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Handwriting at Holy Cross

At Holy Cross Catholic Primary school, we have chosen to use the Teach Handwriting scheme as the foundation of our handwriting curriculum. This carefully structured programme provides a clear and progressive approach to the development of handwriting skills, ensuring that all pupils build the knowledge, understanding and physical skills required to become confident, fluent writers.

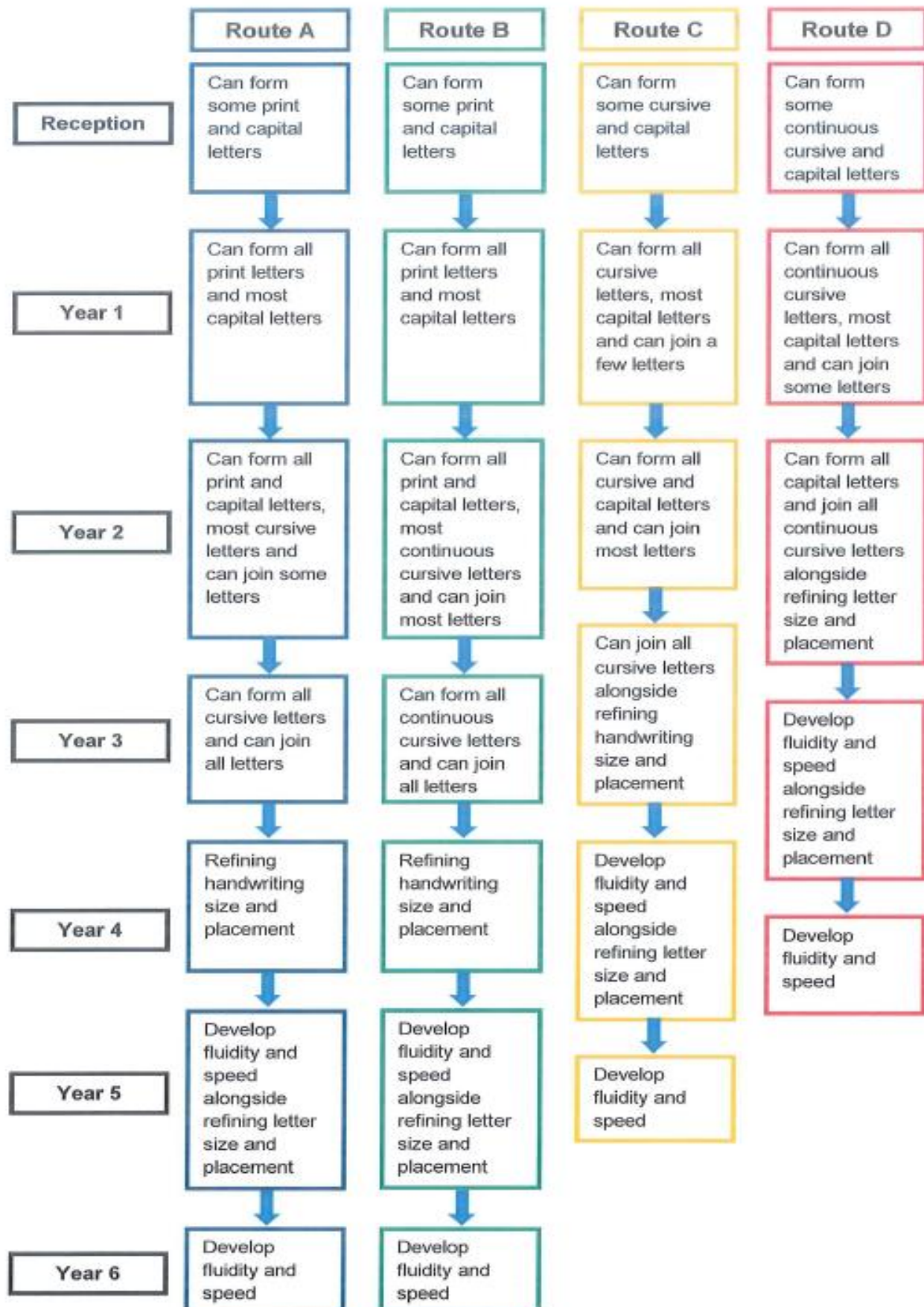
The scheme recognises that successful handwriting begins long before children pick up a pencil. It places a strong emphasis on the development of both gross and fine motor skills, providing a range of engaging warm-up activities that strengthen core muscles, improve coordination and develop the control needed for effective handwriting. These activities support children of all abilities and ensure that appropriate foundations are established before more formal handwriting instruction begins.

From the earliest stages, pupils are taught how to form letters and numbers correctly, following a consistent and systematic approach. The programme prioritises the secure development of accurate print formation, enabling children to develop good habits from the outset and build confidence in their writing. Progression is carefully planned, with consideration given to individual developmental readiness and differing rates of skill acquisition.

As pupils become secure in letter formation and demonstrate the necessary control and consistency, they are gradually introduced to joining techniques. The scheme teaches joins explicitly and systematically, ensuring that children learn to join letters correctly and efficiently. Over time, this supports the development of handwriting that is fluent, legible and automatic.

Through this progressive approach, Teach Handwriting enables pupils to develop increasing speed, stamina and fluidity while maintaining accuracy and presentation. The result is a handwriting curriculum that supports all learners in becoming confident writers who can record their ideas effectively across the wider curriculum.

Expected Achievement Levels at the End of Each Year



The school has chosen to use route B.

Spring Term Year 1 Teaching Routes A & B - Print							Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Sitting - All Levels: Optional – revisit sessions. Pencil Grip Working at EL & Greater Depth within EL: Optional – revisit sessions. Working Towards EL: Year 1 – Drawbridge Flip Lesson. Paper Tilt & Position Working at EL & Greater Depth within EL: Optional – revisit sessions. Working Towards EL: Year 1 - Windscreen Wiper Lesson. Letter Formation Working at EL: Year 1 – Medium line height (purple pentagon). Working at a Greater Depth within EL: Year 1 - Small line height (purple hexagon). Working Towards EL: FS Pencil & Paper Activities: Stages 1 & 2, Year 1 large line height (purple square). Numbers & Symbols Formation It is important to explain: - Numbers are formed a particular way, just like letters. - Numbers are the same size as a capital letter. - Numbers always sit on the writing line (bottom of the grass or black line). - Punctuation marks such as the ! and ? and other symbols are the same size as capital letters with their bottom dot sitting on the writing line (bottom of the grass or black line).
Shoulder Stability	Up We Go	Chair Push Ups	Hand Pushes	* I Don't Know!	Up We Go	Chair Push Ups	
Crossing the Mid-line	Butterflies	Scissor Cuts	Windscreen Wipers	Lazy 8	Butterflies	Scissor Cuts	
Wrist Strength & Mobility	Wrist Lifts	Doorknob Turns	Wrist Circles	Wrist Lifts	Doorknob Turns	Wrist Circles	
Whole Hand	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	Super Hands	Walk & Flip	
Thumb & Fingers	Tips Only	Bow Politely	Finger Bend	Circles	Tips Only	Bow Politely	
Sitting Lessons	X		X		X		
Pencil Grip Lesson	X		X		X		
Paper Tilt & Position Lesson	X		X		X		
Letter & Number Formation	Numbers & Symbols (0 to 9, ?, !, @, £)	Straight Lines Hooks Loops & Lines Families	Curves to Start Family	Tunnels Family	Diagonal Lines Family	Numbers & Symbols (0 to 9, ?, !, @, £)	

