

# First Class Handwriting Progression

This bespoke progression document is produced by BC Education Ltd.

This handwriting progression will support the school to develop a whole school approach to handwriting.

## Letter Families

### Caterpillar Family



c a s d o g e f q

### Ladder Family



t i u l j y

### Bridge Family



n p m k r h b

### Monster Family



v w x z

## Letter patters linked to First Class Phonics Progression

### Caterpillars



**c** - start in the grass, round to the ground and stop in the grass.

This moves to short version: grass, round to ground and grass

**a** - start in the grass, round to the ground, up to the grass, down to the ground and flick

This moves to short version: grass, round to ground, grass, ground and flick

**s** - start in the grass, wiggle down to the ground – don't shorten

**d** - start in the grass, round to the ground, up to the sky, down to the ground and flick

This moves to short version: grass, round to ground, sky, down, flick

**o** - top of the grass, round to the ground, round to top of the grass and across

This moves to short version: grass, round to ground, grass, across

**g** - start in the grass, round to the ground, up to the grass, down, underground and curl.

This moves to short version: grass, round to ground, grass, underground, curl

then to: grass, round to ground, grass, underground, loop in ready to join

**e** - start on the ground, climb through the grass, round to the ground and flick.

This moves to short version: ground, grass, round to ground, flick

**f** - start in the sky, round, down and underground and curl, cross on the grass.

This moves to short version: sky, round, down, underground, curl, cross

**q** - start in the grass, round to the ground, up to the grass, down underground and kick.

This moves to short version: grass, round to ground, grass, underground, kick

## Ladders

*t* - start in the sky, down to the ground, flick and cross on the grass.

This moves to short version: sky, ground, flick, cross

*i* - top of the grass, down to the ground and flick. Dot in the sky.

This moves to short version: grass, ground, flick. Dot in sky.

*u* - top of the grass, down to the ground, up to the grass, down to the ground and flick.

This moves to short version: grass, ground, grass, down, flick.

*l* - start in the sky, down to the ground and flick.

This moves to short version: sky, ground, flick

*j* - top of the grass, down underground and curl. Dot in the sky.

This moves to short version: grass, underground and curl. Dot in the sky.

Then move to grass, under, loop. Dot in sky (in readiness for joining)

*y* - top of the grass, down to the ground, up to the grass, down underground and curl.

This moves to short version: grass, ground, grass, under, curl.

Then to grass, ground, grass, under, loop (in readiness for joining)



## Bridges

*n* - top of the grass, down to the ground, up to the grass, over, down to the ground and flick.

This moves to short version: grass, ground, up, over, down, flick

*p* - top of the grass, down underground, up to the grass over and round.

This moves to short version: grass, underground, grass, over and round

*m* - top of the grass, down to the ground, up to the grass, over and down to the ground, bounce back up, over, down and flick.

This moves to short version: grass, ground, bounce over twice, flick.

*k* - start in the sky, down to the ground, up to the grass, loop in the grass, climb down to the ground and flick.

This moves to short version: sky, ground, loop in grass, ground, flick

*r* - top of the grass, down to the ground, up and over.

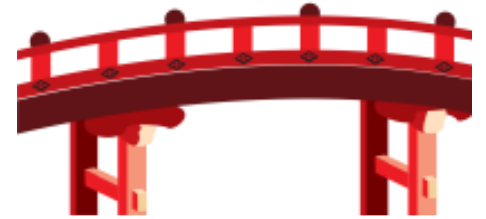
This moves to short version: grass, ground, up and over

*h* - start in the sky, down to the ground, up to the grass, over, down to the ground and flick.

This moves to short version: sky, ground, grass, over, down, flick.

*b* - start in the sky, down to the ground, up to the grass, over and round.

This moves to short version: sky, ground, grass, over, round





## Monsters

**V** — top of the grass, slide down to the ground, climb up to the grass and across.

This moves to short version: grass, slide to ground, climb to grass, across.

**W** — top of the grass, slide down to the ground, climb up to the grass, slide down to the ground, climb up to the grass and across.

This move to short version: grass, slide down, climb up, repeat and across.

**X** - top of the grass, slide down to the ground, jump up to the grass, slide down to the ground.

This moves to short version: grass, slide down, jump up, slide down.

**Z** - along the grass, slide down to the ground and along the ground.

This moves to short version: along grass, slide down to ground and along.

## Progression in EYFS and KS1

All EYFS settings will have plans for the development of gross motor skills linked to the ELG for Physical Development. Practitioners will be aware of which activities are linked to the ability to sit comfortably at a table to write. EYFS teachers can select some of the First Class Handwriting 'Warm-up' activities that will help to develop a good sitting position. Table and chair heights need to be appropriate for all children. A consistent approach to sitting should be reinforced at all times: encourage 'flat feet', 'straight back' (use the seat back to support by having backs against the chair back), 'head up'.

### Hand-eye co-ordination

All hand-eye co-ordination activities will improve handwriting skills. EYFS practitioners will have plans to improve hand-eye co-ordination including some or all of the following activities:

- Target activities: balls in bucket; beanbags in hoops; bowling at skittles. Grasp of all of these objects will strength the fine motor skills needed to hold a pencil comfortably
- Lacing and threading: lacing cards develop left-to-right orientation and visual focus
- Tracing activities: these should be non-paper based e.g. tracing in damp/dry sand; finger painting; touch screen activities with finger

### In-hand strength

EYFS practitioners will have plans to improve in-hand strength including some or all of the following activities:

- Water strength: use sponges to soak up water from one bucket/bowl and squeeze into another.
- Play dough/clay/plasticine. In-hand strength is increased from the softest manipulative materials to the hardest: squeeze the material until it oozes between fingers; squash balls flat; roll sausages on table or between hands; roll big and small balls.
- Banging: hammer and pegs; beater and drum/triangle
- Cutting
- Tongs: moving objects from one container to the other

