

Handwriting Policy



Reviewed/Adopted: Sept 2025

Next Review Date: September 2026

Reviewed By: Teaching and Learning

Introduction

This policy was written based on 'Achieving Excellence in Handwriting' by Martin Harvey and Debbie Watson. It outlines our approach to teaching Handwriting, reflecting on the school's aims and objectives. It sets a framework within which teaching and non-teaching staff can operate. The policy should be read in conjunction with the National Curriculum.

It is our aim to encourage the progression and development of each child's handwriting throughout the school into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition. We believe that good handwriting needs self-discipline, skill and quality teacher input. Good handwriting gives the reader a favourable impression of a handwritten text before they read the first three words and therefore, it is imperative that handwriting is taught.

Intent

The relevance of teaching good handwriting is sometimes questioned in the modern age where the word processor is a valued tool. But good teaching of handwriting is just as important in these days of advanced technology as it has ever been.

At Longstone CofE (VA) Primary School, we believe handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. We **nurture** handwriting skills from an early age because children must be able to write with increasing ease, speed and legibility. The semi-cursive approach, which we use, teaches pupils to join letters and words as a series of flowing movements and patterns but without leads in. We enable our pupils' writing to **shine** as this handwriting style is mastered because it allows pupils to apply their energy into the content of their writing as opposed to the formation of the letters themselves. We also believe that teaching handwriting skills regularly and systematically throughout the school **ignites** pupils' pride in their written work across the curriculum and beyond school.

At Longstone Primary School, we aim to encourage all pupils to:

- write in a consistent, well-presented and legible format
- have a consistent approach to handwriting throughout Foundation Stage, Key Stage 1 and 2
- use a semi-cursive handwriting style from the Summer term of Y2 to the end of Year 6
- know the difference between lower and uppercase letters
- know the difference between different sized letters

At Longstone Primary School, we support and encourage all staff to:

- adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources
- model semi-cursive handwriting during teaching, where appropriate
- use this agreed handwriting policy to deliver regular, short handwriting lessons

- provide 1:1, as well as whole class guidance during handwriting lessons, so that individual letter formation can be addressed quickly
- feedback on letter formation during marking across the curriculum
- support one another in the process of handwriting across school

Statutory Requirements

The National Curriculum clearly states that teaching handwriting is a statutory requirement in Primary Schools from Year One onwards. The English programme of study states a range of handwriting objectives for KS1, lower KS2 and upper KS2 under 'transcription'

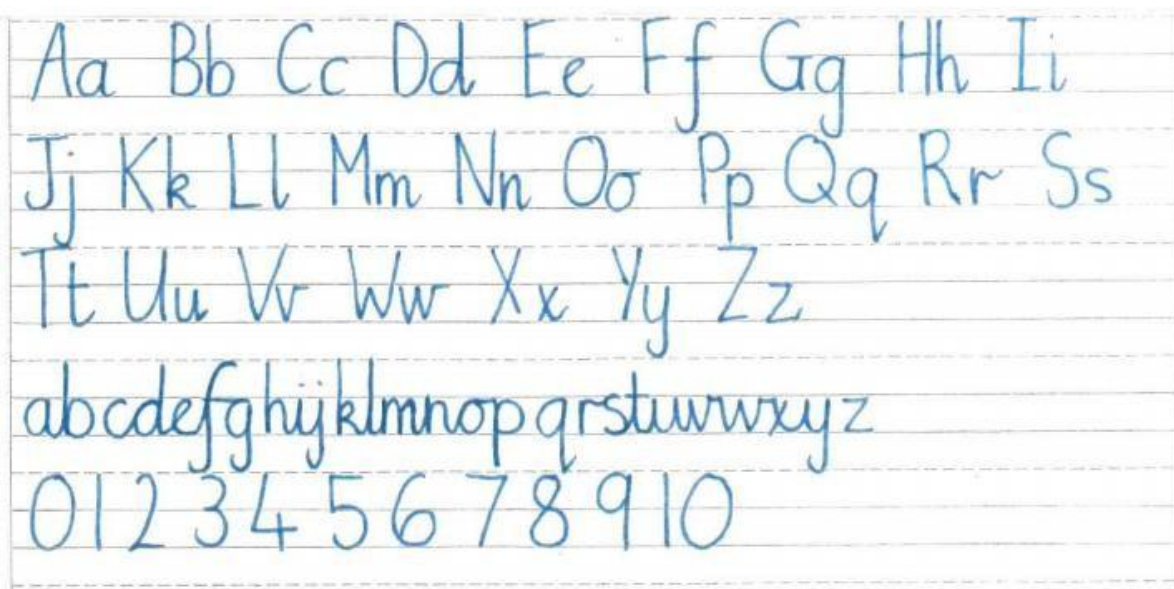
The Early Years Foundation Stage Framework (updated 2021) clearly states that Physical Development (prime area) underpins gross and fine motor skills, which is the where our handwriting policy begins. The framework also details Literacy (specific area) requirements, which notes the importance of transcription.

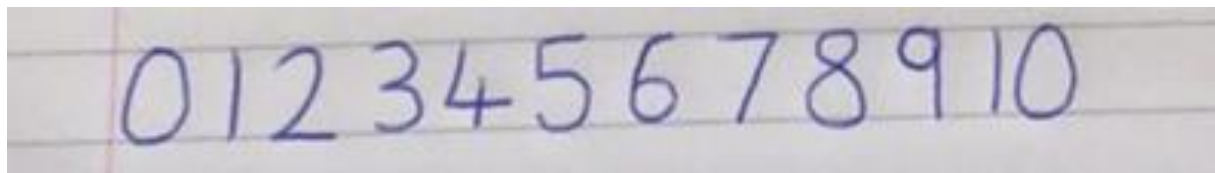
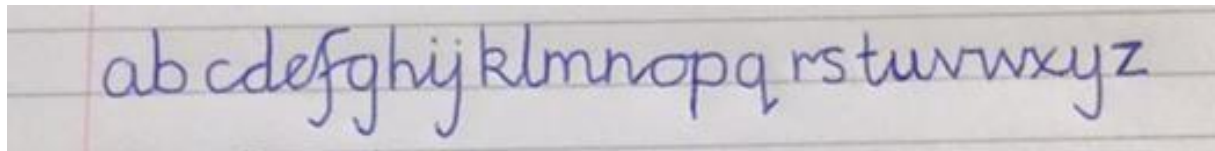
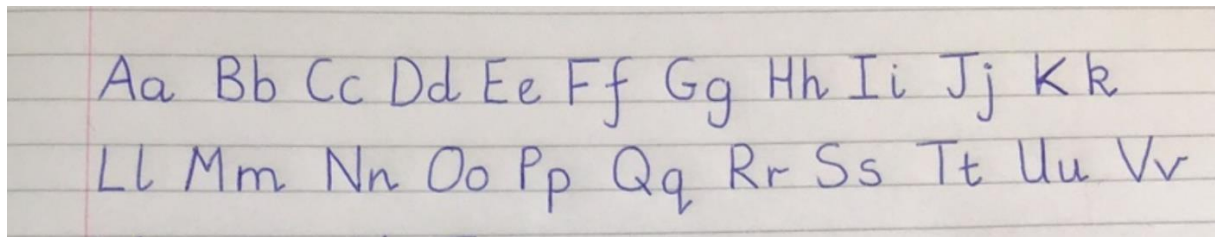
Please refer to Appendix I to check The Early Years Foundation Stage Framework and The National Curriculum requirements for handwriting.

Implementation

Semi-Cursive Alphabet Mat

The semi-cursive script agreed at Longstone CofE (VA) Primary School is shown below using available guidelines and regular exercise book lines:





Class Specific Details

In Reception and Year One pupils will develop their gross and fine motor skills in line with The Early Years Foundation Stage Framework. A range of activities will be used to support this development, such as throwing and catching; mark making using a range of tools; finger gym and pen disco. Once children have developed their gross and fine motor skills, they will concentrate on forming single letters correctly using Read Write Inc's guidance on letter formation and by using the RWI mnemonics to aid the correct letter formation (see Appendix 3). Letter formation is taught alongside phonic development, as well as during weekly writing sessions. Our aim is that by the end of reception all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected. Initially reception pupils will use unlined paper as the focus is correct formation rather than size or positioning.

In Year One and Year Two, pupils will continue to develop their fine motor skills using pen disco and finger gym activities. Pupils will also continue to revise individual letter formations during their daily phonic sessions using Read Write Inc's mnemonics to aid the correct letter formation (see Appendix 3). As well as this, regular, short handwriting lessons (daily) will be planned by following the below sequence and guidance. Our aim is that by the end of year two children will be forming all letters correctly and joining in a semi-cursive script.

