Handwriting Policy

School: Salhouse Primary School
Policy Lead: Gemma King
Date: Autumn 2026
Review Date: Autumn 2027

1. Introduction

At Salhouse Primary School, we believe that handwriting is an important part of children's development. Handwriting enables children to communicate their ideas clearly, efficiently and confidently and supports their wider literacy development.

We use the **Nelson Handwriting scheme** as the basis for our whole-school handwriting teaching. Nelson provides a structured progression from year 2 to Year 6, beginning with gross and fine motor development and correct letter formation before progressing towards joined, fluent and increasingly individual handwriting styles. Reception and year 1 use Read, Write Inc. Phonics Handwriting.

Our approach is consistent across the school so that children receive clear and familiar expectations as they progress through the year groups.

2. Aims

Our handwriting curriculum aims to enable every child to:

- develop good gross and fine motor control;
- develop a comfortable and efficient pencil grip;
- adopt an appropriate sitting position and posture for writing;
- form letters and numbers correctly and consistently;
- understand and use the correct starting points and direction of movement;
- develop consistent letter size, height, orientation and spacing;
- understand and use appropriate joins;
- develop fluent, legible and increasingly speedy handwriting;
- develop stamina for longer periods of writing;
- take pride in the presentation of their work;
- select an appropriate handwriting style for different purposes;
- develop an individual handwriting style while maintaining legibility.

3. Teaching and Learning

Handwriting is taught explicitly and systematically using the Nelson Handwriting scheme and Read, Write Inc. Phonics Handwriting.

Teachers will:

- model correct letter formation and joins;
- use the agreed Nelson terminology when discussing handwriting;
- provide regular opportunities for guided and independent practice;
- make links between handwriting, phonics, spelling and vocabulary;
- provide opportunities for children to apply handwriting skills in their everyday written work;
- monitor children's progress and provide additional support where required;
- ensure that their own handwriting provides a consistent model for pupils.

Nelson emphasises consistent modelling and regular practice throughout the primary years, with children developing accuracy first and then increasing fluency, confidence and speed.

Lesson structure

Where appropriate, handwriting lessons will follow a consistent structure:

1. **Warm-up and preparation** – fine motor or pattern activities as appropriate.
2. **Teacher modelling** – the teacher explicitly demonstrates the letter, join or skill.
3. **Guided practice** – children practise with teacher support.
4. **Independent practice** – children apply the skill independently.
5. **Application** – children use the handwriting skill in words, sentences or wider curriculum work.
6. **Review** – children reflect on the quality, consistency and legibility of their handwriting.

Handwriting should be taught regularly throughout the week. Short, frequent practice opportunities may be used alongside discrete handwriting lessons.

4. Posture and Pencil Grip

Children are taught to:

- sit comfortably with both feet supported where possible;
- position themselves appropriately at the table;
- hold their pencil comfortably and efficiently;
- use their non-writing hand to steady the paper;
- position the paper appropriately;
- maintain a relaxed hand and wrist position.

The school recognises that children may have different physical needs and that a rigid approach to pencil grip is not appropriate for every child. Staff will support individual children to develop a functional and comfortable grip that enables effective writing.

Left-handed children will be given appropriate support with seating, paper position and pencil grip.

5. Progression

Reception

The focus in Reception is on developing the physical skills and foundations needed for handwriting.

Children will:

- develop gross and fine motor control;
- participate in mark-making and pattern activities;
- develop hand and finger strength;
- practise holding writing tools appropriately;
- develop an appropriate tripod grip where this is comfortable and appropriate;
- practise basic patterns and shapes;
- learn correct starting points and movement patterns;
- begin to form letters and numerals correctly.

These early experiences provide the foundations for accurate letter formation.

Year 1

Children will:

- develop a secure and consistent pencil grip;
- form lower-case letters correctly;
- form capital letters correctly;
- form numerals correctly;
- understand groups or families of letters with similar formation patterns;
- maintain consistent letter size;
- write on the line;
- develop appropriate spacing between words;
- begin to develop the preparatory movements needed for joining;
- begin to join appropriate letters where developmentally appropriate.

Nelson Year 1 focuses particularly on secure letter formation, size, spacing and the introduction of joining through patterns and preparatory work.

Year 2

Children will:

- consolidate accurate letter formation;
- develop consistency in letter size, shape and orientation;
- accurately form ascenders and descenders;
- use appropriate spacing between letters and words;
- develop diagonal and horizontal joins;
- understand which letters should and should not be joined;
- practise joining letters within common and phonetically regular words;
- develop increasing fluency and confidence.

By the end of Year 2, children should have developed a secure foundation for fluent joined handwriting.

Year 3

Children will:

- consolidate all previously taught letter formations;
- develop fluent use of the four main joins;
- apply joined handwriting increasingly across their written work;
- understand break letters and when letters should not be joined;
- maintain consistent letter height and spacing;
- develop a slight rightward slant where appropriate;
- increase writing speed without compromising legibility;
- develop greater stamina for writing.

Nelson introduces the four joins, break letters and more fluent application of handwriting at this stage.

Year 4

Children will:

- maintain consistent letter formation;
- reinforce correct ascenders and descenders;
- maintain appropriate proportions between letters;

- practise more challenging joins;
- develop greater speed, accuracy and fluency;
- apply joined handwriting consistently across curriculum writing;
- take increasing responsibility for the presentation of their work.

Children will continue to develop fluent handwriting that is clear and easy to read.

Year 5

Children will:

- consolidate all previously taught joins;
- practise difficult and less familiar joins;
- maintain consistent size, spacing and proportions;
- develop increased speed and stamina;
- choose an appropriate style of handwriting for different purposes;
- develop an individual handwriting style while maintaining legibility;
- apply handwriting skills consistently across all areas of the curriculum.

Nelson's Year 5 progression focuses on difficult joins, appropriate writing styles and the development of an individual but clear and fluent style.

Year 6

Children will:

- maintain fluent, legible and consistent handwriting;
- consolidate all previously taught skills;
- develop an increasingly individual handwriting style;
- adapt handwriting appropriately for different purposes;
- write quickly and clearly when taking notes;
- write appropriately for labels, forms, addresses and other practical purposes;
- maintain high standards of presentation;
- develop the confidence and independence needed for secondary school.

By the end of Year 6, pupils should be able to write clearly, fluently and legibly and adapt their handwriting to suit different purposes.

6. Letter Formation and Joining

The Nelson handwriting style will be used consistently when handwriting is modelled by adults in school.

Children will be explicitly taught:

- correct starting points;
- direction of movement;
- letter formation;
- letter height;
- ascenders and descenders;
- spacing;
- diagonal joins;
- horizontal joins;
- break letters;
- when letters should and should not be joined.

Capital letters will be formed correctly and will not be joined.

Teachers will ensure that children do not develop incorrect habits through inconsistent modelling.

7. Handwriting Across the Curriculum

Handwriting is not limited to discrete handwriting lessons.

Children are expected to apply the skills they have been taught when writing in:

- English;
- Mathematics;
- Science;
- History;
- Geography;
- RE;
- and other curriculum subjects.

Teachers will reinforce handwriting expectations during everyday writing and will encourage children to take pride in the presentation of their work.

The aim is for handwriting skills to become increasingly automatic so that children can concentrate on the content and quality of their writing.

8. Pens and Pencils

Children will use pencils when appropriate for their stage of development.

As children develop secure handwriting skills, the school will introduce handwriting pens in accordance with the school's agreed year-group expectations. Children will be encouraged to write in black ballpoint pen once secure across all subjects.

The decision to move from pencil to pen should be based on the child's:

- letter formation;
- consistency;
- joining;
- spacing;
- control;
- fluency;
- and overall legibility.

Children who require additional support may continue to use a pencil or an alternative writing implement where this best supports their needs.

9. Differentiation and Additional Support

Handwriting teaching will be adapted to meet individual needs.

