

Progression in Handwriting

| | NC/EYFS expectation | NC Non-statutory guidance EYFS Development Matters 2021 | End of year expectations | Teaching | Application |
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| EYFS Pre School into Reception | <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> | <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Examples of how to support this:</p> <p>Teach and model correct letter formation. Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p> <p>Form lower-case and capital letters correctly.</p> <p>Examples of how to support this:</p> <p>Teach formation, using Phonics Bug, as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.</p> | <p>Children should be able to recognise and form all the printed, lowercase letters of the alphabet.</p> <p>Children should hold a pencil with a tripod grip.</p> | <p>Module 1 Print: Early Years introduces handwriting using the printed method. It starts with Getting Ready for Handwriting including fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip. The first module is divided into three sections covering:</p> <ul style="list-style-type: none"> • pre-writing patterns • easy letters and words • harder letters and words <p>At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet</p> <ol style="list-style-type: none"> 1. Pre – writing patterns: 2. Easy letters and words: <i>i l t u w e c o a</i> <i>d n m h</i> 3. Harder letters and words <i>j y g q b p k v s</i> <i>r f x z</i> | <p>Preschool children engage in pre writing activities to develop muscle memory and fine motor control to support them in getting ready for writing.</p> <p>The pupils in reception are taught short handwriting lessons on a daily basis at the stage of writing they can access, which will include the following:</p> <ul style="list-style-type: none"> • enhancing gross motor skills such as air-writing, pattern-making and physical activities • exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc. • becoming familiar with letter shapes, their sounds, formation and vocabulary • correct sitting position and pencil grip for handwriting <p>Children will learn correct pencil grip using 'nip, grip, flip'.</p> <p>Incorrect letter formation and misconceptions will be picked up robustly from the start</p> <p>Focus is on the starting and end points of letters rather than their placement on the line at this early point in time.</p> <p>In CP children will have access to a variety of mark making implements: chunky chalks, mops, brushes, rakes, dabbers, felt tips, crayons etc</p> <p>When writing and practising writing children will use a pencil type that is</p> |

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| | | | | | <p>suitable for the child's stage of development: triangular, chunky or thin HB pencil</p> <p>Pencil grips may be used as needed.</p> <p>Children will write on paper with wide 12mm lines when they become ready.</p> |
| Y1 | <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Leave spaces between words.</p> | <p>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.</p> <p>Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p> | <p>Children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.</p> | <p>Module 2 Print to Cursive: Year 1 teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting in year 2.</p> <p>It is divided into 3 sections:</p> <ul style="list-style-type: none"> • warm-ups, letter families and capital letters <p>Long letter families: <i>ilt u j y</i></p> <p>Curly caterpillar letters <i>a c f e s g</i></p> <p>One armed robots <i>b h k m p r</i></p> <p>Zig Zag <i>v w x z</i></p> <ul style="list-style-type: none"> • uses of printed letters • numbers and symbols (• introducing pre-cursive patterns and cursive letters) | <p>In the Autumn Term handwriting is taught daily for at least the first half of term. Teaching then progresses from five short, to two or three longer lessons per week, as appropriate.</p> <ul style="list-style-type: none"> • continuing with gross and fine motor skills exercises • strengthening handwriting, learning and practice • numerals, capitals and printed letters; where and when to use, learning and practice • KS1 SPaG exercises are used alongside handwriting to allow children to practise their developing skills. <p>Children will use a sharp HB school pencil suited to the size of their hand.</p> <p>Left-handed pupils will be given support on their writing journey as per the letter join guidance.</p> <p>Incorrect letter formation and misconceptions will be picked up robustly from the start.</p> |
| Y2 | <p>Form lower-case letters of the correct size relative to one another. (...in some of their writing. End of KS1 WTS)</p> <p>Start using some of the diagonal and horizontal</p> | <p>Pupils should revise and practise correct letter formation frequently.</p> <p>They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p> | <p>Children should now be developing the fluency and speed of their writing and their writing should be mostly joined.</p> | <p>Module 3 Starting Cursive: Year 2 introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting. It is divided into 3 sections:</p> | <p>In the Autumn Term handwriting is taught daily for at least the first half of term. Teaching then progresses from five short, to two or three longer lessons per week, as appropriate:</p> <ul style="list-style-type: none"> • continuing with gross and fine motor skills exercises |