Autumn Term Year 1 Teaching Routes A & B - Print							Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Capital Letter Formation – All Levels The capital letter formations are taught in family groups. It is important to: - Explain that capitals are formed differently from lower case letters as they need the pencil to lift from the paper a number of times, starting lines in different positions. - That they are twice the size of their lower case partner. - Have the same letter name as their lower case partner. - Capital letters are used for proper nouns, names and names of places etc... - Used to show the beginning of a sentence. - To make a word stand out or that the word is important (signs etc...). - Capital letters always sit on the writing line (bottom of the grass or black line).
Shoulder Stability	Hand Pushes	Up We Go	" I Don' t Know!"	Hand Pushes	Up We Go	" I Don' t Know!"	
Crossing the Mid-line	Scissor Cuts	Butterflies	Lazy 8	Scissor Cuts	Butterflies	Lazy 8	
Wrist Strength & Mobility	Wrist Circles	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Lifts	
Whole Hand	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	
Thumb & Finger	Tips Only	Finger Bend	Circles	Tips Only	Finger Bend	Circles	
Sitting Lessons	X		X		X		
Pencil Grip Lesson	X		X		X		
Paper Tilt & Position Lesson	X		X		X		
Letter & Number Formation	Capital Straight Lines Family (L, T, I, F, E, H)	Capital Straight & Slant Lines Family (V, W, X, Y)	Capital Straight & Slant Lines Family (A, N, M, K, Z)	Capital Straight & Curly Lines Family (D, P, B, R)	Capital Straight & Curly Lines Family (J, G, Q, U)	Capital Curly Lines Family (C, O, S)	

Spring Term	Year 1 Teaching Routes A & B - Print						Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>Capital Letters & Lower Case Letters</u> Capital letters are practised alongside lower case letters from all the letter families (mixed lower case letters) in whole words. The word lists that support these handwriting lessons include those words most commonly used as sentence starters for a range of genre. Through the lessons: - The letters become slightly smaller and begin to be more uniform in size and spacing. - There is a clearer understanding of letter placement on the writing line, especially for descender and ascender letter formations. - The distinction between capital letter and lower case letter size begins to become more appropriate. - The concept that the first letter of a word starting a sentence must be in its capital form is reinforced.
Shoulder Stability	Hand Pushes	* I Don't Know!	Chair Push Ups	Up We Go	* I Don't Know!	Chair Push Ups	
Crossing the Mid-line	Windscreen Wipers	Lazy 8	Butterflies	Scissor Cuts	Windscreen Wipers	Lazy 8	
Wrist Strength & Mobility	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Circles	Wrist Lifts	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	
Thumb & Fingers	Circles	Tips Only	Finger Bend	Bow Politely	Tips Only	Finger Bend	
Sitting Lessons	X		X		X		
Pencil Grip Lesson	X		X		X		
Paper, Tin & Position Lesson	X		X		X		
Letter & Number Formation	Capital Straight Lines Family (L, T, I, F, E, H) & Mixed Lower Case Letter	Capital Straight & Slant Lines Family (V, W, X, Y) & Mixed Lower Case Letter	Capital Straight & Slant Lines Family (A, N, M, K, Z) & Mixed Lower Case Letter	Capital Straight & Curly Lines Family (D, P, B, R) & Mixed Lower Case Letter	Capital Straight & Curly Lines Family (J, G, Q, U) & Mixed Lower Case Letter	Capital Curly Lines Family (C, O, S) & Mixed Lower Case Letter	

Summer Term Year 1 Teaching Routes A & B - Print							Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Sitting - All Levels: Optional – revisit sessions. Pencil Grip - All Levels: Optional – revisit sessions. Paper Tilt & Position - All Levels: Optional – revisit sessions. Letter Formation Working at EL: Year 1 - Medium (purple pentagon) moving to small line height (purple hexagon) if appropriate. Working at a Greater Depth within EL: Year 1 - Small line height (purple hexagon). For those forming their letters correctly and confidently with speed and accuracy, it may be more appropriate to move them on to the next letter formations for joining. We would therefore suggest that they start the Summer Term 2 timetable at this point rather than waiting until the next term. Working Towards EL: Year 1 - Large line height (purple square) moving to Year 1 - medium line height (purple pentagon) if appropriate. Line Heights for Letter Formation Children move gradually from one line height to the next, rather than making bigger jumps, this helps them to develop a more refined letter formation style as they are working at a more appropriate level for their fine motor skills development. Through a gradual reduction of line height the child moves towards using a suitable letter size.
Shoulder Stability	Up We Go	Desk Push Ups	" I Don' t Know!"	Bear Hug	Hand Pushes	Chair Push Ups	
Crossing the Mid-line	Butterflies	Scissor Cuts	Lazy 8	Windscreen Wipers	Macarena	Butterflies	
Wrist Strength & Mobility	Wrist Circles	Wrist Lifts	Heel Swing	Doorknob Turns	Wrist Lifts	Heel Swing	
Whole Hand	Baton Twirl	Super Hands	Rolling Pencil	Walk & Flip	Baton Twirl	Rolling Pencil	
Thumb & Fingers	Finger Walk	Finger Bend	Finger Twirl	Circles	Tips Only	Finger Bend	
Sitting Lessons	X		X		X		
Pencil Grip Lesson	X		X		X		
Paper Tilt & Position Lesson	X		X		X		
Letter & Number Formation	Refining Straight Lines Hooks, Loops & Lines Families	Refining Curves to Start Family	Refining Tunnels Family	Refining Diagonal Lines Family	Refining Capital Straight Lines & Straight & Slant Lines Families	Refining Capital Straight & Curly Lines & Curly Lines Families	