Children who require additional support may benefit from:

- additional short practice sessions;
- larger or wider-lined paper;
- handwriting guides;
- additional modelling;
- whiteboard or other large-scale practice;
- pencil grips where appropriate;
- alternative pencils or writing tools;
- fine motor activities;
- targeted adult support;
- reduced writing quantity while maintaining high expectations for quality.

Children who are developing handwriting more quickly will be challenged through expectations around consistency, fluency, speed and presentation rather than simply being asked to produce more writing.

10. Assessment and Monitoring

Teachers will assess handwriting continuously through observation and children's written work.

Assessment will consider:

- posture and pencil grip;
- correct letter and numeral formation;
- size and proportion;
- spacing;
- alignment;
- ascenders and descenders;
- joins;
- fluency;
- speed;
- legibility;
- presentation;
- ability to apply handwriting skills independently.

Progress will be monitored against the Nelson progression and the school's year-group expectations.

The English/handwriting lead will monitor provision through:

- book scrutiny;
- lesson observations;
- pupil voice;
- planning and progression checks;
- discussions with staff;
- analysis of children's work.

11. Presentation Expectations

All staff will promote high standards of presentation.

Children will be encouraged to:

- take care of their books and equipment;
- use appropriate handwriting for the task;
- write clearly and legibly;
- maintain consistent letter size and spacing;
- correct errors appropriately;
- take pride in the finished presentation of their work.

Teachers should model the school's agreed handwriting style when writing on boards, displays and in pupils' books.

12. Inclusion

All children should have access to high-quality handwriting teaching.

The school recognises that some pupils may experience difficulties with handwriting due to developmental, physical, motor or learning needs. Appropriate adaptations and additional support will be provided.

Where a child continues to experience significant difficulties, the class teacher will work with the SENCO (JP) and relevant professionals to identify appropriate strategies and resources.

The expectation remains that every child will develop the most fluent, legible and efficient handwriting possible for their individual needs.

13. Home-School Partnership

Parents and carers will be encouraged to support handwriting development at home through:

- practising correct letter formation;
- encouraging an appropriate pencil grip;
- providing opportunities for drawing, colouring, cutting and other fine motor activities;
- practising spellings and words using the school's agreed handwriting style;
- encouraging children to take pride in written work.

Where appropriate, the school may provide handwriting activities or guidance for parents and carers. Guidance was sent to all parents and carers at the start of autumn 2026. This will be done on an annual basis.

14. Roles and Responsibilities

Headteacher

The Headteacher will ensure that the policy is implemented consistently across the school.

English/Handwriting Lead

The handwriting lead will:

- oversee implementation of the Nelson scheme;
- monitor progression and consistency;
- support staff with training and resources;
- monitor standards through work scrutiny and observations;

- identify areas for development.

Teachers

Teachers will:

- teach handwriting regularly;
- follow the agreed Nelson progression;
- model handwriting accurately;
- assess pupil progress;
- provide appropriate differentiation;
- reinforce handwriting expectations across the curriculum.

Teaching Assistants

Teaching assistants will:

- reinforce the handwriting model used by the class teacher;
- support pupils with additional practice;
- provide appropriate physical and practical support;
- encourage independence.

Pupils

Pupils are expected to:

- listen carefully to handwriting instruction;
- practise the skills being taught;
- use the agreed handwriting style;
- take care with presentation;
- respond positively to feedback;
- take increasing responsibility for the quality of their handwriting.

15. Review

This policy will be reviewed annually by the handwriting/English lead and senior leadership team.

The policy will be updated where necessary to reflect changes to the curriculum, the Nelson Handwriting scheme, school practice or identified pupil needs.

Appendix 1: Whole-School Handwriting Principles

Across the school, we will ensure that:

1. Handwriting is explicitly taught.
2. The Nelson progression is followed consistently.
3. Teachers model handwriting accurately.
4. Correct letter formation is prioritised before speed.
5. Children receive regular opportunities to practise.
6. Handwriting is linked to phonics, spelling and writing.
7. Letter size, spacing and alignment are taught explicitly.
8. Joining is introduced progressively.
9. Children are taught when letters should and should not be joined.
10. Fluency and speed are developed without compromising legibility.
11. Children are encouraged to take pride in their presentation.
12. Individual needs are recognised and appropriately supported.
13. Handwriting expectations are reinforced across the curriculum.
14. By Year 6, pupils should be able to adapt their handwriting for different purposes and write fluently, clearly and legibly.

The model uses, lower case letters, capital letters, numerals

• The break letters

• The four joins

• The order of teaching, i.e. it is useful to group letters together based on similar movements, followed by phonic progression

The three 'P's:

• posture

• pen hold

• paper position

• Advice for left-handers

• Use of lined or unlined paper

• Equipment used

• Assessment and record keeping procedures

Policy principle: *Correct formation → consistency → joining → fluency → speed → individual style.*

Appendix 2: Read, Write Inc. letter formation guide and year 2 to year 3 scope and sequence. 7

Policy administration	
Version number	1.1
Date of issue	Autumn 2026
Electronic copies are available from	The school website
Hard copies of this plan are available from	The school office
Date of next review	Autumn 2027 (this policy is regularly reviewed through school monitoring across all subjects)
Person responsible for review	Updated by Subject Lead (GK) and EHT (HS)

 Maisie, mountain, mountain	 Round the apple, down the leaf	 Slither down the snake	 Round his bottom, up his tall neck, down to his feet	 Down the tower, across the tower
 Down the body, dot for the head	 Down Nobby, over his net	 Down the plait and over the pirate's face	 Round her face, down her hair and give her a curl	 All around the orange
 Curl around the caterpillar	 Down the kangaroo's body, tail and leg	 Down and under, up to the top and draw the puddle	 Down the laces to the heel, round the toe	 Down the stem, and draw the leaves

 Lift off the top and scoop out the egg	 Down the long leg	 Down the head to the hooves and over his back	 Down his back, then curl over his arm	 Down his body curl and dot
 Down a wing, up a wing	 Down a horn up a horn and under his head	 Down, up, down, up	 Zig - zag - zig	 Round her head, up past her earrings and down her hair
 Down the arm and leg and repeat the other side				

