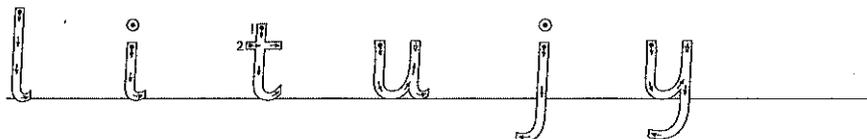
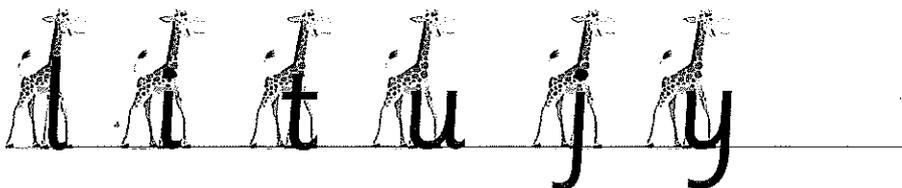


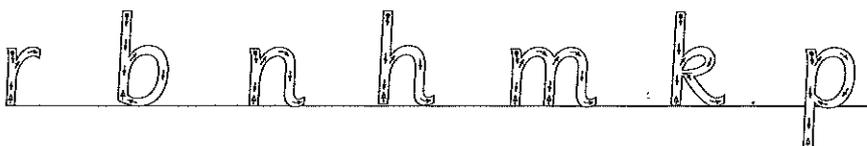
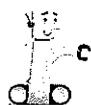
Letter families

Lower-case letters are introduced in the following order in four family types:

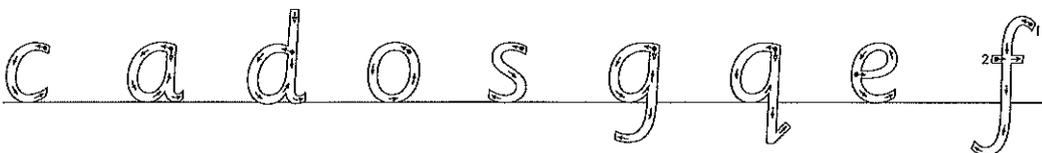
The family of long-legged giraffe letters



The family of one-armed robot letters

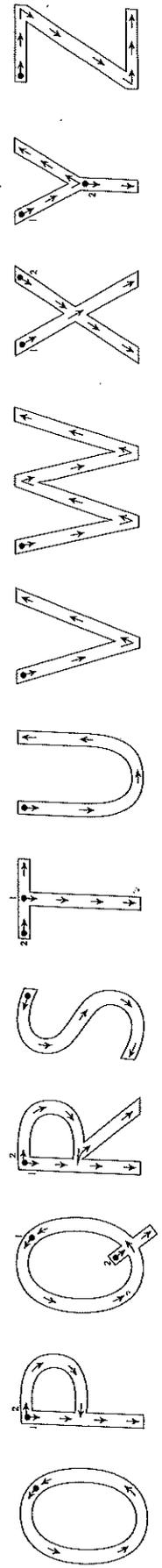
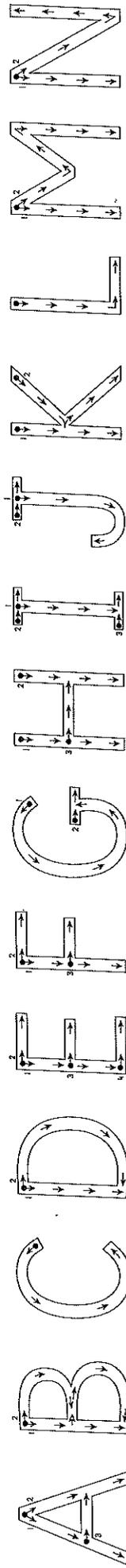
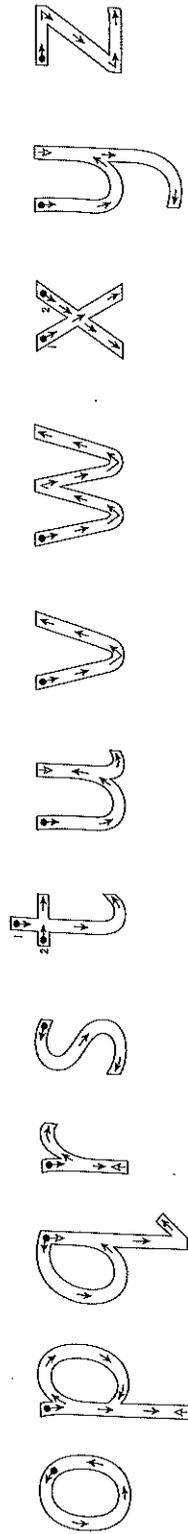
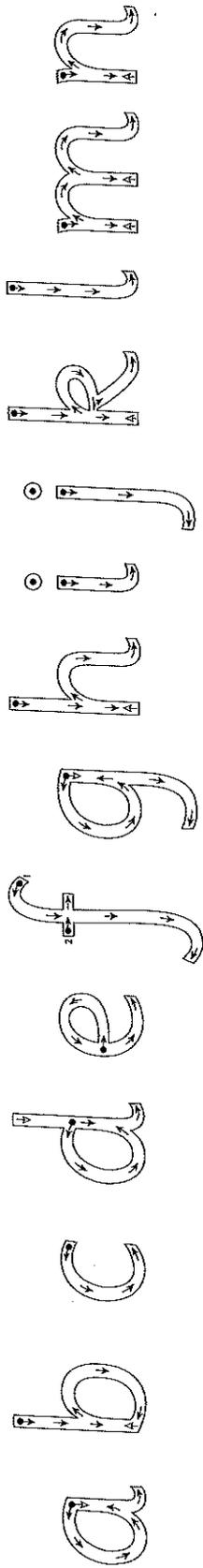


