

Goddard Park

Community Primary School

An Integrated Academy and Children's Centre

Headteacher: Mike Welsh

Everybody learns, everybody cares



Handwriting Progression

Reviewed: Spring 2017

Foundation Stage

Children are encouraged to:

- Develop gross motor control
- Develop fine motor control
- Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment
- Develop a recognition of pattern
- Develop a language to talk about shapes and movements
- The main handwriting movements involved in the three basic letter shapes; l, c, and r
- Enable the children to hold a pencil near point between first two fingers and thumb and uses it with good control.

In **FS2** the children continue to develop their knowledge, skills and understanding from **FS1** in addition to:

- Learning letter formation alongside phonics RWI
- Write their first name, using a Capital letter for the beginning and correct letter formation

Sessions should be fun, varied and multi-sensory: write letters in the air (sky writing pg 156 **Developing Early Writing**), on backs or on hands, backs then palms if they can bare it!; orally describe letter shapes with children.

At Year One

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.
- Write with spaces between words accurately
- Use the spacebar and keyboard to type their name and simple texts
- Begin to join letter sets

Term 1	Term 2	Term 3
Practising the vowels: i Practising the vowels: u Practising the vowels: a Practising the vowels: o Practising the vowels: e Letter formation practice: capital letters	Introducing diagonal join to ascender: joining at all Practising diagonal join to ascender: joining th Practising diagonal join to ascender: joining ch Practising diagonal join to ascender: joining cl Introducing diagonal join, no ascender: joining in, im Practising diagonal join, no ascender: joining cr tr dr Practising diagonal join, no ascender: joining lp mp Introducing diagonal join, no ascender, to an anticlockwise letter: joining id ig Practising diagonal join, no ascender, to an anticlockwise letter: joining nd ld Practising diagonal join, no ascender, to an anticlockwise letter: joining ng	Practising diagonal join, no ascender: joining o Practising diagonal join, no ascender: joining ai, ay Practising diagonal join, no ascender: joining imy, iny Introducing horizontal join, no ascender: joining oúp, oúy Practising horizontal join, no ascender: joining one, ome Introducing horizontal join, no ascender, to an anticlockwise letter: joining oa, og Practising horizontal join, no ascender, to an anticlockwise letter: joining wa, wo Introducing horizontal join to ascender: joining ol, ot Practising horizontal join to ascender: joining wh oh Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining of if

At Year Two

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
- 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.
- Form and use basic handwriting joins
- Word process short narrative and non-narrative texts

Term 1	Term 2	Term 3
Introducing the break letters: j, g, x, y, z, b, f, p, q, r, s Practising diagonal join to ascender in words: eel, eet	Practising diagonal join to r: ir, ur, er Practising horizontal join to r: or,	Practising diagonal join to an anticlockwise letter: ea, ear Introducing horizontal join to and

Practising diagonal join, no ascender, in words: a-e Practising diagonal join, no ascender, to an anticlockwise letter in words: ice, ide Practising horizontal join, no ascender, in words: ow, ou Practising horizontal join, no ascender, in words: oy, oi Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode Practising horizontal join to ascender in words: ole, obe Practising horizontal join to ascender in ook ool	oor Introducing horizontal join from r to ascender: ul, irl, irt Introducing horizontal join from r: ere Practising joining to and from r: air Introducing diagonal join to s: dis Introducing horizontal join to s: ws Introducing diagonal join from s to ascender: sh Introducing diagonal join from s, no ascender: si, su, se, sp, sm Introducing horizontal join from r to an anticlockwise letter: rs	from f to ascender: ft, fl Introducing horizontal join from f, no ascender: fu, fr Introducing qu (diagonal join, no ascender) Introducing rr (horizontal join, no ascender) Introducing ss (diagonal join, no ascender, to an anticlockwise letter) Introducing ff (horizontal join to ascender) Capital letter practice: height of ascenders and capitals
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At Year 3

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 and quality of their handwriting, e.g. 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.

By the end of Year 3, pupils should be expected to use joined handwriting throughout their independent writing.

Term 1	Term 2	Term 3
Revising joins in a word: le Revising joins in a word: ing Revising joins in a word: new vocabulary Revising joins in a word: un, de Revising joins to and from s: dis Revising joins to and from r: re, pre Revising joins to and from f: ff Revising joins: qu	Introducing joining b and p: diagonal join, no ascender, bi, bu, pi, pu Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po Practising joining b and p: diagonal join to ascender, bl, ph Relative sizes of letters: silent letters Parallel ascenders: adding y to words Relative size and consistency: ly, Relative size and consistency: capitals Speed and fluency practice:	Consistency in spacing: miss anti ex Consistency in spacing: non co Consistency in spacing: apostrophes

At Year 4

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 and quality of their handwriting, e.g. 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.

Term 1	Term 2	Term 3
Revising joins in a word: ness ship	Parallel ascenders: al, ad, af	Size, proportion and spacing: v k
Revising joins in a word: ing ed	Parallel descenders and break letters: ight,	Size, proportion and spacing: ic, ist
Revising joins in a word: s	ough	Size, proportion and spacing: ion
Revising joins in a word: ify	Size, proportion and spacing:	Size, proportion and spacing: its
Revising joins in a word: nn, mm, ss	able, ful	it's
Revising parallel ascenders:	Size, proportion and spacing: ious	Speed and fluency: ible, able
Revising parallel ascenders and descenders:	Size, proportion and spacing: fs	Speed and fluency: diminutives
Revising joins to an anticlockwise letter: cc, dd	ves	Print alphabet: captions, headings, labels
Revising break letters: dictionary work and alphabetical order	Speed and fluency: abbreviations for notes	Print capitals: posters
	Speed and fluency: notemaking	Presentational skills: font styles
	Speed and fluency: drafting	

At Year 5-6

Pupils should be taught to:

- Write legibly, fluently, with increasing speed and personal style by:
 - a. choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
 - b. choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

Ensure that pupils continue to practise handwriting and are 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. Make sure that they are clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Ensure that they are also taught to use an unjoined style (e.g. for labelling a diagram or writing an email address) and capital letters (e.g. for filling in a form).