## Finger/In-hand manipulations

EYFS practitioners will have plans to improve finger/in-hand manipulations including some or all of the following activities:

- Use collage activities (Expressive Arts and Design) to encourage 'scrunchy paper' activities – crumple or screw up little bits of paper using fingertips. Vary paper thickness e.g. tissue, crepe, thin card.
- Finger Rhymes
- Construction equipment that requires different manipulations and vary this to improve in-hand manipulation e.g. Duplo/Interstar/Popoids
- Opening boxes, packets, jars and bottles. Ideally in a real situation (snack) but also setting challenges e.g. different lids for different bottles/jars.
- Wind-up toys
- Zip boards, velcro on shoes; zips on coats
- Puzzles
- Activities using pegs

## Finger Isolation Skills

EYFS practitioners will have plans to improve finger isolation skills including some or all of the following activities:

- Bubbles: encourage children to pop bubbles with index finger "Peter Pointer" or other named fingers
- Finger Painting: each finger has a different colour – can they use the right finger for the right colour?
- Structured Play Area

Shop: small objects for sale that have to be picked up using a pincer grip

Push button telephone: children ring each other or toys

## Grips

EYFS practitioners will have plans to improve each type of grips. The physical development of all grips is an essential part of EYFS.

- Spherical grip – picking up, holding and throwing balls. This grip strengthens the whole hand.
- Cylinder grip – holding cups without handles; rainmakers; cylindrical shakers; bike handlebars. This grip strengthens the whole hand.
- Pincer grip – popping bubble wrap, putting pegs on a line, putting bulldog clips on objects; turning pages of a book; picking up card; holding marbles or money. This grip strengthens the thumb and forefinger in readiness for holding a pencil.
- Tripod grip – holding a pencil or pen using the dynamic tripod grip. Practitioners will make decisions on which tools will improve the dynamic grip e.g. triangular pencils, 'finger spots' on pencils.

## **Differentiation**

EYFS practitioners will assess whether children are developmentally ready to start using dynamic tripod grip OR have specific physical barriers to a dynamic tripod grip. Children who have SEND that prevents the development of a dynamic tripod grip may be provided with specialised pencil holders.

## Releases

EYFS practitioners will have plans to improve releases. This area of physical development is an essential part of EYFS. For handwriting, it develops children's awareness of applying and releasing pressure on the pencil.

- Connect 4 (making patterns rather than playing the game)
- Putting lids on pens, bottles, jars
- Building towers with bricks/blocks
- Marble runs



## Discriminating between Left and Right

The emergence of the dominant hand will vary from child to child. However, knowing which is the right hand and which is the left hand will support the development of good practice later on.

- Choose two puppets (small enough for children's hands): Mr Rabbit for the right hand and Mr Lion for the left hand. Use 'stick' puppets (lollipop sticks and pictures) to encourage all children to hold the rabbit in right hands and the lion in left hands
- Have two coloured ribbons – red for right and lilac (purple) for left. In pairs, one child holds the ribbons, the other takes the red ribbon in right hand/lilac ribbon in left.
- "If you are happy and you know it, wave your right, if you are happy and you know it wave your left..."

## Patterning

EYFS practitioners will have plans to give children the experience of movements and shapes that will develop their motor skills, extend their vocabulary and build confidence before introducing letter shapes. Early patterning includes straight lines, both up and down, side to side and diagonal; circles in both directions; concentric circles (either starting at the outer edge and moving in or centre and moving out); dots; spirals winding out and in; upward and downward loops; garlands; figures of eight (horizontal and vertical). All of these patterns will eventually be used in correct letter formation and joining. EYFS practitioners will have plans including some or all of the following activities:

### Patterning before writing

- Reproducing patterns in the sand, lentils, foam, cornflour paste, paint or in the air or with squeeze bottles of water
- Creating patterns on biscuits with tubes of icing
- Rolling 'sausages' with playdough/clay and reproducing patterns
- Reproducing patterns on the playground with chalk or on large whiteboards with markers

## Patterns that Prepare for Writing

Loops and garlands with points at the top.



This pattern is good preparation for writing the letters *l i t u y*

Arches or bridges with points at the bottom.



This pattern is good preparation for writing the letters *r b n m h k p*

Circles made in an anti-clockwise direction.



This pattern is good preparation for making the letters *σ a c d g q s*

When patterns are made with writing tools, children who are sufficiently developed can be encouraged to hold their pencils or pens with an efficient and dynamic tripod grip. However, patterning can start before this and children may use less mature grips.

Patterning should be included as an additional handwriting practice before or alongside any focused tasks that are being used to teach handwriting formation. The FCH handwriting boards can be used to encourage understanding that each letter family 'lives' mainly in the grass. For example, loops and garlands could start at the top of the grass. Arches might start at the bottom of the grass/on the ground. Circles could 'live in the grass' to introduce the knowledge of caterpillar letters.

## **Reception Early Learning Goal**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

## **Teaching of Letter Formation in EYFS**

### **Step One**

#### **Phonics Lessons**

- The focus for Step One is for children to be introduced to the formation of a new letter within a Phonics Lesson.
- In Phonics lessons, the child will hear the name and phoneme of the new letter (grapheme) and see the letter on the FCH poster (with coloured background and images). Teachers will model letter formation on the FCH dry-wipe poster (with coloured background and images). Teacher will use letter patten to provide multi-sensory support for correct formation, orientation and positioning of the grapheme in relation to the colours and images (without the constraint of lines). Teacher will model ‘big pencil’ air writing and children will join in with air writing, saying as much of the ‘letter patten’ as they can. Children can then practise ‘writing’ the letter on the carpet or on each other’s backs.
- Once a letter is taught in a Phonics lesson, it should ‘join’ its letter family to build up a letter formation display – create the display first and then add the letters to the display.

Please note that we advise the provision of manipulative spelling resources in phonics sessions until children have sufficiently developed their fine motor skills in readiness for holding a whiteboard pen/pencil.

