





## RET Handwriting Progression – Reception

Getting ready for handwriting by starting with physical development skills to develop gross and fine motor skills, how to sit correctly for handwriting and using the tripod grip. Starting with precursive patterns then forming letter shapes correctly before moving on to precursive letters with lead in and lead out.

|               | <b>Summary</b>   | <b>Useful resources and where to find them</b>   |
|---------------|--|--|
| <b>Term 1</b> | <p>Handwriting Assessment (Integra)</p> <p>Begin daily HW opportunities Phase 2 Letters and Sounds – introduce RET adapted letter shapes no lead in or lead out</p>  | <p>Write Dance in the Early Years by Ranhild A Oussoren</p> <p>Dough disco – planned activities each week by Maeve and Polly.</p> <p>Physical development skills and well-thought out provision in the environment – play dough area, cooking area, tools in water and sand – future possibility of woodwork station.</p>  |
| <b>Term 2</b> | <p>Write Dance<br/>Dough Disco<br/>Gross/Fine Motor Activities and Tripod grip rhyme in class and introduce 3 Ps<br/>Introduce LJ Precursive patterns in Write Dance lessons</p> <p><b>LJ Precursive patterns</b><br/>Gross Motor Skills – patterns- circles and spirals</p> <p style="text-align: center;">  </p> <p>Gross Motor Skills – patterns- lines and diagonals</p> <p style="text-align: center;">  </p> | <p><a href="#">Tripod grip rhyme</a><br/><a href="#">Fine motor skills activities</a><br/><a href="#">Gross motor skills</a><br/><a href="#">Spirals and circles</a><br/><a href="#">Lines and diagonals</a></p> <p>Dough disco – planned activities each week by Maeve and Polly.</p> <p>Physical development skills and well-thought out provision in the environment – play dough area, cooking area, tools in water and sand – future possibility of woodwork station.</p> |
| <b>Term 3</b> | <p>Write Dance<br/>Dough Disco<br/>Gross/Fine Motor Activities in class<br/>Continue with Letter join Patterns in Write Dance lessons</p> <p><b>LJ Precursive patterns</b><br/>Gross Motor Skills – patterns- jellies and zig zags</p> <p style="text-align: center;">  </p> <p>Gross Motor Skills – patterns- loopies and waves</p> <p style="text-align: center;">  </p>   | <p><a href="#">Jellies</a><br/><a href="#">Zig zags</a><br/><a href="#">Loopies</a><br/><a href="#">Waves</a><br/><a href="#">All patterns</a></p> <p>Dough disco – planned activities each week by Maeve and Polly.</p> <p>Physical development skills and well thought out provision in the environment – play dough area, cooking area, tools in water and sand – future possibility of woodwork station.</p>   |

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| <b>Term 4</b> | Twice weekly handwriting sessions<br>Warm up: use LJ precursive patterns<br>Consolidate RET precursive letter shapes no lead in or lead out (taught in phonics sessions Phase 2 – 3)<br>Intervention: Write Dance including letter shapes.   | <a href="#">All patterns</a><br><br><a href="#">Writing Repeater</a><br><br><a href="#">Lined paper for extra challenge</a> |
| <b>Term 5</b> | Twice weekly - handwriting sessions<br>Consolidate RET precursive letter shapes no lead in or lead out (taught in phonics sessions Phase 2 – 3)<br>Intervention: Write Dance including letter shapes.<br><b>Introducing Easy Letters and Easy Words using LJ precursive</b><br>Form lowercase letters i, l, t<br>Form lowercase letters u, w, e<br>Form lowercase letters c and o<br>Form lowercase letters a and d<br>Form lowercase letters n, m and h<br>Practise writing words containing these letters. | <a href="#">Easy letters and easy words</a><br><br><a href="#">Lower-case precursive alphabet</a>                           |
| <b>Term 6</b> | Twice weekly - handwriting sessions<br><br><b>Introducing Harder Letters and Harder Words using LJ precursive</b><br>Form lowercase letters j and y<br>Form lowercase letters g and q<br>Form lowercase letters b, p and k<br>Form lowercase letters v, s and r<br>Form lowercase letters f, x and z<br>Practise writing words containing these letters.<br><br>Intervention: Write Dance including letter shapes.   | <a href="#">Harder letters and harder words</a><br><br><a href="#">Lower-case precursive alphabet</a>                       |

