

The national curriculum specifies that children should be taught to correctly form letters of the correct size and orientation. This requires effort and attention, as well as suitable motor skills. There is evidence that repeated practice in handwriting is necessary to go beyond accuracy to fluency in letter formation. There is no need to start the formal teaching of handwriting before Reception, but children at the end of the EYFS should be able to ‘hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases’. Children inevitably arrive at school with a wide range of core stability and fine motor skills. With this in mind, our handwriting progression document includes many activities designed to mitigate these challenges from the start of our Nursery with the aim of getting all children correctly and confidently forming letters by the end of Reception.


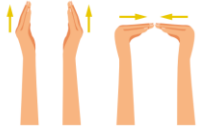




The national curriculum requires children to learn unjoined handwriting before they ‘start using some of the diagonal and horizontal strokes that are needed to join letters’. Delaying teaching joined handwriting gives teachers and children time to focus on other aspects of the writing process, such as composition, spelling and forming letters correctly. Research supports the idea that writing letters may be important for supporting children’s early reading development, because it stimulates the areas of the brain known to underpin successful reading.

### Expectations for each child when they write


- All pupils expected to complete writing sitting at a table, with good posture and using the non-dominant hand to support the page.
- In all lessons, correct letter formation is modelled and expected
- Wherever letter formation or digit reversal is noticed, this needs to be addressed individually or as a class. This will be identified in a child’s book for them to respond to, where possible in the moment and not after time.
- Left-handed children to be seated on the end of the table to give space.
- Pencil grips to be used by some pupils to support correct letter formation and pencil grip.

	<b>NC/EYFS expectation (Development Matters)</b>	<b>NC Non-statutory guidance EYFS Development Matters 2021</b>	<b>Letter Join End of year expectations</b>	<b>Teaching</b>	<b>Application</b>
Nursery		Use a comfortable grip with good control when holding pens and pencils. Use some of their print and letter knowledge in their early writing. E.g. writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.	Can demonstrate large muscle movements e.g. jogging, lifting knees high, walking sideways, balancing on one foot, stretching up, taking long strides, hopping etc  Can demonstrate small muscle movements e.g.	(Module 1) Pre-writing patterns e.g. Form circles, spirals, lines, diagonals, jellies, zigzags, loopies, waves and other marks and shapes.	Teaching sessions are tailored to the needs of the cohort and individual pupils based on observations. These sessions are designed to ensure all pupils have core stability and fine motor strength and skills needed to

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		<p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>(see examples on pg 148 Development Matters 2020)</p>	<p><b>Fireworks</b> Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.</p>  <p><b>Take a Bow</b> 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.</p>  <p><b>Quack, Quack Fingers</b> 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.</p>  <p><b>Crawling Caterpillar</b> 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!</p> 	<p>Form lower case letters correctly</p> <p>We will encourage pupils to take the opportunity, time and space to make marks in water, making marks in mud, shaving foam, snow, cornflour, finger marks on a steam-up window etc.</p>   <p>A typical 3 and 4 year old will still be developing a static tripod grasp, where movement comes from the wrist.</p>	<p>handwrite successfully, Sessions could include: Yoga sessions for building core strength, enhancing gross motor skills such as air-writing, pattern-making and outside-based physical activities, 'Dough Disco', 'Squiggle-while-you-Wiggle', exercises to develop fine motor skills such as mark-making on vertical surfaces, paper, whiteboards, sensory trays, light boards.</p> <p>Use a range of different size paper and tools (inc pens, pencils, crayons, chinks etc) and three-sided pens/pencils to encourage good pencil grip for all mark making activities.</p>
<p>Reception</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>As above</p>	<p>As above</p>	<p>Handwriting requires frequent and discrete, direct teaching.</p>