#### **Focused Tasks and Areas of Continuous Provision**

- Activities can be used to develop fine motor control and specific pre-handwriting skills required for comfortable and correct pencil grip and letter formation (see above for more details) and are therefore ‘Ready to Write’.
- Other PD activities will be planned to develop gross motor control to ensure that children have the required physical development needed to sit comfortably at a table and are ‘Ready to Write’.

## **'Ready to Write' Assessment**

EYFS Practitioners will make an informed judgement on whether children have sufficiently developed gross motor skills, fine motor skills and the Personal, Social and Emotional Development needed to access Step Two.

- Step Two could, for some children, start in the Autumn Term.
- However, other groups of children may not be 'Ready to Write' until the Spring Term.
- There could also be a group of children who, for various reasons, may not be 'Ready to Write' until the Summer Term.

## **Step Two**

### **Focused Tasks**

- Once children have been assessed as being 'Ready to Write', they can be retaught the letter formation of previously introduced graphemes. Practitioners can use the concept of Letter Families to make links between known and newly taught letters.
- There is a suggested progression in the table below but practitioners should use their knowledge of the child to decide which letters need to be retaught and revisited.
- The focus should be on moving from air/carpet writing into using a pen on a FCH whiteboard (the choice of whiteboard will be determined by the Practitioner). Practitioners should also focus on helping children to develop and maintain a comfortable pencil grip.
- Teachers will continue to model letter formation using letter patters and encourage children to say the letter patters whilst forming letters. The aim is for children to correctly form their letters and begin to use the colours and images to position the letters without the constraints of lines.
- Focused Tasks should be used to build children's confidence so that they can independently and accurately form letters and write words using previously taught GPCs. The tables below provide suggestions for words and also simple phrases and sentences.
- Whenever possible, Practitioners should be planning meaningful writing activities with a real purpose and audience that allow children to practise and apply these new skills. However, the expectations for recording should be matched to ability and children should not be asked to write words containing letters that have not yet been taught.
- Practitioners are provided with PDFs to create a range of dry-wipe FCH handwriting boards and printable handwriting word/sentence strips. These are used to support a gradual reduction in letter size.

- Most children should not be encouraged to write their own names until they have been taught all the GPCs within their names. Practitioners should use their professional judgment to decide when a child is ready to be taught how to form all of the letters in their name correctly.
- Capital letters should be taught as needed e.g. beginning of child's name; the words A and I; words commonly used to start sentences e.g. The, It. The tables below provide suggestions for how to introduce capital letters.

### **Phonics Lessons**

- When children have developed enough confidence to form letters correctly in Focused Tasks, they will be encouraged to write on FCH handwriting boards in the Phonics session – practising letter formation and writing words using the target letter and previously taught and practised letters.
- Children will revisit letter formation when learning new digraphs and trigraphs e.g. revisit caterpillar letter 'a' and ladder 'i' to write 'ai'.

### **Areas of Continuous Provision**

- Additional writing opportunities will be available during Continuous Provision and resources should be provided in all ACPs to ensure children have the opportunity to improve or maintain their dynamic pencil grip if appropriate..
- Letter formation support should be provided across ACPs where appropriate.
- All displays should support independent and correct formation of letters.

The following order is suggested to support correct letter formation by linking letters within letter families. Practitioners should use knowledge of the child to decide which letters are already embedded, which need 're-teaching' and how many letters should be taught/re-taught in a Focused Task. It is not expected that a Focused Task would include all the suggested words and captions for each letter – a choice is provided to support practitioners, if possible, to match tasks to purposeful writing opportunity.

### Step Two Group 1

Family	Letter (1)	Phase 2 VC (2)	Phase 2 CVC (3)	Caption
Caterpillar	c			
Caterpillar	a			
Ladder	t	at	cat	a cat
Caterpillar	d		dad	a dad
Ladder	i	it	did	
Capital Letter	I	It		
Caterpillar	g		dig tag	I dig.
Caterpillar	o		dog cot	a dog
Caterpillar	s	is	sat sad	It sat. It is sad.
Caterpillar	e		get set	a set
Bridge	n	an	nan can	a can
Bridge	m	am	man met mat	a mat It is a man.
Bridge	p		pan pin	a pan I pat.

## Assessment/Revisit

Practitioners may decide to carry out a short assessment for some children to determine whether they can form certain letters correctly using the coloured backgrounds as support. It is not expected at this time that children should exactly align the letters e.g. the d starts in the grass, comes down exactly onto the ground (brown) and goes up to the top of the sky (blue) section. However, practitioners can assess whether, within a family, a child is beginning to understand the relevance of the coloured backgrounds e.g. starts 'tall' letters in the sky.

<b>Step Two Group 1</b>	<b>Letter formation and position on coloured backgrounds</b>	
<b>Caterpillar</b>	<i>c a o (mid-line)</i>	<i>on cap</i>
	<i>d (ascender)</i>	<i>dad</i>
	<i>g (descender)</i>	<i>dog</i>
	<i>e (from the line)</i>	<i>men</i>
	<i>s (mid-line)</i>	<i>is</i>
<b>Ladders</b>	<i>t i (tall &amp; mid-line)</i>	<i>it</i>
<b>Bridge</b>	<i>n m (mid-line)</i>	<i>man</i>
	<i>p (descender)</i>	<i>pop</i>
<b>Capital Letter</b>	<i>l</i>	<i>l dig.</i>

**Step Two** Group Two

Family	Letter (1)	VC/CV (2)	Phase 2 CVC (3)	CVCC (4)	Caption
Ladder	l	ill	lip leg lot (doll)	logs	a lip I am a doll.
Ladder	u	up us	sun cup mum put	cups	a sun It is a cup.
Bridge	r		run rug ram ran red	rugs	a rug
Bridge	h		hat hen the had hot	huts	a hat It is a hen.
Capital Letters	T	The			The ram is hot.
Bridge	b		bag bug bat rub big	rubs bats	a bag I had a bat. The bug is big.
Caterpillar	f	if off	fan fit fun fun (puff)	fans	a fan It is a puff.
Bridge	k		kid kit kip (pick duck)	kids	a kit I am a kid. It is a duck.
Capital Letters	A				A hen hid. The bag is big.