The family of curly caterpillar letters



The family of zig-zag monster letters





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: ie
- 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: 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, 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: ck, at, ch, ct
- 24 Building on horizontal join, no ascender: ai, ay, oi, 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

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

Term 2

- Introducing joining to f: *if, ef, af, of*
- Introducing joining from f to an ascender: *fl, ft*
- Introducing joining from f, no ascender: *fe, fi, fu, fr, fy*
- Introducing joining from f to an anticlockwise letter: *fo, fa*
- Introducing *ff*
- Introducing *rr*
- Introducing *ss*
- Introducing *gg*
- Revising parallel ascenders and descenders
- End-of-term check

Term 3

- Revising joins: letter spacing
- Revising joins: spacing between words
- Revising joins: consistency of size
- Revising joins: fluency
- Revising joins: parallel ascenders
- Revising joins: parallel ascenders and descenders
- Revising horizontal join from r to an anticlockwise letter: *r*
- Revising break letters
- Assessment
- Revising capital letters

Year 4/Primary 5

Term 1

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

Term 2

- Revising parallel ascenders
- Revising parallel ascenders and break letters
- Relative sizes of letters
- Proportion of letters
- Spacing between letters
- Spacing between words
- Writing at speed
- Improving fluency
- Speed and fluency
- End-of-term check

Term 3

- Consistency of size
- Proportion
- Spacing between letters and words
- Size, proportion and spacing
- Fluency: writing longer words
- Speed and fluency
- Revising break letters
- Print alphabet: presentation
- Assessment
- Capital letters: presentation

Year 5/Primary 6

Term 1

- Introducing sloped writing in letter families: *th, sh, nb, nd, ht, st*
- Practising sloped writing: diagonal join to ascender: *ai, au, bi, er, ie, en*
- Practising sloped writing: diagonal join to an anticlockwise letter: *ag, sg, ba, da, ea, ho*
- Practising sloped writing: horizontal join to ascender: *wh, ul, sh, st, of, ob*
- Practising sloped writing: horizontal join, no ascender: *oi, oy, ou, op, ve*
- Practising sloped writing: horizontal join to an anticlockwise letter: *oo, oa, ua, wa, wo, va, vo*
- Practising sloped writing: joining from r: *ra, re, ri, rd, ru*
- Practising sloped writing: joining from s: *sh, su, sg, sl, sw, sp*
- End-of-term check

Term 2

- Practising sloped writing: proportion – joining from f to ascender: *fi, ff*
- Practising sloped writing: size – joining from f, no ascender: *fa, fe, fi, fo, fu*
- Different styles for different purposes: writing a paragraph
- Practising sloped writing: speed and legibility: *rr*
- Practising sloped writing: size, proportion and spacing: *ss*
- Practising sloped writing: building speed: *qu*
- Different styles for different purposes: decorative alphabets
- Different styles for different purposes
- End-of-term check

Term 3

- Sloped writing: proportion, joining p and b to ascenders: *ph, pl, bl*
- Handwriting for different purposes: joining from p and b, no ascender: *bu, bi, pe, pu, pi, pf*
- Practising sloped writing: parallel downstrokes: *pp, bb*
- Practising sloped writing: all double letters
- Practising sloped writing for speed: *ual, cial*
- Practising sloped writing for fluency
- Personal style
- Handwriting for different purposes: print alphabet
- Assessment
- Capitals

Year 6/Primary 7

Term 1

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

Term 2

- Improving handwriting: the importance of consistent sizing
- Improving handwriting: the importance of proportion
- Improving handwriting: the importance of spacing
- Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
- Improving handwriting: the importance of closed and open letters
- Improving handwriting: pen breaks in longer words
- Handwriting for different purposes: annotations
- Handwriting for different purposes
- Choice of handwriting tools
- End-of-term check

Term 3

- Handwriting for different purposes: fast-joined and print letters
- Handwriting for different purposes: note making
- Handwriting for different purposes: neat writing
- Handwriting for different purposes: print letters for personal details
- Different styles of writing
- Handwriting for different purposes: presentation
- Handwriting for different purposes: decorated capitals
- Handwriting for different purposes: layout
- Assessment
- Handwriting for different purposes: handwriting patterns