters
- 13 Relative sizes of letters
- 14 Proportion of letters
- 15 Spacing between letters
- 16 Spacing between words
- 17 Writing at speed
- 18 Improving fluency
- 19 Speed and fluency
- 20 End-of-term check

### Term 3

- 21 Consistency of size
- 22 Proportion
- 23 Spacing between letters and words
- 24 Size, proportion and spacing
- 25 Fluency: writing longer words
- 26 Speed and fluency
- 27 Revising break letters
- 28 Print alphabet: presentation
- 29 Assessment
- 30 Capital letters: presentation



## Year 5

By this stage children should be secure at joining and able to use joined up writing for most of their work. Children will be experimenting with slopes and will have a more mature and comfortable style ink. Units introducing new letters or joins are flagged with coloured dots

### Term 1

- 1 Introducing sloped writing in letter families
- 2 Practising sloped writing: diagonal join to ascender: *th, sh, nb, nd, ht, st*
- 3 Practising sloped writing: diagonal join, no ascender: *ai, ay, kn, er, ie, en*
- 4 Practising sloped writing: diagonal join to an anticlockwise letter: *ac, sc, bo, da, ea, ho*
- 5 Practising sloped writing: horizontal join to ascender: *wh, wt, oh, ol, of, ob*
- 6 Practising sloped writing: horizontal join, no ascender: *oi, oy, ou, op, ve*
- 7 Practising sloped writing: horizontal join to an anticlockwise letter: *oo, oa, wa, wo, va, vo*
- 8 Practising sloped writing: joining from r: *ra, re, ri, ro, ru*
- 9 Practising sloped writing: joining from s: *sh, su, sc, sl, sw, sp*
- 10 End-of-term check

### Term 2

- 11 Practising sloped writing: proportion – joining from f to ascender: *ft, ft*
- 12 Practising sloped writing: size – joining from f, no ascender: *fa, fe, fi, fo, fu*
- 13 Different styles for different purposes: writing a paragraph
- 14 Practising sloped writing: speed: *ff*
- 15 Practising sloped writing: speed and legibility: *rr*
- 16 Practising sloped writing: size, proportion and spacing: *ss*
- 17 Practising sloped writing: building speed: *qu*
- 18 Different styles for different purposes: decorative alphabets
- 19 Different styles for different purposes
- 20 End-of-term check

### Term 3

- 21 Sloped writing: proportion, joining p and b to ascenders: *ph, pl, bl*
- 22 Handwriting for different purposes: joining from p and b, no ascender: *bu, bi, pe, pu, pi, pr*
- 23 Practising sloped writing: parallel downstrokes: *pp, bb*
- 24 Practising sloped writing: all double letters
- 25 Practising sloped writing for speed: *tial, cial*
- 26 Practising sloped writing for fluency
- 27 Personal style
- 28 Handwriting for different purposes: print alphabet
- 29 Assessment
- 30 Capitals

## Year 6

By this stage children should be secure at joining and able to use joined up writing for most of their work. Children will be experimenting with slopes and will have a more mature and comfortable style ink. Units introducing new letters or joins are flagged with coloured dots

### Term 1

- 1 Style for speed: crossbar join from t: *th, ti, tr, ta, tt*
- 2 Style for speed: looping from g: *gl, gi, gr, ga, gg*
- 3 Style for speed: looping from j and y: *je, jo, ye, yr, yo*
- 4 Style for speed: looping from f
- 5 Style for speed: different joins to s
- 6 Style for speed: looping from b
- 7 Style for speed: joining from v, w, x and z
- 8 Handwriting for different purposes: abbreviations
- 9 Spacing between words
- 10 End-of-term check

### Term 2

- 11 Improving handwriting: the importance of consistent sizing
- 12 Improving handwriting: the importance of proportion
- 13 Improving handwriting: the importance of spacing
- 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
- 15 Improving handwriting: the importance of closed and open letters
- 16 Improving handwriting: pen breaks in longer words
- 17 Handwriting for different purposes: annotations
- 18 Handwriting for different purposes
- 19 Choice of handwriting tools
- 20 End-of-term check

### Term 3

- 21 Handwriting for different purposes: fast-joined and print letters
- 22 Handwriting for different purposes: note making
- 23 Handwriting for different purposes: neat writing
- 24 Handwriting for different purposes: print letters for personal details
- 25 Different styles of writing
- 26 Handwriting for different purposes: presentation
- 27 Handwriting for different purposes: decorated capitals
- 28 Handwriting for different purposes: layout
- 29 Assessment
- 30 Handwriting for different purposes: handwriting patterns