### RET Handwriting Progression – Year 1

Teaching fine and gross motor skills, how to sit correctly for handwriting using the tripod grip, forming precursive letters in the different letter families and how to write capital letters and symbols alongside beginning cursive handwriting.

|                      | Summary  | Useful resources and where to find them  |
|----------------------|--|--|
| <b>Terms 1 and 2</b> | Daily handwriting sessions<br>Carry out initial <b>HW assessment</b> to evaluate children needing individual HW intervention<br><b>Recap and start every HW session with</b> LJ warm up activities, Gross/Fine Motor Activities, Tripod grip rhyme and sitting position (3Ps) in class recapping letter names <b>Letter families</b> .<br>Year 1 to continue development and consolidation <b>Easy Letters and Easy Words and Hard Letters and Hard Words using LJ precursive</b><br>Letter-join uses these families: <ul style="list-style-type: none"> <li>• Long ladder letters (i, l, t, u, j, y)</li> </ul> | <a href="#">Assessment sheet</a><br><a href="#">Tripod grip rhyme</a><br><a href="#">Fine motor skills activities</a><br><a href="#">Gross motor skills</a><br><a href="#">Lower-case precursive alphabet</a><br><a href="#">Individual lower-case letters</a> and <a href="#">Sensory trays</a> (good for differentiation, provision)<br>Use <b>Watch</b> and <b>Try</b> facilities for:<br><a href="#">Easy letters and easy words</a><br><a href="#">Harder letters and harder words</a><br><a href="#">Letter families posters</a><br><a href="#">Practise ladders</a> |

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|  | <ul style="list-style-type: none"> <li>• Curly caterpillar letters (a, c, f, e, s, g)</li> <li>• One-armed robot (b, h, k, m, p, r)</li> <li>• Zig-zag letters (v, w, x, z)</li> </ul> <p><b>All terms use the Word Animator tool</b> to create weekly word banks for HW practice incorporating weekly spellings</p> | <a href="#">Practise caterpillars</a><br><a href="#">Practise robots</a><br><a href="#">Practise zigzags</a><br><br><a href="#">Go to Resources - Word Animator</a> |
| Term 3   | <p><b>HW Assessment</b><br/> <b>Capital letters</b><br/> Learning what capital letters are for<br/> Matching to lower-case partner</p>   | <a href="#">Capital letter posters</a><br>Use the <b>Watch</b> and <b>Try</b> facilities for:<br><a href="#">Capital letters</a>                                    |
| Term 4   | <p><b>Diagonal joins</b><br/> (an, co, di, ei, hu, im, ks, li)<br/> Using <b>HFW</b> to support development of diagonal joins.</p>   | <a href="#">Diagonal joins</a><br>Use HFW worksheets for joining practice   |
| Term 5   | <p><b>HW Assessment</b><br/> <b>Horizontal joins</b><br/> (vi, ru, wa, oc, ro, wn, ve, re, oe)<br/> Using <b>HFW</b> to support development of horizontal joins</p>  | <a href="#">Horizontal joins</a><br>Use HFW worksheets for joining practice   |
| Term 6   | <p><b>Continue joining practice</b><br/> <b>Numbers, punctuation marks, symbols</b><br/> (inc mathematical symbols)</p>  | <a href="#">Number posters</a><br><a href="#">Symbols and punctuation</a>   |
| Resources: <a href="#">Lined paper for extra challenge</a> |  |   |

### RET Handwriting Progression – Year 2

Improve letter formation and provide regular joining practise. As well as using Word Animator to practise weekly spellings.

|                     | Summary  | Useful resources and where to find them  |
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| <b>Term 1 and 2</b> | <p>2-3 times weekly handwriting sessions<br/> Carry out initial <b>HW assessment</b> to evaluate children needing individual HW intervention<br/> <b>Recap and start every HW session with</b> LJ warm up activities, Gross/Fine Motor Activities, Tripod grip rhyme and sitting position in class (3 Ps)recapping letter names<br/> <b>Recap Letter families</b></p> <ul style="list-style-type: none"> <li>• Long ladder letters (i, l, t, u, j, y)</li> <li>• Curly caterpillar letters (a, c, f, e, s, g)</li> <li>• One-armed robot (b, h, k, m, p, r)</li> <li>• Zig-zag letters (v, w, x, z)</li> </ul> <p><b>All terms use the Word Animator tool</b> to create weekly word banks for HW practice incorporating weekly spellings</p> | <a href="#">Assessment sheet</a><br><a href="#">Tripod grip rhyme</a><br><a href="#">Fine motor skills activities</a><br><a href="#">Gross motor skills</a><br><a href="#">Letter families posters</a><br><a href="#">Practise ladders</a><br><a href="#">Ladder letters worksheet</a><br>Use <b>Watch</b> and <b>Try</b> facilities for:<br><a href="#">Practise caterpillars</a><br><a href="#">Caterpillar letters worksheet</a><br><br><a href="#">Practise robots</a><br><a href="#">Robot letters worksheet</a><br><br><a href="#">Practise zigzags</a><br><a href="#">Zigzag letters worksheet</a><br><br><a href="#">Go to Resources - Word Animator</a> |