## Assessment/Revisit

Practitioners may decide to carry out a short assessment for some children to determine whether they can form certain letters correctly using the coloured backgrounds as support. Practitioners will decide whether the assessment will consist solely of individual letter formation or include some opportunities to write words. Because of this, the assessment below focuses on Group Two letters but the words contain some letters from Group One. Although it is not explicitly stated that they should learn to form capital letters correctly, practitioners may determine whether the children are beginning to write simple repetitive sentences and therefore would benefit from forming some capital letters correctly.

<b>Step Two Group Two</b>	<b>Letter formation and position on the coloured backgrounds</b>	
<b>Caterpillars</b>	<i>f (tall and descender)</i>	<i>fit if puff</i>
<b>Ladders</b>	<i>u l (mid-line &amp; tall)</i>	<i>up pull lip</i>
<b>Bridge</b>	<i>r (mid-line)</i>	<i>rat rip rod</i>
	<i>h k b (tall)</i>	<i>hit kit bat</i>
<b>Capital Letters</b>	<i>A T</i>	<i>A bug is hot. The kid ran.</i>

**Step Two** Group Three

Family	Letter (1)	VC/CV (2)	Phase 3 CVC (3)	CVCC (4)	Caption
Ladder	j		jet jam jog jug	jugs	a jug It is a jet. The jam is red.
Ladder	y		yap yell yes	yaps	I yell. It yaps.
Monsters	v		van vet vat	vans	a vet It is a van.
Monsters	w		web well will was wet	webs	a well I was wet. It is a web.
Monsters	x	ox	box fox mix wax six		a mix It is the fox.
Monsters	z		zip zap (buzz fizz)	zips	a zip I can buzz.
Caterpillars (and Ladders)	qu		quack quick quill		I quack. It is quick.

## Assessment

Step Two Group Three	Letter formation and position on the coloured backgrounds	
<b>Caterpillar (and Ladder)</b>	<i>qu</i> (mid-line and descender)	<i>quack</i>
<b>Ladders</b>	<i>j y</i> (descenders)	<i>jog yap</i>
<b>Monsters</b>	<i>v w x z</i> (mid-line)	<i>van wax zip</i>

Accurate formation of capital letters and all punctuation marks is not required until the end of Year One. However, it is recommended that EYFS Practitioners encourage and teach the correct letter formation for the capital letter in a child's own name and the personal pronoun I. Other capital letters can be taught as needed e.g. name of character in book or other family member or other capital letters needed at the beginning of a sentence. In addition, if EYFS children want to write a question/exclamation, it is recommended that they are shown the correct formation of a question mark/exclamation mark

Step Two Group Four	Capital Letters
Straight Lines continuous formation (pencil stays on paper)	<i>I L N V W Z</i>
Straight lines (pencil comes off paper)	<i>F E T H A M K X Y</i>
Straight Lines and Anti-clockwise Curves continuous formation	<i>C O U</i>
Straight Lines and Anti-clockwise Curves (pencil comes off paper)	<i>G</i>
Straight Lines and Clockwise Curves (pencil comes off paper)	<i>R P B D J</i>
Anti-clockwise and Clockwise Curves continuous formation	<i>S</i>
Anticlockwise Curve and Straight Lines (pencil comes off paper for full stop at the bottom)	<i>?</i>
Straight Line (pencil comes off paper for full stop at the bottom)	<i>!</i>

## Assessment

<b>Step Two</b> Group Four	<b>Letter formation and position on the coloured backgrounds</b>
<b>Capital letter for own name</b>	
<b>Correct formation of all other letters in own name</b>	
<b>Capital letters for personal pronoun and the word A</b>	<i>I A</i>
<b>Capital letters used to start simple repetitive sentences e.g.</b>	<i>It The</i>

Accurate formation of digits is not required until the end of Year One. However, it is recommended that EYFS Practitioners encourage and teach accurate number formation as part of Focussed Tasks in Maths. These may be revisited in handwriting Focussed Tasks in order to teach correct formation, dynamic tripod grip etc.

<b>Step Two</b> Group Five	Numbers
Straight Lines	<i>1 4 7</i>
Straight and clockwise curves	<i>2 3 5</i>
Straight and/or anticlockwise curves	<i>6 9 0</i>
Anti-clockwise and clockwise curves	<i>8</i>

## **Year One**

Progression in Year One will be based on information received from EYFS. This information should state which children have achieved the following Early Learning Goals.

### **Physical Development**

#### **ELG: Fine motor skills**

Children at the expected level of development will

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

### **Literacy**

#### **ELG: Writing**

Children at the expected level of development will

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

EYFS Practitioners usually provide additional information about Physical Development, pencil grip, formation of capital letters and numbers as well as confidence and attitude towards writing etc.

For children, who have not achieved the above Early Learning Goal statements, Year One teachers should revisit letter formation in letter families. Teachers should use Step Two.

They should use Set Three as support for identifying gaps in accurate letter formation but also opportunities to revisit phonic knowledge

## **Phonics Lessons**

- Letter formation should be retaught in phonics sessions in both Phonics Reading Days and Phonics Spelling Days as children are taught new digraphs and tri-graphs.
- Correct letter formation should be revisited as and when required during Phase 4. Phase 4 will also be used to teach relationship between letters.
- Most children will be writing words on Spelling Days.
- PDFs of appropriate FCH Handwriting boards and Phoneme frames should be used during Spelling Days.
- Correct letter formation will be revisited in Phase 5 when introducing new graphemes for reading e.g. 'ay'; learning new pronunciations of existing graphemes e.g. 'ea' and alternative spellings e.g. 'wh'.
- Teachers should use the FCH handwriting boards on Phonics Spelling Days, deciding when to move to each board in preparation for using Year One handwriting books

## **Shared and Guided Writing**

- Letter formation should be modelled in Shared Writing and revisited/reinforced during Guided Writing sessions.

