St. Mark's Primary School

Handwriting Progression

Overview:
We set high expectations and expect all pupils, from an early age, to form letters correctly, confidently and fluently with increased automaticity. We support pupils to hold their pencils correctly and form letters using the agreed approach, which is underpinned by the learning of handwriting 'families'. All pupils are taught how to sit correctly at a table, whilst holding a pencil comfortably and correctly. Good handwriting habits are established from the beginning.
Handwriting requires frequent and discrete, direct teaching. We ensure that the size of writing implements are not too large for young pupils', so that they can hold them easily and correctly, avoiding bad habits being practised. Specific teaching is available for left-handed pupils so that their needs are met. As pupils get older, joined handwriting becomes the norm, with pupils with pupils being able to use it fast enough to keep pace with what they want to say.

Aims for the National Curriculum:
The programmes of study for writing at key stages 1 and 2 are constructed to include transcription (spelling and handwriting). It is essential that teaching develops pupils' competence within handwriting as writing depends on fluent, legible and, eventually, speedy handwriting.
Objectives identified in bold are expected to be fully secure.

Reception					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Develop fine and gross motor skills (personalised to child): see EYFS curriculum planning Draw vertical lines from top to bottom Draw horizontal lines Draw arches and waves Draw zigzags left to right, and top to bottom	Retrace vertical lines **Use a comfortable grip with good control when holding pens and pencils** Use one dominant hand for writing Make clockwise and anticlockwise movements with a pen or pencil Form single letters:	Form loops Form spirals, clockwise and anti-clockwise Draw diagonal lines Combine and practise patterns they are insecure in **Use core muscles to sit upright and achieve a good posture on a chair or on the floor**	**Draw circles clockwise and anti-clockwise** **Retrace lines: up, down, clockwise and anticlockwise** Use a tripod grip with increased confidence Form letters from the 'down' letter family: l t i j u y	**Use a comfortable tripod grip** Form letters from the 'bouncing' letter family: m n r b p k h Form capital letters following modelling in writing, e.g. The, My, A Form adjacent consonants	Know, when writing at a table, to sit on a chair with both feet flat on the floor; their back against the back of the chair; their hips directly under shoulders and their elbow and forearm on table Form letters from the 'zig zag' letter family: v w z x

Use core muscles to sit upright with straight back Introduce handwriting position - feet flat on the floor - sat at the back of the chair - shoulders down and relaxed - back leaning forward slightly - left/right hand holding the page - left/right hand holding a pencil Grip a pencil between two fingers and thumb (tripod grip) Form single letters: s a t p i n m d g o c k e u r h b f l Copy letters, focusing on those within their name Form capital letter at the start of their name	j v w x y z Form letters to represent digraphs: ck ff ll ss zz qu ch sh th ng nk	Form single letters: w z x Form letters to represent digraphs: ai ee igh oa oo ar or ur ow oi ear air er Form letters from the 'around' letter family: c o a d g q e f s Form the capital letter 'I'	Form letters to represent digraphs: dd mm tt bb rr gg pp ff Form letters to represent suffixes: -ing -es **Form taught letters accurately with correct start and end position**	Form letters to represent suffixes: -ed -est Know where to place the letters on a line (wide lined paper)	Form numerals: 0-9 Form letters to represent suffixes: -er Form both lower and upper case of taught letters correctly

Year 1					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Review formation of phase 3 sounds: ai ee igh oa oo ar or ur ow oi ear air er -es **Sit correctly at a table holding a pencil using a tripod grip** Form digits (0-9), starting at the top Form letters to represent digraphs: ay (play) ou (cloud) oy (toy) ea (each) **Form all lowercase letters correctly**	Form capital letters, starting at the top (introduce letter name at the same time): C O S U V W X Z Know the relative size of letters Form letters to represent digraphs: ir (bird) ie (pie, shield) ue (blue) ew (chew) aw (claw) **Use spacing between words that reflects the size of the letters**	Form capital letters, starting at the top (introduce letter name at the same time): A T I P F L M Form letters to represent digraphs: wh (wheel) oe (toe) ph (phone) -le (apple) -al (metal) -se (mouse) -ce (fence) -ey (donkey) ui (fruit) Use the foundations of a handwriting style which is fast, accurate and efficient	Form capital letters, starting at the top (introduce letter name at the same time): E H J Y B K Use spacing between words that reflects the size of the letters Form letters to represent digraphs: are (share) aur (dinosaur) al (walk) tch (match) ture (adventure) wr (wrist) st (whistle) sc (science) ze (freeze)	Form capital letters, starting at the top (introduce letter name at the same time): D B G N Q R **Form all digits from 0-9** Review formation of all taught phase 5 sounds	**Form all capital letters** Know which letters belong to which handwriting families Form letters to represent digraphs: kn (knee) gn (gnaw) mb (thumb) dge (bridge) ge (large) -tion -sion -cious augh (daughter)