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| | <p>strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. (End of KS1 GDS)</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. (End of KS1 EXS)</p> <p>Use spacing between words that reflects the size of the letters. (End of KS1 EXS)</p> | | | <ul style="list-style-type: none"> • cursive letters and words, letter families, high frequency words, joining practice, sequencing sentences and dictation exercises • further dictation exercises, more high frequency words, 2, 5 and 10 times table facts and SPaG practice • more dictation and number writing practice <p>With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.</p> | <ul style="list-style-type: none"> • strengthening handwriting, learning and practice • numerals, capitals and printed letters; where and when to use, learning and practice • KS1 SPaG exercises are used alongside handwriting to allow children to practise their developing skills. <p>Handwriting books will be used as appropriate for children to practise the orientation of their letters including size and placement on lines.</p> <p>Children will use a sharp HB pencil to write with.</p> <p>Children will use a purple pen to edit by the end of year 2 with a focus on working from dependence (scaffolded editing) to Independence as they progress up into and through KS2.</p> <p>By the end of year 2 children will be writing mostly in a cursive style.</p> <p>Incorrect letter formation, joins and misconceptions will be picked up robustly on an ongoing basis.</p> |
| Y3/4 | <p>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.</p> | <p>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.</p> | <p>At the end of year 4 children should have fluent, consistent and legible cursive handwriting across the curriculum.</p> | <p>Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings. Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a</p> | <p>In the Autumn Term handwriting is taught daily for at least the first half of term.</p> <p>Handwriting lessons will continue at least twice a week in Lower Key Stage 2.</p> <p>Children will start to use an appropriate writing tool depending on need and stage, and be supported to stick to their choice.</p> <p>KS2 SPaG exercises are used alongside handwriting to allow children to practise their developing skills.</p> |

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| | | | | <p>variety of resources which link handwriting to other areas of the curriculum.</p> <p>Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum. Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.</p> | <p>Handwriting books will be used as appropriate for children to practise the orientation of their letters including size and placement on lines.</p> <p>All writing books will have suitable line width.</p> <p>Children will use a purple pen to edit writing.</p> <p>Incorrect letter formation, joins and misconceptions will be picked up robustly on an ongoing basis.</p> |
| Y5/6 | <p>Write legibly, fluently and with increasing speed.</p> <div style="border: 2px solid black; padding: 5px; width: fit-content;"> <p>Maintain legibility in joined handwriting when writing at speed. (End of KS2 EXS)</p> </div> | <p>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.</p> | <p>By the end of year 6 children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.</p> | <p>Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum. In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letterjoin's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects. On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.</p> <p>Module 7 Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed,</p> | <p>More advanced handwriting techniques will at least be taught during a two weekly lessons:</p> <ul style="list-style-type: none"> • reinforcing cursive handwriting across the curriculum • form-filling/labelling using printed and capital letters • dictation exercises promoting quick note-taking and speedy handwriting writing skills • <p>KS2 SATs SPaG practice</p> <p>Handwriting books will be used as appropriate for children to practise the orientation of their letters including size and placement on lines.</p> <p>Children will use a purple pen to edit.</p> |

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| | | | | <p>stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length. Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice. By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.</p> | |
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Interventions

The expectation is that if children are not keeping up with ARE handwriting expectations, teachers will intervene to target specific handwriting difficulties.

Adaptations will be made for children such as pencil grips, size of writing implements, width of lines, placement at tables.

