



Whole School Handwriting Progression Map

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Teaching Sequence in Handwriting	<p>This is the sequence that is followed:</p> <ul style="list-style-type: none">• Hand and finger strength• Seating position• Pencil grip• Tracing• Patterns• Over teacher's writing (highlighter)• Under teacher's writing (directly under words – write in large letters, leave large spaces between words)• Independence	<p>These are the four-letter families and order that they are taught:</p> <ul style="list-style-type: none">• Curly Caterpillar Letters: c, a, o, d, g, q, e, s,• Ladder Letters: l, i, t, u,• One-Armed Robot Letters: r, b, n, h, m, k, p• Zigzag Monster Letters: v, w, x, z <p>Then:</p> <ul style="list-style-type: none">• More complex letters from the 4 families: f, j, y• Digits 0-9• Capital Letters A-Z - Capital letters do not join to lower case letters	<p>These are the four main joins and order that are taught and examples of the joins:</p> <ul style="list-style-type: none">• First join: Diagonal join.<ul style="list-style-type: none">- Diagonal join from and to letters without ascenders or descenders.- Diagonal join to letters with ascenders and descenders.- Diagonal join from letters with ascenders.- Diagonal join from letters with descenders. (e.g. ai, it, le, qu)• Second join: Horizontal join. (e.g. oo, ra, vi, wn)• Third join: Ascenders/descenders to ascenders/descenders.<ul style="list-style-type: none">- Diagonal join from letters with ascenders/descenders to letters with ascenders/descenders.- Horizontal join from letters with ascenders/descenders to letters with ascenders/descenders. (e.g. lb, pl, ob, rt)• Fourth join: Join to letters with hooks, lines and loops. (e.g. ju, fa, ge, wh, yo)



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>EYFS</u>						
<p>EYFS Requirements (Development Matters)</p> <ul style="list-style-type: none"> • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD) • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD) • Develop the foundations of a handwriting style, which is fast, accurate and efficient. (PD) • Form lower case and capital letters correctly. (LIT) <p>ELGs:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD) • Write recognisable letters, most of which are correctly formed. (LIT) 						
<p>EYFS-Discrete Handwriting Sessions</p> <p>Daily mark making alongside direct teaching</p>	<p>Focus on mark making and developing fine motor skills</p> <ul style="list-style-type: none"> • Teaching the correct seating position • Pencil Grip – Nip, Flip, Grip • Build strength <p>Learn to write name</p>	<p>Continue as Autumn 1</p> <p>Teach letter formation alongside phonic sounds.</p>	<p>Curly Caterpillar Letters: c, a, o, d, g, q, e, s, (4 weeks)</p> <p>Ladder Letters: l, i, t, u, (2 weeks)</p>	<p>One Armed Robot Letters: r, b, n, h, m, k, p (3 weeks)</p> <p>Zig Zag Monster Letters: v, w, x, z (2 weeks)</p>	<p>More complex letters: f, j, y (2 weeks)</p> <p>Consolidation of letter formation of lower case letters</p> <p>Curly Caterpillar Letters: c, a, o, d, g, q, e, s, (3 weeks)</p>	<p>Ladder Letters: l, i, t, u, (2 weeks)</p> <p>One Armed Robot Letters: r, b, n, h, m, k, p (3 weeks)</p> <p>Zig Zag Monster Letters: v, w, x, z (2 weeks)</p>
			<p>Digits 0-9</p> <p>Write name independently using the correctly formed lower case letters with a capital at the beginning</p>		<p>Use and apply in dictated sentences</p>	
<p>EYFS will teach the letter formation of each grapheme introduced within Little Wandle phonics sessions daily. The LW mnemonics will be utilised to support the children’s understanding of GPCs.</p>						
<p>EYFS- Handwriting within phonics sessions</p> <p>Daily</p>	<p>Autumn 1: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Autumn 2: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p>	<p>Spring 1: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, (dd, mm, tt, bb, rr, gg, pp, ff)</p> <p>Spring 2: Recap phase 3 digraphs/trigraphs</p>	<p>No new GPCs taught in the summer term.</p> <p>Continued practice of all letter formation when writing longer length words.</p> <p>Discrete handwriting sessions (above) to focus on recapping letter formations of all 26 letters of the alphabet.</p>			



Year 1 Handwriting

National Curriculum Statutory Requirements

- 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 to 9.
- Understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these.

