


Progression document - handwriting

<p style="text-align: center;">Three and Four-Year-Olds Reception Early Learning Goals</p>	<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">Year 2</p>
<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils • Shows a preference for a dominant hand. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some letters accurately. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form lower case and capital letters correctly. • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Phase 1</p> <ul style="list-style-type: none"> • To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. • To sit correctly at a table, holding a pencil comfortably and correctly. • To form the digits 0-9. • To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Phase 1</p> <ul style="list-style-type: none"> • To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • To form lower case letters of the correct size, relative to one another. • To use spacing between words that reflects the size of the letters. <p>Joining - phase 2</p> <ul style="list-style-type: none"> • To begin to use the diagonal and horizontal strokes needed to join letters.

Teaching sequence

<p>This is the sequence that is followed:</p> <p>Hand and finger strength Seating position Pencil grip Tracing Patterns Over teacher's writing (highlighter) Under teacher's writing (directly under words - write in large letters leave large spaces between words) Independence</p>	<p>These are the four-letter families and order that they are taught:</p> <p>Curly Caterpillar Letters: c, a, o, d, g, q, e, s, Ladder Letters: l, i, t, u, One-Armed Robot Letters: r, b, n, h, m, k, p Zigzag Monster Letters: v, w, x, z More complex letters from the 4 families: f, j, y Digits 0-9 Capital Letters A-Z Capital letters do not join to lower case letters</p>	<p>These are the four main joins and order that are taught and examples of the joins:</p> <ol style="list-style-type: none"> Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu. Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl. Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re. Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk
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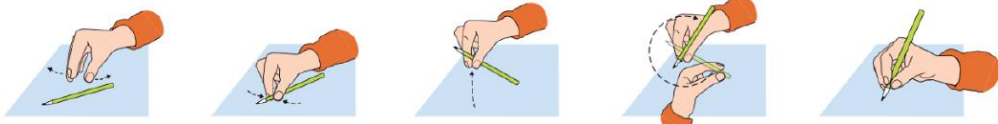
Links to phonic knowledge and development, as children begin learning the pure sounds, reference is made to the pictures and the air-write phrase which acts as an aid in helping the children to write the sound. By learning the rhymes helps remind them of the pictures and symbols that demarcate the sounds. Example of a RWI sound card with the mnemonic.

Sound	Sound with picture	Air-Write phrase
m		Down Maisie, mountain, mountain

Example of a RWI sound card with the mnemonic

The development of a tripod grasp: The pictures below show the developmental stages that a child may go through when learning to hold a pencil. In all year groups we remind children to use the appropriate grasp when writing.

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.

Handwriting position Posture: Children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor, their chair tucked in and their bottom at the back of the seat. Position of paper: Left-handed children are encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging. Right-handed children may find it helpful to tilt paper slightly to the left. Paper is steadied with the free hand.

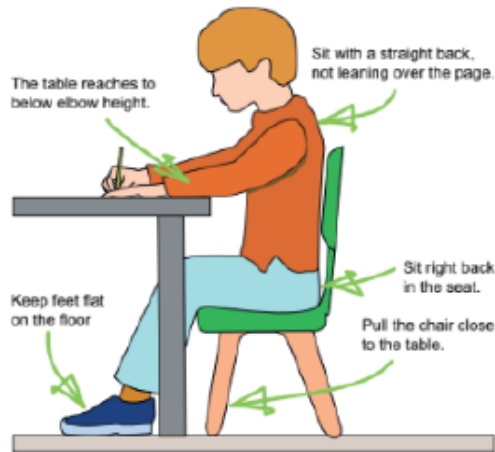


Our handwriting programme is linked to our phonic programme, Read Write Inc. This will support the children in the Early Years and year 1 in forming the letters correctly, linking it to the sounds they are learning. Once secured, children will be taught a cursive style in year 2. Our progression document is on the first page.

Handwriting position / posture: referred to at the start of every lesson:

Right handed children

How to sit correctly to be comfortable for handwriting.