Book 2 Scope and Sequence

Unit	Pupil Book and Workbook Focus	Pupil Book and Workbook Extra	Pupil Book and Workbook Extension	Resource Book Focus	Resource Book Extension	Teaching software
1	**Practising joining to the top** *ai, ay, ey*	*tail, rail, nail, mail, say, day, hay, may*	copy a poem; underline the *ai* sound	*ai, ay, ey, mail, play, grey* trace and write pattern, letters, words	*tail, tale, sail, sale, pail, pale, mail, male* trace and write words; trace and complete homophone sentences	*ai, ay* letter formation; pattern practice; *tail, rail, say, day* word building
2	**Practising the join from the letter e** *ee, ea, ey*	*be, see, feet, meet, bee, sea, feat, meat*	copy a poem; underline the *ee* sound	*ee, ea, ey, see, sea, key* trace and write pattern, letters, words	*see, meet, week, feet, tee, leek, seem, flee, reed, been, peel, reel* trace and write words; write a sentence	*ee, ea* letter formation; pattern practice; *be, bee, feet, feat* word building
3	**Practising joining from the letter i** *ie, ide, igh*	*tie, pie, lie, tide, slide, bride, light, right, fright*	copy and complete sentences	*ie, is, bike, white* trace and write pattern, letters, words, sentence	*light, tight, night, knight, right, bright* complete word sums; write a sentence	*ie, ide* letter formation; pattern practice; *tie, slide, light, fright* word building
4	**Practising the horizontal join** *oa, ow, oe*	*goat, goal, coal, bow, snow, show, toe, doe, goes*	copy sentences; underline the *oa* sound	*oa, ow, oe, load, road, toad* trace and write pattern, letters, words	*goat, coat, boat, afloat* trace and write words; trace and write a sentence	*oa, ow* letter formation; pattern practice; *toe, coal, goat, snow* word building
5	**Practising the size and height of letters** *oo, ue, ew*	*zoo, moon, moose, new, crew, screw*	wordsearch; sort words into sets	*oon, spoon, moon, room, broom, groom* trace and write pattern, letters, words	*boot, glue, foot, stew* trace and write words; sort *oo* words by sound	*oo, ue* letter formation; pattern practice; *moon, moose, new, screw* word building
6	**Practising joining from the letter o** *oi, ou, oy*	*joy, boy, toy, boil, toil, soil*	copy a poem	*oi, oy, oil, spoil, joy, boy* trace and write pattern, letters, words	trace and write speech marks and apostrophes; trace and write a question and answer	*oi, ou* letter formation; pattern practice; *joy, toy, boil, soil* word building
7	**Practising capital letters** *whole alphabet*	*Ben, Adam, Grace, Jalila, Emma, Dan*	write six names in alphabetical order	trace and write the capital alphabet	trace and write classroom words	capital letter formation; *Jalila, Adam, Grace, Ben* word building
8	**Practising joining to the letter a** *ea, ear, ead*	*ear, hear, tear, head, bread, spread*	copy and complete sentences	*ee, ea, bear, tear, ear, hear* trace and write pattern, letters, words	*ea, ear, eat, meat, eals, meals, ead, spread* trace and write letters and words; copy and complete a sentence	*ea, ear* letter formation; pattern practice; *hear, tear, bread, spread* word building
9	**Practising joining to the letter r** *er, ir, ur*	*sister, mister, blister, bird, dirt, shirt, hurt, hurtle, turtle*	copy a poem	*er, ir, ur, her, third, burn* trace and write pattern, letters, words	copy a poem	*er, ir* letter formation; pattern practice; *sister, bird, shirt, turtle* word building
10	**Practising the horizontal join** *ou, out, ow*	*bow, cow, now, how, out, about, scout, shout*	copy and complete sentences	*ow, ou, out, cow, about* trace and write pattern, letters, words	trace and write a poem	*ou, out* letter formation; pattern practice; *bow, now, about, shout* word building
11	**Practising small letters: same height and size** *or, aw, au*	*snore, snored, force, forced, crawl, crawled, claw, clawed*	copy and complete sentences	*or, aw, au, cork, claw, dinosaur* trace and write pattern, letters, words	*saw, flaw, draw, crawl* trace and write words; trace and copy a poem	*or, aw* letter formation; pattern practice; *snore, snored, claw, clawed* word building
12	**Practising joining to the letter r** *ar, air, are*	*fair, fare, stair, stare, hair, hare*	copy and complete sentences with homophones	*re, are, air, care, scare, fair* trace and write pattern, letters, words	*pair, pear, hair, hare, stair, stare* trace and write words; trace and copy a poem	*air, ar* letter formation; pattern practice; *hair, hare, stair, stare* word building
13	**Practising joining to ascenders** *al, all, alk*	*all, call, stall, walk, talk, stalk*	complete word sums; write sentences	*al, all, tall, stall, small* trace and write pattern, letters, words	*ball, hall, also, almost, usual, capital* trace and write words; trace and copy a poem	*al, all* letter formation; pattern practice; *fall, talk, stall, stalk* word building
14	**Practising joining from the letter o** *ot, on, oe*	*one, done, honey, money, other, mother, another, brother*	copy a poem	*ot, on, om, hot, not, rot* trace and write pattern, letters, words	*hot, spot* trace and write words; trace and copy a poem	*ot, on* letter formation; pattern practice; *done, honey, another, brother* word building

Nelson Handwriting © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl

Unit	Pupil Book and Workbook Focus	Pupil Book and Workbook Extra	Pupil Book and Workbook Extension	Resource Book Focus	Resource Book Extension	Teaching software
15	**Practising printing** *whole alphabet*	*arm, hair, hand, knee, thumb, eye, fingers, foot, shoulder, leg, wrist, mouth*	draw and label a picture of a friend	trace and write the print alphabet	*tail, nose, paw, eye, ear, leg* trace and write print words; label a drawing of a dog	print alphabet letter formation; label drawing activity
16	**Practising joining to/from the letter c** *ice, ace, cel*	*ice, mice, rice, price, ace, race, pace, face*	complete word sums; write a sentence	*ice, ace, cer, mice, nice, rice, price* trace and write pattern, letters, words	*ice, ace, dice, race, rice, face* trace and write words; trace and write sentences	*ice, ace* letter formation; pattern practice; *mice, price, race, face* word building
17	**Practising writing the letter g** *age, dge, nge, gen*	*ridge, bridge, ledge, hedge, gem, gentle, general, giraffe*	copy and complete sentences	*ge, age, dge, gem, age, badge* trace and write pattern, letters, words	*ridge, bridge, gentle, gently, hedge, ledge* trace and write words; trace, complete and copy sentences	*age, dge* letter formation; pattern practice; *bridge, hedge, general, giraffe* word building
18	**Practising the diagonal join** *le, el, al, il*	*angle, bangle, rectangle, pedal, petal, usual*	sort words into sets	*le, el, al, candle, handle, camel, petal* trace and write pattern, letters, words	trace and copy a poem; write a sentence including *le* words	*le, el* letter formation; pattern practice; *angle, pedal, fossil, novel* word building
19	**Practising the two ways of joining the letter s** *sh, as, es*	*codes, ships, messages*	copy and complete sentences	*sh, es, shines, shoes, shapes, shaves* trace and write pattern, letters, words	*us, house, as, has, ds, dads, es, gates* trace and write letters and words; trace and write a sentence	*sh, es* letter formation; pattern practice; *codes, ships, messages, because* word building
20	**Practising joining to the letter y** *ky, hy, ly*	*sly, fly, ply, sky, spy, shy, high, higher, highest*	copy a poem	*ky, ry, hy, ly, sky, cry, spy, fly* trace and write pattern, letters, words	*sky, fly, try, July, dry, shy* trace and write words; trace and write a poem	*ky, hy* letter formation; pattern practice; *fly, sky, high, higher* word building
21	**Practising joining to the letter g** *ting, ring, king*	*walk, walking, knock, knocking, sit, sitting, chat, chatting*	copy a poem	*ng, ay, ing, ring, king, sing* trace and write pattern, letters, words	*wag, wagging, wagged, beg, begging, begged* trace and write words; trace and write a sentence	*ing, ting* letter formation; pattern practice; *knock, knocking, sit, sitting* word building
22	**Reviewing the four handwriting joins** *kn, mb, wr, wh*	*knee, kneel, knew, know, write, wrist, wrap, wrong*	complete word sums; write words with silent letters	*el, ay, oc, ot, knee, kneel, knock* trace and write pattern, letters, words	trace and copy a poem; trace the four handwriting joins	*kn, mb* letter formation; pattern practice; *know, wrong, knee, thumb* word building
23	**Practising joining from the letter w** *war, wan, wap*	*war, warm, want, wand, was, wasp, wash, squash*	copy and complete sentences	*swan, swarm, water, wafer, aware, awash* trace and write pattern and words ; write a sentence	*swallow, water, reward* copy words; copy and complete sentences	*wa, war* letter building; pattern practice; *warm, want, wasp, squash* word building
24	**Practising correct height and size of letters** *ily, ely, kly*	*happily, merrily, cheerily, slowly, quickly, quietly*	copy and complete sentences, change adjectives to adverbs	*ly, ky, ny, jelly, fully, smoky, cheeky, sunny* trace and write pattern, letters, words	*proud, proudly, quiet, friend, near, fun, funny, run, sun* trace and write words and add *ly* or *ny*; trace and write a sentence	*ly, ily* letter formation; pattern practice; *happily, merrily, slowly, quickly* word building
25	**Punctuation** *I'm, I'll, he's, she's*	*I've, I have, we've, we have, isn't, is not, doesn't, does not*	copy a poem	*I am, I'm, I will, I'll, he is, he's, she is, she's, it is, it's* trace and write words	*she's, you've, I've, we'll, they've, we're, you're, he'll* trace words and write their contractions	*I'm, I'll* letter formation; pattern practice; *I've, we've, isn't, doesn't* word building
26	**Practising joining to/from the letter i** *cian, sion, tion*	*station, mention, passion, session, optician, musician*	wordsearch; write a sentence	*cian, sion, tion, musician, session, station* trace and write pattern, letters, words	*position, fiction, occasion, vision, clinician, politician* complete word sums; complete a wordsearch; write a sentence	*cian, sion* letter formation; pattern practice; *station, passion, optician, musician* word building
27	**Practising joining to/from the letter s** *less, ness*	*restless, sleepless, darkness, brightness*	copy sentences	*ess, less, ness, careless, fearless, happiness* trace and write pattern, letters, words	*silliness, laziness, careless, homeless* complete word sums; copy a sentence	*less, ness* letter formation; pattern practice; *restless, sleepless, darkness, brightness* word building
28	**Practising joining from the letter e** *er, ier, est, iest*	*cheeky, cheekier, cheekiest, happy, happier, happiest*	copy and complete sentences	*ier, est, iest, taller, tallest, quicker, quickest, smaller, smallest* trace and write pattern, letters, words	*hot, hotter, hottest, small, smaller, smallest, bright, brighter, brightest, pretty, prettier, prettiest* trace words; complete sentences	*est, ier* letter formation; pattern practice; *muddy, muddier, muddiest, happier* word building

