

Handwriting Progression at The Bellbird

Below is a general progression, taken from “Penpals” but adapted for “Letter-join”. When working with individuals or the class, please “track back” as needed.

Overview of Progression

Foundation – Gross & fine motor skills. Use the letter formation chart linked to Little Wandle Letters and Sounds to teach the basic shapes of letters.

Year 1 – Teach the letters with a lead in.

Year 2 – Teach the letter joins

KS1 and Lower KS2 – Securing the joins, leading to speed and fluency.


Higher KS2 – Speed and fluency.


- Gross & fine motor skills and patterns (see “patterns” from letterjoin.co.uk).


- Either:


- Easy letters, then harder letters (see letterjoin.co.uk).

Or...

-  Long ladder letters: l, i, t, u, j, y

-  One-armed robot letters: r, b, n, h, m, k, p

-  Curly caterpillar letters: c, a, d, o, s, g, q, e, f

-  Zig-zag letters: z, v, w, x (see “Extra Resources/ worksheets/ cursive worksheets” from letterjoin.co.uk).

- Numbers (see “More letters” from letterjoin.co.uk).

- Capitals (see “More letters” from letterjoin.co.uk).

- Diagonal join to ascender e.g. at, all, th, ch, cl

- Diagonal join, no ascender e.g. in, im, cr, tr, dr, lp, mp

- Diagonal join, no ascender, to an anti-clockwise letter e.g. id, ig, nd, ld, ng

- Horizontal join, no ascender e.g. ou, ow

- Horizontal join, no ascender, to anti-clockwise letter e.g. oa, og

- Horizontal join to ascender e.g. wh, ol

Basically, when joining, there are 2 different types of letter:

Those that join from tail: abcdefghijklmnpqstuxyz

Those that join from top: orvw

Do ensure children always focus on the 3 levels:

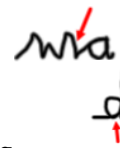
The main body of the letters should all be the same height: aceimnorsuvwxz

Ascenders should all be the same height: bdfhklt (perhaps f and t a little shorter!)

Descenders should all be the same height: fgjppqy

Some common problems (but by no means all of them!):

- Not keeping the letters on the line (this should be helped by always using a lead-in).
- Not keeping to the same line of letter when coming back along it e.g.
- Joining to bottom of letter from horizontal join e.g.
- Going round bottom of some curly caterpillar letters e.g.
- Not going all the way round to “one O’clock” on curly caterpillar letters e.g.
- Too large “i” and “s” e.g.
- Descenders standing on line (especially j and p) – this should be sorted by joining all letters.



This guidance and progression has purposefully been kept simple so that the teaching of handwriting can be fitted predominantly around the teaching of phonics and spelling.

However...

- Do try to ensure that these key formations and joins are **explicitly taught**.
- Do track back to where the individual or class is at after a formative assessment of handwriting.
- Do ensure that the children know how to join from and to all letters.

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