

Federation of Winklebury Infant and Junior Schools - Handwriting Progression

	Overview	National Curriculum Statutory Requirements	Notes and Guidance (Non-Statutory)	KPIs
Year R	<ul style="list-style-type: none"> • Develop fine motor skills to ensure correct pencil grip • Teach letter patterns using letter families sequence • Begin to form letters correctly 	<p>Physical development</p> <ul style="list-style-type: none"> • provide opportunities for young children to develop their co-ordination, control, and movement. <p>Literacy development</p> <ul style="list-style-type: none"> • encourage children to link sounds and letters and to begin to read and write. <p>Moving and handling</p> <ul style="list-style-type: none"> • children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. 	<p>Development Matters in the Early Years Foundation Stage (EYFS)</p> <p>30-50 months</p> <ul style="list-style-type: none"> • Hold a pencil between thumb and 2 fingers, no longer using whole hand grasp • Hold pencil near point between two fingers and thumb and use it with good control • Copy some letters, e.g. letters from their name <p>40-60 months</p> <ul style="list-style-type: none"> • Show a preference for a dominant hand • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters • Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed 	
Year 1	<ul style="list-style-type: none"> • Begin to form lower/upper case letters, digits 0-9 correctly starting and finishing in the correct place • Letter formation taught in relation to handwriting ‘families’ 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • 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 	<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. 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>	<ul style="list-style-type: none"> • Begin to form lower case letters in the correct direction, starting and finishing in the correct place

Year 2	<ul style="list-style-type: none"> • Form lower case letters focusing on size in relation to capital letters • Begin to use diagonal/horizontal strokes needed to join • Use spacing between words that reflects the size of the letters 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 un-joined • 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>Pupils should revise and practise correct letter formation frequently. <i>They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</i></p>	<ul style="list-style-type: none"> • Write capital letters, lower case letters and digits of the correct size, orientation and in relationship to each other
Year 3/4	<p>Year 3</p> <ul style="list-style-type: none"> • Begin to use joined handwriting style • Recognise letters which need to be left un-joined • Increase legibility and quality <p>Year 4</p> <ul style="list-style-type: none"> • Use a joined handwriting style 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<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</p> <ul style="list-style-type: none"> • Begin to use joined handwriting throughout independent writing <p>Year 4</p> <ul style="list-style-type: none"> • Use joined handwriting throughout independent writing
Years 5/6	<ul style="list-style-type: none"> • Write in a joined style legibly and with increasing speed and fluency 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<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. They should also be taught to use an un-joined 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.</p>	

Teaching of Handwriting - Non-Negotiables

- ALL staff to model cursive style of handwriting at all times – to include marking
- Staff to correct letters not formed correctly
- KS1 displays to support, model expectations in all classrooms
- KS2 resources used to support, model where needed

Handwriting 'Families'

a b c d e f g h i j k l m n o p q r s t u v w x y z

Curly Caterpillars	<i>c, o, a, d, g, s, e, f, q</i>
Long ladders	<i>i, l, t, j, u, y</i>
One armed Robots	<i>r, n, m, h, k, b, p</i>
Zig Zags	<i>v, w, x, z</i>