Nelson Handwriting © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl

Book 3 Scope and Sequence

Unit	Pupil Book Focus	Pupil Book Extra	Pupil Book Extension	Resource Book Focus	Resource Book Extension	Teaching software
1	**Forming descenders accurately** *sp, spr, pri, pru*	*spike, spring, spill, special, spray, space*	copy a poem; underline the descenders	*sp, spr, spin, spill, space, speck, speak, spine, special* trace and write pattern, letters, words, sentence	*spr, spring, sprung, sprint, sprinting, springing* trace and write letters, words, sentence	*sp, spr* letter formation; pattern practice; *spike, special, spray, spring* word building
2	**Forming ascenders accurately** *al, all, at*	*always, already, almost, normal, musical, natural*	copy a poem; underline the ascenders	*al, all, ill, call, mill, child, table* trace and write pattern, letters, words, sentence	trace and write sentences	*al, all* letter formation; pattern practice; *always, almost, musical, normal* word building
3	**Practising the diagonal join to a small letter** *ci, cir, cer, cen*	*city, circus, centre, certain, concern, concert*	copy a poem	*ci, cir, cer, city, cell, cinema, centre, face, place* trace and write pattern, letters, words	*take, taking, face, facing, stare, staring, wake waking, rake, bake, glare, scare* trace and write words; add *ing* to words	*ci, cir* letter formation; pattern practice; *city, circus, centre, concert* word building
4	**Practising the diagonal join to a tall letter** *mb, imb, umb, amb*	*climb, comb, crumb, lamb, thumb, knock*	copy and complete sentences	*mb, imb, umb, amb, lamb, comb, climb, crumb, thumb* trace and write pattern, letters, words, sentence	*knock, knack, knit, knife* trace and write words and sentences	*mb, imb* letter formation; pattern practice; *climb, lamb, knock, thumb* word building
5	**Practising joining to and from the letter l** *ale, dle, ele, tle*	*camel, cancel, novel, candle, bottle, bubble, signal, scandal, metal*	copy a passage	*ale, dle, ele, candle, handle, camel, cancel, metal, signal* trace and write pattern, letters, words	*flare, float, flag* trace and write words; trace and write sentences using homonyms	*ale, dle letter formation;* pattern practice; *camel, novel, bottle, signal word building*
6	**Practising joining to the letter y** *ly, lly, iky, iny*	*windy, sunny, rainy, foggy, snowy, stormy*	copy and complete sentences using adjectives	*ly, ky, ny, jelly, fully, smoky, cheeky, sunny* trace and write pattern, letters, words	*proud, proudly, quiet, friend, near, fun, funny, run, sun* trace and write words; add *ly* or *ny*	*ly, lly* letter formation; pattern practice; *quickly, chilly, foggy, stormy* word building
7	**Practising forming the letter s correctly** *es, ies, ses, eys*	*monkeys, donkeys, ostriches, walruses, ponies, puppies*	make a list	*es, ies, ses, eys, cats, ducks, foxes, ponies, monkeys, butterflies* trace and write pattern, letters, words	*street, bush, tree, class* trace and write words and add *s* or *es*; trace and write sentences	*es, ies* letter formation; pattern practice; *monkey, ostriches, ponies, puppies* word building
8	**Practising joining from the letter i** *ie, in, il, ill*	*muddy, muddier, muddiest, chilly, chillier, chilliest, rainy, rainier, rainiest*	copy and complete sentences	*ie, il, in, sunnier, funnier, silly, hilly, thin, thinner* trace and write pattern, letters, words	*happier, happiest, funnier, funniest, luckier, luckiest, crazier, craziest* trace and write letters and sentences	*ie, in* letter formation; pattern practice; *muddier, muddiest, chillier, chilliest* word building
9	**Practising spacing between letters** *ed, ned, hed, ked*	*cooked, walked, played, dressed, brushed, jumped*	copy and complete a diary entry using verbs	*ed, grinned, jumped, clapped, tested, rested* trace and write pattern, letters, words, sentence	*ed, walked, hopped, jumped, stepped* trace and write letters, words, sentence	*ed, ned* letter formation; pattern practice; *cleaned, cooked, played,* dressed word building
10	**Practising writing with a slant**	*cake, bake, make, dress, mess, guess, locket, pocket, rocket*	copy and complete sentences	*es, ies, cake, stake, shake, lake, snake, take* trace and write pattern, letters, words	trace and write a poem	*ake* slanted letter formation; pattern practice; *cake, make, dress, pocket* word building
11	**Practising forming capital letters** *whole alphabet*	*Indonesia, China, Georgia, Sri Lanka, India, Japan*	copy sentences; add the missing commas	trace and write pattern and alphabet; write name, address and postcode using correct capital letters	trace a poem	capital letter formation; *India, China, Japan, Sri Lanka* word building
12	**Practising writing the letter t at the correct height** *ti, tio, cti, ati*	*information, preparation, adoration, admiration, sensation, situation*	copy and complete sentences	*ti, tion, ation, station, creation, nation, mention, position, fraction* trace and write pattern, letters, words	*celebrate, celebration, locate, situate, operate* trace and write words and sentences	*it, itu* letter formation; pattern practice; *sensation, admiration, preparation, situation* word building
13	**Practising spacing letters consistently** *ew, ev, ex*	*new, blew, flew, even, ever, every, flex, next, text*	copy a poem	*ew, ev, ex, view, exit, preview, event, prevent, exchange* trace and write pattern, letters, words	trace and write a poem	*ew, ev* letter formation; pattern practice; *new, blew, even,* next word building
14	**Practising forming double letters correctly** *ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee*	*ball, call, fall, guess, dress, press, off, offer, cliff*	copy a poem	*ll, tt, nn, mm, cc, dd, ball, call, fall, guess, dress, press, off offer, cliff* trace and write pattern, letters, words	*afford, summer, ladder, letter, fanned* trace and write words and a poem	*ff, ll* letter formation; pattern practice; *ball, guess, off, offer* word building

