

## Pace and progression

We recommend that the letter patterns (Unit 1) are taught over four weeks and the lower-case letters in letter families (Units 2 to 5) over the rest of the first term. After practising with patterns, we suggest that schools teach three letters a week in four lessons to support the development of accurate letter formation.

For lessons 1 to 3, use the **Lesson templates** and **Unit guidance** alongside the **Workbooks** to teach one letter per day. Watch the videos 'Letter formation: Revisit and review', 'Letter formation: Teach and practise' and 'Letter formation: Practise and apply' for further guidance. Use Assessment for Learning to identify where children need further support and practice.

In the fourth lesson, use the workbook blank practice pages, a lined book or the **Letter formation practice sheets** from the Little Wandle website to review and consolidate the week's learning. Focus particularly on correcting any issues with letter starting points and formation of letters identified through Assessment for Learning during the week's lessons. If appropriate, you can also practise writing the letters in words. Each lesson also begins with a review of the previous day's learning and a chance to practise forming the letter.

Unit 6 provides further practice of lower-case letters alongside the introduction of the corresponding capital letter, and in Unit 7, children consolidate their lower-case letter formation in digraphs, trigraphs and words.

A recommended weekly plan is shown in brackets in the **Reception progression** table on page 3.

Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. However, the programme has been designed to be flexible so that it can be used to meet the pace of learning appropriate to your class - do not teach new content until previous learning is secure.

## Lesson timings and teaching sequence

Handwriting lessons should last approximately 15 minutes and be scheduled at least four times per week. Each lesson should start with practice of the previous day's pattern/letter using the 'Pattern check-up' or 'Letter check-up' box. Consistent daily practice is essential for progress, and it is strongly recommended to use a small, lined exercise book for additional practice. It is crucial that an adult is present during this extra practice to provide guidance and support and to address any misconceptions promptly. The teaching sequence for introducing a new pattern/letter should be:

1. Introduce the letter and formation phrase.
2. Form the letter in the air.
3. Form the letter on the palm of the hand.
4. Trace the mnemonic with a finger.
5. Write the letter.

For steps 2 to 5, the teacher provides strong modelling and then the children join in.

## Effective modelling

When modelling letter formation, face the same direction as the children, looking over your shoulder to check that children are engaged. This ensures that children can clearly observe the correct direction and movement of the letter. As part of your modelling, demonstrate how to check and improve. Look at your formed letter carefully to see how and if it can be improved, then make the required improvement in the next attempt. Ask the children to do the same.

## Adaptations

Some children may be ready to move to independent letter formation more quickly than others. If so, direct them to the parts in the Workbook where there is no tracing or copying. Exercise books or additional practice paper can be used for independent practice. If you are using exercise books or additional practice paper, we recommend that you model the letter or add a starting point dot for children who need this support.

## Reception progression

<b>Autumn term</b>	<b>Preparation and practice (suggested time 4 weeks)</b>	
	<ul style="list-style-type: none"> <li>• Teach the 'Ready to write' checklist</li> <li>• Engage in motor development activities</li> <li>• Practise with patterns</li> </ul>	
	<b>Unit 1: Practising patterns</b>	<ul style="list-style-type: none"> <li>• Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1)</li> <li>• Up curves, Down curves, Mixed-height curves, Letter C (Week 2)</li> <li>• Spirals, Crosses, Turrets, Diagonals (Week 3)</li> <li>• Zig-zags, Sideways V, Letter X, Triangles (Week 4)</li> </ul>
	<b>Teach lower-case letter formation (suggested time 9 weeks)</b>	
	<ul style="list-style-type: none"> <li>• Teach the lower-case letters in families</li> <li>• Use Assessment for Learning to reteach and review</li> </ul>	
	<b>Unit 2: Curly letter family</b>	<ul style="list-style-type: none"> <li>• c, a, d (Week 5)</li> <li>• g, o, q (Week 6)</li> <li>• e, s, f (Week 7)</li> </ul>
<b>Unit 3: Long letter family</b>	<ul style="list-style-type: none"> <li>• l, i, t (Week 8)</li> <li>• j, u, y (Week 9)</li> </ul>	
<b>Unit 4: Bouncy letter family</b>	<ul style="list-style-type: none"> <li>• m, n, r (Week 10)</li> <li>• b, p, h (Week 11)</li> </ul>	
<b>Unit 5: Zig-zag letter family</b>	<ul style="list-style-type: none"> <li>• v, w, x (Week 12)</li> <li>• z, k (Week 13)</li> </ul>	
<b>End or start of term</b>	Assess and review week	Review lower-case letters as needed (Week 14)
<b>Spring term</b>	<b>Teach capital letter formation (suggested time 11 weeks)</b>	
	<ul style="list-style-type: none"> <li>• Teach capital letters</li> <li>• Review lower-case letters alongside capitals</li> <li>• Use Assessment for Learning to reteach and review</li> </ul>	
	<b>Unit 6: Capital letters</b>	<ul style="list-style-type: none"> <li>• Cc, Aa, Dd (Week 15)</li> <li>• Gg, Oo, Qq (Week 16)</li> <li>• Ee, Ss, Ff (Week 17)</li> <li>• Ll, Ii, Tt (Week 18)</li> <li>• Jj, Uu, Yy (Week 19)</li> </ul> <p>Assess and review week (Week 20 – before or after half-term)</p> <ul style="list-style-type: none"> <li>• Mm, Nn, Rr (Week 21)</li> <li>• Bb, Pp, Hh (Week 22)</li> <li>• Vv, Ww, Xx (Week 23)</li> <li>• Zz, Kk (Week 24)</li> </ul>

<b>End or start of term</b>	Assess and review week	Review capital letters as needed (Week 25)
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<b>Summer term</b>	<b>Practise in digraphs, trigraphs and words (suggested time 9+ weeks)</b>	
	<ul style="list-style-type: none"> <li>• Assess and review lower-case and capital letters as needed</li> <li>• Practise letter formation in digraphs and trigraphs</li> <li>• Practise letter formation in words</li> <li>• Use Assessment for Learning to reteach and review</li> </ul>	
	<b>Unit 7: Digraphs and trigraphs</b>	<ul style="list-style-type: none"> <li>• ff, ll, ss (Week 26)</li> <li>• zz, ck, qu (Week 27)</li> <li>• ch, sh, th (Week 28)</li> <li>• ng, nk, ai (Week 29)</li> <li>• ee, igh, oa (Week 30)</li> </ul> <p>Assess and review week (Week 31 – before or after half-term)</p> <ul style="list-style-type: none"> <li>• oo, ar, or (Week 32)</li> <li>• ur, ow, oi (Week 33)</li> <li>• ear, air, er plus Assess and review (Week 34)</li> </ul>

<b>End of term</b>	Assess and review week	Week 35 (onwards): Assess and review all letters as needed
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