In Year Three and Year Four, where necessary, pupils will continue to develop their fine motor skills using pen disco. Regular, short handwriting lessons will be taught (at least three times a week) following the below sequence and guidance. During Autumn Term, letter formation will be practised and joins between two letters will be recapped, moving to letter joins in words. As soon as pupils are able to join individual letters to form words, pupils will begin to practise their speed of joining – starting with individual words and then moving to speed in dictated pieces of text.

In Year Five and Year Six, pupils will continue to receive regular, short handwriting lessons following the below sequence and guidance. Handwriting lessons will focus more on speed and pace of joined handwriting. Pupils will practise writing longer dictated passages and writing will be assessed regularly to model individual letter joins, where needed.

Handwriting Equipment

Children will use line sizes appropriate to their stage in writing. During handwriting sessions specific handwriting paper with broken and solid lines may be used, if a member of staff feels this is appropriate. Otherwise, children will practise using the same sized lines as their other curricula books, so that pupils' skills are transferable and that the same expectation of handwriting is set across all writing.

Children should use a sharp pencil for all handwriting initially. In Y5/Y6, when teachers assess that children are competent in their joined handwriting, they should be allowed to use a blue handwriting pen. In some cases, depending on the specific needs of individuals, children may use pencil grips or pens with a specific grip.

Handwriting Sequence

Gross Motor Skills

It is important that pupils' gross motor skills are focussed on initially. We endeavour to do this through physical development activities in the Early Years.

Bilateral Integration

Pupils will also work on bilateral integration – the ability to coordinate the two sides of their body, while doing different things with each side i.e. holding a piece of paper with one hand, whilst using the writing tool with the other.

Fine Motor Skills

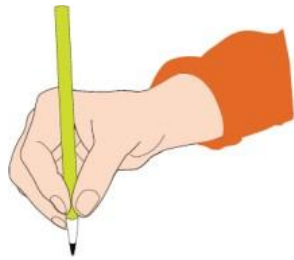
As well as this, pupils need to develop their fine motor skills, so that they can grip a tool; use a pinch to hold a tool correctly and develop their eye to hand coordination. Activities may involve:

- Squeezing sponges or turkey basters in water trays – transferring water between two containers
- Squashing and squeezing playdough, pastry or clay
- Tracing around objects or mazes
- Drawing on vertical surfaces
- Using pop and pull toys
- Pinching tweezers to pick up beads or beans
- Threading beads onto pipe cleaners or string
- Building towers

Pencil Grip/Posture

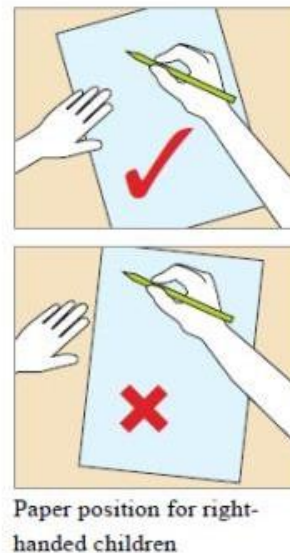
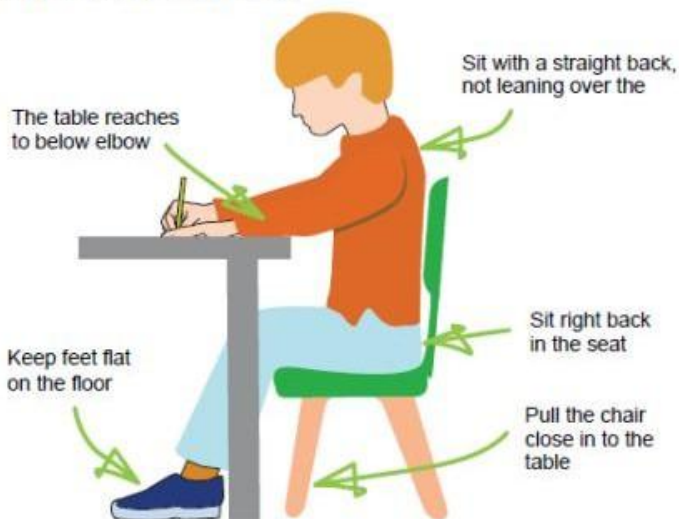
Pupils should be encouraged to learn to hold a pencil using a dynamic tripod grasp (see image below). This is where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil. This needs to be modelled regularly by members of staff and then practised by pupils. Regular, consistent reminders need to be given, as

bad habits are easy to form but harder to break.



At the same time as developing a dynamic tripod grasp, correct posture for writing needs to be taught. Frequent reminders will be needed throughout the day, as well as in handwriting lessons. Children should be encouraged to adopt the correct writing position as shown below. As a school, we use the below acronyms to help children remember a comfortable writing position. Children who are left handed should reposition the paper the other way and sit to the left-hand side if seated next to a right-handed child. (Please see Appendix 2)

SITTING POSITION



BBC – Bottom Back of Chair

6Fs/2Hs – Six Feet (chair feet and child's feet) flat on the floor and Two Hands (one holding the page and one ready to write)

SB – Straight Back

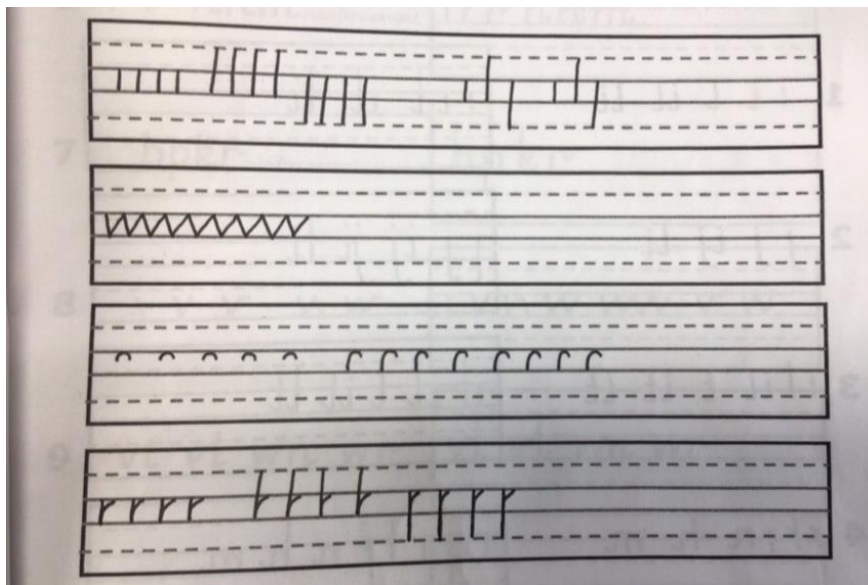
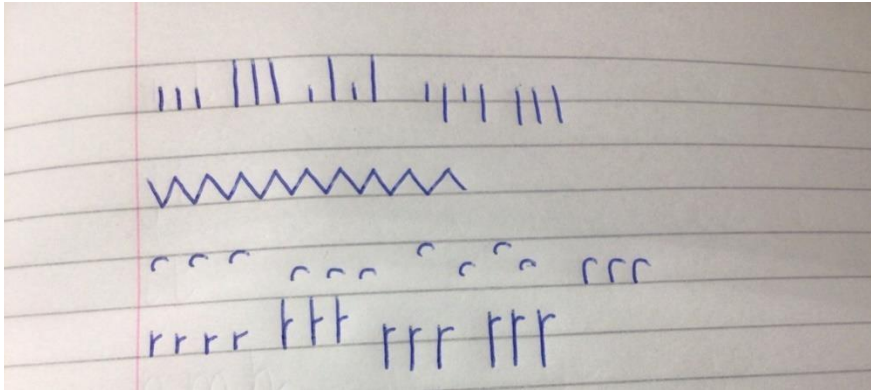
TNT – Tummy Near Table

Pupils will verbally and physically recap these skills at the beginning of each handwriting session, until they are securely embedded.

Warm Up Activities

Each handwriting session will start with either a pen disco activity or warm up formation, to support and secure the development of pupils' handwriting skills.