Nelson Handwriting © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl

Unit	Pupil Book Focus	Pupil Book Extra	Pupil Book Extension	Resource Book Focus	Resource Book Extension	Teaching software
15	**Practising joining to the letter e** *he, we, re*	*here's, where's, there's, he'll, we'll, they'll*	copy a poem	*he, we, re, heavy, heavier, weaken, weakest, strength, strengthen* trace and write pattern, letters, words	*she's, you've, I've, we'll, they've, we're, you're, he'll* trace and write words and their contractions	*he, we* letter formation; pattern practice; *here, where, there, we'll* word building
16	**Practising joining to the letter k** *ick, uck, ack*	*trick, tricks, truck, trucks, track, tracks*	copy and complete sentences	*ick, uck, ack, brick, chick, buckle, chuckle, black, crack* trace and write pattern, letters, words	trace and write a letter	*ck, uck* letter formation; pattern practice; *trick, truck, track, Nicki* word building
17	**Practising the second join** *ch, che, cho, cha, chi*	*chemist, echo, chef, machine, character, scheme, brochure, chalet, chorus*	copy a passage	*che, cho, cha, echo, chorus, chemist, chef, chalet, machine* trace and write pattern, letters, words	*chemistry, brochure, character, scientific* trace and write words and sentences	*ch, cho* letter formation; pattern practice; *chemist, machine, character, chorus* word building
18	**Practising joining from the letter e** *ey, ei, eigh*	*vein, vane, rain, reign, eight, ate, weight, wait*	copy a poem	*ei, ey, eigh, sleigh, grey, reign, neigh, obey* trace and write pattern, letters, words and sentence	copy and complete a passage	*le, el* letter formation; pattern practice; *angle, pedal, fossil, novel* word building
19	**Practising the horizontal join** *ous, mous, ious*	*jealous, enormous, furious, nervous, various, serious, generous, curious, marvellous*	copy a newspaper article	*ous, ious, eous, mouse, nervous, enormous, serious, various, courteous* trace and write pattern, letters and words	*danger, fame, nerve, victory* turn nouns into adjectives; copy and complete sentences	*sh, es* letter formation; pattern practice; *codes, ships, messages, because* word building
20	**Practising joining from the letter a** *ap, ar, an*	*disappear, disappearance, reappear, reappearance*	copy and complete sentences	*ap, ar, al, approve, allow, arrange, disarrange, disapprove, disallow* trace and write pattern, letters, words	*happy, unhappy, popular, usual* add the prefix *un* to words; copy and complete sentences	*ap, ar* letter formation; pattern practice; *appear, appearance, disappear, reappear,* word building
21	**Practising with punctuation** *! ? –" " , '*	*Explosive! Great! Terrible! Fantastic! Super! Awful! Nonsense! Wow! Miserable!*	copy and complete sentences	*! ? " " , 'Amazing! Surprise! When? Where?* trace and write punctuation marks, words, sentence	*Exciting! Awful! Explosive! How? When? Where?* trace and write words; trace and write sentences	*! ?* letter formation; pattern practice; *Fantastic! Nonsense! Terrible! Awful!* word building
22	**Practising diagonal joins to the letter y** *ly, ky, ny*	*twirly, swirly, whirly, cheeky*	copy a poem	*ly, ky, dy, lolly, sticky, candy, honey, jelly, yummy, Wendy* trace and write pattern, letters, words, sentence	*lovely, smelly, cheeky, funny, lucky, agony* trace and write words and sentences	*ly, ky* letter formation; pattern practice; *twirly, swirly, whirly, cheeky* word building
23	**Practising joining to and from the letter r** *ure, sure, ture*	*measure, enclosure, pleasure, treasure, picture, adventure, creature, nature, furniture*	copy a poem	*ure, sure, ture, measure, pleasure, treasure, nature, picture, furniture* trace and write pattern, letters, words	*treasure, sculpture, pleasure, puncture, adventure, measure, creature, leisure* trace and write words; sort words into lists	*ure, sure* letter building; pattern practice; *measure, adventure, treasure, picture* word building
24	**Practising joining from the letter w** *who, wha, whe, whi*	*who, when, while, what, where, which, whatever, wherever, whichever*	copy a poem	*who, wha, whe, whale, what, wheel, when, whose, whoever* trace and write pattern, letters, words	*who, whose, wha, what, whe, when* trace and write letters and words; copy and complete sentences	*wh, wha* letter formation; pattern practice; *who, what, where, which* word building
25	**Practising forming numerals correctly** *1, 2, 3, 4, 5, 6, 7, 8, 9*	write a shopping list	copy a poem	*0, 1, 2, 3, 4, 5, 6, 7, 8, 9* trace and write numbers	complete sentences with numbers; trace and complete calculations	*1, 2, 3, 4, 5, 6, 7, 8, 9* number formation; *6 eggs, 2 loaves, 3 cartons, 4 bottles* word building
26	**Practising writing silent letters** *wra, wri, kni*	*wrap, wrapping, wrapper, write, writing, writer, knit, knitting, knitter*	copy a limerick	*knee, knit, knife, kneel, knock, wreck, wren, writing, gnome* match words to pictures; identify the silent letter	*wren, knee, wrote, wreck, knew, wrong, wrestle, knelt, kneel, wretch* trace and write words; sort words into lists	*wr, wri* letter formation; pattern practice; *write, writing, knit, knitting* word building
27	**Practising joining from the letter f** *fte, fir, fin*	*after, after a while, afterwards, first, firstly, finally, then, suddenly, once*	copy and complete sentences	*aft, fin, after, afterwards, after all, finish, final, finally* trace and write pattern, letters, words	trace and write a poem	*ft, fir* letter formation; pattern practice; *after, afterwards, firstly, finally* word building
28	**Practising writing decorated capital letters** *whole alphabet*	*Buckingham Palace, Holyroodhouse, Cardiff Castle, York Minster*	write your name with illuminated letters	copy decorated capital letters	trace a poem, using decorated capital letters	*K, B, C, H, I, M, P, T, Y* letter formation; pattern practice; *Big Ben, Tower Bridge, Stonehenge, York Castle* word building

