



**Progression in Handwriting**

**Reception to Year 6**

<p><b>Reception</b></p>	<p>The early teaching of handwriting follows the government publication 'Letters and Sounds' and introduces the children to letter sets.</p>	<ul style="list-style-type: none"> <li>• <b>When ready reception children are taught:-</b></li> <li>• To sit correctly with feet flat on the ground</li> <li>• To grip their pencil correctly</li> </ul>
<p><b>Year 1</b></p>	<p><b><u>Curly Caterpillar Letters</u></b> c a d g q e f s</p> <p><b><u>Ladder Letters</u></b> i l t j u y</p> <p><b><u>Zig Zag Letters</u></b> v w z x</p> <p><b><u>One-Armed Robots</u></b> r n m h p k b</p>	<ul style="list-style-type: none"> <li>• To put regular spaces between letters and words</li> <li>• To form lower case letters of regular size and shape, starting and finishing in the right place</li> <li>• To practise handwriting in conjunction with spelling and begin to join digraphs / trigraphs when they are introduced</li> <li>• To practise writing on lines with descenders and ascenders correctly placed</li> <li>• To form capital letters correctly</li> <li>• To form digits 0-9 correctly</li> <li>• To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
<p><b>Year 2</b></p>	<p><b><u>Continuous cursive letter, bottom joins</u></b> ai ch ck erf f sh th but jig</p> <p><b><u>Continuous cursive letter, bottom to c shaped joins</u></b> as ea ed ss igh ing sat</p> <p><b><u>Continuous cursive letter, bottom to e joins.</u></b> be ie se her men</p> <p><b><u>Continuous cursive letter, top to e joins</u></b> oe re ve we ere ure</p> <p><b><u>continuous cursive letter, top letter joins</u></b> oa oo o oi on or ou ov ow oy wh</p>	<ul style="list-style-type: none"> <li>• To form lower case letters of the correct size relative to one another</li> <li>• To practise handwriting in conjunction with the phonic and spelling patterns</li> <li>• To practise using the horizontal and diagonal strokes to join handwriting joins using four-line handwriting paper.</li> <li>• To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• To consistently use spacing between words that reflects the size of the letters</li> </ul>

<b>Year 3</b>	<ul style="list-style-type: none"> <li>To ensure consistency in size and proportions of letters and the spacing between the letters and words</li> <li>To practise correct formation of basic joins from the use of the basic handwriting joins introduced in Year 2</li> <li>To build up handwriting speed, fluency and legibility through practice</li> <li>To transfer writing skills from pencil to pen</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>To use joined handwriting for all writing except when other special forms are required</li> <li>To know when to use a clear neat hand for finished presented work or informal writing for every day work eg. Drafting</li> <li>To establish a good pace when writing</li> <li>To use a range of presentation skills</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>To employ handwriting that is consistent and fluent</li> <li>To ensure that overall, handwriting is regular with some flow and movement</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To write legibly and fluently in a sustained piece of writing</li> <li>To use handwriting that maintains a personal style to engage the reader</li> </ul>

Handwriting - Lesson Progression

- Review joins already taught
- Recap 'Handwriting Hot Tips' – Golden Rules
- Warm up
  - Physical / Gross / fine motor warm up
  - movements linked to lesson / weeks focus)
- Preparation – seating, page, sharp pencils, pencil grip, hands.
- Teacher demonstration of letter focus – formation and joins
  - Use correct terminology (*ascenders, descenders, line letters, curly caterpillars, ladder, one armed robot, zig-zig, bottom letter join, top letter join*)
- High Frequency word / tongue twister sentences – linked to join focus.
- Assess and Review
  - Teachers – continuous modelling using (writing repeater)
  - model in books
  - Soil, grass, sky mats to be used for individuals if necessary