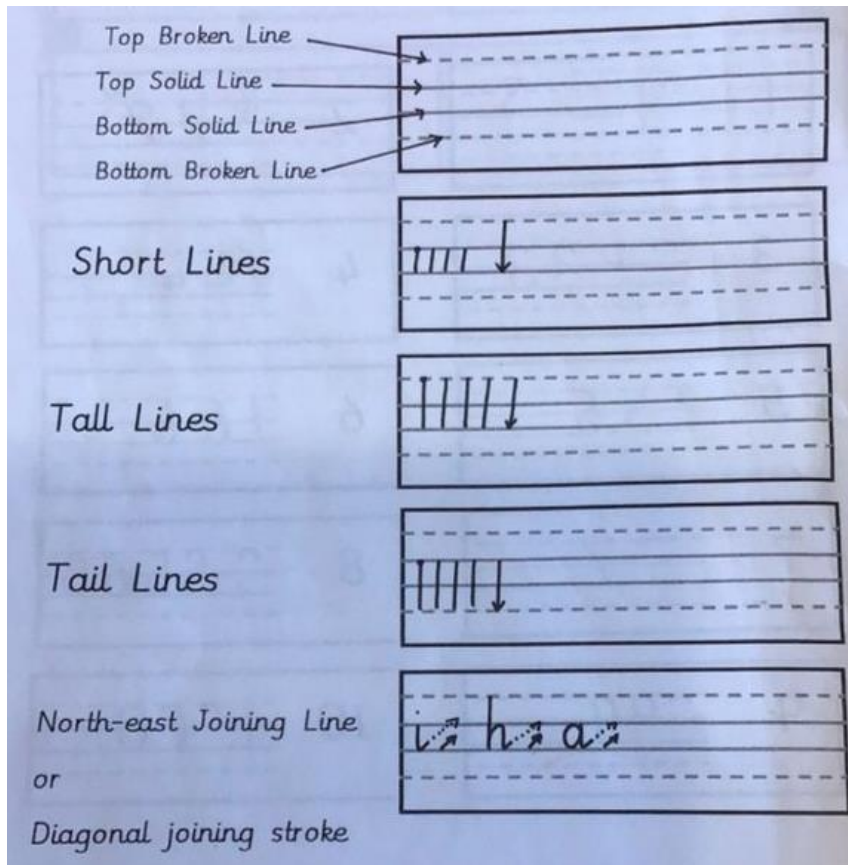
Warm Up Formations:



Handwriting Terminology

Teachers and pupils need to be familiar with the language used in this policy and in the formation of letters. Consistency of language is very important when teaching handwriting to ensure children begin to assimilate patterns and shapes and link letters together that look similar to each other. It is also important to remain together across the school when describing where letters sit on the lines so children don't receive mixed messages or become confused.

Language to use with guidelines:



Narrow bridges

n h m j n

Letters with triangles

d b y

Joins with triangles

l i c h d a

Coat hanger hooks

c s f

Egg shapes in the coat hanger letters

c o a d g g

Shoe lace k

k

Small letters

e i u x z r

Tall letters

d k l

Tail letters

j p g y

Narrow letters

n b p

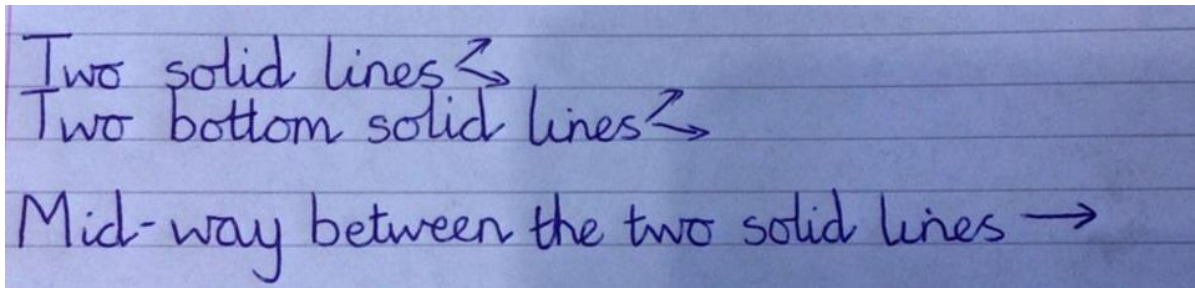
Letters with sharp points

v w

Narrow curved tails

j g y

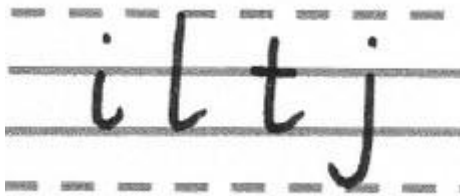
As well as the some of the above vocabulary, this different terminology will be used with exercise lines:



Lowercase Letter Formation

Individual lowercase letter formation during handwriting lessons will be taught in the order below using letter families:

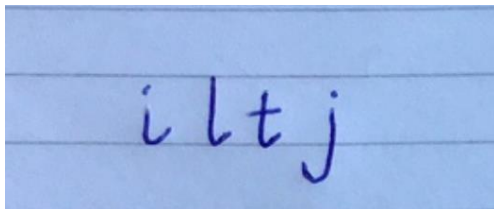
The **straight-line family** letters based on a single vertical line:



Using guidelines:

The letters i and j begin at the top solid line. The letter l begins at the top broken line. The tail on j then goes down to the bottom broken line and ends with a gentle curve. The i and l touch the bottom solid line, before lifting diagonally to the right. This is the connection to the following letter.

The t is smaller than the l but taller than the i. It is 'three quarter sized' or 'a teenage t'. It begins just above the top solid line. It is crossed on the top solid line, with more of the cross to the right of the down stroke. Like the i and l it's joining line lifts diagonally in a North Easterly direction.



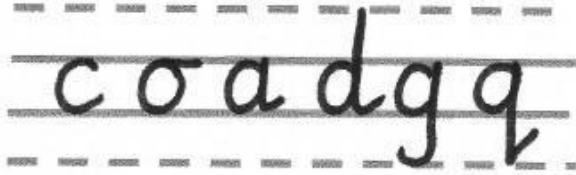
Using exercise lines:

The letters i and j begin half way between the two solid lines. The letter l begins at the top solid line. The tail on j then goes down half way below the bottom solid line and ends with a gentle curve. The i and l touch the bottom solid line, before lifting diagonally to the right. This is the connection to the following letter.

The t is smaller than the l but taller than the i. It is 'three quarter sized' or 'a teenage t'. It begins just below the top solid line. It is crossed through the middle of the straight line, with

more of the cross to the right. Like the i and l it's joining line lifts diagonally in a North Easterly direction.

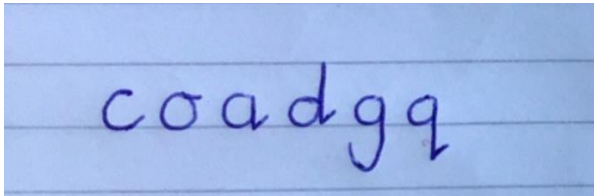
The **coathanger family** letters based on a 'c' shape



These letters are oval rather than circular. The letters begin with a 'coat hanger' shape.

Using guidelines:

Begin just below the top solid line. The first movement of the writing tool is up to the line, then over and down. On reaching the bottom solid line, it is necessary to go diagonally upwards and across to the right, in order to make an oval shape.



Using exercise lines:

Begin just below the middle of the solid lines. The first movement of the writing tool is up to the line, then over and down. On reaching the bottom solid line, it is necessary to go diagonally upwards and across to the right, in order to make an oval shape.

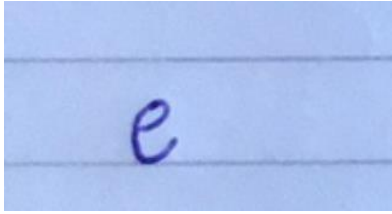
Letter e (the distant cousin of the coathanger family, begins differently but still based on a 'c' shape.



Using guidelines:

Although it is based on the c shape, it doesn't start with the hook like the other letters in this family.

Begin at the mid-point between the two solid lines and move upwards to the right, at an angle of 45 degrees before curling back to form the hole and the tail.

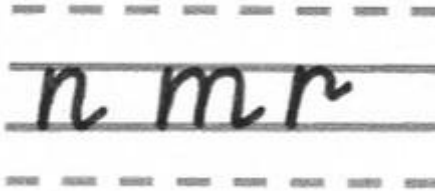


Using exercise lines:

Although it is based on the c shape, it doesn't start with the hook like the other letters in this family.

Begin just above the bottom solid line and move upwards to the right, at an angle of 45 degrees before curling back to form the hole and the tail.

The **bridge family** letters that have a vertical down stroke followed by a diagonal movement to the right.

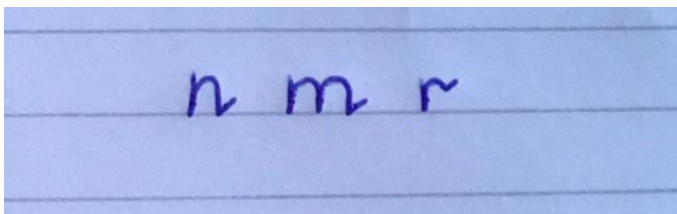


Using guidelines:

These letters begin with a vertical down stroke, followed by a vertical up stroke, then have a diagonal movement to the right, which begins mid-way between the two solid lines.

The letters n, m and r reach the top solid line.

m and n should have narrow bridges.