Year 2					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Review Year 1 objectives				*Year 2 pupils should only progress on to joined handwriting once they are fully secure in the Year 1 and 2 handwriting objectives*	
Use spacing between words that reflects the size of the letters **Write digits of the correct size**	**Form lowercase letters of the correct size relative to each other**	**Form capital letters of the correct size relative to each other**	**Form lowercase and capital letters of the correct size relative to each other (focusing on height of ascenders and capitals)**	Use the diagonal strokes needed to join letters: - diagonal join to ascender: at all th ch cl - diagonal join to no ascender: in im cr tr dr ip mp ee ui np ai ay ime ine op oy - diagonal join to an anti-clockwise letter: id ig nd ld ng ma co - diagonal join to r: ir, ur,er - diagonal join to s: dis - diagonal join from s to ascender: sh - diagonal join from s to no ascender: si su se sp sm - diagonal join to ascender, in words: eel (peel) eet (sweet) eek (week) ilk (milk) - diagonal join to no ascender, in words: a_e (make) ei (being) - diagonal join to an anti-clockwise letter, in words: ice (dice) ide (ride)	Use the horizontal strokes needed to join letters: - horizontal join to ascender: ole obe ook ool - horizontal join to no ascender: ow ou oi oy - horizontal join to an anticlockwise letter: oa ode -horizontal join to r: or oor - horizontal join from r to ascender: irl url irt - horizontal join from r: ere -horizontal join to s: ws - horizontal join from r to an anticlockwise letter: rs - horizontal join to and from f to ascender: ft fl -horizontal join from f to no ascender: fu fr

Year 3 and Year 4					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Write capital letters that sit correctly on the line **Use the diagonal and horizontal strokes needed to join letters** Form long vowel joins in a word: ea ey ee igh ow ou oo ai ay eigh Form joins in a word: -le -ing ei ey ai ear au augh im- il- -sion	**Know which letters, when adjacent to one another, are best left unjoined** Join prefixes in a word: un- de- dis- Form joins to and from r: re pre fr Form joins in a word: qu ly tion cian ough	**Write parallel and equidistant downstrokes for letters** Join b and p, with a diagonal join and no ascender: bi bu pi pu Join b and p, with a diagonal join (and no ascender) to an anti-clockwise letter: ba bo pa po Join b and p, with a diagonal join to an ascender: bl ph Form joins in a word: er ed ing mis dis ch ation sub super	**Write lines of writing that are spaced sufficiently so that the ascenders and descenders of letters do not touch** Form joins of relative size and consistency within a word: -ly -less -ful -ally -ous -tion -ssion -sion -cian Form joins in a word: bi re gue que sc ce ci	**Form joins of relative size and consistency within a word:** ey eigh -gue -ue sc ch ary ou al sure ture inter anti auto ex non ar er ous	**Write legibly and consistently to improve the quality of handwriting**

Year 5 and Year 6					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Use diagonal and horizontal joins to write letters of relative size and consistency **Join to and from letters:** f k v w **Cross 'tt' on completion of a word**	Form joins within spellings: -cious -tious -ant -ance -ent -ence -ment -able -ably -ible -ibly	Form joins within spellings: -ity -ness -ship -fer hyphens: co-, re- ie/ ei or au -ate -ise -ify -en -cial -tial	Form joins within spellings: -ough ere ow ou de- re- over- -ful -ive -al **Write legibly at speed, with fluency**	**Know which writing implement will be best suited for a task** **Select which shape of a letter to use when given choices and decide whether or not to join specific letters**	**Select different fonts / print for different purposes,** e.g. emails, posters, filling out a form, ALL CAPITALS, labelling diagram, algebra etc.