<p>Year 1</p> <p>Daily Practise of letter formation</p>	<p>Consolidation of letter formation of lower-case letters in a smaller size:</p> <p>Curly Caterpillar Letters: c, a, o, d, g, q, e, s</p> <p>Ladder Letters: l, i, t, u</p> <p>One Armed Robot Letters: r, b, n, h, m, k, p</p> <p>Zig Zag Monster Letters: v, w, x, z</p> <p>More complex letters: f, j, y</p> <p>All capital letters.</p> <p>Print first name with capital letter for first letter.</p>	<p>Curly Caterpillar Letters: c, a, o, d, g, q, e, s</p> <p>Ladder Letters: l, i, t, u</p> <p>Write first name in pre-cursive.</p> <p>(Once completed, repeat to ensure letter formation and letter size is correct for the first three letter families.)</p>	<p>One Armed Robot Letters: r, b, n, h, m, k, p</p> <p>Zig Zag Monster Letters: v, w, x, z</p> <p>More complex letters: f, j, y</p> <p>All capital letters.</p> <p>Write first and last name in pre-cursive.</p> <p>(Once completed, repeat to ensure letter formation and letter size is correct for the final letter family and more complex letters. Finally, time permitting: recap any letters that your class has specifically struggled with.)</p>
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Year 2 Handwriting

National Curriculum Statutory Requirements

- 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.

<p>Year 2</p> <p>Cursive Script</p> <p>Teach and practise correct cursive letter formation 3 times a week</p>	<p>Recap letter groups (lower case and upper letters), ensuring correct letter formation and orientation.</p> <p>First join – diagonal join to letters without ascenders or descenders:</p> <p>ai, am, an, ao, ar, au, ca, ci, co, cu, sa, se, si, sm, sn, so, ss, st, su, sw, ia, im, in, io, ir, iu, ma, mi, mm</p>	<p>First join – diagonal join to letters without ascenders, and then with ascenders and descenders:</p> <p>mo, mu na, nc, ne, ni, nn, no, nu, ua, ui, um, un, uo, ag, aj, ab, ah, ak, al, at, ch, ck, cl, ct</p> <p>Continue to recap</p>	<p>First join – diagonal join to letters with ascenders and descenders:</p> <p>sb, sh, sk, sl, st, sp, el, eb, eh, ek, el, et, ih, ik, ill, it, ig, ip, mp, np, nd, ug, up, ub, uh, uk, ul, ut</p> <p>Continue to recap</p>
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Year 3 Handwriting

National Curriculum Statutory Requirements

- 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).

<p>Year 3</p> <p>Cursive Script</p> <p>Practise handwriting twice weekly</p>	<p>First join – diagonal join from letters with descenders: da, di, do, du, dy</p> <p>First join – diagonal join from letters with ascenders: ha, he, hi, ho, hu, ka, ke, ki, ko, ku</p> <p>First join – diagonal join from letters with ascenders: la, le, li, lm, lo, lp, lu, bu, ba, be, bi, bo, br, bs</p>	<p>First join – diagonal join to the letter ‘c’: ac, ec, ic, lc, uc</p> <p>First join – diagonal join to the letter ‘s’: as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us</p> <p>First join – diagonal join to the letter ‘e’: ae, ce, de, ee, he, ie, ke, le, me, ne, ue</p>	<p>First join – diagonal join from letters with descenders: qu, pu, pa, pe, pi, pl, po, pr, ps</p> <p>Second join – horizontal join: oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz</p>
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Year 4 Handwriting

National Curriculum Statutory Requirements

- 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).

<p>Year 4</p> <p>Pupils will work towards earning a 'pen license' from Year 4 onwards.</p> <p>Cursive Script</p> <p>Practise handwriting twice weekly.</p>	<p>Second join – horizontal join:</p> <p>ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu, wa, wi, wn, wo, ws, wu, wy</p> <p>Second join – horizontal join to the letter 'e':</p> <p>oe, re, ve, we</p> <p>Apply to words and dictated sentences</p>	<p>Third join – diagonal join from a letter with an ascender/descender to a letter with an ascender/descender:</p> <p>lb, kl, ll, ph, pl, pt, bl, th, tt</p> <p>Third join – horizontal join from a letter with an ascender:</p> <p>ob, oh, ok, ol, ot, rt</p> <p>Fourth join – join to letters with hooks, lines and loops:</p> <p>ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu</p> <p>Apply to words and dictated sentences</p>	<p>Practise writing words with capital letters. Practise combining all 4 joins when writing sentences</p> <p>Final consolidation of all joins</p>
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Year 5 & 6 Handwriting

National Curriculum Statutory Requirements

- 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.

Year 5 & 6 Cursive Script Practise once or twice weekly	Recap all the joins. Rehearsal through spelling, dictated sentences and copying short passages.	Recap all the joins. Rehearsal through spelling, dictated sentences and copying short passages.	Recap all the joins. Rehearsal through spelling, dictated sentences and copying short passages.
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