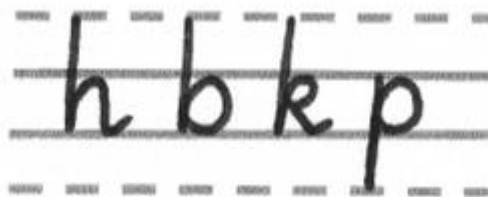
Using exercise lines:

These letters begin with a vertical down stroke, followed by a vertical up stroke, then have a diagonal movement to the right, which begins mid-way between the two solid lines.

The letters n, m and r sit half way between the two solid lines.

m and n should have narrow bridges.

The **bridge family** continued...



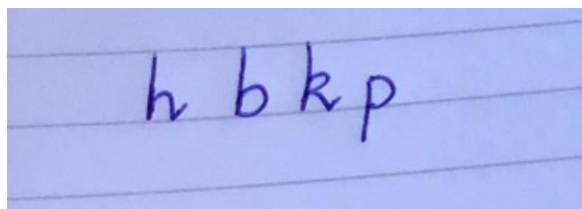
Using guidelines:

These letters begin with a vertical down stroke, followed by a vertical up stroke, then have a diagonal movement to the right, which begins mid-way between the two solid lines.

The letters h, b and k are tall letters so start at the top solid line. The letter k is a 'shoelace' k to enable it to join to other letters and to distinguish it from the capital K.

The letter p is a tail letter so starts at the top solid line and reaches down to the bottom broken line.

Using exercise lines:

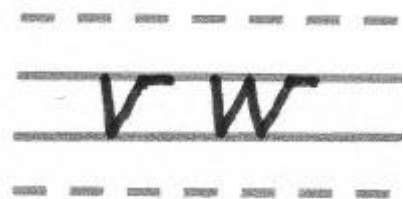


These letters begin with a vertical down stroke, followed by a vertical up stroke, then have a diagonal movement to the right, which begins mid-way between the two solid lines.

The letters h, b and k are tall letters so start at the top solid line. The letter k is a 'shoelace' k to enable it to join to other letters and to distinguish it from the capital K.

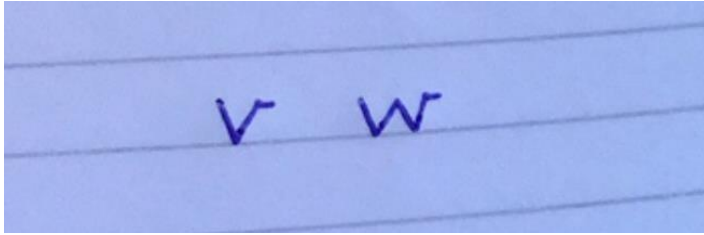
The letter p is a tail letter so starts mid-way between the two solid lines and reaches down mid-way between the next two solid lines.

The **zig-zag family** Both letters start on the top solid line, have a diagonal stroke and have joining mark that sits on the top solid line.



Using guidelines:

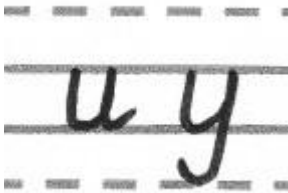
Both start on the top solid line, have a diagonal downward stroke and have a joining mark that sits on the top solid line.



Using exercise lines:

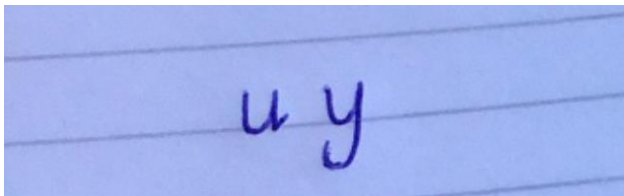
Both letters sit mid-way between the two solid lines and they have a diagonal downward stroke and have a joining mark that sits on the top solid line.

The **smile family** - both letters start on the top solid line, begin with a downward stroke, curve back up to the top solid line and then down to the bottom solid line.



Using guidelines:

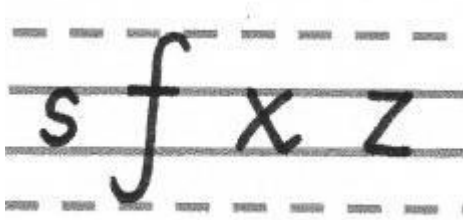
Both start on the top solid line, begin with a downward stroke, curve back up to the top solid line and then down to the bottom solid line. The letter y is a tail letter that extends down to the bottom broken line and ends with a gentle curve that sits on the line.



Using exercise lines:

Both start mid-way between the two solid lines. They begin with a downward stroke, curve back up mid-way between the two solid lines and then down to the bottom solid line again. The letter y is a tail letter that extends down mid-way between the bottom two solid lines and ends with a gentle curve that hangs in the air.

The **misfits!** Letters that are unique and individual and do not fit with any other letter groups.



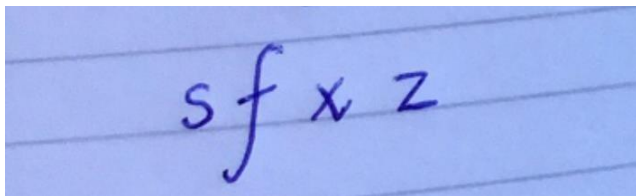
Using guidelines:

The s and f both begin with an 'up and over' movement, in the same way as the letters in the coathanger family, based on the c shape.

The f starts at the top broken line and finishes at the bottom. The f is crossed like the t, however unlike the t, the cross bar on the f is the joining stroke. The cross bar sits on the top solid line. The f is both a tall and a tail letter.

The s, x and z should be the same width at the top and bottom of the letter. They all sit between the two solid lines.

The x joins on to the next letter with a diagonal joining stroke. When joining other letters, the x should be crossed at the end of the word as with the letter t.



Using exercise lines:

The s and f both begin with an 'up and over' movement, in the same way as the letters in the coathanger family, based on the c shape.

The f starts at the top solid line and finishes mid-way between the bottom two solid lines. The f is crossed like the t, however unlike the t, the cross bar on the f is the joining stroke. The cross bar sits mid-way between the two solid lines. The f is both a tall and a tail letter.

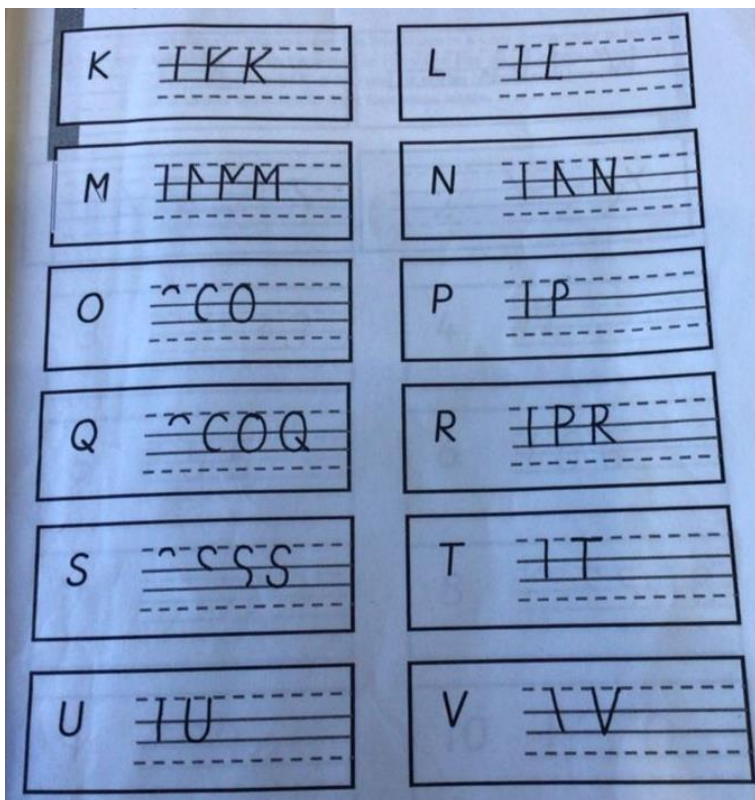
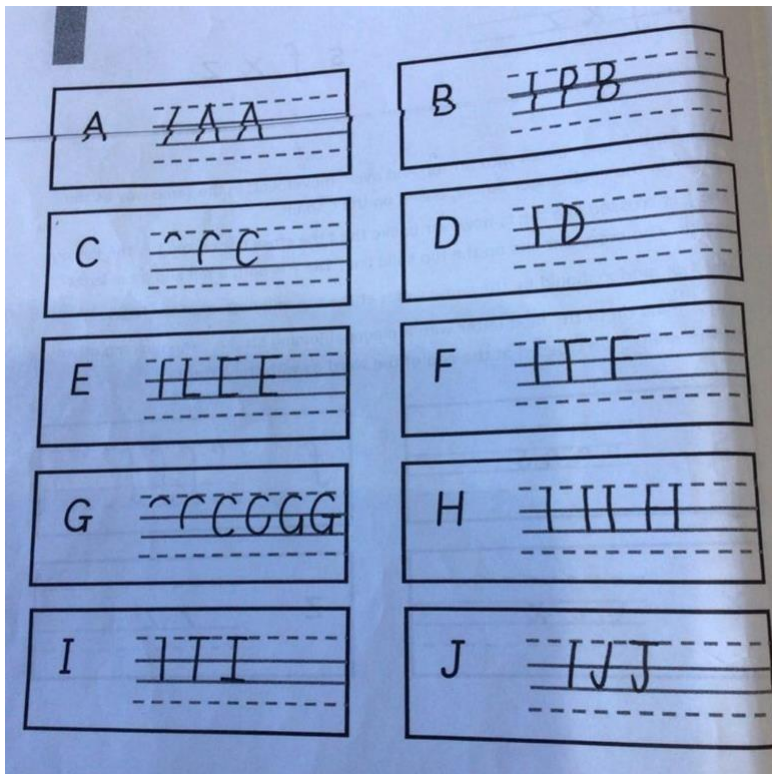
The s, x and z should be the same width at the top and bottom of the letter. They all sit mid-way between the two solid lines.