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	<p>Write recognisable letters, most of which are correctly formed.</p>	<p><b>Examples of how to support this:</b> 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. 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><b>Examples of how to support this:</b> Teach formation 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>Letter formation is taught in a timely manner so it links with RWI phonics programme.</p>	 <p>A typical 4 and 5 year old will use a tripod grasp, where movement comes from the thumb and fingers.</p>	<p>Pupils can write all letters of the alphabet as recognisable letters, which are correctly formed; however we are aiming for pupils be able to form letters correctly and confidently.</p> <p>Teach RWI letter formations adapted to include out strokes and to match letter join formation.</p> <p>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. There is a selection of pencil grips available. Left-handed pupils should receive specific teaching to meet their needs.</p> <p>Lined books.</p> <p>Pupils can hold a pencil effectively in preparation for fluent writing – using the</p>
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					tripod grip in almost all cases.
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>Sit correctly and use correct pencil grip, separate words with spaces</p> <p>To form and size letters correctly using the handwriting guidelines.</p> <p>To be able to do pre-cursive patterns including circles, spirals, diagonals, zigzags, loops and waves.</p> <p>Within handwriting lessons, to begin to be to write individual cursive letters</p>	<p>(Module 2)</p> <p>Teach letter families e.g. Long ladder letters; i, l, t, u, j</p> <p>Curly caterpillar letters; a, c, f, e, s, g</p> <p>One armed robot letters: b, h, k, m, p, r</p> <p>Zig zag letters; v, w, x, z</p> <p>Capital letters</p> <p>Numbers 0-9</p> <p>Punctuation marks and Maths symbols</p> <p>Other symbols e.g. £ @ and punctuation actions (e.g. ? ! , ; : " ' ( ) - .</p>	<p>As above</p> <p>September – start using handwriting line in English books</p> <p>To form and size letters correctly using the handwriting guidelines.</p> <p>To be able to do pre-cursive patterns including circles, spirals, diagonals, zigzags, loops and waves. Within handwriting lessons, to begin to be to write individual cursive letters</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 strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. (End of KS1 GDS)</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>Sit correctly and use correct pencil grip, write correctly-sized lowercase letters/starting to join/word spacing/capitals and digits</p> <p>In discreet handwriting sessions, pupils will be able to write high frequency words using joins. Pupils will be encouraged to start to join some words in their English writing when they are ready.</p>	<p>(Module 3, starting to join)</p> <p>Easy letters and easy words</p> <p>Harder letters and harder words</p> <p>Letter families, high frequency words and dictation exercises</p> <p>Diagonal joins, high frequency words and dictation exercises</p>	<p>As above.</p> <p>At this stage, handwriting is still taught in discreet lessons but may draw on words and spelling patterns covered in separate RWI Spelling sessions.</p>

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	<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>			<p>Horizontal joins, high frequency words and dictation exercises</p> <p>The letter 'f', high frequency words and sequencing sentences</p> <p>The letter 'k', high frequency words and sequencing sentences</p> <p>The letter 'b' and 'd', high frequency words and sequencing sentences</p> <p>The letter 'w', high frequency words and sequencing sentences</p> <p>The letter 's', high frequency words and sequencing sentences</p> <p>The letter 'z', high frequency words</p> <p>Dictation exercises and high frequency words</p> <p>Dictation exercises and 2x tables</p> <p>Dictation exercises and 5x tables</p> <p>Dictation exercises and 10x tables</p> <p>KS1 SATS SPAG practice</p> <p>KS1 SATS Grammar and Punctuation</p>	
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				<p>Dictation exercises and 3x tables</p> <p>Dictation exercises and writing numbers</p> <p>Dictation exercises and 4x tables</p> <p>Dictation exercises and place value</p> <p>Dictation exercises and digraphs</p> <p>Dictation exercises and rhyming words in sentences</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>Year 3: Consistent letter size, spacing and joins</p> <p>Year 4: Writes fluently using correct joins, ascenders and descenders</p> <p>Pupil use joined writing in all areas of the curriculum with confidence and fluency.</p>	<p>(Module 4 Year 3, Module 5 Year 4)</p> <p>Year 3:</p> <p>Graffiti wall DIY</p> <p>Dictation 1 -2(Regular words i and ii)</p> <p>Double letters: bb</p> <p>Double letters: cc</p> <p>DIY Dictation 3-4 (Verbs ending in 'e' : ' i and ii)</p> <p>Double letters: dd</p> <p>Double letters: ee</p> <p>DIY Dictation 5 (Irregular verbs: l)</p> <p>Irregular verbs: 2</p> <p>Ascenders</p> <p>Double letters: ff</p> <p>Number operations</p> <p>Double letters : gg</p>	<p>As above.</p> <p>Interventions to use earlier teaching if required.</p> <p>Handwriting lessons should support exploration of advanced vocabulary and building independence in writing and spelling. Source words and sentences from the wider curriculum as well as RWI Spelling.</p>

