

1 INTENT

To ensure that the vast majority of children develop age-appropriate motor skills leading to a fast, fluent, comfortable, legible, and joined handwriting style by the time they enter Year 3 and before leaving SELE First School. This policy provides clear guidance to ensure children:

- Develop a secure recognition and appreciation of pattern, orientation, and line.
- Master conventional, efficient ways of forming print lowercase and capital letters before transitioning to joined script.
- Understand the vital role of clear presentation in communicating meaning to an audience.
- Take intrinsic pride in the neatness and presentation of all written work across the curriculum.
- Write with sufficient speed and automaticity so that physical execution does not restrict their cognitive capacity for composition.

2 IMPLEMENTATION: WHOLE-SCHOOL FRAMEWORK

2.1 Ascenders and Descenders

Securing a consistent spatial relationship between letters is essential for legibility. Children must practice on lined paper to master letter positioning relative to the baseline:

- The "body" of descenders (g, j, p, q, y) sits firmly on the baseline, with loops/tails extending below it to a uniform depth.
- The main body of x-height lowercase letters (a, c, e, i, m, n, o, r, s, u, v, w, x, z) must remain consistent in scale.
- Ascenders (b, d, h, l, k) must extend upwards clearly above the x-height, noting that the letter t is slightly shorter than other ascenders.
- The letter f is treated distinctly, sitting securely on the line while extending both above and below it.

2.2 Adaptive Provision & Inclusion

Where a pupil requires targeted physical or motor support, provisions are mapped out collaboratively with the SENDCo through an **Individual Support Plan** (replacing legacy IEPs). Interventions are designed around the specific physical profile of the child and may incorporate:

- Dedicated gross and fine motor therapeutic sessions.
- Specialized physical adaptations, including slanting boards, weighted bases, or monitored commercial pencil grips.

- Environmental adjustments, including desk height, seating space, posture checks, and optimized lighting.

2.3 Pencil Grip

A comfortable, functional pencil grip must be established from the outset in Reception to ensure physical stamina and prevent hand fatigue.

- Pupils are explicitly taught and encouraged to use a **relaxed tripod grip**, holding the pencil between the thumb and forefinger with the shaft resting gently on the third finger.
- The thumb and forefinger must remain flexible to allow for the highly refined, micro-movements required for fluid control.
- While commercial or triangular pencil grips may be deployed to guide early finger placement, their application must be continuously monitored by staff to ensure they are not misapplied or causing secondary tension.

2.4 Posture & Core Strength

Correct physical alignment is as critical as hand mechanics. Awkward or slouched seating setups cause fatigue, tension, and reduced writing speed. To build essential upper-body stability, teachers lead **PenPals coordination and strengthening exercises at least twice per week** in short, high-impact bursts.

2.5 Practical Environmental Adaptations for Posture

- Ensure tables and workspaces are completely clear so that pupils have adequate space and are not jostling each other's writing arms.
- Match table and chair heights so that children sit comfortably with **both feet flat on the floor** and their legs free from contact with the underside of the desk.
- Position pupils so that they use their non-writing hand to steady the page, absorb minor body weight, and tilt the paper slightly to match their natural angle of stroke.

2.6 Instructional Guidance for Left-Handed Pupils

Left-handed writers require targeted instructional adaptations to prevent them from developing restrictive habits or a hooked, "clawed" writing style. Because tracking right-handed teacher modeling is highly challenging, teachers must explicitly model letter formation strokes using their own left hand (including in-air skywriting) during targeted small-group sessions.

- **Seating:** Left-handed children must always sit on the left side of right-handed peers to prevent their writing arms from colliding.
- **Paper Positioning:** Left-handed pupils require their paper positioned slightly to the left of their body's center line, tilted clockwise so they maintain a clear line of sight over their writing path and prevent smudging.
- **Grip Mechanics:** Pencils must be held approximately 1.5 cm away from the point to keep the child's line of vision uninterrupted. The wrist must remain straight, with the pencil resting naturally parallel to the thumb in the V-shaped space between the thumb and forefinger.
- **Cross-Stroke:** Cross-strokes on letters such as T, t, and f are explicitly taught to be formed from right to left for left-handed pupils, reversing the right-handed direction to support natural arm mechanics.

2.7 Cross-Curricular Application & Presentation Standards

Handwriting and layout expectations are explicitly discussed, reinforced, and valued across all subjects, not just within discrete English units.