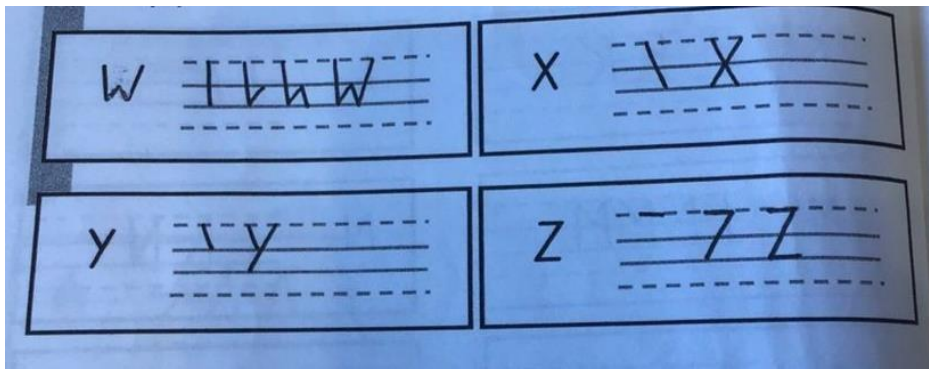
The x joins on to the next letter with a diagonal joining stroke. When joining other letters, the x should be crossed at the end of the word as with the letter t.

Uppercase Letter Formation

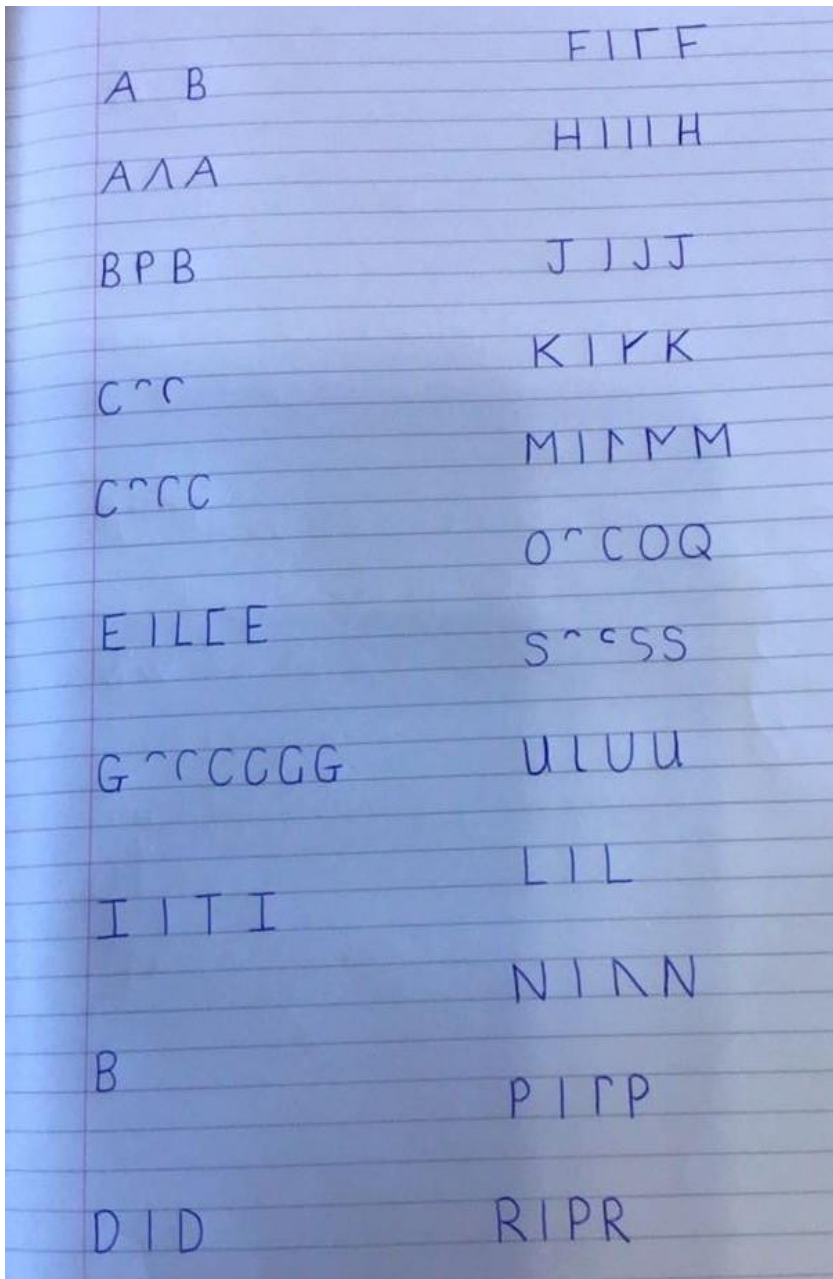
Once lowercase letters are formed accurately, then uppercase letters will be introduced and practised in alphabetical order.

Using guidelines:



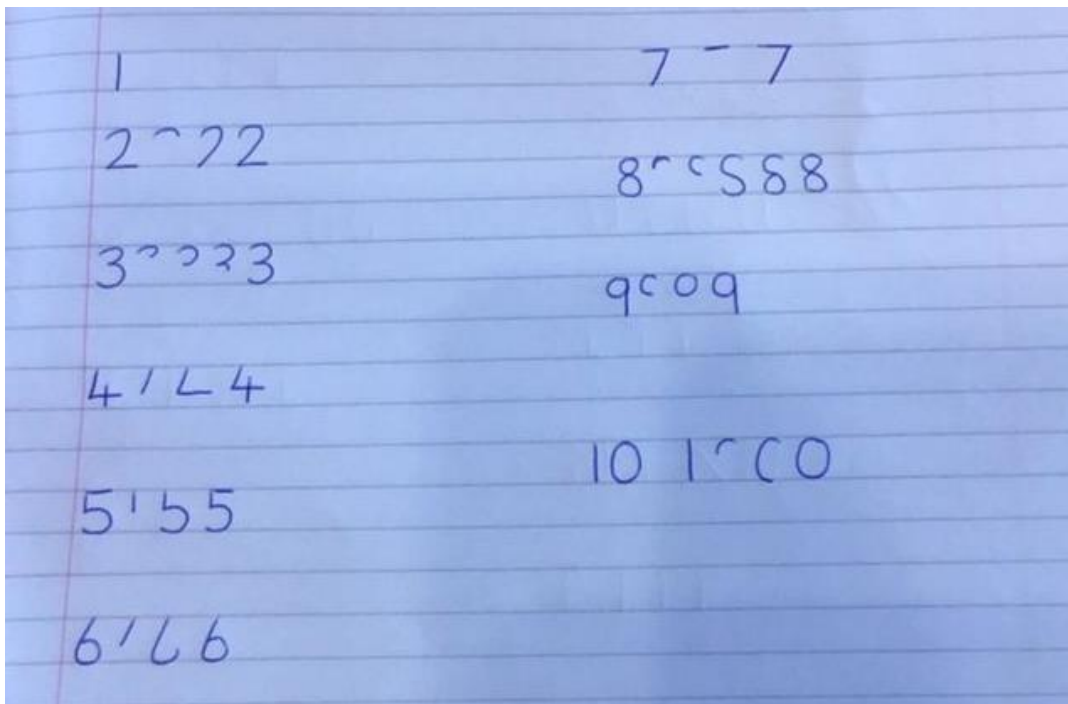
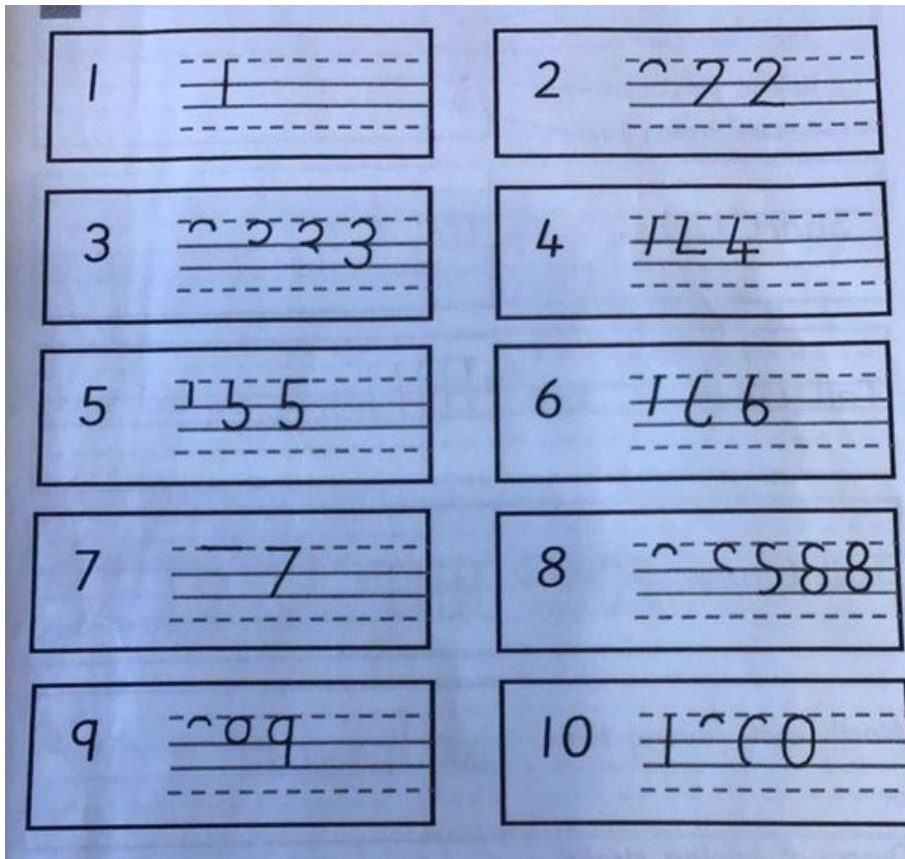