Summer Term		Year 1 Teaching Route A – Introduction of Cursive					Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>When to Move a Child from Print to Cursive</u> Children move on to learning a joining font once they are confident in correctly forming all the lower case print letters. They may not have refined the size to the small line height but they are forming their letters correctly, appropriately positioned and consistently sized and spaced. This means some of the class will continue to refine their print formation skills while others will be introduced to the cursive font letter families. Those working at a Greater Depth within the EL, who were introduced to the cursive font families last term, continue to refine their single letter formation skills.
Shoulder Stability	Bear Hug	Desk Push Ups	" I Don' t Know!"	Up We Go	Chair Push Ups	Hands Pushes	
Crossing the Mid-line	Windscreen Wipers	Butterflies	Macarena	Scissor Cuts	Lazy 8	Macarena	
Wrist Strength & Mobility	Doorknob Turns	Wrist Circles	Heel Swing	Doorknob Turns	Wrist Lifts	Heel Swing	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Baton Twirl	Walk & Flip	Rolling Pencil	
Thumb & Fingers	Finger Twirls	Tips Only	Finger Bend	Circles	Bow Politely	Finger Walk	
Sitting Lessons	X						
Pencil Grip Lesson	X						
Paper Tilt & Position Lesson	X						
Letter & Number Formation	Refine Print	Refine Print	Refine Print	Refine Print	Refine Print	Refine Print	
	Straight Lines Hooks, Loops & Lines Families	Curves to Start Family	Tunnels Family	Diagonal Lines Family	Capital & Lower-Case Letters	Capital & Lower-Case Letters	
	Cursive	Cursive	Cursive	Cursive	Cursive	Cursive	
	Straight Lines Family	Curves to Start Family (c, a, d, g)	Curves to Start Family (q, o, e, s)	Top Exit Family (r, v, w)	Tunnels Family (n, m, h, b, p, u)	Hooks, Loops & Lines Family	

Autumn Term		Year 2 Teaching Route B – Print to Continuous Cursive					Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Shoulder Stability	" I Don' t Know!"	Up We Go	Chair Push-Ups	Bear Hug	Hand Pushes	Desk Push-Ups	<u>Sitting</u> All Levels: Year 2 – Sitting Safety Poster Lesson; re-visit - Sitting Song from Year 1 is optional, but recommended if not taught in Year 1 before doing the Year 2 Lesson. <u>Pencil Grip</u> Working at EL & Greater Depth within EL: Re-visit Drawbridge Flip Lesson as a reminder only (optional). Working Towards EL: Year 1- Drawbridge Flip Lesson. <u>Paper Tilt & Position</u> Working at EL & Greater Depth within EL: Re-visit Windscreen Wiper Lesson as a reminder only (optional). Working Towards EL: Year 1 - Windscreen Wiper Lesson. <u>Letter Formation</u> Working at EL: Year 2 – Medium line height (green hexagon). Working at a Greater Depth within EL: Year 2 - Small line height (green star). Working Towards EL: Year 2 – Large line height (green pentagon). <u>When to Move a Child from Print to CC</u> Children move on to learning a joining font once they are confident in correctly forming all the lower case print letters. They may not have refined the size to the small line height but they are forming their letters correctly, appropriately positioned and consistently sized and spaced.
Crossing the Mid-line	Lazy 8	Scissor Cuts	Butterflies	Lazy 8	Scissor Cuts	Butterflies	
Wrist Strength & Mobility	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Lifts	Wrist Circles	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	
Thumb & Fingers	Circles	Tips Only	Finger Bend	Circles	Tips Only	Finger Bend	
Sitting Lesson	X		X		X		
Pencil Grip Lesson	X		X		X		
Paper Tilt & Position Lesson	X		X		X		
Letter & Number Formation	Refine Print Straight Lines Hooks, Loops & Lines Families CC Straight Lines Family	Refine Print Curves to Start Family CC Curves to Start Family (c, a, d, g)	Refine Print Tunnels Family CC Curves to Start Family (q, o, e, s)	Refine Print Diagonal Lines Family CC Top Exit Family (r, v, w)	Refine Print Capital & Lower Case Letters CC Tunnels Family (n, m, h, b, p, u)	Refine Print Capital & Lower Case Letters CC Hooks, Loops & Lines Family	

Autumn Term		Year 2 Teaching Route B – Continuous Cursive					Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>Sitting</u> - All Levels: Optional - revisit Lesson. <u>Pencil Grip</u> <u>Working Towards EL</u>: Optional - Drawbridge Flip Lesson. <u>Paper Tilt & Position</u> <u>Working Towards EL</u>: Optional - Windscreen Wiper Lesson. <u>Letter Formation</u> <u>Working at EL</u>: Year 2 – Medium line height (green hexagon). <u>Working at a Greater Depth within EL</u>: Year 2 - Small line height (green star). <u>Working Towards EL</u>: Year 2 – Large line height (green pentagon).
Shoulder Stability	Hand Pushes	Up We Go	" I Don' t Know!"	Hand Pushes	Up We Go	Desk Push-Ups	
Crossing the Mid-line	Scissor Cuts	Butterflies	Lazy 8	Scissor Cuts	Butterflies	Lazy 8	
Wrist Strength & Mobility	Wrist Circles	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Lifts	
Whole Hand	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	
Thumb & Finger	Tips Only	Finger Bend	Circles	Tips Only	Finger Bend	Circles	
Sitting Lesson	X			X			
Pencil Grip Lesson	X			X			
Paper Tilt & Position Lesson	X			X			
Letter & Number Formation	Straight Lines Family	Curves to Start Family (c, a, d, g)	Curves to Start Family (q, o, e, s)	Top Exit Family (r, v, w)	Tunnels Family (n, m, h, b, p, u)	Hooks, Loops & Lines Family	

Spring Term Year 2 Teaching Route B – Continuous Cursive							Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>Pencil Grip</u> Working Towards EL: Optional - Drawbridge Flip Lesson. <u>Paper Tilt & Position</u> Working Towards EL: Optional - Windscreen Wiper Lesson. <u>Line Heights for Letter Formation</u> Children move gradually from one line height to the next, rather than making bigger jumps, this helps them to develop a more refined letter formation style as they are working at a more appropriate level for their fine motor skills development. Through a gradual reduction of line height the child moves towards using a suitable letter size. <u>Capital Letters & Lower Case Letters</u> Capital letters are practised alongside lower case letters from all the letter families (mixed lower case letters) in whole words. The word lists that support these handwriting lessons include those words most commonly used as sentence starters for a range of genre. Through the lessons: - The letters become slightly smaller and begin to be more uniform in size and spacing. - There is a clearer understanding of letter placement on the writing line, especially for descender and ascender letter formations. - The distinction between capital letter and lower case letter size begins to become more appropriate. - The concept that the first letter of a word starting a sentence must be in its capital form is reinforced.
Shoulder Stability	Up We Go	Chair Push-Ups	Hand Pushes	Bear Hug	Up We Go	Desk Push-Ups	
Crossing the Mid-line	Butterflies	Scissor Cuts	Windscreen Wipers	Lazy 8	Paper Chase	Scissor Cuts	
Wrist Strength & Mobility	Wrist Lifts	Doorknob Turns	Wrist Circles	Wrist Lifts	Doorknob Turns	Wrist Circles	
Whole Hand	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	Super Hands	Walk & Flip	
Thumb & Fingers	Tips Only	Bow Politely	Finger Bend	Circles	Tips Only	Bow Politely	
Sitting Lesson	X						
Pencil Grip Lesson	X						
Paper Tilt & Position Lesson	X						
Letter & Number Formation	Capital Straight Lines Family (L, T, I, F, E, H) & Mixed Lower Case Letters	Capital Straight & Slant Lines Family (V, W, X, Y) & Mixed Lower Case Letters	Capital Straight & Slant Lines Family (A, N, M, K, Z) & Mixed Lower Case Letters	Capital Straight & Curly Lines Family (D, P, B, R) & Mixed Lower Case Letters	Capital Straight & Curly Lines Family (J, G, Q, U) & Mixed Lower Case Letters	Capital Curly Lines Family (C, O, S) & Mixed Lower Case Letters	

