

Scope and sequence

Foundation 1/3–5 years

DEVELOPING GROSS MOTOR SKILLS

The vocabulary of movement

Large movements

Responding to music

DEVELOPING FINE MOTOR SKILLS

Hand and finger play

Links to art

Making and modelling

Using one-handed tools and equipment

DEVELOPING PATTERNS AND BASIC LETTER MOVEMENTS

Pattern-making

Investigating circles

Responding to music

Investigating angled patterns

Investigating straight line patterns

Investigating eights and spirals

Investigating loops

Foundation 2/Primary 1

Term 2

Introducing long ladder letters: *l, i, t, u, j, y*

Practising long ladder letters: *l, i*

Practising long ladder letters: *t, u*

Practising long ladder letters: *j, y*

Practising all the long ladder letters

Introducing one-armed robot letters: *r, b, n, h, m, k, p*

Practising one-armed robot letters: *b, n*

Practising one-armed robot letters: *h, m*

Practising one-armed robot letters: *k, p*

Practising all the one-armed robot letters

Introducing capitals for one-armed robot letters: *R, B, N, H, M, K, P*

Introducing capitals for long ladder letters: *L, I, T, U, J, Y*

Term 3

Introducing curly caterpillar letters: *c, a, d, o, s, g, q, e, f*

Practising curly caterpillar letters: *a, d*

Practising curly caterpillar letters: *o, s*

Practising curly caterpillar letters: *g, q*

Practising curly caterpillar letters: *e, f*

Practising all the curly caterpillar letters

Introducing zig-zag monster letters: *z, v, w, x*

Practising zig-zag monster letters: *v, w, x*

Introducing capitals for curly caterpillar letters: *C, A, D, O, S, G, Q, E, F*

Introducing capitals for zig-zag monster letters: *Z, V, W, X*

Exploring *ch, th* and *sh*

Year 1/Primary 2

Term 1

Letter formation practice: long ladder family

Letter formation practice: one-armed robot family

Letter formation practice: curly caterpillar family

Letter formation practice: zig-zag monster family

Practising the vowels: *i*

Practising the vowels: *u*

Practising the vowels: *a*

Practising the vowels: *o*

Practising the vowels: *e*

Letter formation practice: capital letters

Term 2

Introducing diagonal join to ascender: joining *at, all*

Practising diagonal join to ascender: joining *th*

Practising diagonal join to ascender: joining *ch*

Practising diagonal join to ascender: joining *cl*

Introducing diagonal join, no ascender: joining *in, im*

Practising diagonal join, no ascender: joining *cr, tr, dr*

Practising diagonal join, no ascender: joining *lp, mp*

Introducing diagonal join, no ascender, to an anticlockwise letter:

joining *id, ig*

Practising diagonal join, no ascender, to an anticlockwise letter:

joining *nd, ld*

Practising diagonal join, no ascender, to an anticlockwise letter:

joining *ng*

Term 3

Practising diagonal join, no ascender: joining *ee*

Practising diagonal join, no ascender: joining *ai, ay*

Practising diagonal join, no ascender: joining *ime, ine*

Introducing horizontal join, no ascender: joining *op, oy*

Practising horizontal join, no ascender: joining *one, ome*

Introducing horizontal join, no ascender, to an anticlockwise letter:

joining *oa, og*

Practising horizontal join, no ascender, to an anticlockwise letter:

joining *wa, wo*

Introducing horizontal join to ascender: joining *ol, ot*

Practising horizontal join to ascender: joining *wh, oh*

Introducing horizontal and diagonal joins to ascender, to an anticlockwise

letter: joining *of, if*

Assessment

Year 2/Primary 3

Term 1

How to join in a word: high-frequency words

Introducing the break letters: *j, g, x, y, z, b, f, p, q, r, s*

Practising diagonal join to ascender in words: *eel, eet*

Practising diagonal join, no ascender, in words: *a_e*

Practising diagonal join, no ascender, to an

anticlockwise letter in words: *ice, ide*

Practising horizontal join, no ascender, in words: *ow, ou*

Practising horizontal join, no ascender, in words: *oy, oi*

Practising horizontal join, no ascender, to an

anticlockwise letter in words: *oa, ode*

Practising horizontal join to ascender in words: *ole, obe*

Practising horizontal join to ascender in words: *ook, ool*

Term 2

Practising diagonal join to r: *ir, ur, er*

Practising horizontal join to r: *or, oor*

Introducing horizontal join from r to ascender: *url, irl, irt*

Introducing horizontal join from r: *ere*

Practising joining to and from r: *air*

Introducing diagonal join to s: *dis*

Introducing horizontal join to s: *ws*

Introducing diagonal join from s to ascender: *sh*

Introducing diagonal join from s, no ascender: *si, su, se, sp, sm*

Introducing horizontal join from r to an anticlockwise letter: *rs*

Term 3

Practising diagonal join to an anticlockwise letter: *ea, ear*

Introducing horizontal join to and from f to ascender: *ft, fl*

Introducing horizontal join from f, no ascender: *fu, fr*

Introducing *qu* (diagonal join, no ascender)