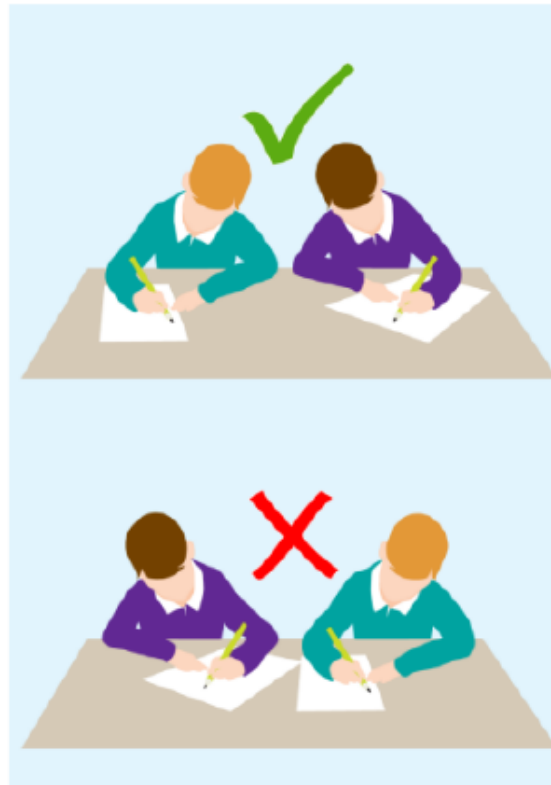


How to hold and position the paper.



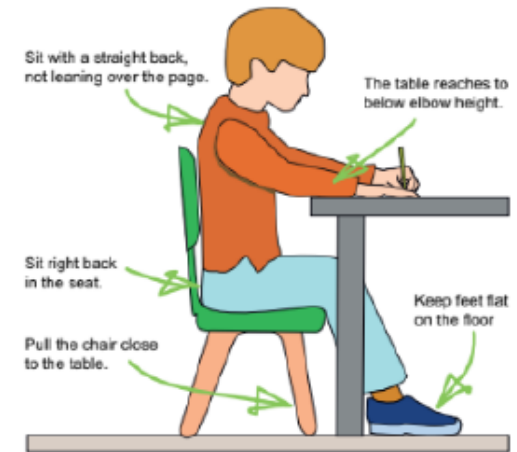
Sitting position

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.



Tripod Pencil Grip (to be referred to at the start of lessons):

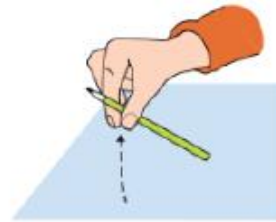
Right handed grip



1. *Point away the pencil,*



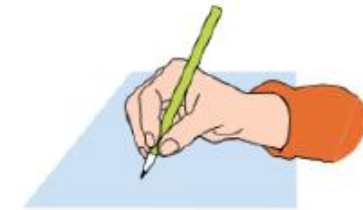
2. *Pinch it near the tip,*



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.*

Handwriting warm ups:

<p>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</p>	<p>COLIN THE CRAB SAYS: "WALK SIDEWAYS."</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>

Handwriting warm ups:

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.



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

Cursive model:

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

EYFS Handwriting

EYFS requirements:

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower case and capital letters correctly.

Autumn 1	Spring 1	Summer 1
<p>Focus on mark making and developing fine motor skills through a range of activities, such as funky fingers.</p> <p>Teaching the correct seating position.</p> <p>Teaching pencil grip.</p> <p>Tracing patterns.</p> <p>CC letters: c, a, o, d, g, q, e, s</p> <p>Learn to write name - copy</p>	<p>L letters: l, i, t, u, j, y</p> <p>OR letters: r, b, n, h, m, p</p> <p>Write name using correctly formed lower case letters and using a capital at the beginning.</p>	<p>ZZ letters: v, w, x, z, k (recap as needed)</p> <p>Consolidate more complex letters – f, j, y.</p> <p>Assessment within independent activities.</p>
Autumn 2	Spring 2	
<p>Teaching the correct seating position.</p> <p>Teaching pencil grip.</p> <p>Tracing patterns.</p> <p>CC letters: c, a, o, d, g, q, e, s (Recap as needed)</p> <p>L letters: l, i, t, u</p> <p>Learn to write name.</p>	<p>OR letters: r, b, n, h, m, p (recap as needed)</p> <p>ZZ letters: v, w, x, z, k</p> <p>Digits 0-9</p> <p>Write name independently using correctly formed lower case letters with a capital at the beginning.</p>	<p>Consolidate of lower case letters.</p> <p>CC letters: c, a, o, d, g, q, e, s</p> <p>L letters: l, i, t, u, j, y</p> <p>OR letters: r, b, n, h, m, p</p> <p>ZZ letters: v, w, x, z, k</p>