Spring Term Year 2 Teaching Route B – Continuous Cursive							Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Numbers & Symbols Formation It is important to explain: - Numbers are the same size as a capital letter. - Numbers always sit on the writing line (bottom of the grass or black line). Punctuation marks such as the ! and ? and other symbols are the same size as capital letters with their bottom dot sitting on the writing line. Moving to Letter Joins Children move on to learning to join once they are confident in correctly forming all the lower case continuous cursive letters. They may not have refined the size to the smaller line height but they are forming their letters correctly, appropriately positioned and consistently sized and spaced. This means some of the class will continue to refine their continuous cursive formation skills while others will be introduced to the letter joins. The Bottom Exit Letter Joins Due to the nature of continuous cursive, to join the bottom exit letters all that is required is for the letters to be written closer; without the pencil being taken off the paper. The exit stroke finish point becomes the new start point for the joining letter's entry stroke. The Top Exit Letter Join Groups Top Exit Letters joining to: The Letter e due to the nature of the join, a new letter e formation needs to be taught as part of the initial lesson for this join process: <i>re, ve, we, se.</i> Group T1: b, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y and z. Group T2: c, a, d, g, o and s.
Shoulder Stability	Hand Pushes	* I Don't Know!!	Chair Push-Ups	Up We Go	Bear Hug	Chair Push-Ups	
Crossing the Mid-line	Windscreen Wipers	Lazy 8	Butterflies	Scissor Cuts	Windscreen Wipers	Macarena	
Wrist Strength & Mobility	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Circles	Wrist Lifts	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	
Thumb & Finger	Circles	Tips Only	Finger Bend	Bow Politely	Tips Only	Finger Bend	
Sitting Lesson							
Pencil Grip Lesson	X						
Paper Tilt & Position Lesson	X						
Letter & Number Formation	Numbers & Symbols (0 to 9, ?, !, @, £, €, &, \$)	Refine CC	Refine CC	Refine CC	Refine CC	Refine CC	
		Straight Lines Family	Curves to Start Family	Top Exit Family	Tunnels Family	Hooks, Loops & Lines Family	
		Introduce Joins	Introduce Joins	Introduce Joins	Introduce Joins	Introduce Joins	
		Bottom Exit Letter Joins	Bottom Exit Letter Joins	Top Exit Letters to the Letter 'e'	Top Exit Letter Joining to Group T1	Top Exit Letter Joining to Group T2	

Summer Term							Year 2 Teaching Route B – Continuous Cursive	Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Shoulder Stability	Up We Go	Desk Push-Ups	" I Don' t Know!"	Bear Hug	Hand Pushes	Chair Push-Ups	Pencil Grip Working Towards EL: Optional - Drawbridge Flip Lesson.	
Crossing the Mid-line	Butterflies	Scissor Cuts	Lazy 8	Windscreen Wipers	Macarena	Paper Chase	Paper Tilt & Position Working Towards EL: Optional - Windscreen Wiper Lesson.	
Wrist Strength & Mobility	Wrist Circles	Wrist Lifts	Heel Swing	Doorknob Turns	Wrist Lifts	Heel Swing	Letter Formation Working at EL: Year 2 – Medium line height (green hexagon). Working at a Greater Depth within EL: Year 2 - Small line height (green star). Working Towards EL: Year 2 – Large line height (green pentagon).	
Whole Hand	Baton Twirl	Super Hands	Rolling Pencil	Walk & Flip	Baton Twirl	Rolling Pencil		
Thumb & Fingers	Finger Walk	Finger Bend	Finger Twirl	Circles	Tips Only	Finger Bend		
Sitting Lesson								
Pencil Grip Lesson	X							
Paper Tilt & Position Lesson	X							
Letter & Number Formation	Numbers & Symbols (0 to 9, ?, !, @, £, €, &, \$)	Bottom Exit Letter Joins	Bottom Exit Letter Joins	Top Exit Letters to the Letter ' e'	Top Exit Letter Joining to Group T1 Letters	Top Exit Letter Joining to Group T2 Letters	The Bottom Exit Letter Joins Due to the nature of continuous cursive, to join the bottom exit letters all that is required is for the letters to be written closer; without the pencil being taken off the paper. The exit stroke finish point becomes the new start point for the joining letter' s entry stroke. The Top Exit Letter Join Groups Top Exit Letters joining to: The Letter e due to the nature of the join, a new letter e formation needs to be taught as part of the initial lesson for this join process: <i>ne, we, ve, ze</i> . Group T1: b, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y and z. Group T2: c, a, d, g, q, o and s.	

Summer Term Year 2 Teaching Route B – Continuous Cursive							Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>Developing Skills - Whole Words & Capital Letters</u> Continue to develop skills through practising whole words and revisiting capital letters: - The letters become slightly smaller and begin to be more uniform in size and spacing. - There is a clearer understanding of letter placement on the writing line, especially for descender and ascender letter formations. - The distinction between capital letter and lower case letter size begins to become more appropriate. - Understanding that capital letters never join to lower case letters. - That when writing whole joined words the pencil stays on the paper until the whole word has been written; except if it starts with a capital letter, to dot the letters i and j and to cross the letter t and x. N.B. All the lower case letters of a continuous cursive font style join, there are no exceptions.
Shoulder Stability	Bear Hug	Desk Push-Ups	"I Don't Know!"	Up We Go	Chair Push-Ups	Hand Pushes	
Crossing the Mid-line	Windscreen Wipers	Butterflies	Paper Chase	Scissor Cuts	Lazy 8	Macarena	
Wrist Strength & Mobility	Doorknob Turns	Wrist Circles	Heel Swing	Doorknob Turns	Wrist Lifts	Heel Swing	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Baton Twirl	Walk & Flip	Rolling Pencil	
Thumb & Finger	Finger Twirls	Tips Only	Finger Bend	Circles	Bow Politely	Finger Walk	
Sitting Lesson							
Pencil Grip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Whole Words Mixed Letter Families & Focus on Bottom Exit Letter Joins	Whole Words Mixed Letter Families & Focus on Top Exit Letter Joins	Whole Words Mixed Letter Families & Mixed Letter Joins	Numbers & Symbols (0 to 9, ?, !, @, £, €, &, \$)	Whole Words Capital Letters & Mixed Letter Families & Mixed Letter Joins	Whole Words Capital Letters & Mixed Letter Families & Mixed Letter Joins	

Autumn Term Year 3 Teaching Route B – Continuous Cursive							Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Sitting - All Levels: Optional – revisit Sitting Safety Poster Lesson. Pencil Grip - All Levels: Optional – revisit Drawbridge Flip Lesson. Paper Tilt & Position – All Levels: Optional – revisit Windscreen Wiper Lesson. Letter Formation Working at EL: Year 3 – Small line height (green star). Working at a Greater Depth within EL: Year 3 - Small line height (green star). Working Towards EL: Year 3 – Large/medium line heights (green pentagon or hexagon). The Bottom Exit Letter Joins Due to the nature of continuous cursive, all that is required to join the bottom exit letters is for them to be written closer together; without the pencil being taken off the paper. The exit stroke finish point becomes the new start point for the joining letter's entry stroke. The Top Exit Letter Join Groups Top Exit Letters joining to: The Letter e due to the nature of the join, a new letter e formation needs to be taught as part of the initial lesson for this join process: <i>ae, oe, we, we.</i> Group T1: b, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y and z. Group T2: c, a, d, g, q, o and s.
Shoulder Stability	"I Don't Know!"	Up We Go	Chair Push-Ups	Bear Hug	Hand Pushes	Desk Push-Ups	
Crossing the Mid-line	Lazy 8	Scissor Cuts	Butterflies	Lazy 8	Scissor Cuts	Butterflies	
Wrist Strength & Mobility	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Lifts	Wrist Circles	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	
Thumb & Fingers	Circles	Tips Only	Finger Bend	Circles	Tips Only	Finger Bend	
Sitting Lesson	X						
Pencil Grip Lesson	X						
Paper Tilt & Position Lesson	X						
Letter & Number Formation	Bottom Exit Letter Joins	Top Exit Letters to the Letter 'e'	Top Exit Letters Joining Group T1 Letters	Top Exit Letters Joining Group T2 Letters	Capital Straight Lines Family & Mixed Lower Case Letters & Joins	Capital Straight & Slant Lines Family & Mixed Lower Case Letters & Joins	

Autumn Term		Year 3 Teaching Route B - Continuous Cursive					Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>Developing & Refining Skills - Whole Words & Capital Letters</u> Continue to develop and refine their skills through practising whole words and revisiting capital letters: - The letters become slightly smaller and begin to be more uniform in size and spacing. - There is a clearer understanding of letter placement on the writing line, especially for descender and ascender letter formations. - The distinction between capital letter and lower case letter size begins to become more appropriate. - Understanding that capital letters never join to lower case letters. - When writing whole joined words the pencil stays on the paper until the whole word has been written; except if it starts with a capital letter, to dot the letters i and j and to cross the letter t and x. <u>N.B.</u> All the lower case letters of a continuous cursive font style join, there are no exceptions. <u>Numbers & Symbols Formation</u> It is important to explain: - Numbers are the same size as a capital letter. - Numbers always sit on the writing line. - Punctuation marks such as the ! and ? and other symbols are the same size as capital letters with their bottom dot sitting on the writing line.
Shoulder Stability	Hand Pushes	Up We Go	"I Don't Know!"	Hand Pushes	Up We Go	Desk Push-Ups	
Crossing the Mid-line	Scissor Cuts	Butterflies	Lazy 8	Scissor Cuts	Butterflies	Lazy 8	
Wrist Strength & Mobility	Wrist Circles	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Lifts	
Whole Hand	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	
Thumb & Fingers	Tips Only	Finger Bend	Circles	Tips Only	Finger Bend	Circles	
Sitting Lesson							
Pencil Grip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Capital Straight & Curly Lines Family & Mixed Lower Case Letters & Joins	Capital Curly Lines Family & Mixed Lower Case Letters & Joins	Mixed Capital Letters & Mixed Lower Case Letters & Joins	Numbers & Symbols (0 to 9, %, !, @, £, €, &, \$)	Refine Skills	Refine Skills	
					Whole Words Mixed Letter Families & Focus on Bottom Exit Letter Joins	Whole Words Mixed Letter Families & Focus on Top Exit Letters to the Letter 'e'	

Spring Term		Year 3 Teaching Route B – Continuous Cursive					Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>Refining Skills - Whole Words</u> Continue to refine skills through practising joining whole words: - The letters become slightly smaller and begin to be more uniform in size and spacing. - There is a clearer understanding of letter placement on the writing line, especially for descender and ascender letter formations. - When writing whole joined words the pencil stays on the paper until the whole word has been written; except if it starts with a capital letter, to dot the letters i and j and to cross the letter t and x. - Develop speed, while maintaining a consistent size and spacing.
Shoulder Stability	Up We Go	Chair Push-Ups	Hand Pushes	Bear Hug	Up We Go	Desk Push-Ups	
Crossing the Mid-line	Butterflies	Scissor Cuts	Windscreen Wipers	Lazy 8	Paper Chase	Scissor Cuts	
Wrist Strength & Mobility	Wrist Lifts	Doorknob Turns	Wrist Circles	Wrist Lifts	Doorknob Turns	Wrist Circles	
Whole Hand	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	Super Hands	Walk & Flip	
Thumb & Fingers	Tips Only	Bow Politely	Finger Bend	Circles	Tips Only	Bow Politely	
Sitting Lesson							
Pencil Grip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	
	Whole Words Mixed Letter Families & Focus on Top Exit Letters Joining to Group T1 Letters	Whole Words Mixed Letter Families & Focus on Top Exit Letters Joining to Group T2 Letters	Numbers & Symbols (0 to 9, %, !, @, £, €, &, \$)	Whole Words Mixed Letter Families & Focus on Bottom Exit Letter Joins	Whole Words Mixed Letter Families & Focus on Top Exit Letters to the Letter 'e'	Whole Words Mixed Letter Families & Focus on Top Exit Letter Joins	