Left-handed children will be given input from the start to support their writing journey (see guidance within Letterjoin)

Resources to support handwriting intervention:

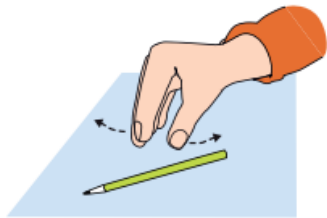
Each handwriting lesson has differentiation suggestions for those pupils who require extra practice or an extra challenge – See specific modules .

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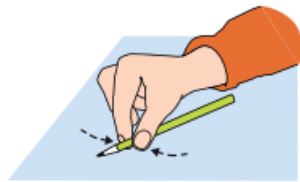
Tripod Pencil Grip

How to hold a pencil correctly for handwriting.

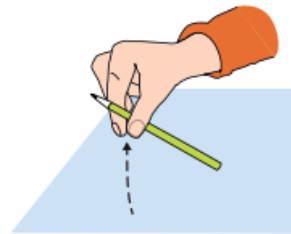
Right handed grip



1. Point away the pencil,



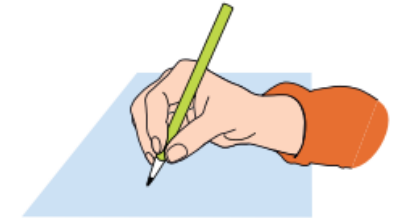
2. Pinch it near the tip,



3. Lift it off the table,

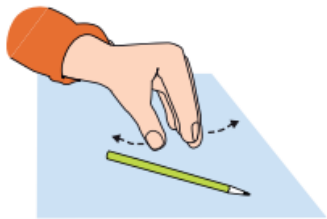


4. Spin it round...

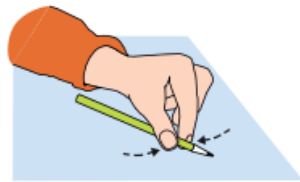


5. ...and grip.

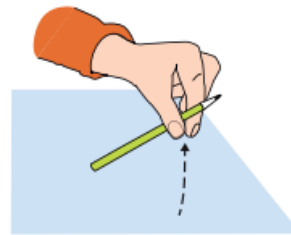
Left handed grip



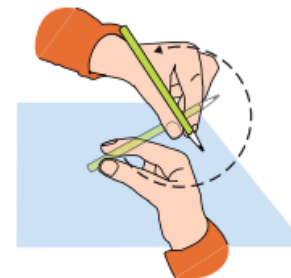
1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...







5. ...and grip.

Progression in Handwriting

Gross Motor Skills (GMS)

Animal Actions

The following fun gross motor activities can help improve your pupils' core strength, control and endurance in preparation for handwriting.

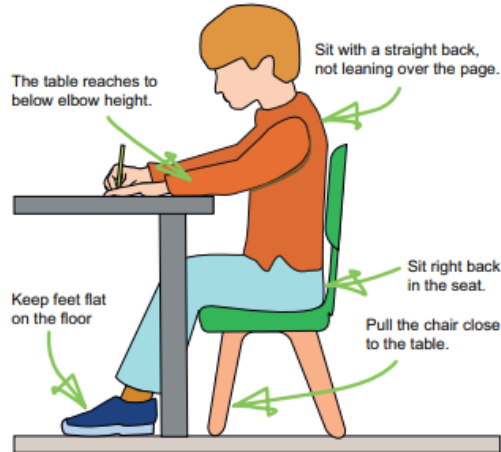
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| <p>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</p>  <p>Two-footed standing jump with waving arms.</p> | <p>COLIN THE CRAB SAYS: "WALK SIDeways."</p>  <p>Take side steps one way, then the other.</p> | <p>FRAN THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</p>  <p>Two-footed standing jump with waving arms.</p> | <p>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</p>  <p>Stretch up and try and touch the ceiling.</p> | <p>CORA THE COW SAYS: "MILK A COW."</p>  <p>Move arms up and down in milking action.</p> | <p>SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</p>  <p>Lie down and wriggle along the floor.</p> | <p>BORIS THE BEAR SAYS: "WALK ON ALL FOURS."</p>  <p>Move around on hands and feet.</p> |
| <p>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</p>  <p>Jog, lifting knees high then run faster.</p> | <p>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</p>  <p>Take long strides around the room.</p> | <p>ENOCH THE ELEPHANT SAYS: "LIFT ME UP."</p>  <p>Pretend to lift up a heavy object.</p> | <p>FATIMA THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</p>  <p>Hop on one leg, then on the other leg.</p> | <p>PEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</p>  <p>Spin around on the spot.</p> | <p>PIPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</p>  <p>Stand straight and tilt from left to right.</p> | <p>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</p>  <p>Raise arms up and down, palms facing down.</p> |

