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| **Handwriting Progression** |
| Pupils should be taught handwriting precisely, in a clearly sequences progression starting from reception, to support their gradual acquisition of skills. Pupils should be taught both phonics and handwriting consistently and systematically, in line with the programme for each. This means that explicit handwriting teaching should be given in addition to the writing in phonics. This also allows teachers time to check letter formation, observe and give feedback. Handwriting does not need to be formal whole class lessons – teachers should be flexible and consider what is best for their class. The writing framework Page 31 – 37 explains that children should build up to fluency in handwriting. Once children have built fluency, teachers should be clear on the nature on the handwriting for each piece of learning.  |
|  | **ACE Expectation** | **End of year expectation** | **Teaching** | **Application** |
| **EYFS** | • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. • Write recognisable letters most of which are correctly formed. | Children should be able to recognise and form all the printed, lowercase letters of the alphabet. Children should hold a pencil with a tripod grip. | **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: • pre-writing patterns • easy letters and words • harder letters and words. At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet 1. Pre – writing patterns: 2. Easy letters and words: **i l t u w e c o a d n m h** 3. Harder letters and words **j y g q b p k v s r f x z** | 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: • 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 Children will learn the pencil grip rhyme from Letterjoin: point, spin, lift point and grip approach to hold their pencil correctly. Incorrect letter formation and misconceptions will be picked up robustly from the start.Focus is on the starting and end points of letters rather than their placement on the line at this early point in time. In CP children will have access to a variety of mark making implements: chunky chalks, mops, brushes, dabbers, felt tips, crayons etc.When writing and practising writing children will use a pencil type that is suitable for the child’s stage of development: triangular, chunky or thin HB pencil.Pencil grips may be used as needed. Children will write on paper with wide 12mm lines when they become ready. |
| **Year 1**  | • Sit correctly at a table, holding a pencil comfortably and correctly – BBC position. • Continue to develop tripod grip of a pencil/pen. • Write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place. • Form digits 0-9. | Children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use. | **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. It is divided into 3 sections: • warm-ups, letter families and capital letters Long letter families: **i l t u j y** Curly caterpillar letters **a c f e s g** One armed robots **b h k m p r** Zig Zag **v w x z** • uses of printed letters • numbers and symbols ( • introducing pre-cursive patterns and cursive letters) | In the Autumn Term handwriting is taught daily. From February half-term, teaching then progresses from five short, to two or three longer lessons per week: • 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 Children will use a sharp HB school pencil suited to the size of their hand. Left-handed pupils will be given support on their writing journey as per the letter join guidance. Children use 11mm or 12mm lines in all writing books. Incorrect letter formation and misconceptions will be picked up robustly from the start. |
| **Year 2** | • Sit correctly at a table, holding a pencil comfortably and correctly – BBC position. • Master the tripod grip of a pen/pencil. • Form lower case letters of the correct size, relative to one another. • Use spacing between words that reflects the size of the letters. • Use 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. • Begin to use the diagonal and horizontal strokes needed to join letters. | Children should now be developing the fluency and speed of their writing and their writing should be mostly joined. | **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: • 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 With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing. | In the Autumn Term handwriting is taught daily. From February half-term, teaching then progresses from five short, to two or three longer lessons per week: • 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.Children use 11mm or 12mm lines in all writing books. Handwriting sheets will be used as appropriate for children to practise the orientation of their letters including size and placement on lines. Children will use a sharp HB pencil to write with. 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. By the end of year 2 some children will be writing mostly in a cursive style. Incorrect letter formation, joins and misconceptions will be picked up robustly on an ongoing basis. |
| **Year 3** | • Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant. • Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | Children should have mastered their ascenders and descenders by the end of year 3, leaving sufficient space so that they do not touch.  | **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 vocabulary, palindromes, tongue 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 variety of resources which link handwriting to other areas of the curriculum. | From the Autumn Term handwriting is taught at least three times per week. Handwriting lines (8mm) will be used for children to practise the orientation of their letters including size and placement on lines. Children will use a purple pen to edit writing.Incorrect letter formation, joins and misconceptions will be picked up robustly on an ongoing basis. |
| **Year 4** | • Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. • Continue to Increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch | Children should now be using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. | **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. | From the Autumn Term handwriting is taught at least three times per week. Handwriting lines (8mm) will be used for children to practise the orientation of their letters including size and placement on lines. Children may start using a handwriting pen in Year 4 (at the teacher’s discretion). Children will use a purple pen to edit writing.Incorrect letter formation, joins and misconceptions will be picked up robustly on an ongoing basis. |
| **Year 5** | • Confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. • Begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version. | Children should be able to write at length with accurate spelling and punctuation, whilst also using cursive writing automatically.  | **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 Letter-join’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. | From the Autumn Term, handwriting is taught daily. Handwriting lines may still be used for children to practise the orientation of their letters including size and placement on lines. All writing books will have 8mm lines. Most children will write with a handwriting pen. Children will use a purple pen to edit.  |
| **Year 6** | • Choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. • Choose the writing implement which is best suited for a task. • Maintain legibility in joined handwriting when writing at speed. | 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. | **Module 7** for 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, 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 work 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. | Once handwriting has been secured in year 6, children may have some choice about the choice of pen and style of their writing: Pens must not smudge or leak. Pens must be blue or black. Pens must sit comfortably in the hand. Pens must not have unsuitable graphics or unnecessary accessories.Children will use a purple pen to edit. |