Introducing *rr* (horizontal join, no ascender)

Introducing *ss* (diagonal join, no ascender, to an anticlockwise letter)

Introducing *ff* (horizontal join to ascender)

Capital letter practice: height of ascenders and capitals

Assessment

Assessment

Scope and sequence

Year 3/Primary 4

Term 1
 Revising joins in a word: long vowel phonemes
 Revising joins in a word: *le*
 Revising joins in a word: *ing*
 Revising joins in a word: high-frequency words
 Revising joins in a word: new vocabulary
 Revising joins in a word: *un, de*
 Revising joins to and from s: *dis*
 Revising joins to and from r: *re, pre*
 Revising joins to and from f: *ff*
 Revising joins: *qu*

Term 2
 Introducing joining b and p: diagonal join, no ascender, *bi, bu, pi, pu*
 Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, *ba, bo, pa, po*
 Practising joining b and p: diagonal join to ascender, *bl, ph*
 Relative sizes of letters: silent letters
 Parallel ascenders: high-frequency words
 Parallel descenders: adding *y* to words
 Relative size and consistency: *ly, less, ful*
 Relative size and consistency: capitals
 Speed and fluency practice: *er, est*
 Speed and fluency practice: opposites

Term 3
 Consistency in spacing: *mis, anti, ex*
 Consistency in spacing: *non, co*
 Consistency in spacing: apostrophes
 Layout, speed and fluency practice: address
 Layout, speed and fluency practice: dialogue
 Layout, speed and fluency practice: poem
 Layout speed and fluency practice: letter
 Handwriting style: calligrams
 Assessment
 Handwriting style: acrostics

Year 4/Primary 5

Term 1
 Revising joins in a word: *ness, ship*
 Revising joins in a word: *ing, ed*
 Revising joins in a word: *s*
 Revising joins in a word: *ify*
 Revising joins in a word: *nn, mm, ss*
 Revising parallel ascenders: *tt, ll, bb*
 Revising parallel ascenders and descenders: *pp, ff*
 Revising joins to an anticlockwise letter: *cc, dd*
 Revising break letters: alphabetical order
 Linking spelling and handwriting: related words

Term 2
 Introducing sloped writing
 Parallel ascenders: *al, ad, af*
 Parallel descenders and break letters: *ight, ough*
 Size, proportion and spacing: *ious*
 Size, proportion and spacing: *able, ful*
 Size, proportion and spacing: *fs, ves*
 Speed and fluency: abbreviations for notes
 Speed and fluency: notemaking
 Speed and fluency: drafting
 Speed and fluency: lists

Term 3
 Size, proportion and spacing: *v, k*
 Size, proportion and spacing: *ic, ist*
 Size, proportion and spacing: *ion*
 Size, proportion and spacing: *its, it's*
 Speed and fluency: *ible, able*
 Speed and fluency: diminutives
 Print alphabet: captions, headings, labels
 Print capitals: posters
 Assessment
 Presentational skills

Years 5 & 6/Primary 6 & 7

Year 5 Handwriting
 Revision: practising sloped writing
 Revision: practising the joins
 Developing style for speed: joining from *t*
 Developing style for speed: looping from *g, j* and *y*
 Developing style for speed: joining from *f*
 Developing style for speed: joining from *s*
 Developing style for speed: writing *v, w, x* and *z* at speed
 Developing style for speed: pen breaks in longer words
 Different styles for different purposes
 Assessment

Year 5 Project work
 Haiku project: making notes
 Haiku project: organising ideas
 Haiku project: producing a draft
 Haiku project: publishing the haiku
 Haiku project: evaluation
 Letter project: making notes
 Letter project: structuring an argument
 Letter project: producing a draft
 Letter project: publishing a letter
 Letter project: evaluation

Year 6 Handwriting
 Self-assessment: evaluating handwriting
 Self-assessment: checking the joins
 Self-assessment: consistency of size
 Self-assessment: letters resting on baseline
 Self-assessment: ascenders and descenders
 Self-assessment: consistency of size of capitals and ascenders
 Writing at speed: inappropriate closing of letters
 Writing at speed: identifying unclosed letters
 Writing at speed: spacing within words
 Writing at speed: spacing between words

Year 6 Project work
 Playscript project: collecting information
 Playscript project: recording ideas
 Playscript project: producing a draft
 Playscript project: publishing a playscript
 Playscript project: evaluation
 Information notice project: collecting and organising information
 Information notice project: organising information
 Information notice project: producing a draft
 Information notice project: publishing a notice
 Information notice project: evaluation