Year 1 Handwriting

Year 1 national curriculum statutory requirement: Children should be taught to:

- To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
- To sit correctly at a table, holding a pencil comfortably and correctly.
- To form the digits 0-9.
- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Autumn 1	Spring 1	Summer 1
<p>Consolidation of letter formation of lower case letters.</p> <p>CC letters: c, a, o, d, g, q, e, s</p> <p>L letters: l, i, t, u, j, y</p> <p>OR letters: r, b, n, h, m, p</p> <p>ZZ letters: v, w, x, z, k</p>	<p>Integrate the teaching of capital letters (A-Z) alongside the lower case letters:</p> <p>L letters: l, i, t, u, j, y</p> <p>OR letters: r, b, n, h, m, p</p> <p>Digits 0-9</p>	<p>Integrate the teaching of capital letters (A-Z) alongside the lower case letters:</p> <p>More complex letters – f, j, y</p> <p>Write surname independently.</p> <p>Use and apply in writing activities.</p>
Autumn 2	Spring 2	
<p>Integrate the teaching of capital letters (A-Z) alongside the lower case letters:</p> <p>CC letters: c, a, o, d, g, q, e, s</p> <p>Digits 0-9</p>	<p>Integrate the teaching of capital letters (A-Z) alongside the lower case letters:</p> <p>OR letters: r, b, n, h, m, p (consolidate)</p> <p>ZZ letters: v, w, x, z, k</p> <p>Digits 0-9</p> <p>Learn to write surname independently.</p> <p>Assess handwriting within independently activities and writing opportunities.</p>	<p>Show more control and accuracy when writing correctly formed lower case and capital letters.</p> <p style="text-align: center;">ALL letters – assessment.</p>

Year 2 Handwriting

Year 2 national curriculum statutory requirement: Children should be taught to:

Phase 1

- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- To form lower case letters of the correct size, relative to one another.
- To use spacing between words that reflects the size of the letters.

Joining - phase 2

- To begin to use the diagonal and horizontal strokes needed to join letters.

Autumn 1	Spring 1	Summer 1
Consolidation of letter formation of lower case letters. CC letters: c, a, o, d, g, q, e, s L letters: l, i, t, u, j, y OR letters: r, b, n, h, m, p ZZ letters: v, w, x, z, k	Diagonal joins to letters without ascenders: ki, du, up, ag, fe, fu (continued)	Horizontal joins to letters without ascenders: ou, vi, wi, op, ow, ov, ri, ru, ve, we, re
Autumn 2	Spring 2	Summer 2
Diagonal joins to letters without ascenders: ai, ar, un, am, ear, aw, ir, hu, ti.	Diagonal joins to letters with ascenders: ab, ul, it, ib, if, ub, th, ck, ch, ft, fl	Horizontal joins to letters with ascenders: ob, ol, wh, of, rt, rk recap on the 4 basic joins.

Examples

<p>Diagonal joins to letters without ascenders</p>	<p><i>ai, ar, us, <u>au</u>, aw, er, ew, ir, ur, ss, as, ea, ae, ee, ie, se, ue</i></p>
<p>Horizontal joins to letters without ascenders</p>	<p><i>ou, vi, wi, xe, ere, oe, re, ure, ve, we, oi, on, <u>oo</u>, ot, ov, ow, oa</i></p>
<p>Diagonal joins to letters with ascenders</p>	<p><i>ab, ul, it, ch, kn, <u>ll</u>, sh, th, ed, be, de, br</i></p>
<p>Horizontal joins to letters with ascenders</p>	<p><i>ol, wh, <u>ot</u></i></p>
<p>Diagonal joins to letters with descenders</p>	<p><i>ff, ph, qu, igh, ing, <u>ng</u>, squ, fe, ge, <u>pe</u></i></p>
<p>Horizontal joins to letters with descenders</p>	<p><i>op, oy</i></p>