Using exercise lines:



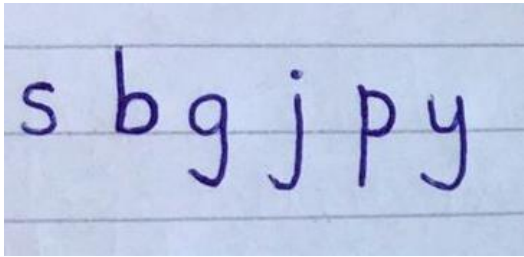
Number Formation

After uppercase letters are formed accurately, then number formation will be focused on in order from 0 through to 9. Number formation may be focused on before lowercase and uppercase letters are learnt, as part of Maths teaching and learning.



Joining Two or More Letters

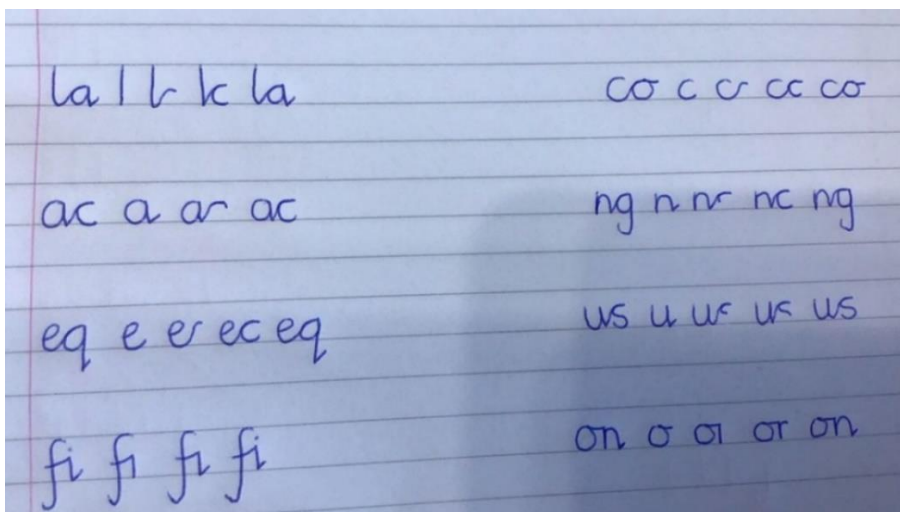
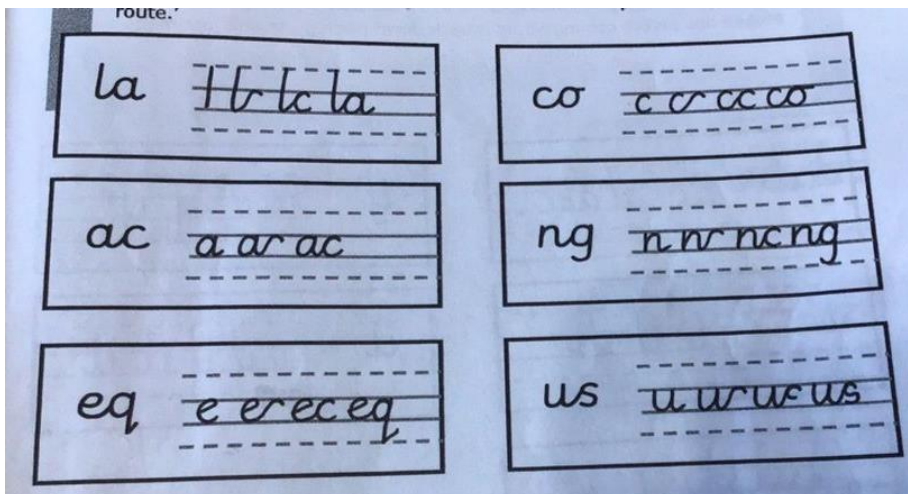
When learning to join letters, children will learn which letters do not need joining. Any letter which ends on the left does not join onto the next letter. These are:



When all individual letter and number formation is in place, letter joins will be taught, starting with joining two letters, moving on to join simple words and the passages. The below image demonstrates how individual letters should be joined.

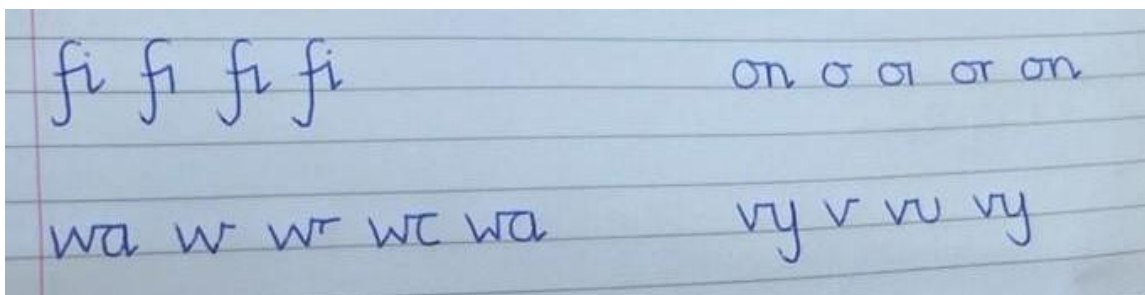
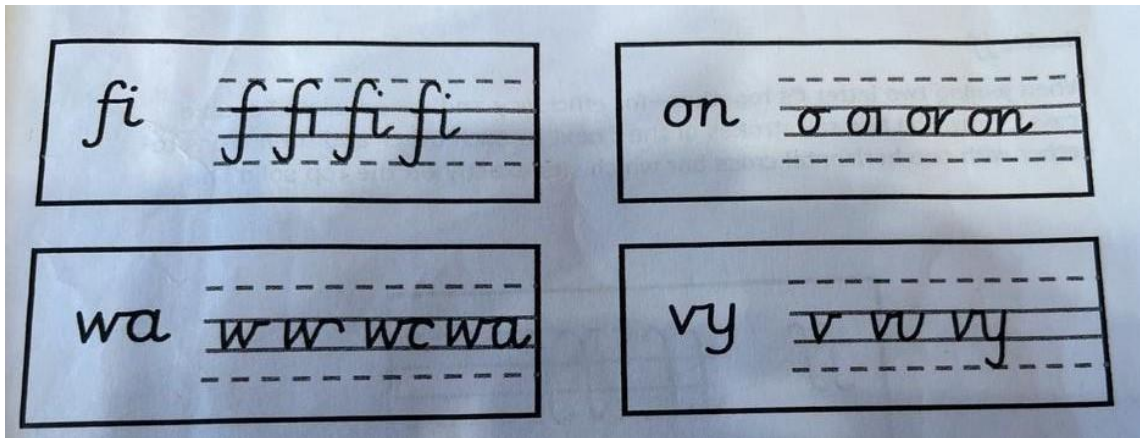
Up, over, stop, reverse

The following are examples of joins which follow the 'up, over, stop, reverse' route.