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				<p>Number names and Roman numerals</p> <p>Double letters: ll</p> <p>Odd and even numbers</p> <p>Double letters: mm</p> <p>Palindromes 1</p> <p>Double letters: nn</p> <p>Tongue twisters 1</p> <p>Double letters: oo</p> <p>Number names and Roman numerals</p> <p>Double letters :pp</p> <p>French/Spanish: Colours 1 &amp; 2, Animals, fruit and veg, the weather, parts of the body</p> <p>Double letters: rr</p> <p>Double letters: ss</p> <p>Double letters: tt</p> <p>Double letters: zz</p> <p>Onomatopoeia</p> <p>Similes</p> <p>DIY dictation 7-8 (Regular comparative adjectives: i and ii)</p> <p>Word of the week 1-10</p> <p>DIY dictation 9-10 (Comparative adjectives ending in 'e': i and ii)</p>	
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				<p>DIY dictation 11-12 (Comparative adjectives ending in 'y': i and ii) Copying and labelling DIY dictation 13-14 (Comparative adjectives needing a double letter': i and ii) DIY dictation 15-16 (irregular comparative adjectives: i and ii) Collective nouns Synonyms for 'said'</p> <p>Year 4: Drawing with words Tongue twisters 2 Spelling 1-11 Close sentences 1-11 Seasonal KS2 dictation 6 –12 times tables Rounding rhyme Perimeter rhyme 2D shapes vocabulary 1-2 3D shapes 1-2 French or Spanish: the house, in the garden, in the kitchen, in the bathroom, In the living room, in the bedroom</p>	
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# Progression in handwriting

				Word of the week 1-6 Pangrams 1-2 Palindromes 2 Alliteration Geography Science	
Y5/6	Write legibly, fluently and with increasing speed. <div style="border: 2px solid black; padding: 5px; width: fit-content;">           Maintain legibility in joined handwriting when writing at speed. (End of KS2 EXS)         </div>	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.	Year 5: Legible joined handwriting when writing at speed Year 6: Maintain legibility and fluency in joined handwriting when writing at speed Pupil used joined writing in all areas of the curriculum with confidence and fluency.	(Module 6 Year 5, Module 7 Year 6) Year 5: Mirror Writing The phonetic alphabet Spelling 1-7 Cloze sentences 1-7 Secret codes Word of the week 1-8 Seasonal Proverbs Idioms Jokes 1-2 KS2 dictation 6a, 6b, 7a, 7b, 8a, 8b Shape poem Haiku poem Kennings poem Riddles Limericks French or Spanish: Farm animals, Zoo animals, my clothes, the beach, the cafe, prepositions	

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				<p>Science: parts of a flower, properties of materials</p> <p>Nice 'n' neat: Aesop's fables, turtles, aboriginal tale, the great plague, Welsh National Anthem, Shakespeare sonnet</p> <p>Geography: map of Europe, famous volcanoes</p> <p>History: Egyptians, Tudors, Ancient Greece, Vikings</p> <p>Write in time!</p> <p>Year 6:</p> <p>Playing with words</p> <p>KS2 Dictation</p> <p>French or Spanish: numbers, days, months, all about me</p> <p>KS2 SATS: Spelling 1-8</p> <p>Spelling sentences 1-8</p> <p>Nouns</p> <p>Verbs</p> <p>Statement, question, command or exclamation?</p> <p>Adjectives</p> <p>Commas</p> <p>Adverbs</p> <p>Colons</p>	
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# Progression in handwriting

				Pronouns Semi-colons Prepositions Apostrophes: contractions Conjunctions Apostrophes: possession Articles Hyphens Common suffixes Speech marks Prefixes Parenthesis Synonyms Ellipsis Antonyms Homographs Homophones 1 Punctuation marks Punctuation in practise Note taking little red riding hood, sharks Maths: months of the year, units of measure, averages Make a word search Metaphors Geography: rivers Personification History: Boudicca	
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# Progression in handwriting

				Hyperbole Science: Healthy Lifecycle Write in time!	
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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. Interventions will take place individually or in small groups on a regular basis with repeated practise. This will be reviewed each half term to see if it needs continuing or adapting. Letter Join activities will be used for interventions. All pupils expected to complete writing sitting at a table, with good posture and using the non-dominant hand to support the page.