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|        | <p><b>Diagonal joins</b><br/>(an, co, di, ei, hu, im, ks, li)<br/>Using <b>HFW</b> to support development of diagonal joins.</p> <p><b>Horizontal joins</b><br/>(vi, ru, wa, oc, ro, wn, ve, re, oe)<br/>Using <b>HFW</b> to support development of horizontal joins</p> | <p><a href="#">Diagonal joins</a><br/>Use HFW worksheets for joining practice</p> <p><a href="#">Horizontal joins</a><br/>Use HFW worksheets for joining practice</p> |
| Term 3 | <p><b>HW Assessment</b><br/><b>Practising the trickier letters</b><br/>f, k, b, d, w, s, z,<br/>Practising HW using HFW</p>  | <p><a href="#">Trickier letter worksheets</a><br/>Use worksheets 19-35</p>  |
| Term 4 | <p><b>Continue to consolidate joins and trickier letters</b></p>   |   |
| Term 5 | <p><b>HW Assessment</b><br/>Listen to dictation sentences and practise joining, SPAG and times tables, HFW, CEW,</p>   | <p><a href="#">Dictation sentences</a><br/>Use worksheets 37-72</p>   |
| Term 6 | <p>Listen to dictation sentences and practise joining and consolidate letter and number formation.</p>   | <p><a href="#">More dictation sentences</a><br/>Use worksheets 73-90</p>  |

### RET Handwriting Progression – Year 3

Improve legibility, consistency and quality of cursive writing throughout their independent writing.

|               | Summary   | Useful resources and where to find them  |
|---------------|---|--|
| <b>Term 1</b> | <p>Twice weekly HW sessions</p> <p><b>Recap and start every HW session with</b> LJ warm up activities, Gross/Fine Motor Activities, Tripod grip rhyme and sitting position in class recapping letter names.</p> <p>Carry out initial <b>HW Assessment</b> to evaluate children needing individual HW intervention</p> <p>Create a graffiti wall using children’s cursive handwriting for classroom display</p> <p><b>Recap joins from year 2:</b></p> <p><b>Diagonal joins</b><br/>(an, co, di, ei, hu, im, ks, li)<br/>Using <b>HFW</b> to support development of diagonal joins.</p> <p><b>Horizontal joins</b><br/>(vi, ru, wa, oc, ro, wn, ve, re, oe)<br/>Using <b>HFW</b> to support development of horizontal joins</p> <p><b>All terms: use the Word Animator tool</b> to create weekly word banks for HW practice incorporating weekly spellings</p> | <p><a href="#">Tripod grip rhyme</a><br/><a href="#">Fine motor skills activities</a><br/><a href="#">Gross motor skills</a><br/><a href="#">Lower-case precursive alphabet</a></p> <p><a href="#">Assessment sheet</a></p> <p><a href="#">Graffiti wall Lesson 226</a></p> <p><a href="#">Diagonal joins</a><br/>Use HFW worksheets for joining practice</p> <p><a href="#">Horizontal joins</a><br/>Use HFW worksheets for joining practice</p> <p><a href="#">Go to Resources - Word Animator</a></p> |

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| <b>Term 2 and 3</b>     | <b>Double letters</b><br>bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz<br><b>HW Assessment</b>   | <a href="#">Double letter worksheets</a><br>Use worksheets: 228bb, 230cc, 232dd, 243ee, 238ff, 240gg, 242ll, 244mm, 246nn, 248oo, 250pp, 252rr, 254ss, 256tt, 258zz                |
| <b>Terms 4, 5 and 6</b> | <b>Dictation exercises to increase speed, stamina and fluency</b><br><br><b>HW Assessment</b><br><br><b>All terms use the Word Animator tool</b> to create weekly word banks for HW practice incorporating weekly spellings<br>Continue to revise cursive letter formation and joins. | <a href="#">Dictation exercises</a> lessons 227, 229, 231, 233, 235, 236, 263, 265, 267, 269, 271, 272, 275, 277, 279, 281,<br><br><a href="#">Go to Resources - Word Animator</a> |

