

Handwriting Progression

Intent, Implementation and Impact

At Woodseaves CE Primary Academy we believe in the importance of clear and neat presentation in order to communicate effectively and for pupils to take a pride in their own work.

Pupils taught to write legibly in both joined and printed styles with increasing fluency and speed by:

- Having correct pencil grip
- Knowing all letters start from the top, except d and e which start from the middle
- Forming all letters correctly
- Knowing the size and orientation of letters.

Handwriting practise should happen daily. Included in this there should be a minimum of 3 x 15 minute taught sessions (to include teacher modelling).

Some children will be targeted for more intensive intervention.

Early Learning Goal and National Curriculum Links

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others 	<p>Year One 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. • 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. • Left-handed pupils should receive specific teaching to meet their needs. <p>Year Two 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. • Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. 	<p>Year 3-4 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 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). • 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>Year 5-6 Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <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. • 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. 	

At Woodseaves children will:

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Autumn	<p>Focus on mark making and developing fine motor skills through a range of activities, such as ‘Dough Disco’</p> <p>Teaching the correct seating position</p> <p>Pencil Grip</p> <p>Tracing patterns.</p> <p>Letters: c, a, o, d, g, q, e, s,</p> <p>Letters: l, i, t, u,</p> <p>Learn to write name (copy)</p>	<p>Integrate the teaching of capital letters alongside the lower case letters.</p> <p>OR Letters: r, b, n, h, m, k, p</p> <p>R,B,N,M,K,P</p> <p>ZM Letters: v, w, x, V,W,X,Z</p> <p>More complex letters: f, j, y F,J,Y</p> <p>Focus on the first join but from a letter with an ascender to a letter without an ascender</p> <p>da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu</p> <p>A diagonal join to the letter ‘c’</p> <p>ac, ec, ic, lc, uc</p> <p>Focus on the third join - a diagonal join from a letter to a letter with an ascender</p> <p>ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et</p> <p>Tricky join - qu</p>	<p>Continue with the second join – the horizontal join</p> <p>wa, wi, wn, wo, ws, wu, wy</p> <p>A horizontal join to the letter ‘e’</p> <p>re oe fe</p> <p>Practise the break letters b p g q y j z</p> <p>Continue with the third join - a diagonal join from a letter to a letter with an ascender</p> <p>lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, sh, sk, sl, st,</p> <p>Continue with the third join -</p> <p>a diagonal join from a letter to a letter with an ascender</p> <p>th, tt, ub, uh, uk, ul, ut ob, oh, ok, ol, ot, rt</p> <p>Join from the letter ‘s’</p> <p>sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw</p> <p>Join to letters with hooks, lines and loops</p> <p>ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu,</p> <p>Practise the break letters b p g q y j z</p> <p>Consolidate joins:</p> <p>ning ping ting</p> <p>oc od oo</p>	<p>Practise consistency and size of letters</p> <p>Practising using a diagonal joining line</p> <p>Practising leaving an equal space between letters</p> <p>Practising joining to the letter y</p> <p>Practising using a horizontal joining line</p> <p>Ensuring letters are consistent in height and size</p> <p>Practising with punctuation</p> <p>Practising break letters</p> <p>Practising joining from the letter m</p>

			ake ome are fla flo fle who wha whe ie in il inly ky ny ap ar an ick uck ack	
Spring	Letters: r, b, n, h, m, k, p Letters: v, w, x, z More complex letters: f, j, y Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning.	Recap of capital letters/ teach the first join ca, ci, co, cu, ia, im, L,I,T,U in, io, ir, iu, ma, mi, mm, R,B,N,M,K,P F,J,Y Recap the first join alongside new teaching A diagonal join to the letter 's' as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us Begin to teach the second join – the horizontal join oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz Join from the letter 'b' bu, ba, be, bi, bl, bo, br, bs,	Fourth join- Horizontal joins to letters with ascenders ; wl vl of ff fl flo Further practise of the four handwriting joins; in, ine, ut, ute, ve, vi, ok, oh, sh, as, es, (practising two ways of joining the letter s) ri ru ry (practising joining from the letter r) oa ad as (practising joining to and from the letter a) ee ea ed ow ov ox (practising joining from the letter o) Practise combining all 4 joins when writing sentences. Join to letters with hooks, lines and loops ga, ge, gi, gl, go, gr, gs, gu, wh Consolidate joins: practise writing with a slope he we re fte fir fin wra wri kni (silent letters) ii ll tt rr nn mm cc oo dd ss ff ee Capital letters Practising with punctuation! ? – “ ” , ‘	Practising the size and height of letters Practising joining from the letter i Practising joining to and from the letter v Practising consistency in forming and joining letters Ensuring the ascender on the letter t is the correct height Practising spacing within words Developing fluency Practising printing Practising forming and joining the letter f Practising speed writing
Summer	Consolidation of letter formation of lower case letters Letters: c, a, o, d, g, q, e, s, Letters: l, i, t, u, Letters: r, b, n, h, m, k, Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities oe, re, ve, we	Learn to write surname independently ua, ui, um, un, uo, ag, aj, dy, ig, ip, lp mp, np, ug, up Recap the first join alongside new teaching A diagonal join to the letter 'e' ae, ce, de, ee, he, ie, ke, le, me, ne, ue Continue with the second join – the horizontal join ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu Join from the letter 'p' pu, pa, pe, pi, pl, po, pr, ps	Fourth join letters – horizontal joins to letters with ascenders - ky hy ly (practising joining to the letter y) ha ta fa (practising joining to the letter a) od oo og (practising joining from the letter o) er ir ur (practising joining to the letter r) ai al ay o you oi fu wu vu (practising the horizontal join to the letter u) ot ol ok (practising joining to ascenders) ai al ow ol (practising all the joins) Consolidation Recap on the 4 basic joins Recap on specific letter joins to ensure children are writing in a fluent style. Consolidate joins: ew ev ex (spacing) th ht fl (proportions) ac ag af	Practising crossing double tt on completing the work Practising joining to and from the letter e Practising joining to and from the letter w Revision Looking at different handwriting styles.
Suggested activities	Tracing, copying over, copy under.	tracing patterns tracing copying over (letters, numbers and words) copying under (letters, numbers and words) Match and copy captions Trace and copy patterns Copy words Copy sentences Write out menu Copy poem Alphabetical ordering	copy words copy sentences copy poem match questions to answers Copy words, sentences, poems Trace and copy Copy tongue twisters Copy instructions	Copy words and sentences Copy poems and short texts.