- **Teacher Modeling:** Teachers must consistently model high-quality, neat handwriting on whiteboards, digital displays, and within feedback marking.
- **Contextual Styles:** Pupils are taught the difference between functional, internal writing (such as personal note-taking or rapid brainstorming) and a polished, "best" hand reserved for presentation and display work.
- **Error Management:** Erasures in everyday work are managed neatly by drawing a **single, clean horizontal line** through the error. Rubbers are strictly reserved for final publication pieces or formal display work.

2.8 Equal Opportunities

We ensure that every child receives an equitable, accessible, and high-quality learning experience regardless of ability, culture, background, or gender. The implementation and impact of this policy are monitored continuously to guarantee no group is disadvantaged.

2.9 Scheme Delivery & Style

The school utilizes the **PenPals for Writing** scheme across all year groups and abilities.

Handwriting is delivered as a discrete, high-focus skill using a **"little and often" approach; 5-minute dedicated sessions** embedded within regular weekly routines are optimal.

Letter joins are introduced systematically according to the PenPals sequence, emphasizing that a join is only valuable if it improves writing rhythm, flow, and speed without diminishing legibility.

3 IMPLEMENTATION EYFS

TEACHING HANDWRITING IN EARLY YEARS FOUNDATION STAGE (EYFS)

In EYFS children will develop and extend their gross and fine motor control through effective practice, planning and resourcing for physical development. They will develop:

- Good gross and fine motor control.
- Recognition of pattern.
- A language to talk about shapes and movements.
- The main handwriting movements in the 3 basic letter shapes i.e. l, c, and r.

3.1 Gross motor control

Children will develop controlled movements of the whole body, or limbs. Of particular importance in relation to handwriting is the development of good posture and balance. Activities such as dance, football, use of small apparatus, cycling, gripping climbing frames and building with large-scale construction kits all develop gross motor control.

3.2 Fine motor control

Children will develop controlled smaller movements, usually of the hand and fingers through activities that involve small-scale movements, such as those described in the EYFS curriculum. Until children have gained reasonable fine motor control through mark making and other activities, formal handwriting e.g. worksheets are not appropriate.

3.3 Developing gross motor control

Teach and consolidate the vocabulary of movement by talking about the movements children make, such as going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements. Show children how to make large movements in the air with their arms, hands and shoulders. For example, fix ribbons on to the end of sticks for the children to swirl in the air. Encourage the use of both sides of the body.

3.4 Developing letter shapes using gross motor movements

This should happen daily for short intervals. Encourage children to sky-write with both hands. Ask another adult or a confident child to model the movement with her/his back to the rest of the children. Stand behind the children to check they are all following the movement correctly. Let children make patterns in the air or on each other's backs. Make a letter shape in the damp sand tray. Invite each child in the group to trace over the shape, going a little deeper each time. The object is to get down to the base of the sand tray without the sides falling in. Reinforce the vocabulary of movement, for example 'the curly caterpillar', 'the long ladder' and 'the one-armed robot'. Talk about the movements as you make them, using a 'pattern'.

3.5 Teaching letter patterns

Introduce patterns for writing to focus on features that recur in letter formation: focus on patterns which build on the three basic letter shapes:

- l, for example 'the long ladder'
- c, for example 'the curly caterpillar'
- r, for example 'the one-armed robot'

Include patterns that move across the body, from left to right. Allow children to produce the pattern across the entire line. This encourages fluency of movement and helps to emphasise the right to left direction of our writing system.

Keep talking about the movements you make in the patterns. Let the children invent 'sounds' to make as they draw their patterns, for example a bouncing sound as they bounce up from the one-armed robot's feet, a buzzing sound as you draw anticlockwise spirals.

3.6 Ideas for developing fine motor control

Children make patterns using pegboards. Provide sewing and weaving activities. Involve the children in chopping and peeling in cooking activities. Provide woodworking tools such as pliers, screwdrivers, hammers. Use finger rhymes, counting fingers.

Children should write their names as soon as possible from Nursery; names are useful in handwriting templates. Some children who come to school already able to write their names may associate the wrong movement (common error is forming 'o' and 'a' using clockwise movement).

From Y1 children should write first and last names (surnames) on all work with an emphasis on correct letter size and formation.

Teach correct size of capital letter misconceptions; this occurs when lower case and capitals are the same shape for example Cc, Ss, Oo.

Close home-school links are important in this area. Ensure a sheet of letters showing correct formation is always available for parents. Resources are available in Pen Pals scheme to photocopy.

3.7 Choice of paper

As children begin to write letters, having practised the letter shapes through skywriting and other large-scale activities, provide them with a large piece of paper (turned landscape) with a single line. Lined paper is important because so much about handwriting is to do with the letters' orientation to the line. Line guides are useful for older children completing a final piece on paper.