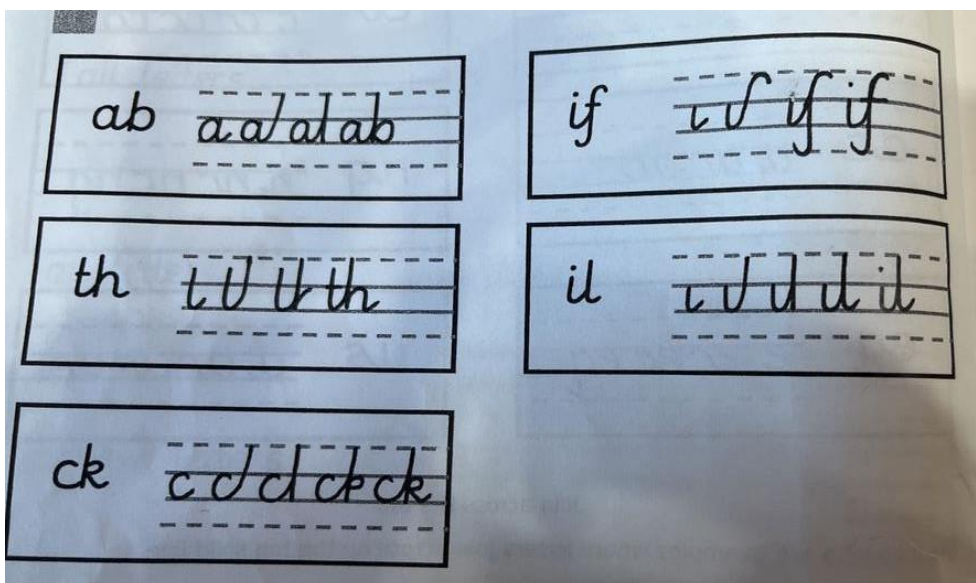
Join across the top

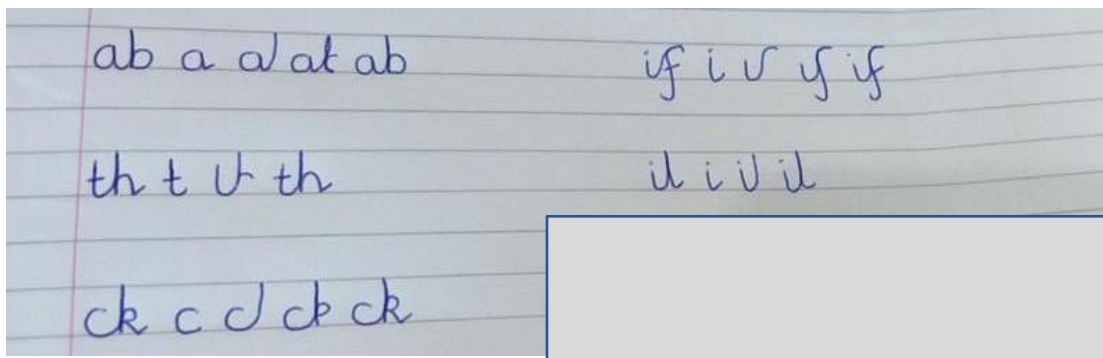
The following are examples where letters join across on the top solid line (guidelines) or mid-way between the two solid lines (exercise lines).



Diagonal Join Stroke Join

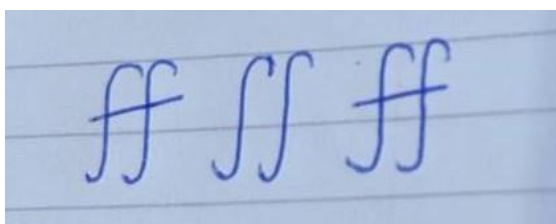
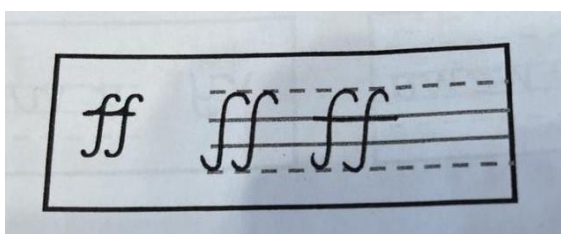
The following are examples of where letters are joined from the preceding letter with a diagonal joining stroke which straightens up at the top solid line (guidelines) or mid-way between the two solid lines (exercise lines) then pushes straight up to the top broken line (guidelines) or the top solid line (exercise lines) before coming straight back down tracing the line just made.





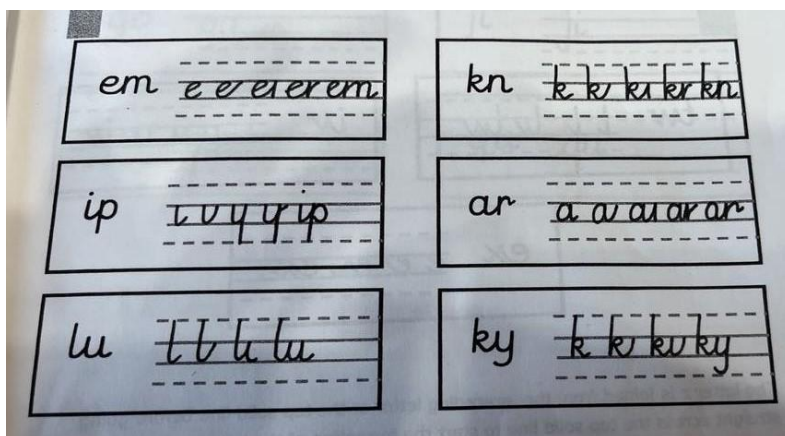
Double ff

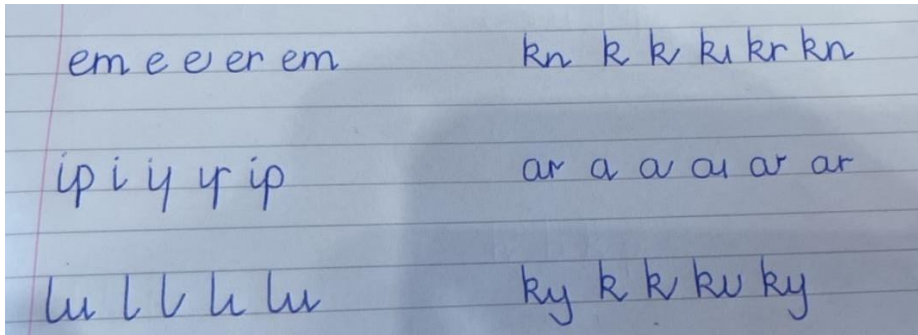
The following example shows how to join two letter f's together – for efficiency and speed use a 'double cross'. Draw the two tall strokes of the f next to each other and then cross together with one horizontal cross bar which sits exactly on the top solid line.



Diagonal Joining Stroke Join (Part 2)

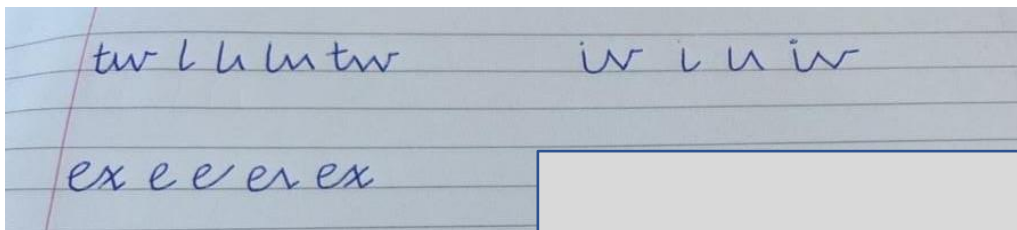
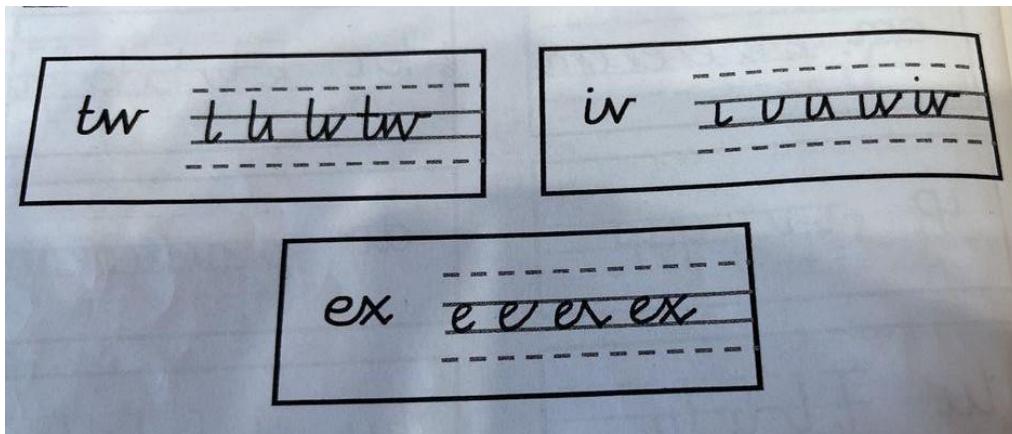
The following examples are letters which join from the preceding letter with a diagonal joining stroke, straightening up to push to the top solid line (guidelines) or mid-way between the two solid lines (exercise lines) before coming straight back down, tracing the line just made.