Spring Term Year 3 Teaching Route B – Continuous Cursive							Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>Refining Skills - Whole Words & Capital Letters</u> Continue to refine skills through practising whole words and revisiting capital letters: - The letters become slightly smaller and begin to be more uniform in size and spacing. - There is a clearer understanding of letter placement on the writing line, especially for descender and ascender letter formations. - The distinction between capital letter and lower case letter size begins to become more appropriate. - Understanding that capital letters never join to lower case letters. - When writing whole joined words the pencil stays on the paper until the whole word has been written; except if it starts with a capital letter, to dot the letters i and j and to cross the letter t and x. - Develop speed, while maintaining a consistent size and spacing.
Shoulder Stability	Hand Pushes	" I Don' t Know!"	Chair Push-Ups	Up We Go	Bear Hug	Chair Push-Ups	
Crossing the Mid-line	Windscreen Wipers	Lazy 8	Butterflies	Scissor Cuts	Windscreen Wipers	Macarena	
Wrist Strength & Mobility	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Circles	Wrist Lifts	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	
Thumb & Fingers	Circles	Tips Only	Finger Bend	Bow Politely	Tips Only	Finger Bend	
String Lesson							
Pencil Grip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	
	Whole Words Capital Letters & Mixed Letter Families & Bottom Exit Letter Joins	Whole Words Capital Letters & Mixed Letter Families & Top Exit Letter Joins	Whole Words Capital Letters & Mixed Letter Families & Joins	Whole Words Capital Letters & Mixed Letter Families & Joins	Whole Words Capital Letters & Mixed Letter Families & Joins	Whole Words Capital Letters & Mixed Letter Families & Joins	

Summer Term		Year 3 Teaching Route B – Continuous Cursive					Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>When to Move a Child to Speed & Fluidity Activities</u> Children move on to the speed and fluidity activities once they are confident in correctly forming all the capital letters and lower case letters; joining them appropriately. They may not have refined the size to the small line height but they are forming their letters correctly, appropriately positioned and consistently sized and spaced. The sentences use words that have been covered in the workbooks as well as common high frequency words and spelling patterns. This allows the child to focus on the speed and accuracy of their handwriting rather than focusing too intently on the spelling (a different activity skill set, not part of this dictation process, although it will support and develop spelling knowledge). <u>Dictation Guide:</u> 1. Before the children pick up their pencils, read the whole sentence, at a slightly slower speed than normal. 2. Then they pick up their pencil ready to write. Read a few words at a time, repeating them once more, making clear any punctuation marks required, comma, full stop, question mark or exclamation mark. Allow a reasonable amount of time, so that the children finish writing, before you say the next few words (ability dependant). 3. Once you have dictated all the words, read the whole sentence again using your normal reading speed. 4. Ask them to read the sentence through to themselves, so they can review their work, making any spelling or grammar corrections they have noticed.
Shoulder Stability	Up We Go	Desk Push-Ups	" I Don' t Know!"	Bear Hug	Hand Pushes	Chair Push-Ups	
Crossing the Mid-line	Butterflies	Scissor Cuts	Lazy 8	Windscreen Wipers	Macarena	Paper Chase	
Wrist Strength & Mobility	Wrist Circles	Wrist Lifts	Heel Swing	Doorknob Turns	Wrist Lifts	Heel Swing	
Whole Hand	Baton Twirl	Super Hands	Rolling Pencil	Walk & Flip	Baton Twirl	Rolling Pencil	
Thumb & Fingers	Finger Walk	Finger Bend	Finger Twirl	Circles	Tips Only	Finger Bend	
Sitting Lesson							
Pencil Grip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	
	Focus on Bottom Exit Letter Joins	Focus on Bottom Exit Letter Joins	Focus on Top Exit Letters to the Letter ' e'	Focus on Top Exit Letters Joining Group T1 Letters	Focus on Top Exit Letters Joining Group T2 Letters	Numbers & Symbols (0 to 9, %, !, @, £, €, &, \$)	
	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	
	Dictation Set 1	Dictation Set 2	Dictation Set 3	Dictation Set 4	Dictation Set 5	Dictation Set 6	

Summer Term		Year 3 Teaching Route B – Continuous Cursive					Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>Refining Skills - Whole Words</u> Continue to refine skills through practising joining whole words: - The letters become slightly smaller and begin to be more uniform in size and spacing. - There is a clearer understanding of letter placement on the writing line, especially for descender and ascender letter formations. - When writing whole joined words the pencil stays on the paper until the whole word has been written; except if it starts with a capital letter, to dot the letters i and j and to cross the letter t and x. - Develop speed, while maintaining a consistent size and spacing. <u>Letter Formation</u> Working at EL: Year 3 – Small line height (green star). Working at a Greater Depth within EL: Year 3 - Small line height (green star). Working Towards EL: Year 3 – Large/medium line heights (green pentagon or hexagon).
Shoulder Stability	Bear Hug	Desk Push-Ups	"I Don't Know!"	Up We Go	Chair Push-Ups	Hands Pushes	
Crossing the Mid-line	Windscreen Wipers	Butterflies	Paper Chase	Scissor Cuts	Lazy 8	Macarena	
Wrist Strength & Mobility	Doorknob Turns	Wrist Circles	Heel Swing	Doorknob Turns	Wrist Lifts	Heel Swing	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Baton Twirl	Walk & Flip	Rolling Pencil	
Thumb & Fingers	Finger Twirls	Tips Only	Finger Bend	Circles	Bow Politely	Finger Walk	
Sitting Lesson							
Field Trip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	
	Focus on Bottom Exit Letter Joins	Focus on Bottom Exit Letter Joins	Focus on Top Exit Letters to the Letter 'e'	Focus on Top Exit Letters Joining Group T1 Letters	Focus on Top Exit Letters Joining Group T2 Letters	Numbers & Symbols (0 to 9, %, !, @, £, €, & \$)	
	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	
	Dictation Set 7	Dictation Set 8	Dictation Set 9	Dictation Set 10	Dictation Set 11	Dictation Set 12	

Autumn Term		Year 4 Teaching Route B – Continuous Cursive					Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Sitting - All Levels: Optional – revisit Sitting Safety Poster Lesson. Pencil Grip - All Levels: Optional – revisit Drawbridge Flip Lesson. Paper Tilt & Position – All Levels: Optional – revisit Windscreen Wiper Lesson. Letter Formation Working at EL: Year 4 – Small line height (green star). Working at a Greater Depth within EL: Year 4 - Small line height (green star). Working Towards EL: Year 4 – Medium line height (green hexagon). The Bottom Exit Letter Joins Due to the nature of continuous cursive, all that is required to join the bottom exit letters is for them to be written closer together, without the pencil being taken off the paper. The exit stroke finish point becomes the new start point for the joining letter's entry stroke. The Top Exit Letter Join Groups Top Exit Letters joining to: The Letter e due to the nature of the join, a new letter e formation needs to be taught as part of the initial lesson for this join process: <i>oe, re, me, we.</i> Group T1: b, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y and z. Group T2: c, a, d, g, q, o and s.
Shoulder Stability	* I Don' t Know!	Up We Go	Chair Push-Ups	Bear Hug	Hand Pushes	Desk Push-Ups	
Crossing the Mid-line	Lazy 8	Scissor Cuts	Butterflies	Lazy 8	Scissor Cuts	Butterflies	
Wrist Strength & Mobility	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Lifts	Wrist Circles	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	
Thumb & Fingers	Circles	Tips Only	Finger Bend	Circles	Tips Only	Finger Bend	
Sitting Lesson	X						
Pencil Grip Lesson	X						
Paper Tilt & Position Lesson	X						
Letter & Number Formation	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	
	Whole Words Mixed Letter Families & Focus on Bottom Exit Letter Joins	Whole Words Mixed Letter Families & Focus on Top Exit Letters to the Letter ' e'	Whole Words Mixed Letter Families & Focus on Top Exit Letters Joining to Group T1 Letters	Whole Words Mixed Letter Families & Focus on Top Exit Letters Joining to Group T2 Letters	Capital Straight Lines Family & Mixed Lower Case Letters & Joins	Capital Straight & Slant Lines Family & Mixed Lower Case Letters & Joins	