4.0 IMPACT EYFS

Knowledge, skills and understanding are developed in the order of the scope and sequence section of the Teacher's book in the Pen Pals Handwriting Scheme.

In Nursery the majority of children will:

- Develop gross motor control.
- Develop fine motor control.
- Use large equipment to make marks e.g. big chalks, paint brushes, finger painting etc.
- Use a range of mark making tools such as pencils, pens and crayons, etc.
- Develop recognition of pattern. Some will develop language of shape and movement.

When the children have developed gross and fine motor control introduce letter formation: Develop a language to talk about shapes and movements.

The main handwriting movements involved in the basic letter shapes:

c o a d g q (anti-clockwise round)
r n m h b p (down and retrace upwards)
i l u t y j (down and off in another direction)
v w x z (zig zag letters)
e f s k (odd letters)

In addition to above the majority of children in Reception will:

- Form clear, separate print letters. In line with the DfE Writing Framework, lead-in/entry strokes are not introduced or taught in Reception or Key Stage 1 to minimize cognitive and transcription complexity.
- Use a pencil, held effectively.
- Form recognisable letters most of which are correctly formed.
- Receive instant feedback when errors in pencil grip or formation are seen.
- Write their first and last name accurately with capital letters used correctly.

Using lined paper ensure lines are widely spaced. It helps children to leave a blank line between each line of writing initially to avoid ascenders and descenders overlapping. Formation practice will also occur without the use of lines, including on small whiteboards, sand trays etc.

5.0 IMPLEMENTATION KS1

HANDWRITING AND PRESENTATION

Teaching will reinforce and focus on:

- How to hold a pencil.
- Writing from left to right and top to bottom of a page.
- Starting and finishing letters correctly.
- Forming letters of regular size and shape.
- Putting regular spaces between letters and words.
- Forming lower and upper-case letters.
- Joining two letters or more when the pupil's independent print formation is fully secure and automatic.
- The importance of clear and neat presentation in order to communicate meaning.

6.0 IMPACT KS1

In KS1, handwriting parameters are focused strictly on the mechanics of clear execution and fluid script. The majority of children can:

- Write each lower case and capital letter of the alphabet correctly.
- Form regular lowercase text, ensuring clear distinction between upper and lower-case shapes.
- Control pencil grip and posture to sustain short writing intervals with increasing stamina.
- Master and execute the four basic handwriting joins provided in the PenPals scheme.

6.1 In Y1 the majority of children will consolidate letters in the following order:

c o a d g q (anti-clockwise round)
r n m h b p (down and retrace upwards)
i l u t y j (down and off in another direction)
v w x z (zig zag letters)
e f s k (odd letters)

They will form all single letters correctly using clean print forms without lead-in strokes; use a comfortable, efficient pencil grip; write with spaces between words accurately; develop speed and stamina; produce writing which sits on the line most of the time. They will form capital letters and ensure ascenders and descenders are increasingly clear.

6.2 In Y2 the vast majority of children will write legibly, using upper and lower-case letters appropriately with correct spacing within and between words; write on the line, use all joins that have been taught most of the time; form ascenders and descenders consistently and correctly; practise writing at speed; form and use the four basic handwriting joins seen Pen Pals.

7.0 IMPLEMENTATION KS2

HANDWRITING AND PRESENTATION

The basic structure of a handwriting session will focus on:

- Relaxation. Warm up of gross and fine motor skills (Pen Pals videos).
- Posture check, feet flat on the floor, back touching the chair.
- Teacher modelling.
- Children practising independently with teacher model, then from memory.

The vast majority of children in Y3 will write legibly in a joined style with increasing fluency and speed, use different forms of handwriting for different purposes.

7.1 In KS2 handwriting instruction continues to be delivered as a discrete transcription skill to automate text execution and maximize composition fluency.

8 IMPACT KS2

KEY ACHIEVEMENTS AND EXPECTATIONS KS2

8.1 In Y3 the majority of children will:

- Consistently use and develop efficient joined handwriting, consolidating their knowledge of key joins and excellent presentation.
- Further develop writing speed and stamina.
- Join all handwriting.

8.2 In Y4 the majority of children will:

- Complete all work in all books to a very high standard of presentation.
- Have ascenders and descenders in the correct place and on the lines.
- Write automatically not having to think about formation, consistent size and spacing.
- Join handwriting all of the time with a simple, cursive, legible, accurate style.
- Write with competency at a steady execution speed.