**Guidance for Redfield year 3:**

Return to year 1 and 2 HW progression if children are not joining and there are HW difficulties as a whole class

**RET Handwriting Progression – Year 4**

Continue to build on producing fluent, consistent band legible cursive handwriting across their independent writing through regular practice.

|                     | <b>Summary</b>  | <b>Useful resources and where to find them</b>  |
|---------------------|---|---|
| <b>Term 1</b>       | 1-2 weekly HW sessions<br><b>Recap and start every HW session with LJ</b> warm up activities, Gross/Fine Motor Activities, Tripod grip rhyme and sitting position in class (3Ps) recapping letter names.<br><br>Carry out initial <b>HW Assessment</b> to evaluate children needing individual HW intervention<br><br><b>Drawing with words</b> using children’s cursive handwriting for classroom display<br><b>Recap joins from year 2:</b><br><b>Diagonal joins</b><br>(an, co, di, ei, hu, im, ks, li)<br>Using <b>HFW</b> to support development of diagonal joins.<br><b>Horizontal joins</b><br>(vi, ru, wa, oc, ro, wn, ve, re, oe)<br>Using <b>HFW</b> to support development of horizontal joins<br><b>All terms: use the Word Animator tool</b> to create weekly word banks for HW practice incorporating weekly spellings | <a href="#">Tripod grip rhyme</a><br><a href="#">Fine motor skills activities</a><br><a href="#">Gross motor skills</a><br><a href="#">Lower-case precursive alphabet</a><br><br><a href="#">Assessment sheet</a><br><br><a href="#">Drawing with words lesson 287</a><br><br><a href="#">Diagonal joins</a><br>Use HFW worksheets for joining practice<br><a href="#">Horizontal joins</a><br>Use HFW worksheets for joining practice<br><br><a href="#">Go to Resources - Word Animator</a> |
| <b>Term 2 and 3</b> | Use Spelling Appendix 1 year 3-4 word list and cloze activities worksheets<br><b>HW Assessment</b>  | <a href="#">Year 3-4 word list activities</a> Use worksheets 289-310  |

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| <b>Terms 4, 5 and 6</b> | <b>Dictation exercises to increase speed, stamina and fluency</b><br><br><b>HW Assessment</b><br><br><b>All terms use the Word Animator tool</b> to create weekly word banks for HW practice incorporating weekly spellings<br>Continue to revise cursive letter formation and joins. | <a href="#">Dictation exercises</a> lesson 311, 313, 315, 317, 319, 321,<br><a href="#">Go to Resources - Word Animator</a> |
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**Guidance for Redfield year 4:**

Return to year 1 and 2 HW progression if children are not joining and there are HW difficulties as a whole class or small groups to follow the KS2 Handwriting Recovery Programme [Recovery plans](#) and [HW Recovery programme worksheets](#)

**RET Handwriting Progression – Year 5**

Continue to build on producing legible, consistent and fluent handwriting writing automatically, enabling children to focus on the content of their work rather than the process of writing.

|                     | Summary   | Useful resources and where to find them  |
|---------------------|---|--|
| <b>Term 1</b>       | <p>One weekly HW sessions</p> <p><b>Recap and start every HW session with</b> LJ warm up activities, Gross/Fine Motor Activities, Tripod grip rhyme and sitting position in class (3 Ps) recapping letter names. Carry out initial <b>HW assessment</b> to evaluate children needing individual HW intervention</p> <p>Create mirror writing using children’s cursive handwriting for classroom display</p> <p><b>Recap joins from year 2:</b></p> <p><b>Diagonal joins</b><br/>(an, co, di, ei, hu, im, ks, li)<br/>Using <b>HFW</b> to support development of diagonal joins.</p> <p><b>Horizontal joins</b><br/>(vi, ru, wa, oc, ro, wn, ve, re, oe)<br/>Using <b>HFW</b> to support development of horizontal joins</p> <p><b>All terms: use the Word Animator tool</b> to create weekly word banks for HW practice incorporating weekly spellings</p> <p><b>Dictation exercises to increase speed, stamina and fluency</b></p> | <p><a href="#">Tripod grip rhyme</a><br/> <a href="#">Fine motor skills activities</a><br/> <a href="#">Gross motor skills</a><br/> <a href="#">Lower-case precursive alphabet</a></p> <p><a href="#">Assessment sheet</a></p> <p><a href="#">Mirror writing lesson 347</a></p> <p><a href="#">Diagonal joins</a><br/>           Use HFW worksheets for joining practice</p> <p><a href="#">Horizontal joins</a><br/>           Use HFW worksheets for joining practice</p> <p><a href="#">Go to Resources - Word Animator</a></p> <p><a href="#">Dictation exercises</a><br/>           Lessons 371, 373, 375, 377, 379 and 381</p> |
| <b>Term 2 and 3</b> | <p>Use Spelling Appendix 1 year 5-6 word list and cloze activities worksheets (or differentiate to continue to revise year 3-4 word list)</p> <p><b>HW Assessment</b></p>   | <p><a href="#">Year 5-6 word list activities</a> Use worksheets 349-364</p> <p><a href="#">Year 3-4 word list activities</a> Use worksheets 289-310</p>  |

