Handwriting progression

Intent

A consistent approach with a planned sequence of lessons to ensure we have progressively covered the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals.

- **Step 1 (Getting Ready to Write)** aims to help children to develop their fine and gross motor skills and pencil control as a precursor to effective handwriting:
  - to show good control and coordination in large and small movements
  - to move confidently in a range of ways while safely negotiating space
  - to handle equipment and tools effectively and to safely use and explore a variety of materials, tools and techniques.
- **Steps 2 and 3 (Forming Letter Families and Positioning & Pre-Cursive)** aim to teach children the statutory objectives:
  - to sit correctly at a table, to hold a pencil comfortably and correctly, to begin to form lower case letters in the correct direction and of the correct size relative to one another
  - to start and finish letters in the right place, to form capital letters and the digits 0-9 of the correct size, orientation and relationship to one another and to lower case letters
  - to understand which letters belong to which handwriting 'families', to start using some of the diagonal and horizontal strokes needed to join letters and to use spacing between words that reflects the size of the letters.
- **Steps 4 and 5 (Joining Letters and Fluency, Style & Speed)** teach the statutory skills from the year 3 - year 6 curriculum:
  - to use the diagonal and horizontal strokes that are needed to join letters; to increase the legibility, fluency, consistency and quality of their handwriting
  - to ensure that their lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
  - to write with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and to choose the writing implement that is best suited for a task.

Our handwriting scheme intends to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This, in turn, will help to support their composition and spelling.

Implementation

Following the programme allows subject leaders to feel confident about curriculum design and delivery throughout their whole educational setting; this is detailed in the progression map. If implemented correctly, the detailed planning and progressive sequence of the programme assures subject quality, sufficient depth and coverage of skills and gives teachers the curriculum expertise to deliver effective writing transcription lessons. The scheme's supporting resources enable effective curriculum implementation and can be differentiated to meet all pupils' learning needs. Where gaps in pupils' skills are identified, the handwriting intervention materials can also be used within intervention sessions to enhance pupils' capacity to access the full curriculum.

Impact

The impact of using a full range of handwriting resources, including display materials, will be seen across the school with an increase in the profile of handwriting. Following the scheme, gives schools a consistent approach where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners. Whole school and parental engagement can also be improved through the use of handwriting resources as home learning tasks.
We want handwriting lessons to not feel like a chore for teachers and pupils and to encourage a sense of pride in pupils' written work. The impact of the scheme should be noticeable within written work in all areas of the curriculum.

Writing: Transcription Handwriting

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	• To give meaning to marks they make as they draw, write and paint. • To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • To show a preference for a dominant hand. • To begin to use anticlockwise movement and retrace vertical lines. • To begin to form recognisable letters. • To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.	• 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 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.	• 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.	• To use a neat, joined handwriting style with increasing accuracy and speed.	• To increase the legibility, consistency and quality of their handwriting [e.g 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].	• To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. • To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	• To write legibly, fluently and with increasing speed by: -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.
Joining Letters			• To begin to use the diagonal and horizontal strokes needed to join letters.	• To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	• To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	• To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	• To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

EYFS	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use alongside Read, Write Inc – phonics **Term 1 and 2** Letters to be introduced when teaching phonics Print font Gross and fine manipulation skills built into daily learning **Term 3 and 4** Letters to be introduced when teaching phonics Print font **Term 5 and 6** Letters to be introduced when teaching phonics Print font **Write first name in print font** • Introduce sky, grass and underground line cards • Introduce handwriting books • Ensure tri-grip pencils available (left and write) • Progression to normal HB pencil Pencil grips (where needed)	**10 minute directed lesson 3 times a week** **Print font** (not font on document!) **To use alongside Read, Write Inc – phonics** **Lower-case** *Curley Caterpillars* *c, o, a, d, g, q* *s, f, e* *Ladder letters* *l, t, i, u, y, j* *one armed robot* *r, n, m, h, b, p, k* *Zig zag monsters* *v, w, z, x* *Numbers* 0,1,2,3,4,5,6,7,8,9 *Capital letters* 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	**10 minute directed lesson 3 times a week** **Pre- cursive font** Lead in's and lead out's (not font on document!) **To use alongside Read, Write Inc – phonics** **Lower-case** *Curley Caterpillars* *c, o, a, d, g, q* *s, f, e* *Ladder letters* *l, t, i, u, y, j* *one armed robot* *r, n, m, h, b, p, k* *Zig zag monsters* *v, w, z, x* • Reinforce consistency in size and shape	**10 minute directed lesson 3 times a week** **Cursive font** Lead in's and lead out's joined (not font on document!) *c, o, a, d, g, q* *s, f, e* *l, t, i, u, y, j* *r, n, m, h, b, p, k* *v, w, z, x* *For example:* *ccccccccc* *cococococ* *clclclcl* *ctctctct* *cmcmc* *cgcgcgcg* *ckckck* *crcrcr*	**10 minute directed lesson 3 times a week** **Cursive font** Lead in's and lead out's joined (not font on document!) Same as year 3 Opportunity to move to pen and gain pen licence if handwriting constant and neat in all lessons not just handwriting lessons	**10 minute directed lesson 3 times a week** **Dictation** **Speed** **Stamina** **Timed writing**	**10 minute directed lesson 3 times a week** **Dictation** **Speed** **Stamina** **Timed writing**

Rhymes for letter formation to be used alongside phonic lessons.
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk