



Handwriting Progression - Southville Primary

At Southville Primary School we use [Little Wandle](#) phonics programme to teach letter formation in EYFS and Year 1. Cursive handwriting is introduced in year 2, using [Teach Handwriting](#) (Route D, Letter Choice 3) to teach the correct letter formation and then letter joins. Our progression document is matched to the National Curriculum expectations (2014).

All children and staff are expected to write using the font and display it as much as possible across the school to further promote high standards of handwriting, presentation and pride in work. All staff writing on boards, in books and on displays should model this font for the pupils at the level that is expected for their class. i.e. Year 3 onwards should model a joined script.

EYFS	Daily mark making and direct teaching Daily opportunities to improve fine motor skills	
	Little Wandle used to teach letter formation - link to phonics	
	30 - 50m	<ul style="list-style-type: none"> ● Draws lines and circles using gross motor movements ● Holds pencil between thumb and two fingers, no longer using whole-hand grasp ● Holds pencil between near point between first two fingers and thumb and uses it with good control ● Can copy some letters e.g. in name
	40 - 60m	<ul style="list-style-type: none"> ● Shows a preference for a dominant hand ● Begins to use anticlockwise movement and retrace vertical lines ● Begins to form recognisable letters ● Uses a pencil and holds it effectively to form recognisable letters
	ELG	<p>Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Writing: Write recognisable letters, most of which are correctly formed;</p>

Year 1	<p>Daily practise of letter formation Helping children to progress from accuracy to fluency Direct, in the moment intervention / support / explicit feedback for individual children based on AFL (linked to sitting position, grip, letter formation)</p> <hr/> <p>Use Little Wandle to teach letter formation - link to phonics Opportunities and activities for children to improve their fine motor skills and master pencil grip</p> <hr/> <ul style="list-style-type: none"> ● Sit correctly at a table, holding a pencil comfortably and correctly (using the tripod grip in almost all cases) ● Begin to form lower-case letters in the correct direction, starting and finishing in the right place ● Form capital letters in the correct direction, starting and finishing in the right place ● Form 0-9 digits in the correct direction, starting and finishing in the right place ● Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these ● Leaving spaces between words
Year 2	<p>Teach and practise correct cursive letter formation 3 times a week Write with a joined style as soon as they can form letters with horizontal/diagonal joins correctly Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL</p> <hr/> <p>Begin with a handwriting warm up and remind children of pencil grip, paper orientation and sitting position Use Teach Handwriting video clips to model the teaching of each letter, then practise in Twinkl Handwriting booklet Start with ladder letters and then progress through each letter family (see appendix) Once completed each letter and Twinkl booklet - begin to work through letter joins (in order on the website) Practise in handwriting booklets - once children have sufficiently practised the join, class teacher model different words with the join, for children to practise.</p> <hr/> <ul style="list-style-type: none"> ● Correct pencil grip (using the tripod grip in almost all cases) ● Knows the diagonal and horizontal strokes needed to join and those unjoined ● Form lower-case letters of the correct size relative to one another ● Start joining some of the 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

	<ul style="list-style-type: none"> • Use spacing between words that reflects the size of the letters • (Revision of previous years' handwriting where appropriate)
Year 3	<p>Weekly discrete handwriting lesson and twice weekly handwriting practise using spellings Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL</p> <hr/> <p>Begin with a handwriting warm up and remind children of pencil grip, paper orientation and sitting position (where appropriate) Use Teach Handwriting video clips to model the teaching of each letter - refiners Start with ladder letters and then progress through each letter family (see appendix) - the speed of this is at the discretion of the teacher Once completed each letter, work through letter joins (in order on the website) Practise in handwriting booklets - once children have sufficiently practised the join, class teacher model different words with the join, for children to practise. Children can then write their own sentences using some of the practised words.</p> <hr/> <ul style="list-style-type: none"> • use joined handwriting throughout all independent writing, support given to increase fluency and speed which will then support composition and spelling • 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 (e.g. parallel and equidistant downstrokes) and that lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch. (Revision of previous years' handwriting where appropriate)
Year 4	<p>Weekly discrete handwriting lesson and twice weekly handwriting practise using spellings Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL</p> <hr/> <p>Recap specific letters where appropriate Begin with a handwriting warm up and remind children of pencil grip, paper orientation and sitting position (where appropriate) Recap specific tricky letters using Teach Handwriting video clips, then work through letter joins (in order on the website)</p>

	<p>Practise in handwriting booklets - once children have sufficiently practised the join, class teacher model different words with the join, for children to practise using 2Handwrite programme on Purple Mash. Children can then write their own sentences using some of the practised words.</p>
	<ul style="list-style-type: none"> ● Use joined handwriting throughout all independent writing support given to increase fluency and speed which will then support composition and spelling ● 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 (e.g. parallel and equidistant downstrokes) and that lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch ● (Revision of previous years' handwriting where appropriate)
Year 5	<p>Practise once or twice weekly using weekly spellings Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL</p>
	<p>Recap any difficult letters and joins using Teach Handwriting website Practise spellings - model using 2Handwrite on Purple Mash Write sentences to finish</p>
	<ul style="list-style-type: none"> ● Children should be aware of draft and best handwriting styles for different purposes ● Write legibly, fluently and with increasing speed ● Vary letter shape for effect Choose the best writing implement for the task ● Print as appropriate e.g. algebra/emails ● (Revision of previous years' handwriting where appropriate)
Year 6	<p>Practise once or twice weekly using weekly spellings Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL</p>
	<p>Recap any difficult letters and joins using Teach Handwriting website Practise spellings - model using 2Handwrite on Purple Mash Write sentences to finish</p>
	<ul style="list-style-type: none"> ● Children should be aware of draft and best handwriting styles for different purposes ● Write legibly, fluently and with increasing speed Vary letter shape for effect ● Choose the best writing implement for the task

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|--|--|
| | <ul style="list-style-type: none">• Print as appropriate e.g. algebra/emails• (Revision of previous years' handwriting where appropriate) |
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Interventions: KS2 follow Letter Join Helpkit, after starting with initial assessment

Additional resources used to support identified children: stabilo pencils, writing slope, pencil grips, standing desk,

Pen licence: pens will be given out (no certificates needed). Those who go backwards after receiving their pen, will have it taken off them.

Appendix

Appendix 1: National Curriculum

Appendix 2: Letter formation Groups (order for teaching each letter)

Appendix 3: School script

Appendix 4 - Seating Position (to be referred to at the start of lessons)

Appendix 5 - Tripod Pencil Grip (to be referred to at the start of lessons)

Appendix 6: Handwriting Warm Ups

National Curriculum:

		EFYS	Year 1	Year 2	Years 3 and 4	Years 5 and 6
Statutory requirements		<p>22 to 36 months</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make. <p>30 – 50 months</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. <p>40 – 60 months</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. 	<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>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 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>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 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> 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.
	Notes and guidance (non-statutory)		<p>Handwriting requires frequent and discrete, direct teaching.</p> <p>Pupils should be able to form letters correctly and confidently.</p> <p>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>	<p>Pupils should revise and practise correct letter formation frequently.</p> <p>They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<p>Pupils should be using joined handwriting throughout their independent writing.</p> <p>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.</p> <p>This, in turn, will support their composition and spelling.</p>	<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.</p> <p>They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</p> <p>They should also be taught to use an unjoined 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>

Letter Formation Groups

l t i j u y

r n m h b p

c o a d g q s f e

v w z x k



Ladder letters

One armed robot letters

Curly caterpillar letters

Zig zag letters

Appendix 3: school script

a b c d e f

g h i j k l

m n o p q

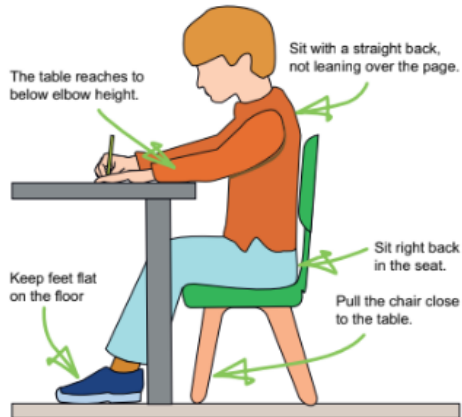
r s t u v w

x y z

Appendix 4 - Seating Position (to be referred to at the start of lessons)

Right handed children

How to sit correctly to be comfortable for handwriting.