Which step should Year One Teachers start on?

- For all children who have not reached the ELG statements listed above, Year One teachers should revisit letter formation in letter families using Step Two as the starting point in Year One.
- However, for children who have reached the ELG for handwriting, the focus in Year One is on the position, size and the relationship between letters within and across families.
- Teachers should use Step Three below on FCH handwriting boards and gradually reduce the size of these until they feel children are ready to start using the FCH handwriting books.
- Formation of capital letters will have been introduced in EYFS but may only have focused on a small number of capital letters e.g. the initial letter of own name, personal pronoun I and letters needed to write simple repetitive sentences starting with a capital letter e.g. It The
- Teachers may want to focus first on teaching other capital letters where the formation is the same as lower case but the position and relationship changes e.g. c C - Can or s S - She.
- The captions in Step Three Group One revisit the formation of capital letters that are included in Step Two (I, A, T). Teachers may need to revisit the formation of these capital letters before children can successfully write simple captions.

Step Three Group One				
Caterpillar Ladders	Letter Relationship	Phase 2, 3 and Phase 4 CVCC and CCVC Words	HF/Tricky Words	Caption
c a t	at ac	act	a at	
	ca ta	cat tat		a cat
d	dd da ad	add	dad	a dad
o	oo oa	coat		a coat
	ot od	cot odd		a cot
	co do to	dot cod	do to too	a cod
g	go ga	goat	go got good	a dog
	og ag	cog tag dog		a cog
i	it ig id	dig	it did	
	ti di gi ai oi	dig tig	did	
I Straight lines (pencil comes off paper)	I It		I It	I dig.
A Straight lines (pencil comes off paper)	A		A	
D Straight Lines and Clockwise Curves (pencil comes off paper)	Di Da		Did Dad	
?				Did I dig?

## Assessment

<b>Step Three Group One</b>	<b>Letter formation, position on the lines and relationship between letters</b>	
<b>Caterpillars</b>	<i>c a d o g</i>	<i>dog</i>
<b>Ladders</b>	<i>t i</i>	<i>cat</i>
<b>Capital Letters</b>	<i>I A D</i>	
<b>Punctuation</b>	<i>?</i>	



**Step Three** Group Two

Caterpillar Ladders	Letter Relationship	CVC, CVCC and CCVC Words	HF/Tricky Words	Caption
f	ff fo fa fi ft	fat fig fit	off	a fig
	if of af		of if off	I get off.
u	ut ud ug uf uff	cut cuff	cut	I cut a fig.
	tu cu ou du gu fu	tug	dug out	I dug.
q	qu	quit quid quiff		I quit.
e	ee et ed eg ef	egg		I feed a cat.
	te ie de ge fe	fed fee feed	fed get	I get a fee.
s	ss si su sa so se	sit sat see	so said	Did I sit? I sat.
	is us as os es	fuss	is us as	
	ts ds gs fs	gets suds digs cuffs		It gets off.
	st	stag stuff test	fast	It is fast.
l	ll li lu la lo le	till list loop loaf legs	lot let last	It is last.
	il ul al ol el	ill full fool feel	fell tell all	I feel ill.
	gl fl	glass flat		It is flat.
	lt ls lf	tilt fills elf golf		
	cl sl	class sleet		
L Straight lines (pencil comes off paper)	Le Lo		Let Look	Look at Dad.
!				It is full!

## Assessment

<b>Step Three Group</b> Two	<b>Letter formation, position on the lines and relationship between letters</b>	
<b>Caterpillars</b>	<i>f q e s</i>	<i>fit get sat</i>
<b>Ladders</b>	<i>u l</i>	<i>quit log</i>
<b>Capital Letters</b>	<i>L</i>	
<b>Punctuation</b>	<i>!</i>	

**Step Three Group Three**

Caterpillars Bridges Ladders	Letter Relationship	CVC, CVCC and CCVC and two-syllable words	HF/Tricky Words	Caption
j	ji ju ja je jo	jig jug jag jet join jogs jugs	just	a jet I jog.
y	ya ye	yap yaps yell yells	yes you	I yell.
	ay		day	a day
	dy ly gy	daddy jelly doggy		
n	nn ni nu na no ne	nip nut nail nets nod	cannot no one not need	It nips. I need a net.
	nt nd ng ns ny	ant land sing fans sunny	and long	net and nail
	in un an on en cn	sun land soon sitting picnic	in an can fun on ten into onto again	ant on a dog It is fun.
m	mi mu ma me mo	missing mug mat maid men moat	miss must made me met came	men on a mat Look at me.
	ms my	rams mummy	my	
	im um am em om	dim jam	time mum am come some	I am a man.
h	hi hu he ho ha hs ht hy	hit huts hem hoot hail fishy	hid hot had him help high his has	A hen hid. Look at his hat
	sh ch	sheep shut fishes chilling chat	she he shut push	She has a hut.
	th gh igh	tooth thick thin thigh night maths	light that the they then than this think thank	It is high. This is a tooth.

Step Three Group Three (continued)				
Caterpillars Bridges Ladders	Letter Relationship	CVC, CVCC and CCVC Words	HF/Tricky Words	Caption
b	bb bi bu ba be bo	bobbing burp bee boots boat	big but bad back black best be	It is best. A bat is black.
	ib ub ab ob eb	bib club slab blob		Look at my big.
	bl bs by	block blob cubs chubby	blue	It is a block.
Capital Letters	Letter Relationship	CVCC and CCVC Words	HF/Tricky Words	
H Straight lines (pencil comes off paper)	He Ha		He Has	He is big. He had a hat.
M Straight lines (pencil comes off paper)	My Mu		My Mum	Mum is sad. My
C Anti-clockwise curves (continuous formation)	Ca		Can	Can a rat dog?
T Straight lines (pencil comes off paper)	Th		That The They Then This	This is my dog. That is my cat.
S Anti-clockwise and Clockwise Curves continuous formation	Sh		She	She is my mum. She has a sheep.

## Assessment

If the letters in a child's name have all been taught (including the capital letter), practitioners may decide to assess at this point whether the child is able to write their own name independently.

<b>Step Three Group Three</b>	<b>Letter formation, position on the lines and relationship between letters</b>	
<b>Bridge</b>	<i>n m h b</i>	<i>nut man hid bat</i>
<b>Ladders</b>	<i>j y</i>	<i>jog yell</i>
<b>Capital Letters</b>	<i>H M C T S</i>	
<b>Punctuation</b>		

**Step Three Group Four**

Bridges Ladders Caterpillars	Letter Relationship	VCC, CVC, CVCC and CCVC Words	HF/Tricky Words	Caption
p	pp pi pu pa pe po	ping puff pail peel pool tipping	pull put puts	He has a pail. The pool is full.
	ip op ap ep up	ship pup trap step chop	up top stop	My pup is on top. Stop the ship.
	pl ps py pt	plot plain tips laptop		It tips up.
	mp lp sp py	imp lamp gulp spell spoon happy	help	It is a lamp. I am happy.
k	ki ke ks ky	kid kit kissing keep		The kid has a kit.
	ok ik ak uk	book cooking	like make look took looking	I like the pack I make a book.
	ck lk sk nk	kicks pack milk desk sinks lucky	pick quick walk talk ask pink	She has the milk. I like pink.
r	rr ri ru ra re ro ry	rim rug rain reed road rocks hurry	red ran more here there are	I like the rug. It ran on the rocks.
	ar or ur ir er ear air	arm corn burn ear dinner pair	or for near year dear her after better under summer four your	This is my dinner. You have a pair.
	rs rd rk rm rp rt	port hair cars farm	part park dark hard short hurt	This part is hard. I hurt my arm.

Step Three Group Four (continued)

Bridges Ladders Caterpillars	Letter Relationship	CVC, CVCC and CCVC Words	HF/Tricky Words	Caption
r (continued)	pr tr fr gr cr dr br hr	pram train frill crack drum brain shrub	green from three	The drum has a crack. The pram has a frill.
v	vi vu va vo ve	van rat vest	visit never silver give love have five	I love that vest. a vet in a van
w	wi wa we wo wy	wig wigwam web well	will with winter was want wait we were went wet week wow	It is a wet web. It went well.
	ow aw	cow bow	ow how now brown saw	The cow is brown. I saw a bow.
	wh		when what	
	tw sw	twin swim swing	two	I want a swing.
x	ix ax ex ox	mix wax exit box fox	six	It is a big mix a fox in the box
	xi xe xt	boxes text	mixing	I have two boxes.
z	iz zi za uz zy	zip zap buzz fizzy		A bee can buzz.
W Straight Lines continuous formation	We Wh		We When What Was	Was it a box? We went in Winter.
Y	Yo Ye		You	Yes. It is green. You are a twin.
N	No		No	No! It is not a fox.

## Assessment

<b>Step Three Group</b> Four	<b>Letter formation, position on the lines and relationship between letters</b>	
<b>Bridges</b>	<i>p k r</i>	<i>pat kid rug</i>
<b>Monsters</b>	<i>v w x z</i>	<i>van wig box zip</i>
<b>Capital Letters</b>	<i>W Y N</i>	



## CAPITAL LETTERS and PUNCTUATION

Teachers may need to revisit the formation of capital letters that were introduced early in Step Three as well as capital letters for children's own names, names of family members, places and characters.

<b>Step Three Group Five</b>			
<b>Formation</b>	<b>Capital Letters</b>	<b>Names e.g.</b>	<b>HF/Tricky Words used at the beginning of sentences including question sentences e.g.</b>
Straight Lines continuous formation (pencil stays on paper)	<i>I L N V W Z</i>	<i>Nanna Liverpool Noi</i>	<i>Look Next</i>
Straight lines (pencil comes off paper)	<i>F E T H A M K X Y</i>	<i>Manchester Abbu Tom</i>	<i>The That This Then They That's He His Has A Are My You</i>
Anti-clockwise Curves continuous formation	<i>C O U</i>	<i>Cardiff Opa Ujak</i>	<i>Can</i>
Straight Lines and Anti-clockwise Curves (pencil comes off paper)	<i>G</i>	<i>Gran Glasgow</i>	
Straight Lines and Clockwise Curves (pencil comes off paper)	<i>R P B D J</i>	<i>Birmingham Baba Dad</i>	<i>Dear</i>
Anti-clockwise and Clockwise Curves continuous formation	<i>S</i>	<i>Stockport Stric</i>	<i>She</i>
Anticlockwise Curve and Straight Lines (pencil comes off paper for full stop at the bottom)	<i>?</i>		
Straight Line (pencil comes off paper for full stop at the bottom)	<i>!</i>		

## Number formation should be taught in maths lessons

Formation	Numbers
Straight Lines	1 4 7
Straight and clockwise curves	2 3 5
Straight and/or anticlockwise curves	6 9 0
Anti-clockwise and clockwise curves	8

## Step Four Group One

Focus Letter	Letter to Letter Relationship	Practise Words	HF/Tricky Words	Caption
c	ci cu ca ce cō	cape cell city count cube	called could comes cried	I can count. I love my cape.
	cc ch ck cr ct cl	hiccup teach crack fact clown		I will teach you. Is it a fact?
	cy	icy		The city is icy!
a	ai au	grain haunt		He hid the grain.
	ac am an ar as av aw ax az	place lamps sparks faster brave draw flax maze	any are as asked asleep starts gave	I can run faster. What is a maze?
	ab ad af ah ak al at	cabs safe ahead snake falling flats	again all always afraid	The flats are safe. I am afraid of the snake.
	ap ag ay	apron page tray	stay away today paper	Put a page on the tray.
d	da de di do du	date deaf dinner down dump	day danger door does different	Do we eat dinner at midnight?
	dm dn dr ds dv dw	admit midnight dress advert hands midweek		Put the dress on Is it midnight?
	dd dl dt	ladder toddler bedtime		It is bedtime for the toddler.
	dp dg	tadpole badge		I saw a tadpole!