Autumn Term		Year 4 Teaching Route B – Continuous Cursive					Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>Numbers & Symbols Formation</u> It is important to explain: - Numbers are the same size as a capital letter. - Numbers always sit on the writing line. - Punctuation marks such as the ! and ? and other symbols are the same size as capital letters with their bottom dot sitting on the writing line. <u>Refining Skills - Whole Words & Capital Letters</u> Continue to refine skills through practising whole words and revisiting capital letters: - The letters become slightly smaller and begin to be more uniform in size and spacing. - There is a clearer understanding of letter placement on the writing line, especially for descender and ascender letter formations. - The distinction between capital letter and lower case letter size begins to become more appropriate. - Understanding that capital letters never join to lower case letters. - When writing whole joined words the pencil stays on the paper until the whole word has been written; except if it starts with a capital letter, to dot the letters i and j and to cross the letter t and x. <u>When to Move a Child to Speed & Fluidity Activities</u> Children move on to the speed and fluidity activities once they are confident in correctly forming all the capital letters and lower case letters; joining them appropriately.
Shoulder Stability	Hand Pushes	Up We Go	" I Don' t' Know!"	Hand Pushes	Up We Go	Desk Push-Ups	
Crossing the Mid-line	Scissor Cuts	Butterflies	Lazy 8	Scissor Cuts	Butterflies	Lazy 8	
Wrist Strength & Mobility	Wrist Circles	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Lifts	
Whole Hand	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	
Thumb & Fingers	Tips Only	Finger Bend	Circles	Tips Only	Finger Bend	Circles	
Sitting Lesson							
Pencil Grip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	
	Capital Straight & Curly Lines Family & Mixed Lower Case Letters & Joins	Capital Curly Lines Family & Mixed Lower Case Letters & Joins	Mixed Capital Letters & Mixed Lower Case Letters & Joins	Numbers & Symbols (0 to 9, ?, !, @, £, €, &, \$)	Whole Words Focus on Bottom Exit Letter Joins	Whole Words Focus on Top Exit Letters to the Letter 'e'	
					Speed & Fluidity Skills	Speed & Fluidity Skills	
					Dictation Set 13	Dictation Set 14	

Spring Term		Year 4 Teaching Route B – Continuous Cursive					Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>When to Move a Child to Speed & Fluidity Activities</u> Children move on to the speed and fluidity activities once they are confident in correctly forming all the capital letters and lower case letters; joining them appropriately. They may not have refined the size to the small line height but they are forming their letters correctly, appropriately positioned and consistently sized and spaced. The sentences use words that have been covered in the workbooks as well as common high frequency words and spelling patterns. This allows the child to focus on the speed and accuracy of their handwriting rather than focusing too intently on the spelling (a different activity skill set, not part of this dictation process, although it will support and develop spelling knowledge). <u>Dictation Guide:</u> 1. Before the children pick up their pencils, read the whole sentence, at a slightly slower speed than normal. 2. Then they pick up their pencil ready to write. Read a few words at a time, repeating them once more, making clear any punctuation marks required, comma, full stop, question mark or exclamation mark. Allow a reasonable amount of time, so that the children finish writing, before you say the next few words (ability dependant). 3. Once you have dictated all the words, read the whole sentence again using your normal reading speed. 4. Ask them to read the sentence through to themselves, so they can review their work, making any spelling or grammar corrections they have noticed.
Shoulder Stability	Up We Go	Chair Push-Ups	Hand Pushes	Bear Hug	Up We Go	Desk Push-Ups	
Crossing the Mid-line	Butterflies	Scissor Cuts	Windscreen Wipers	Lazy 8	Paper Chase	Scissor Cuts	
Wrist Strength & Mobility	Wrist Lifts	Doorknob Turns	Wrist Circles	Wrist Lifts	Doorknob Turns	Wrist Circles	
Whole Hand	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	Super Hands	Walk & Flip	
Thumb & Fingers	Tips Only	Bow Politely	Finger Bend	Circles	Tips Only	Bow Politely	
Sitting Lesson							
Pencil Grip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	
	Whole Words Focus on Top Exit Letters Joining Group T1	Whole Words Focus on Top Exit Letters Joining Group T2	Numbers & Symbols (0 to 9, ?, !, @, £, €, &, \$)	Whole Words Capital Letters & Bottom Exit Letter Joins	Whole Words Capital Letters & Top Exit Letter Joins	Whole Words & Joins	
	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	
	Dictation Set 15	Dictation Set 16	Dictation Set 17	Dictation Set 18	Dictation Set 19	Dictation Set 20	

Spring Term Year 4 Teaching Route B – Continuous Cursive							Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>Refining Skills - Whole Words</u> Continue to refine skills through practising joining whole words: - The letters become slightly smaller and begin to be more uniform in size and spacing. - There is a clearer understanding of letter placement on the writing line, especially for descender and ascender letter formations. - When writing whole joined words the pencil stays on the paper until the whole word has been written; except if it starts with a capital letter, to dot the letters i and j and to cross the letter t and x. - Develop speed, while maintaining a consistent size and spacing. <u>Letter Formation</u> Working at EL: Year 4 – Small line height (green star). Working at a Greater Depth within EL: Year 4 - Small line height (green star). Working Towards EL: Year 4 – Medium line height (green hexagon).
Shoulder Stability	Hand Pushes	" I Don' t Know!"	Chair Push-Ups	Up We Go	Bear Hug	Chair Push-Ups	
Crossing the Mid-line	Windscreen Wipers	Lazy 8	Butterflies	Scissor Cuts	Windscreen Wipers	Macarena	
Wrist Strength & Mobility	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Circles	Wrist Lifts	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	
Thumb & Fingers	Circles	Tips Only	Finger Bend	Bow Politely	Tips Only	Finger Bend	
Sitting Lesson							
Pencil Grip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	
	Whole Words Focus on Bottom Exit Letter Joins	Whole Words Focus on Top Exit Letters to the Letter 'e'	Whole Words Focus on Top Exit Letters to Group T1	Whole Words Focus on Top Exit Letters to Group T2	Whole Words & Joins	Whole Words & Joins	
	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	
	Dictation Set 21	Dictation Set 22	Dictation Set 23	Dictation Set 24	Dictation Set 25	Dictation Set 26	