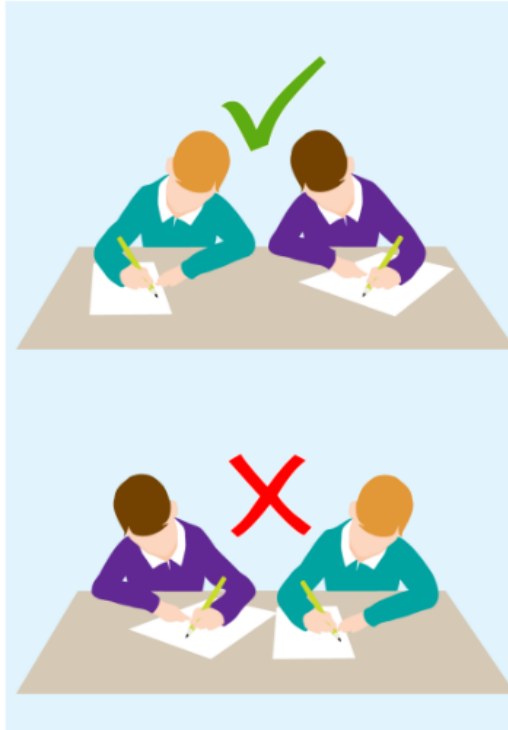


How to hold and position the paper.



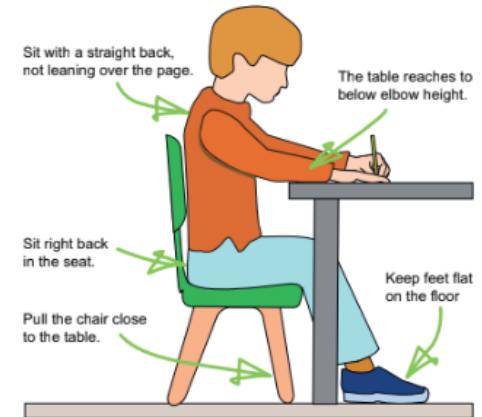
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



Left handed children

How to sit correctly to be comfortable for handwriting.

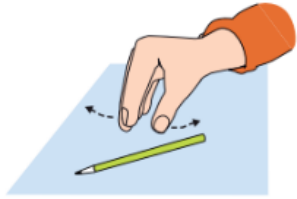


How to hold and position the paper.



Appendix 5 - Tripod Pencil Grip (to be referred to at the start of lessons)

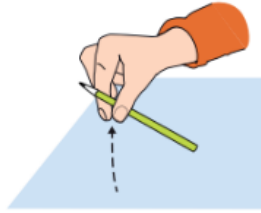
Right handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,

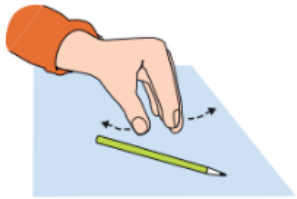


4. Spin it round...



5. ...and grip.

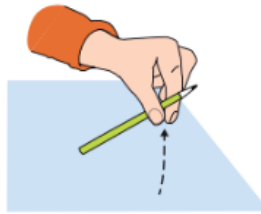
Left handed grip



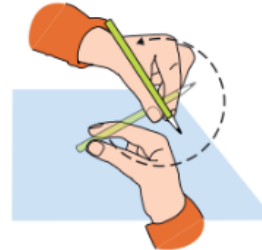
1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

Appendix 6 - Handwriting Warm Ups

<p>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</p>	<p>COLIN THE CRAB SAYS: "WALK SIDWAYS."</p>	<p>FRAN THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</p>	<p>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</p>	<p>CORA THE COW SAYS: "MILK A COW."</p>	<p>SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</p>	<p>BORIS THE BEAR SAYS: "WALK ON ALL FOURS."</p>
						
<p>Two-footed standing jump with waving arms.</p>	<p>Take side steps one way, then the other.</p>	<p>Balance on left foot, then balance on right foot.</p>	<p>Stretch up and try and touch the ceiling.</p>	<p>Move arms up and down in milking action.</p>	<p>Lie down and wriggle along the floor.</p>	<p>Move around on hands and feet.</p>
<p>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</p>	<p>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</p>	<p>ENOCH THE ELEPHANT SAYS: "LIFT ME UP."</p>	<p>FATIMA THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</p>	<p>PEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</p>	<p>PIPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</p>	<p>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</p>
						
<p>Jog, lifting knees high then run faster.</p>	<p>Take long strides around the room.</p>	<p>Pretend to lift up a heavy object.</p>	<p>Hop on one leg, then on the other leg.</p>	<p>Spin around on the spot.</p>	<p>Stand straight and tilt from left to right.</p>	<p>Raise arms up and down, palms facing down.</p>

Action	Description
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing Hooks	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
Fireworks	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
Take a Bow	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.