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Comfortable Sitting Position and Correct Paper Position

Right handed children

How to sit correctly to be comfortable for handwriting.

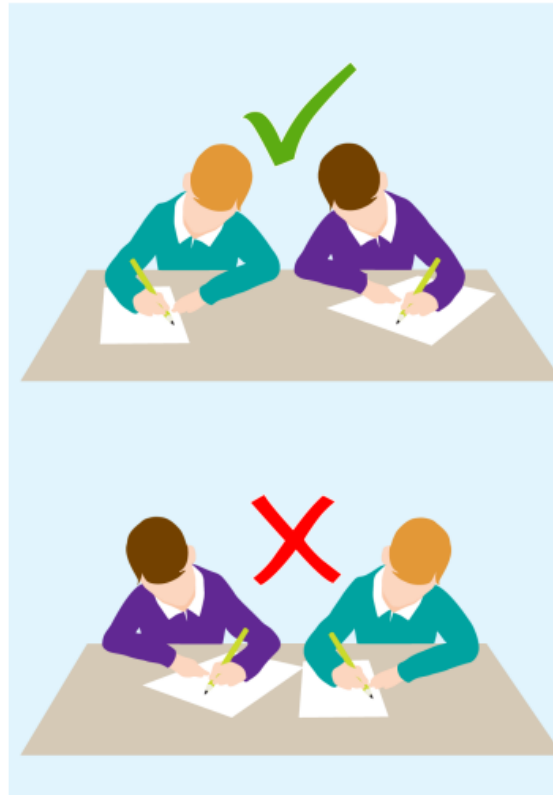


How to hold and position the paper.



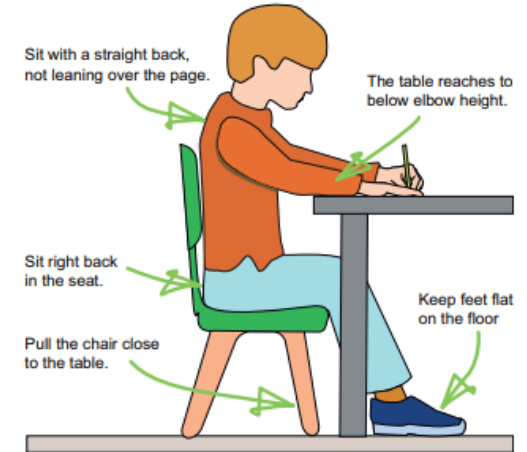
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Progression in Handwriting

Finger and Hand Exercises

Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

| Action | Description |
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| Finger Stretches | Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times. |
| Play the Piano | Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster. |
| Fishing Hooks | Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times. |
| Fireworks | Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times. |
| Take a Bow | Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times. |

Pencil Activities

Practise holding your pencil correctly by using our tripod grip rhyme (see page 8).

*Point away the pencil,
Pinch it near the tip,
Lift it off the table,
Spin it round and grip.*



| Action | Description |
|-----------------------------|---|
| Quack, Quack Fingers | Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers. |
| Roly-poly Pencil | Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand. |
| Crawling Caterpillar | Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again! |
| Helicopter Twirls | Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other. |

Now you are ready for handwriting!