Summer Term		Year 4 Teaching Route B – Continuous Cursive					Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<u>When to Move a Child to Speed & Fluidity Activities</u> Children move on to the speed and fluidity activities once they are confident in correctly forming all the capital letters and lower case letters; joining them appropriately. They may not have refined the size to the small line height but they are forming their letters correctly, appropriately positioned and consistently sized and spaced. The sentences use words that have been covered in the workbooks as well as common high frequency words and spelling patterns. This allows the child to focus on the speed and accuracy of their handwriting rather than focusing too intently on the spelling (a different activity skill set, not part of this dictation process, although it will support and develop spelling knowledge). <u>Dictation Guide:</u> 1. Before the children pick up their pencils, read the whole sentence, at a slightly slower speed than normal. 2. Then they pick up their pencil ready to write. Read a few words at a time, repeating them once more, making clear any punctuation marks required, comma, full stop, question mark or exclamation mark. Allow a reasonable amount of time, so that the children finish writing, before you say the next few words (ability dependant). 3. Once you have dictated all the words, read the whole sentence again using your normal reading speed. 4. Ask them to read the sentence through to themselves, so they can review their work, making any spelling or grammar corrections they have noticed.
Shoulder Stability	Hand Pushes	" I Don' t Know!"	Chair Push-Ups	Up We Go	" I Don' t Know!"	Chair Push-Ups	
Crossing the Mid-line	Windscreen Wipers	Lazy 8	Butterflies	Scissor Cuts	Windscreen Wipers	Lazy 8	
Wrist Strength & Mobility	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Circles	Wrist Lifts	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	
Thumb & Fingers	Circles	Tips Only	Finger Bend	Bow Politely	Tips Only	Finger Bend	
Sitting Lesson							
Pencil Grip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	
	Whole Words Capital Letters & Bottom Joins	Whole Words Capital Letters & Top Joins	Whole Words Capital Letters & Mixed Joins	Whole Words Focus on Bottom Joins	Whole Words Focus on Top Exit Joins	Whole Words & Mixed Joins	
	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	
	Dictation Set 27	Dictation Set 28	Dictation Set 29	Dictation Set 30	Dictation Set 31	Dictation Set 32	

Summer Term		Year 4 Teaching Route B – Continuous Cursive					Additional Guidance Notes
2nd Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Letter Formation Working at EL: Year 4 – Small line height (green star). Working at a Greater Depth within EL: Year 4 - Small line height (green star). Working Towards EL: Year 4 – Medium line height (green hexagon). Dictation Guide: 1. Before the children pick up their pencils, read the whole sentence, at a slightly slower speed than normal. 2. Then they pick up their pencil ready to write. Read a few words at a time, repeating them once more, making clear any punctuation marks required, comma, full stop, question mark or exclamation mark. Allow a reasonable amount of time, so that the children finish writing, before you say the next few words (ability dependant). 3. Once you have dictated all the words, read the whole sentence again using your normal reading speed. 4. Ask them to read the sentence through to themselves, so they can review their work, making any spelling or grammar corrections they have noticed.
Shoulder Stability	Bear Hug	Desk Push-Ups	" I Don' t Know!"	Up We Go	Chair Push-Ups	Hands Pushes	
Crossing the Mid-line	Windscreen Wipers	Butterflies	Paper Chase	Scissor Cuts	Lazy 8	Macarena	
Wrist Strength & Mobility	Doorknob Turns	Wrist Circles	Heel Swing	Doorknob Turns	Wrist Lifts	Heel Swing	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Baton Twirl	Walk & Flip	Rolling Pencil	
Thumb & Fingers	Finger Twirls	Tips Only	Finger Bend	Circles	Bow Politely	Finger Walk	
Sitting Lesson							
Pencil Grip Lesson							
Paper Tilt & Position Lesson							
Letter & Number Formation	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	Refine Skills	
	Whole Words Capital Letters & Bottom Exit Letter Joins	Whole Words Capital Letters & Top Exit Letter Joins	Whole Words Capital Letters & Joins	Whole Words Focus on Bottom Exit Letter Joins	Whole Words Focus on Top Exit Letter Joins	Whole Words & Joins	
	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	Speed & Fluidity Skills	
	Dictation Set 33	Dictation Set 34	Dictation Set 35	Dictation Set 36	Dictation Set 37	Dictation Set 38	

Autumn Term Year 5/6 – Introduction Year Timetable Teaching Route B – Continuous Cursive							Additional Guidance Notes
1st Half Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Sitting - Year 3 – Sitting Safety Poster Lesson, in section 6 Pencil Grip –Year 3 - Drawbridge Flip Lesson, section 6. Paper Tilt & Position –Year 3 - Windscreen Wiper Lesson, section 6. Letter Formation - Year 3 – Letter Formation Lessons, section 6 and Joins, section 4 Line Heights: Working at EL & Working at a Greater Depth within EL: Small line height (green star). Working Towards EL: Medium line height (green hexagon). The Bottom Exit Letter Joins Due to the nature of continuous cursive, to join the bottom exit letters all that is required is for the letters to be written closer; without the pencil being taken off the paper. The exit stroke finish point becomes the new start point for the joining letter's entry stroke. Introduction Year Use this Route B Autumn - Term 1 Introduction Year timetable and then move to use the Year 4 Route B timetables; start with the Autumn - Term 1 and continue to follow for the remainder of the year. When you start to introduce the dictation sentences begin from the set you feel is most appropriate for your class rather than following the sentence sets numbered on the timetables.
Shoulder Stability	"I Don't Know!"	Up We Go	Chair Push Ups	"I Don't Know!"	Up We Go	Chair Push Ups	
Crossing the Mid-line	Lazy 8	Scissor Cuts	Butterflies	Lazy 8	Scissor Cuts	Butterflies	
Wrist Strength & Mobility	Doorknob Turns	Wrist Lifts	Wrist Circles	Doorknob Turns	Wrist Lifts	Wrist Circles	
Whole Hand	Walk & Flip	Super Hands	Rolling Pencil	Walk & Flip	Super Hands	Rolling Pencil	
Thumb & Finger	Circles	Tips Only	Finger Bend	Circles	Tips Only	Finger Bend	
Sitting Lessons	X		X		X		
Pencil Grip Lesson	X		X		X		
Paper Tilt & Position Lesson	X		X		X		
Letter & Number Formation	Straight Lines Family (i, l, t, x, z) Yr 1 Word Lists 1 & 4	Curves to Start Family (c, a, d, g, q, o, e, s) Yr 1 Word Lists 1 & 4	Tunnels Family (n, m, h, b, p, u) Yr 1 Word Lists 1 & 4	Hooks, Loops & Lines Family (j, y, f, k) Yr 1 Word Lists 1 & 4	Top Exit Family (r, v, w) Yr 1 Word Lists 1 & 4	Recap Week of all Single Letters, Bottom Joins and Top Exit Letters to Top Exit Letters	