Nelson Handwriting © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl

Book 4 Scope and Sequence

Unit	Pupil Book Focus	Pupil Book Extra	Pupil Book Extension	Resource Book Focus	Resource Book Extension	Teaching software
1	**Practising joining from the letter e** *eat, eac, ead*	*thread, bread, spread, weather, feather, leather*	copy a poem	*ea, ead, eat, head, bread, spread, league, feather, leather* trace and write pattern, letters, words	*eal, healthy, wealthy, eak, breakable* trace and write letters, words and complete sentences	*ea* letter formation; pattern practice; *thread, bread, weather, feather* word building
2	**Practising joining to and from the letter s** *ask, asp, ast*	*ask, flask, mask, class, grass, pass, blast, fast, last*	copy a football commentary	*as, ast, ask, pass, glass, fast, mast, ask, mask* trace and write pattern, letters, words	copy a passage	*ask* letter formation; pattern practice; *flask, mask, grass, fast* word building
3	**Practising writing letters at the correct size and height** *ried, ries, rief*	*cry, cries, cried, crying, dry, dries, dried, drying, try, tries, tried, trying, fry, fries, fried, frying*	copy a poem	*ure, rie, ries, married, hurried, worried, marries, hurries, worries* trace and write pattern, letters, words	write words in the different tenses	*rie* letter formation; pattern practice; *try, tries, tried, trying* word building
4	**Practising writing double letters** *tt, ll, rr, ee*	*mutter, mutters, gutter, gutters, sweet, sweets, street, streets, hurry, hurries, flurry, flurries*	copy a poem	*rr, ll, tt, dd, carry, marry, hollow, chatter, daddy* trace and write pattern, letters, words	copy a poem	*tt* letter formation; pattern practice; *mutter, gutter, street, hurry* word building
5	**Practising consistency in spacing** *sce, sca, sci*	*scene, scenic, scale, scald, science, scientific, scheme*	use a dictionary to write word definitions	*sc, sce, sci, scene, scenic, science, scientific, scheme* trace and write pattern, letters, words, sentence	*scheme, science, scene, chorus, character, chemist* trace and write words and complete sentences	*sce* letter formation; pattern practice; *scene, scale, science, scheme* word building
6	**Practising using a diagonal join** *un, unn, inn, imm*	*unkind, unnatural, unbelievable, immature, imperfect, impossible, inactive, invisible, innumerable*	copy an extract	*un, in, im, unkind, unnatural, incorrect, inactive, impossible, imperfect* trace and write pattern, letters, words	*irregular, illegal, irresponsible, illegible* complete words by adding a prefix; trace and write sentences	*un* letter formation; pattern practice; *unkind, impossible, imperfect, invisible* word building
7	**Practising the horizontal join** *rep, rem, rea, reo*	*rearrange, review, repair, reply, premature, preparation, preoccupied, prearrange*	copy a passage	*re, ry, ary, repair, review, outcry, laundry, February, stationary* trace and write pattern, letters, words	*library, stationary, dictionary* copy words and complete a sentence	*re* letter formation; pattern practice; *rearrange, repair, premature, preparation* word building
8	**More practice joining to the letter y** *ly, ily, ity, ify*	*correctly, cruelly, simplify*	copy and complete sentences	*ily, ity, ify, happily, snappily, rarity, ability, terrify* trace and write pattern, letters, words	*speed, speedily, pure, purify, rare, rarity* copy words and complete sentences	*ly* letter formation; pattern practice; *correctly, cruelly, simplify* word building
9	**Practising speedwriting** *speedily, quickly, swiftly, briskly*	*through, beneath, behind, across, left, right, up, down*	order and copy instructions	write a sentence in speedwriting; see if you can improve your writing	copy a passage; find out your writing speed	pattern practice; *speedily, quickly, swiftly, briskly, through, beneath, behind, across* word building
10	**Practising the size and height of letters** *ous, ious, eous*	*enormous, famous, vigorous, anxious, delicious, victorious, courteous, hideous, outrageous*	copy and complete sentences	*ous, ious, eous, dangerous, famous, anxious, delicious, hideous, courteous* trace and write pattern, letters, words, sentence	*courteous, gorgeous, outrageous, courageous* trace and write words and complete sentences	*ous* letter formation; pattern practice; *enormous, anxious, courteous, outrageous* word building
11	**Practising spacing within words** *constellation, station, relaxation, education, habitation, nation*	*telephone, television, telepathic, telescope, telephoto*	copy and complete sentences	*tion, direction, fiction, attention, proportion, sion, collision, confusion, explosion, exclusion* copy suffixes and words	write the definition next to the word	pattern practice; station, *relaxation, education, nation, telephone, television, telepathic, telescope* word building
12	**Practising joining to and from the letter w** *owf, owb, owm, owd*	*snowfall, snowman, snowflake, snowball, snowdrift, snowdrop*	copy a haiku	*towards, inwards, outwards, afterwards, backwards, homework, housework, schoolwork* trace and write pattern and words	copy a haiku and a cinquain; make up a cinquain	*owf* letter formation; pattern practice; *snowfall, snowman, snowflake, snowdrop* word building
13	**Practising joining from the letter m** *circumnavigate, circumstance, circumvent, circumference*	*circumnavigate, circumstance, circumvent*	copy a diary extract	*automat, automate, automatic, automatically, automation, automaton, automobile, automotive, autonomous, autonomy* copy words	copy a poem and add some decoration	*mb* letter formation; *circumvent, damage, climb, morning* word building
14	**Practising joining to the letter a from the letter w** *wan, was, wav, wax*	*was, wash, wasp, wand, wander, want, wax, wave, wait*	copy a poem	*swan, swarm, watch, wafer, aware, away* trace and write pattern and words; write a sentence	*swallow, water, reward* copy words and complete sentences	*wa* letter formation; pattern practice; *was, wash, wander, wax* word building

Nelson Handwriting © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl

Unit	Pupil Book Focus	Pupil Book Extra	Pupil Book Extension	Resource Book Focus	Resource Book Extension	Teaching software
15	**Practising using a diagonal joining line** *ship, ment, ness, less*	*dictatorship, falsehood, government*	copy and complete sentences	*ship, ment, ness, less, membership, enjoyment, silliness, careless, thankless* trace and write pattern, letters, words	copy and complete a sentence	*hi* letter formation; pattern practice; *dictator, ship, falsehood, government* word building
16	**Practising speedwriting** *department, ten o'clock, accident and emergency, as soon as possible*	*Rd, we'll, a.s.a.p., 10.00p.m., A and E, no., there's*	copy a message in speedwriting	write the meanings of notes written in speedwriting	write down pizza orders in speedwriting	pattern practice; *department, ten o'clock, accident, emergency, Road, Rd, number, no., we will, we'll, there is, there's* word building
17	**Practising joining from the letter i** *lig, rig, tig, mig*	*light, bright, kite, night, fright, white*	copy a poem	*light, tight, night, knight, right, bright* trace and write pattern; write words and a sentence	*night, knight, fight, slight, white, bite, rite, mite* copy words and complete sentences	*ig* letter formation; pattern practice; *light, bright, kite, white* word building
18	**Practise the diagonal join to ascenders** *al, all, alt, afl*	*almost, already, although, afloat, affect, affluent, asleep, astute, assist*	copy and complete a diary entry	*al, ad, af, almost, already, adverb, advance, afloat, affect* trace and write pattern, letters, words	copy a poem	*al* letter formation; pattern practice; *almost, although, afloat, astute* word building
19	**Practising joining to and from the letter f** *ff, lfs, lfe, ife*	*wolf, wolves, wife, wives, knife, knives, loaf, loaves, half, halves, shelf, shelves*	copy a passage	*fe, ff, lf, life, knife, puff, cliff, half, calf* trace and write pattern, letters, words	*wolf, wolves, shelf, shelves, cliff, cliffs, wife, wives* trace and write words and their plurals; trace, write and complete sentences	*ff* letter formation; pattern practice; *wolf, wolves, shelf, shelves* word building
20	**Practising joining to and from the letter e** *rec, red, ved, ves*	*recycle, recycles, recycled, recycling, save, saves, saved, saving, use, uses, used, using*	copy a poem	*ves, knife, knives, wife, wives, leaf, leaves, half, halves, scarf, scarves, shelf, shelves* trace and write pattern, letters, words	copy a poster	*rec* letter formation; pattern practice; *recycle, recycled, saves, uses* word building
21	**Practising punctuation** . ' ! ?	*flags', languages', citys', peoples'*	copy and complete sentences, using plural possessive nouns	*s', ts', ls', es', dogs', boys', cats', girls', people's, children's* trace and write letters, punctuation and words	trace and write nouns and their plural possessive; trace, write and complete sentences	*s'* letter formation; pattern practice; *flags', languages', cities', peoples'* word building
22	**Practising consistency in forming and joining letters** *ear, are, rew, new*	*bare, bear, hare, hair, fare, fair, right, rite, might, mite, night, knight, threw, through, knew, new, yew, you*	copy and complete sentences, using homophones	*ear, are, fear, tear, clear, glare, fare, dare, mare* trace and write pattern, letters, words	*see, week, tee, seem, reed, peel, meet, feet, leek, flee, been, reel* copy words; write the words using *ea* instead of *ee*	*ar* letter formation; pattern practice; *bare, bear, threw, through* word building
23	**Practising printing to make captions** *whole alphabet*	*hop, crop, drop, hand, land, stand, ridge, fridge, bridge, kicks, licks, sticks*	order and copy captions	write print labels on a street plan	write city names in print on a map	print alphabet letter building; *hop, hand, ridge, kicks* word building
24	**Practising joining to and from the letter v** *live, tive, sive, five*	*explode, exploding, explosive, explosion, act, acting, active, action*	copy and complete sentences	*five, dive, hive, native, active, motive* trace and write pattern; write words and a sentence	*massive, relative, competitive, expensive* copy words and complete sentences	*ive* letter formation; pattern practice; *explode, explosive, act, active* word building
25	**Practising break letters** *bl, pl, gl*	*responsible, sensible, curable, believable, lovable, valuable, desirable, recognisable*	copy and complete a passage	*bl, pl, gl, able, table, stable, plum, apple, glue, gloopy* trace and write pattern, letters, words	*reasonable, miserable, responsible, incredible* trace and write words and complete sentences	*bl* letter formation; pattern practice; *response, responsible, value, valuable* word building
26	**Practising drafting and editing**	writing an edited draft of a passage	copy an extract	write a new draft of a story opening	edit and write a new draft of a story opening	edited words from the Pupil Book focus activity
27	**Practising speedwriting** *1, 2, 3, 4, 5, 6, 7, 8, 9, 10* *one, two, three, four, five, six, seven, eight, nine, ten*	*tsp, tbsp, dsp, ml, cl, l*	copy a list of ingredients	*11, 12, 13, 14, 15, 16, 17, 18, 19, 20, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty* trace and write numerals and number words	underline the main points in an article; finish writing notes	pattern practice; *one, two, three, four, five, 1, 2, 3, 4, 5, teaspoon, tsp, tablespoon, tbsp, millilitre, ml, centilitre, cl* word building
28	**Practising printing to make a poster** *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*	writing signs	design a poster and copy text in print handwriting	copy the print alphabet and numerals	copy a poster in print	*Tt* letter formation; pattern practice; *Monday, Tuesday, Wednesday, Thursday, Friday, only, each, jacket, potatoes* word building