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| <b>Terms 4, 5 and 6</b> | <b>HW Assessment</b><br><b>All terms use the Word Animator tool</b> to create weekly word banks for HW practice incorporating weekly spellings<br>Continue to revise cursive letter formation and joins. | <a href="#">Go to Resources - Word Animator</a> |
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**Guidance for Redfield year 5:**

Return to year 1 and 2 HW progression if children are not joining and there are HW difficulties as a whole class or small groups to follow the KS2 Handwriting Recovery Programme [Recovery plans](#) and [HW Recovery programme worksheets](#)

**RET Handwriting Progression – Year 6**

Refining handwriting speed, stamina and fluency for writing at greater length whilst being laer about the appropriate handwriting for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.

|                         | <b>Summary</b>  | <b>Useful resources and where to find them</b>  |
|-------------------------|---|---|
| Term 1                  | <p>One weekly HW sessions</p> <p><b>Recap and start every HW session with</b> LJ warm up activities, Gross/Fine Motor Activities, Tripod grip rhyme and sitting position in class (3 Ps) recapping letter names. Carry out initial <b>HW assessment</b> to evaluate children needing individual HW intervention</p> <p><b>Playing with words</b> using children’s cursive handwriting for classroom display</p> <p><b>Recap joins from year 2:</b></p> <p><b>Diagonal joins</b><br/>(an, co, di, ei, hu, im, ks, li)<br/>Using <b>HFW</b> to support development of diagonal joins.</p> <p><b>Horizontal joins</b><br/>(vi, ru, wa, oc, ro, wn, ve, re, oe)<br/>Using <b>HFW</b> to support development of horizontal joins</p> <p><b>All terms: use the Word Animator tool</b> to create weekly word banks for HW practice incorporating weekly spellings</p> <p><b>Dictation exercises to increase speed, stamina and fluency</b></p> | <p><a href="#">Tripod grip rhyme</a><br/><a href="#">Fine motor skills activities</a><br/><a href="#">Gross motor skills</a><br/><a href="#">Lower-case precursive alphabet</a></p> <p><a href="#">Assessment sheet</a></p> <p><a href="#">Playing with words lesson 407</a></p> <p><a href="#">Diagonal joins</a><br/>Use HFW worksheets for joining practice<br/><a href="#">Horizontal joins</a><br/>Use HFW worksheets for joining practice</p> <p><a href="#">Go to Resources - Word Animator</a></p> <p><a href="#">Dictation exercises</a> Lessons 408,410 and 412</p> |
| <b>Term 2 and 3</b>     | <p>SATs spelling revision worksheets</p> <p><b>HW Assessment</b></p>  | <p><a href="#">SATs worksheets</a><br/>Spelling: 417-430<br/>Punctuation and grammar: 431-454</p>   |
| <b>Terms 4, 5 and 6</b> | <p><b>HW Assessment</b><br/><b>All terms use the Word Animator tool</b> to create weekly word banks for HW practice incorporating weekly spellings<br/>Continue to revise cursive letter formation and joins.</p>   | <p><a href="#">Go to Resources - Word Animator</a></p>  |

**Guidance for Redfield year 6:**

Return to year 1 and 2 HW progression if children are not joining and there are HW difficulties as a whole class or small groups to follow the KS2 Handwriting Recovery Programme [Recovery plans](#) and [HW Recovery programme worksheets](#)