## Step Four Group Two

Focus Letter	Letter to Letter Relationship	Practise Words	HF/Tricky Words	Caption
o	oo oi oa oe ou ow	broom joins load round brown	orange	Who has the orange broom?
	oc om on or ov os	locks tone forks over frost	once only over	Put the forks in the room.
	od of oh ok ol ot	food loft oh books gold hoop spot	old	I had a lot of old books.
	og op oy	boy toy		The boy has his toy.
g	ga ge gi go gu gn gr gs gw	game gent gift gown gust gnome green flags wigwam	gave huge giant gone grey going	The gown was a gift.
	gg igh gl gt	eggcup light glue pigtail		My glue is green!
	gp	magpie		Was it a magpie?
e	ee ea ei ec en er es ev ex ez	eel eating neck enter dresses never exit trapeze	eat read each clean easy really great please eight even	I never eat on the trapeze!
	el et eb ed eh ek	elf street webs speed chef behave cheek needed		The chef needed to behave!
	ef eg ep ey	sheep begging	they grey	My sheep are grey!

### Step Four Group Three

Focus Letter	Letter to Letter Relationship	Practise Words	HF/Tricky Words	Caption
f	ff fa fc fe fi fo fr fs fu	fate chiffchaff felt firm fort frown cuffs full	friend find	I felt full at the fort.
	fl ft	staff flood raft		You need a raft in a flood.
s	ss sa se si so su	sale sender sing soup	seven small so something someone	The soup is on sale. Someone can sing!
	sc sm sn sr sw	scar smile snow classroom sweet		The snow is in the classroom. What a sweet smile!
	sb sh sk sl st	frisbee shine skate slope strap	should shape	Do not skate on that slope!
	sp sq sy	disgrace spray squirt messy		The spray is messy. Did you squirt it?
qu	qu equ aqu	quake equip aqua	quiet unique	It is quiet in here.

## Step Four Group Four

Focus Letter	Letter to Letter Relationship	Practise Words	HF/Tricky Words	Caption
t	ta te ti to tu	taste team tight took tune	today tonight tired	The team is tired today.
	tn tr ts tm tn tw	partner treat parts batman twist		I want two treats. I can twist it.
	tt tb td tf th tk tl tp ty	batting titbit hotdog outfit throne catkins footpath party	thirsty these those their	This is my party outfit. Go on the footpath!
i	ie iu	chief medium		The chief is on the throne.
	in ir is im in	spin skirt list trim spins		This skirt spins. What is the list?
	ib ik il id	tribe paid spike snail		I paid for a spike.
	if ip	fifteen stripe		The snail has a stripe.
l	la le li lo lu	lake leaping slide looped luck	laughed large lived likes little liked looked	He is leaping into the lake.
	lc lm ln ls lv lw	velcro filmed illness pools railway	silver	They filmed at the railway.
	ll lb ld lk lf lt	spell elbow fold milk shelf spilt		He spilt the milk on the shelf.
	lg lp ly	pilgrim help jelly		Help me get the jelly.

## Step Four Group Five

Focus Letter	Letter to Letter Relationship	Practise Words	HF/Tricky Words	Caption
u	ua ue ui uo	quack flue fruit quote		Did a duck quack?
	uc um un ur us ut ux	lump grunt burst dust flute luxury	such	The dust burst in the flue.
	ud ug uk ul uf	thud shrug fluke scuff		That scuff was a fluke.
	up uy	upper buy		Can I buy that luxury flute.
j	ja je jo ju	jams jeep joke	jumped	That jeep is a joke!
y	ya ye yi yu yo	yawn flyer playing yurt yogurt		The ant is playing in my yoghurt!
	ay ey oy	play key boy		Will the boy play?
	cy my ny ry sy ty vy wy xy zy	spicy stormy rainy hurry noisy city heavy snowy waxy fizzy		It is stormy in the city. Is your food spicy?
	by dy fy hy ky ly	baby lady leafy shy rocky silly		His baby is silly. Is the lady shy?
	gy py	hungry happy		When is she hungry? I am very happy today.

### Step Four Group Six

Focus Letter	Letter to Letter Relationship	Practise Words	HF/Tricky Words	Caption
n	na ne ni no nu	name newt tennis notes number		What is his name? What is the number?
	nc nn no nr ns nv nw nx nz	pinch dinner nose invite unwell sphinx unzip		I will invite him to dinner.
	nd nf nh nk nl nt	stand inform unhappy shrink online splint		He has a splint on his arm.
	ng nj np nq ny	spring enjoy input enquire funny		The clown is funny. I enjoy tennis.
p	pa pe pi po pu	past peas pint pouch pulling	paper people picked prove pretty	I picked the peas.
	pc pr ps	popcorn price groups		Is that the price of the popcorn?
	pf ph pl pk pt	helpful phone plane pumpkin slept	played	I slept on the plane.
	pd pj pp py	sheepdog flapjack popper bumpy		The sheepdog is a helpful dog.



## Step Four Group Seven

Focus Letter	Letter to Letter Relationship	Practise Words	HF/Tricky Words	Caption
m	mi mu ma me mo	mint music maths theme modern	many mind move	I like modern music.
	mc mm mn ms mw	armchair hammer farms chimney teamwork		We need teamwork on the farms.
	mb mf mh ml mt	thumb armful armhole calmly warmth		I put my thumb in the armhole.
	mp my	lamps myth		I light the lamps.
k	ki ku ka ke ko	kitchen skull skate flake cuckoo		Is that a cuckoo in the kitchen?
	kc km kn ks kw	bookcase milkman knight socks neckwear	know knew knowledge	The knight has a new bookcase.
	kb kd kf kl kt	cookbook weekday thankful ankle desktop		I read a cookbook. I hurt my ankle.
	kp ky	backpack lucky		This is my lucky backpack.
h	hi hu ha he ho	chimp hugging hair hear home	huge here heart house hour	Can you hear the chimp? This house is my home.
	hc hn hr hs ht hw	highchair ethnic throw baths pathway	height	Did he throw it on the pathway?
	hb hd hf	fishbone birthday wishful		It is his birthday.
	hp hq hy	fishpond fishy		The fishpond smells fishy.

### Step Four Group Eight

Focus Letter	Letter to Letter Relationship	Practise Words	HF/Tricky Words	Caption
r	ri ru ra re ro	river rungs rabbit remain ropes		The rabbit is in the river.
	rc rm rn rs rt rv	torch farmer corn stars sport curve		I shine the torch at the stars.
	rb rd rf rk rl	curb shard scarf spark girl		The girl has a red scarf.
	rg rp ry	large sharp hairy		The chimp is large and hairy.
b	bi bu ba be bo	bird bump boats beans boast	before behind beauty beautiful build busy	The bird will build a nest.
	bc br bs bw	webcam broke herbs cobweb		I broke the cobweb. I saw herbs on the webcam.
	bl bt	blaze obtuse		I saw the blaze in the chimney.
	bj bp by	object webpage baby		The baby eats the beans.

### Step Four Group Eight

Focus Letter	Letter to Letter Relationship	Practise Words	HF/Tricky Words	Caption
v	vi vu va ve vo	evil revue vast shave voice	very	He has an evil look. It is a vast space.
	vy	heavy		This is a heavy load.
w	wi wu wa we wo	winter swung weak weather woke	water watch wanted were wear weight twelve twenty woman women	Is it cold in the winter? I woke up in the water!
	wn wr ws wy	blown grows snowy	wrong write	The day is snowy.
	wb wd wf wh wk wl wt	cowboy crowd awful hawk shawl newt	who whole what where why	What an awful day! I will wear a shawl.
	wp	cowpat		Do not step in that cowpat!
x	xi xu xa xe xo	exit mixup exam boxer exotic		I had an exam. The boxer got to the exit.
	xc xm	excite taxman		It will excite the taxman.
	xh xl xt	exhale axle extend		I broke the axle on my car.
	xp xy	expert galaxy		He is an expert on the galaxy.

## Appendix A

Lists of words that can be used for further handwriting practice, as homework sheets or for independent reading and spelling activities

Days of the week and times of the day	Monday	Tuesday	Wednesday	Thursday	Friday
	Saturday	Sunday	fortnight	weekend	midday
	morning	afternoon	evening	midnight	noon

Colours	black	cream	yellow	white	gold	silver
	copper	orange	brown	ivory	peach	amber
	red	scarlet	ruby	crimson	rose	magenta
	blue	navy	sapphire	azure	beige	bronze
	green	emerald	jade	purple	violet	maroon

Numbers	one	two	three	four	five	six	seven	eight
	nine	ten	eleven	twelve	thirteen	fourteen	fifteen	sixteen
	seventeen	eighteen	nineteen	twenty	thirty	forty	fifty	sixty
	seventy	eighty	ninety	hundred	thousand	million		

Months of the Year	January	February	March	April	May	June
	July	August	September	October	November	December
Seasons	Spring	Summer	Autumn	Winter		

Maths vocabulary	circle	square	round	straight	triangle	oblong	line
	rectangle	edge	face	corner			

Commonly used nouns	plate	knife	fork	bowl	spoon	table
	chair	wall	floor	garden	school	door
	friend	play	thing	magic	baby	boat
	place	window	apple	banana	fruit	dinner

Parts of the body	hand	eye	brain	hair	arm	head
	nose	mouth	ear	finger	thumb	foot
	nostril	ankle	bone	spine	heart	stomach

*Year One and Two Common Exception Words  
and Common Words from the L&S Second Two Hundred Word List*

a	away	again	after	animals	around	another	are
	any	across	along	air			
b	because	began	before	brother	beside	behind	busy
	beautiful	baby	bear	boy	be	by	break
c	cried	coming	couldn't	can't	cold	clothes	come
	child	children	could	climb	Christmas		
d	dark	didn't	different	door	dragon	do	
e	everyone	every	even	each	eyes	ever	everybody
f	friend	father	found	fast	food	first	find
	floor	fly					
g	grandad	giant	great	garden	gone	grow	going
	gave	girl	good	go			
h	horse	half	hour	he	how	house	here
i	inside	instead	insect				
j	jumper	jumped	jungle				
k	kitchen	kind	kingdom	keeps	kept	key	know
l	lived	laughed	looking	liked	love	live	last
	long						

*Year One and Two Common Exception Words  
and Common Words from the L&S Second Two Hundred Word List*

m	magic	mother	mouse	many	move	more	may
	money	Mr	most	Mrs	mind	me	my
n	new	never	next	night	need	no	
o	open	over	other	only	once	our	one
p	please	poor	place	pretty	people	prove	parents
q	quick	quiet	queen				
r	rabbit	river	really	right	round	room	
s	school	she	something	suddenly	some	should	so
	stopped	small	says	sure	said	steak	sugar
t	things	think	two	take	thought	through	the
	these	three	town	there's	tea	told	thing
	than	tree	that's	today	they	there	to
u	under	upset	use				
w	water	want	where	would	who	wanted	were
	work	why	which	white	wild	window	wind
	way	whole	we're	was	we		
y	yes	you	your				