Nelson Handwriting © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl

Book 5 Scope and Sequence

Unit	Pupil Book Focus	Pupil Book Extra	Pupil Book Extension	Resource Book Focus	Resource Book Extension
1	**Practising joining to and from the letter r** copy *are* words	*carefully, awareness, smartly, starting*	copy Road Safety tips	*re, are, stare, share, beware, compare, fanfare, prepare, square* trace and write letters, words, sentence	read and copy a passage
2	**Ensuring letters are consistent in height and size** copy words and add *ing* then *ed*	*flow, flowing, flowed, row, rowing, rowed, crow, crowing, crowed, tow, towing, towed*	copy a poem	*hum, hug, beg, pot, wrap, trap* copy words, add *ing* then *ed*	read and copy a passage
3	**Developing fluency** copy *ire* words	*require, shirt, entire*	copy a poem	*fire, wire, inspire, enquire, thirsty* trace and write words; trace and complete sentences	copy a poem
4	**Ensuring the letter t is at the correct height** copy *inter* words	*intergalactic, interact, interview*	copy an extract	*interact, interactive, interchange, interconnect, interface, interlock, intermission, intermix, international, interrelate, interview, interweave* add the prefix *inter* to words	copy a passage
5	**Forming and joining the letter s** copy words and their plurals	*dome, bridges, Houses*	copy a poem	*cars, bicycles, schools, cinemas, cameras, tourists, parks, palaces, museums, theatres, boats* add *s* to make words plural	copy a poem
6	**Practising break letters** copy words containing break letters	copy alliterative sentences	copy an extract	*b, p, g, q, j, x, y, z* copy break letters; copy singluar and plural words	*banjo, bongo, gecko, matzo, yoyo, piazza, pizza, samba, puma, pagoda* copy words; write sentences
7	**Practising writing a play script** copy stage directions	copy a play script	copy a play extract	copy part of a play script	make up a play script for a story
8	**Practising printing** copy country names and dates	use labels to make a timeline	copy a newspaper report	*How? Wow! Where? Help! Who? Excellent!* copy words and punctuation; add punctuation before the final inverted comma	print instructions; use a compass and give instructions to a friend to follow
9	**Forming ascenders correctly** *able, ible, ably, ibly*	*adorable, likeable, recognisable, programmable*	copy and complete a passage	*ible, ibly, incredible, incredibly, possible, possibly, able, ably, adorable, adorably, reliable, reliably* trace and copy suffixes	match definitions to words
10	**Practising presentation** copy *ight* words	*shiny, bright, small, illumination, fear, flying, correct*	copy a poem and draw a border	copy a poem; complete the pattern	copy a poem; decorate with a border
11	**More practise with presentation** copy antonyms	copy a shape poem	copy a poem	copy a shape poem	copy a shape poem
12	**Ensuring correct formation of the letter k** *ocket, icket, ucket, acket*	*rocket, locket, wicket, cricket, upset, regret, jacket, racket*	copy and complete sentences	*magnet, cricket, bucket, helmet, tablet, ticket, gadget* copy words and sentences	read and copy a passage
13	**Forming the letter y correctly** *bully, fully, filly, belly, welly, chilly*	*helpful, helpfully, painful, painfully, beautiful, beautifully, wonderful, wonderfully, careful, carefully*	copy a persuasive poster	*help, helpful, helpfully, pain, painful, painfully, dread, dreadful, dreadfully, play, playful, playfully* copy words; complete sentences	copy text and create a safety poster
14	**Practising speed and fluency** add prefixes to words	copy facts about Ancient Greece	copy a passage	*refer, offer, confer, defer, suffer, transfer, buffer* add the suffixes *ing* then *ed* to root words	copy a poem

Nelson Handwriting © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl

Unit	Pupil Book Focus	Pupil Book Extra	Pupil Book Extension	Resource Book Focus	Resource Book Extension
15	**Practising punctuation** *: , ' – !*	*it is, cannot, must not, do not, did not, should not*	copy a passage	copy sentences and fill in the missing exclamation marks	copy sentences, adding in apostrophes
16	**Ensuring consistency in letter sizes** copy *ough* words	copy and sort words into two lists	copy a passage	*rough, trough, brought, plough, caught, enough, nought, thought, laughter, daughter, cough, bought, bough, taught, naughty* copy words in alphabetical order	copy words and write sentences; find definitions of words in a dictionary
17	**Practising speedwriting** write words in full and short form	turn short dates into full dates	use notes to write a passage	turn full words into abbreviations and vice versa	rewrite text speak messages using full words, sentences and punctuation
18	**Forming small letters correctly** copy *ea* words	*summit, slope, ridge, volcano, range* copy and complete sentences	copy a section of information text	*rear, bear, your, lie, light, break, street, great* write three rhyming words for each word	write a short report based on notes
19	**Practising forming and joining the letter f** *fa, fu, fe, fl, ft, ff*	*flea, flee, flew, flue, fare, fair, flare, flair* copy and complete sentences	copy a tongue-twister	*calves, halves, thieves, leaves, loaves, scarves, wolves* write the singular form of these words	copy a poem
20	**Practising writing with a slant** *ious, eous, cious, tious*	*victorious, curious, cautious* copy and complete sentences	copy a poem	*hideous, malicious, fictitious, precious, conscious, anxious* copy a pattern and words; write definitions	copy a poem
21	**Practising printing** copy an address	draw a kangaroo and label your picture	match the labels to the pictures	*whole alphabet* copy letters and addresses in print	copy signs using the print alphabet
22	**Practising speedwriting** copy patterns	copy words in speedwriting	copy an extract in speedwriting	*dig, drag, drop, mop, stop, hug, hum, run, beg, fit* copy patterns; copy words and add *ing*, then *ed*, then *er*	copy patterns quickly; copy sentences in speedwriting; find out your writing speed
23	**Practising writing decorated capital letters** *whole alphabet*	*Mangoes, Oranges, Granadillas, Cho-chos, Lemons, Plantains* decorate capital letters	copy a poem, using decorated capital letters	copy and write decorated capital letters	copy and write decorated capital letters
24	**Practising writing letters** copy addresses	*With love from, All the best, Kind regards, Yours sincerely, Yours faithfully, Best wishes*	copy a letter	copy a letter	write a letter about your favourite television programme, using a template
25	**Practising paragraphs** copy a paragraph	copy a list; write your own paragraph	copy sentences and divide into two paragraphs	copy a paragraph	rewrite text as two paragraphs
26	**Practising presentation** copy patterns	copy the first verse of a poem	copy the second verse of a poem; add a border	copy a limerick; complete the pattern	copy a poem
27	**Revising difficult joins** *ve, we, oe, fe, re*	copy and complete a passage	copy a poem	*live, lived, lively, love, loved, lovely, brave, braved, bravely* copy words; add suffixes *ed* and *ing* to words	copy a poem
28	**Looking at different handwriting styles** copy letters	*hopeful, hopeless, careful, careless, shameful, shameless, joyful, joyless*	copy sentences in different writing styles	copy a rhyme; write the rhyme with loops	copy a poem; add loops and join break letters