Scope and sequence

Units introducing new letters or joins are flagged with coloured dots.

Foundation 1/3-5 years

Developing gross motor skills

- 1 Whole-body responses to the language of movement
- 2 Large movements with equipment
- 3 Large movements with malleable materials
- 4 Body responses to music

Developing fine motor skills

- 5 Hand and finger play
- 6 Making and modelling
- 7 Messy play
- 8 Links to art
- 9 Using one-handed tools and equipment
- 10 Hand responses to music

Developing patterns

- 11 Pattern-making
- 12 Investigating dots
- 13 Investigating straight lines and crosses
- 14 Investigating circles
- 15 Investigating curves, loops and waves
- 16 Investigating joined straight lines and angled patterns
- 17 Investigating eights and spirals

Foundation 2/Primary 1

Term 1

- 1 Dots
- 2 Straight lines and crosses
- 3 Circles
- 4 Waves
- 5 Loops and bridges
- 6 Joined straight lines
- 7 Angled patterns
- 8 Eights
- 9 Spirals
- 10 Left-to-right orientation
- 11 Mix of patterns
- 12 Review of patterns

Term 2

- 13 Introducing long-legged giraffe letters: **l**
- 14 Practising long-legged giraffe letters: **L, I**
- 15 Practising long-legged giraffe letters: **u, t**
- 16 Practising long-legged giraffe letters: **j, y**
- 17 Practising all the long-legged giraffe letters: **L, I, t, u, j, y**
- 18 Introducing one-armed robot letters: **r**
- 19 Practising one-armed robot letters: **b, n**
- 20 Practising one-armed robot letters: **h, m**
- 21 Practising one-armed robot letters: **k, p**
- 22 Practising all the one-armed robot letters: **r, b, n, h, m, k, p**

- 23 Practising all the long-legged giraffe and one-armed robot letters
- 24 Reviewing all the long-legged giraffe and one-armed robot letters

Term 3

- 25 Introducing curly caterpillar letters: **c**
- 26 Practising curly caterpillar letters: **a, d**
- 27 Practising curly caterpillar letters: **o, s**
- 28 Practising curly caterpillar letters: **g, q**
- 29 Practising curly caterpillar letters: **e, f**
- 30 Practising all the curly caterpillar letters: **c, a, d, o, s, g, q, e, f**
- 31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters
- 32 Introducing zig-zag monster letters: **z**
- 33 Practising zig-zag monster letters: **v, w, x**
- 34 Practising all the zig-zag monster letters: **z, v, w, x**
- 35 Practising all the curly caterpillar and zig-zag monster letters
- 36 Reviewing all the curly caterpillar and zig-zag monster letters

Year 1/Primary 2

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/Primary 3

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: **dq, ng**
- 14 Introducing horizontal join to anticlockwise letters: **oa, oa**
- 15 Practising horizontal join to anticlockwise letters: **wa, wa**
- 16 Introducing mixed joins for three letters: **air, ear**
- 17 Practising mixed joins for three letters: **oar, oar**
- 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, ol, at, il, ill**
- 22 Building on diagonal join, no ascender: **ui, ey, aw, ur, an, ip**
- 23 Building on horizontal join to ascender: **ck, ot, ob, ot**
- 24 Building on horizontal join, no ascender: **oi, oy, om, 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: **ot, 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/Primary 4

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, sl, 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 t: *if, of, af, of*
- 12 Introducing joining from t to an ascender: *ft, ft*
- 13 Introducing joining from t, no ascender: *fe, fi, fu, fr, fy*
- 14 Introducing joining from f to an anticlockwise letter: *fo, fa*
- 15 Introducing *ff*
- 16 Introducing *tt*
- 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/Primary 5

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, pl, 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/Primary 6

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, ul, oh, ol, of, ob*
- 6 Practising sloped writing: horizontal join, no ascender: *oi, oy, ou, op, oe*
- 7 Practising sloped writing: horizontal join to an anticlockwise letter: *oo, oa, ua, wa, 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, su, sp*
- 10 End-of-term check

Term 2

- 11 Practising sloped writing: proportion - joining from t to ascender: *ft, ft*
- 12 Practising sloped writing: size - joining from t, 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, be, pu, pl, pe*
- 23 Practising sloped writing: parallel downstrokes: *pp, bb*
- 24 Practising sloped writing: all double letters
- 25 Practising sloped writing for speed: *ual, cial*
- 26 Practising sloped writing for fluency
- 27 Personal style
- 28 Handwriting for different purposes: print alphabet
- 29 Assessment
- 30 Capitals

Year 6/Primary 7

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