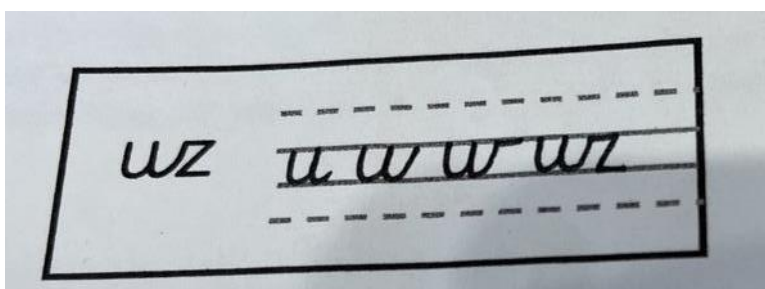
Top Solid Line/ Mid-way Between the Two Solid Lines Joins

The following examples show letters which are joined from the preceding letter at the top solid line (guidelines) or mid-way between the two solid lines (exercise lines) before going diagonally down to the right.



Top Solid Line/ Mid-way Between the Two Solid Lines Join (Part 2)

The following example shows how z is joined from the preceding letter at the top solid line (guidelines) or mid-way between the two solid lines (exercise lines) before going straight across the top solid line (guidelines) or mid-way between the two solid lines (exercise lines).



WZ U W W WZ

Extra Letter Joins for KSI

al ab ia va

ib ob lp mp

ck cy nc oc

de dr da nd

em ke ej oj

fo fa uf of

ng dg iq oq

ht ha wh th

ki mi cl wl

ky kn ok rk

wm am ny en

qu nq us os

lt it lit cu up

er nr wo we

vy zi ze iz

Extra Letter Joins for KS2

ac aw da oa ib ob
ck cy ec vc du dg
en ef me te fr fo
if af ng og hs hu
lh ch ib ip ki vi
ej nj ky kl mk ok
ll lw cl al mb mp
om im mf ms ng nl
un wn or od vo ho
op mp qu ng nq oq r
rs vr tr vs fs ns
tl ty ut ot ug uz
du fu va ve ov iw
wg we ow ew ex ix
xh xe vy cy oz ez

Handwriting Words and Passages

After learning to join letters, children will practise joining statutory spelling lists (See Appendix 4) during handwriting sessions. They will then be taught to write legibly and fluently at speed with dictated passages.

Assessment

Assessment for learning will take place on a continual basis during each handwriting session. using techniques such as regular marking and feedback, teacher observation and immediate verbal feedback. Handwriting and transcription objectives will be assessed using the National Curriculum descriptors which will then be assessed using the EazMag programme. This then shows the gaps and informs teacher's planning.

For more information on assessment, recording and target setting please refer to the Assessment Policy and Marking Policy.

Entitlement and Provision

Left Handed Writers

Here are some techniques, which will allow left handed writers to maintain the same high level of handwriting and presentation skills as right handed writers.

- Offer them a slope to write on, e.g. an easel
- Use large-scale mark-making activities so that the left hand doesn't get in the way of what they are writing
- Don't sit them on the left side of a right-handed child
- Be aware that they will need to be taught different letter formation, and that their writing may slope to the left rather than the right (this is fine and should not be 'corrected')
- Ensure that you have high-quality left-handed scissors available for them to use.

Roles and Responsibilities

It is expected that the English Lead will fulfil the following role:

- To ensure coverage, continuity and progression in handwriting
- Support colleagues in planning, teaching and assessing handwriting
- Research new initiatives to keep teaching practice and knowledge up-to-date
- Keep colleagues informed of any changes in practice, providing training and/or information when appropriate
- Monitor the planning and teaching of handwriting
- Ensure that resources are appropriate, available and of good quality

- Liaise with the head teacher, governors, SENCO and senior leadership team, when necessary
- To monitor and evaluate the effectiveness of handwriting lessons
- To update documentation where necessary
- To provide parents with information about handwriting teaching and learning
- To review regularly the development of handwriting across the curriculum

Intended Impact

Children leave Longstone CofE (VA) Primary School with a consistent, fluent and legible handwriting style. They are able to use their handwriting to showcase many other skills and knowledge across the curriculum in a well-presented manner.

Appendix I – National Requirements for Handwriting

EYFS

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Y1

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Y2

Statutory requirements

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Y3/4

Statutory requirements

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Y5/6

Statutory requirements

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Appendix 2 – Handwriting Position Acronyms

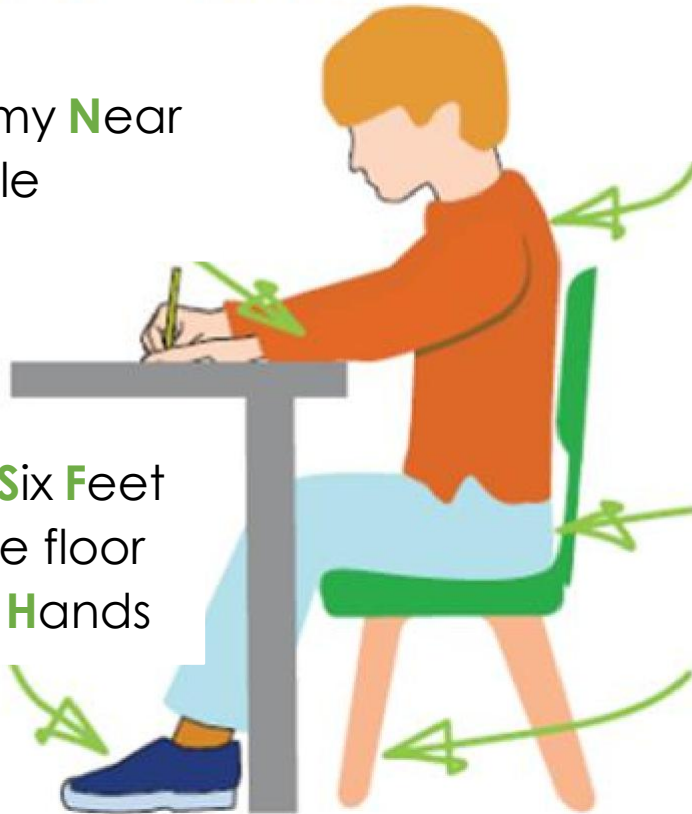
SITTING POSITION

TNT – Tummy Near Table

SB – Straight Back



























6Fs/2Hs – Six Feet flat on the floor and Two Hands

BBC – Bottom at the Back of Chair



Pull the chair close in to the table

Appendix 3 – Read Write Inc Mnemonics for Letter Formation

	Maisey mountain mountain		Around the apple, down the leaf		Slither down the snake		Round his bottom, up his tail neck and down to his feet		Down the tower, across the tower		Down the body, dot for the head		Down Nobby and 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		Curly around the caterpillar		Down the kangaroos body, tail and leg		Down and under, up to the top and draw a puddle		Down the laces, to 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 the 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, repeat the other side		

Appendix 4 – National Curriculum Statutory Spellings

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even

New Curriculum Spelling List Years 3 and 4

accident accidentally actual actually address although answer appear arrive believe bicycle breath breathe build busy business calendar caught	centre century certain circle complete consider continue decide describe different difficult disappear early earth eight eighth enough exercise	experience experiment extreme famous favourite February forwards fruit grammar group guard guide heard heart height history increase	important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion occasionally often opposite	ordinary particular peculiar perhaps popular position possess possession possible potatoes pressure probably promise purpose quarter question recent regular	reign remember sentence separate special straight strange strength suppose surprise therefore though thought through various weight woman women
---	--	--	--	---	--

New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harrass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	