Nelson Handwriting © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl

Book 6 Scope and Sequence

Unit	Pupil Book Focus	Pupil Book Extra	Pupil Book Extension	Resource Book Focus	Resource Book Extension
1	**Developing an individual handwriting style** copy country names	copy different handwriting styles	copy an extract	*ff, gg, jj, yy, bb, pp, qq,* practise adding loops to descenders; practise joining break letters; practise joining all letters	copy a poem, joining all your letters
2	**Revising slanted writing** copy *ve* words	*scarf, wolf, loaf, knife, calf, wife* write words and their plurals	copy a nursery rhyme	copy the lower-case alphabet; write the plural of nouns ending in *o*	trace words and write their plurals; trace and complete sentences
3	**Practising keeping letters in correct proportion** add prefixes	copy and complete a passage	copy a poem	*disbelief, disappointed, dishearten, disagreed, disguise, distracted* complete sentences	copy a poem
4	**Practising writing fluently and legibly** add suffixes	*whistled, whining, crackling, staring* copy and complete sentences	copy a passage	*gaze, chuckle, injure, charge, decide, advertise, mumble* add *ed* or *ing* to verbs ending with a consonant plus *e*; copy and complete sentences	copy a poem
5	**More practice forming and joining descenders** add vowel suffixes	*dutiful, bountiful, beautiful, naughtiness, happiness, craftiness* add suffixes to words ending in *y*	copy and complete similes	*yyyy, ffff, gggg, jjjj* practise writing descenders; add the suffix *ing* to words ending in *e*	add suffixes to words; copy a poem
6	**Forming and joining the letter t** copy and complete word sums	*addition, subtraction, multiplication, evaporation, condensation, respiration* write correct spellings of words	copy and complete sentences	*ition, ation, ction, addition, subtraction, multiplication, evaporation, condensation, respiration* copy pattern, letters, words	copy a poem
7	**Practising joining to and from the letter o** *hon, one, oto, cro, ono*	*telephone, phone, photo, geography, dolphin, microphone* write correct spellings of words	copy a poem	*one, ore, ogr, olp, oto, oph, tele, be, geo, dol, phone, phin, graphy, fore* copy letters; join letters to make a word	find *ph* words in a wordsearch
8	**Practising punctuation** “ ” ! . ?	copy a passage	copy sentences; insert the missing punctuation	" , . ! ? copy punctuation; add punctuation to sentences and a passage	copy sentences; add the missing punctuation
9	**More practice of slanting writing** *aeroplane, aerobatics, aerodrome, microdot, microscope, microscopic, transaction, transplant, transport*	*automatic, aquarium, aerodynamic, export, emigrate, european, preview, primrose, porter* underline the roots of words	copy and complete sentences	*bi, binary, biped, binoculars, tele, telephone, telegram, telescope, aqua, aquarium, aquaplane, aquatic* write slanted patterns and letters; copy prefixes and words	identify root words, prefixes and suffixes; copy words and underline the root
10	**Practising writing capital letters** *whole alphabet*	copy sentences; add the missing capital letters	copy an extract	copy an alphabet shape poem	copy an extract; insert the missing capital letters
11	**Practising spacing** *frightened, shouted, pleaded, lighthouse, determined, although*	copy sentences; add the missing speech marks and commas	write a short biography	copy words; underline the unstressed vowels	copy a poem
12	**Practising writing instructions** *Check! Wait! Stop! Dismount! Choose! Watch! Steer! Disappear!*	copy instructions; add bullet points	design and make a leaflet	number and write instructions in the correct order	create a safety poster
13	**Practising fluency, speed and legibility** *queue, question, queen, quench, quest*	copy and complete sentences	copy a diary entry	write patterns with increasing speed; copy sentences; find your writing speed	practise writing patterns; copy words quickly
14	**Practising the diagonal join** *ent, ant, ence, ance*	copy and complete sentences	copy a passage	*distant, assistant, parliament, sufficient, conscience, convenience* copy patterns, words, sentence	copy and complete sentences; write two sentences

Nelson Handwriting © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl

Unit	Pupil Book Focus	Pupil Book Extra	Pupil Book Extension	Resource Book Focus	Resource Book Extension
15	**Practising the horizontal join** *wri, wra, wro, wre*	copy and complete sentences	copy a tongue-twister	*w, c, g, k, t, wr, ck, ag, kn, th, write, gnat, sword, knock, castle* copy letters and words; underline silent letters	copy a poem; underline the silent letters; write a funny poem containing silent letters
16	**Practising forming letters at the correct height and size** copy connectives	make compound words	copy and complete instructions, using connectives	copy connectives	add *ly* to words; complete sentences using connectives; write instructions using connectives
17	**Leaving the correct space between letters** *ic, de, ad, as, ta, at, th, al, af, ef, fl, ff, wh, rl, rt, rd, rc, ow, we, re*	copy sentences	copy a poem	*sou, thr, all, aff, fec, ect, ice, eac, ace, ast* copy letters and homophones	copy a poem
18	**Practising joining to the letter r** *cracker, talker, shoulder, calculator, conductor, interior, calendar, popular, familiar*	arrange groups of words into alphabetical order	copy a poem	*er, ar, or* copy pattern, letters, words	copy and complete a biography
19	**Practising horizontal joins** *ary, ory, ery*	*dictionary, necessary, secretary, category, victory, history, cemetery, mystery, stationery* copy words; underline unstressed vowels	complete words using *ery* or *ary*; copy and complete sentences	*ory, ary, ery* copy pattern, letters, words	complete words by adding *ory, ary* or *ery*; write the plural of words
20	**Practising printing** *whole alphabet*	copy an advert in print	copy a poster in print	copy a fact sheet using print	copy a chart using print; copy and complete sentences
21	**Practising paragraphs** copy a paragraph	copy sentences; divide them into two paragraphs	copy sentences; divide them into three paragraphs	copy a paragraph	divide a passage into two paragraphs
22	**Practising writing double letters** *cc, oo, gg, ss, ff, ee, rr, mm, pp, ii, ll, tt*	*communicate, community, correspond, especially, immediate, sufficient, marvellous, programme* add in the correct double letters in words	copy a letter; lay it out correctly	write synonyms	copy a poem; underline words containing double letters
23	**Practising spacing within words** *by, my, fly, soldier, sufficient, variety, conscience, achieve, science*	sort *ie* and *ei* words by sound	copy a poem	*ien, iey, iew, iel, ief, achieve, receive, believe, perceive, field, belief* copy letters and words	copy a poem
24	**Ensuring letters are the correct proportion** *brave, hare, mouse, tortoise, solemn, lake, pancake, diamonds*	copy and complete similes	think of a simile to finish sentences	*lion, bee, snail, mouse, owl, ice, rake, peacock* copy and complete similes	copy similes; complete sentences with similes
25	**Practising presentation** draw borders	copy an address onto an envelope	design and make a party invitation	copy a certificate; decorate it with a border	copy a letter
26	**Practising fluency** copy pronouns	copy a passage, using pronouns	copy a passage	copy pronouns; write two sentences	copy a poem; write two sentences using pronouns
27	**Practising speedwriting** copy synonyms	turn notes into full directions	copy sentences in speedwriting	underline and correct spelling mistakes in a paragraph; rewrite the paragraph	edit a biography to correct the misspelt words; write a final draft
28	**Practising presentation** copy a poem	copy a poem, made up of kennings	write your own poem, using kennings	write an acrostic poem in the correct order; add a border	copy a poem

Nelson Handwriting © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl