Handwriting Progression Overview

Progression: Handwriting will be taught from the start of Reception. The focus will be on building gross and fine motor skills to enable children to work towards holding a pencil correctly, using the tripod grip and basic letter formation. Letter formation of each letter will be taught initially in line with the letter representing the single sound taught in the separate daily phonics session. Once all letters have been taught teaching will be in letter families.

In Year 1, children will continue to master basic letter formation, as well as being introduced to handwriting families and capital letters. They will revise the correct formation of the digits 0-9.

In Year 2, letter formation will be revisited and consolidated, with a greater focus on letter size in comparison to other lower and upper-case letters. Children will begin to learn joins, related to their spelling teaching (eg. digraphs and suffixes).

Lessons:

Handwriting will be taught as follows in Reception:

1. Funky fingers activities on arrival – peg boards; Lego; tweezer work; cutting activities
2. Twice weekly directly taught handwriting sessions to build gross motor skills and to include air writing patterns and letter formation using the mnemonic for each letter. (Children stand in a row, and the teacher clearly models the correct starting and finishing points).
3. Daily tray writing practise of letter formation.
4. Once children are competent in these areas, they will move on to practising in an A5 a lined handwriting book. The teacher will circulate around the children to ensure correct pencil grip and letter formation. They will intervene and address misconceptions where necessary.
5. Children need to show that they can form the letters correctly for 1-2 lines in their handwriting book. Once they have shown this, they can apply the letters to HRSW with those letters in them and IC topic related words and sentences.

Year 1 and 2, it will be taught daily for the first three weeks every half-term. Lessons will last up to 15 minutes and will begin with a fine motor warm up. The teacher will model the correct formation and then children will practise in their handwriting books. The teacher will circulate around the children to ensure correct pencil grip and letter formation. They will intervene and address misconceptions where necessary. Children need to show that they can form the letters / joins correctly for 1-2 lines in their handwriting book. Once they have shown this, they can apply the letters to IC topic related words and sentences.

Handwriting Books: In Year R children will use A5 lined writing books. In Year 1 and 2, children will use lined writing books. Year 1 – 12mm / Year 2 -8mm

Handwriting Progression Overview

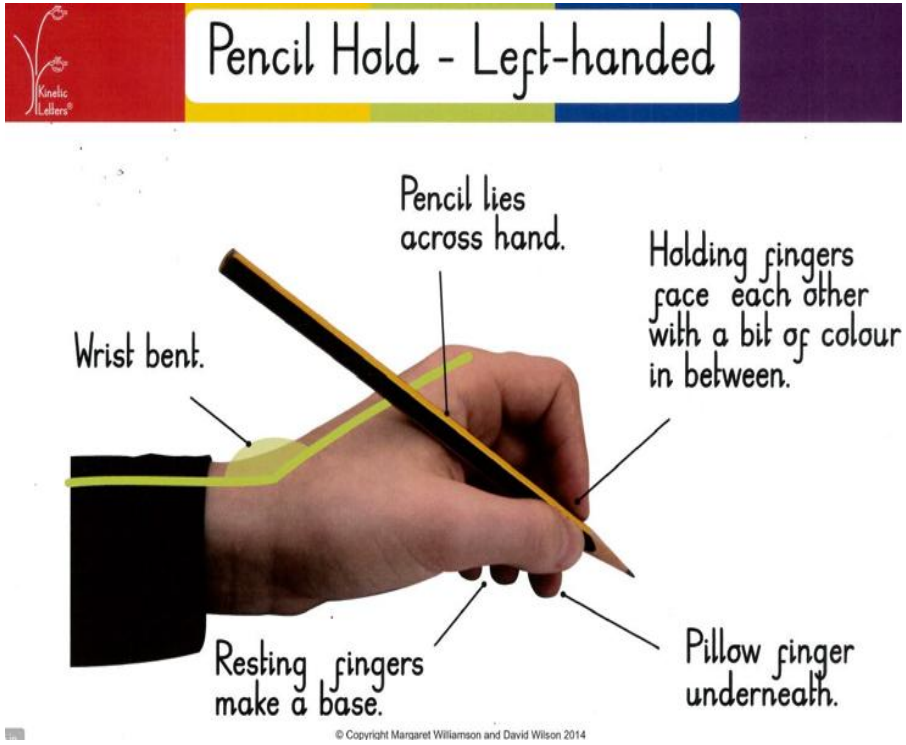
Assessment: Within each Handwriting lesson, teachers will assess children's formation of letters. Some children may need interventions outside of the lesson to help them to keep up.

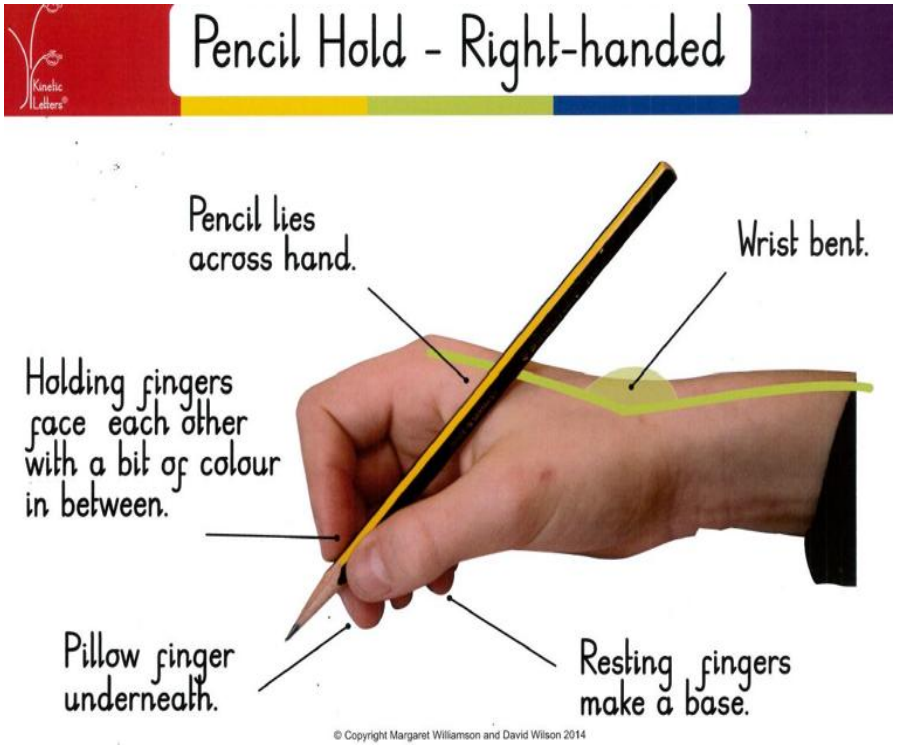
Interventions: Interventions will be put in place for children who need more practice and support with handwriting. These will be for 5-10 minutes daily with an adult. Interventions will be in addition to handwriting lessons and may continue after the blocked three weeks.

Interventions may include: tray practise with an adult modelling forming the letters using the mnemonic, focusing on start and end points. Letter formation practise on paper in big formats inside and outside using chalk/ rainbow writing with an adult modelling forming the letters using the mnemonic, focusing on start and end points.

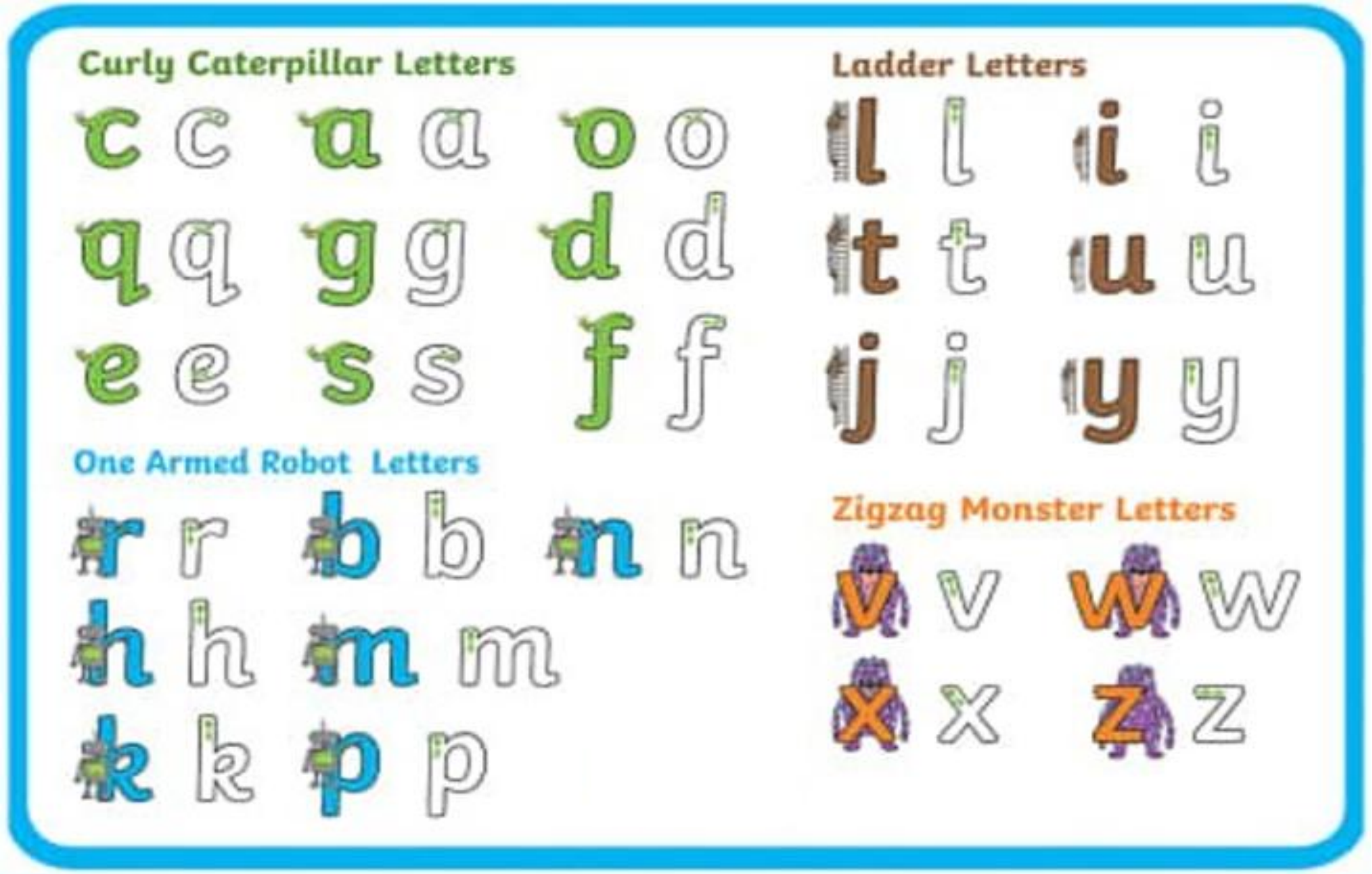
Mastery: Children who write neatly and form letters correctly can write in pen for some of their writing. Children who have completed the handwriting scheme will not need to partake in handwriting lessons but can complete other writing activities during this time.

Handwriting Progression Overview





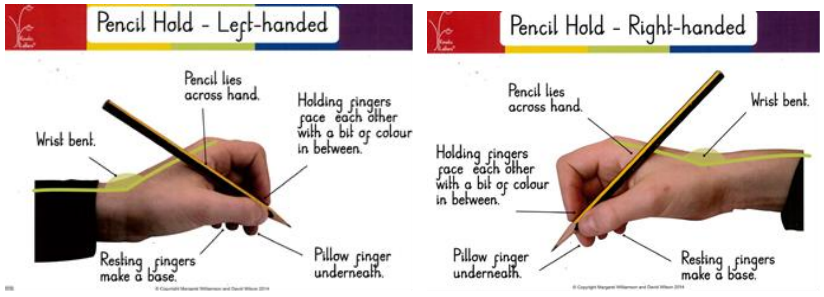
Handwriting Progression Overview



Handwriting Progression Overview

Reception - Learning Objectives / Outcome	
• To hold a pencil correctly (tripod grip) • To write from left to right, top to bottom • To start and finish letters correctly • To form letters of regular shape and size • To put regular spaces between letters and words	• To present work neatly and clearly to communicate meaning • To write letters that finish on the line with a kick from the base of a letter ready to join • To write letters that finish at the top with a join line ready for joining writing

Year R Autumn 1

Making the body stronger	Introduce a new letter formation daily in line with ELS phonics teaching. Move it (air writing), say it, write it on whiteboards.
Laying on the floor to read and write: Are my legs straight and together and flat on the floor? Are my arms supporting my body? Is my head up and not resting on my arm? Am I holding my pen / pencil correctly?  **Pelvic Girdle Strength** (helps to sit still and concentrate) - Sit on the floor to play	**Week 1:** HRSW: a Introduce tripod grip s - Swerve around the snake. (add a lead out stroke) a - Around the head, down the body. t - Down her body and cross her shoulders. p - Down his body, around his face. (add a lead out stroke) **Week 2:** HRSW: I i - Down her body, spot her idea. n - Down the bird and over the nest. m - Meerkat, mound, mound. d - Over his back and around his tail, up his neck and down to his feet. **Week 3:** HRSW: the g- Start at his ear, around the face and down the beard. (loop for descender) o - Around the ostrich's body. c - Curl around the camel's back. k - Down the body, up the arm, down the leg. (add a loop)

Handwriting Progression Overview

- Lay on the floor to read and write (tell children that this makes bodies strong) - Correct all non-optimal lying and sitting positions. - Kneel or sit up to draw and colour, rest paper on a vertical surface. - Balance activities – climb, jump, hop, skip, musical statues **Shoulder Girdle Strength** (helps to hold pencil correctly) - Lay on the floor to read and write - Daily plank - Games involving kneeling up **Arm and Finger Strength** (Enables hands to have control, dexterity, strength and stamina) - Hammering games - Handprints - Playing instruments with forearm control - crawling and clapping - Funky fingers activities (finger chats, tweezers, pegs)	**Week 4:** HRSW: is ck - The camel stood by the kid. e - Around the head and down the trunk. u - Under the umbrella and down to the tip. r - Down her body, up over the arm. **Week 5:** HRSW: to h - From his head to his feet, up and over his back. b - Down the person and around the wheel. (add a lead out stroke) f - Over the ear, down to the tail and across the jaw. (loop for descender) l – Down the long ladder.

Handwriting Progression Overview

Year R Autumn 2		
Making the body stronger	**Introduce a new letter formation daily in line with ELS phonics teaching.** Move it (air writing), say it, write it on whiteboards.	**HRSW Focus:**
Laying on the floor to read and write: Are my legs straight and together and flat on the floor? Are my arms supporting my body? Is my head up and not resting on my arm? Am I holding my pen / pencil correctly? **Pelvic Girdle Strength Activities** (helps to sit still and concentrate) See Autumn 1 **Shoulder Girdle Strength** (helps to hold pencil correctly) See Autumn 1 **Arm and Finger Strength** (Enables hands to have control, dexterity, strength and stamina) See Autumn 1	**Week 1:** j - Swoop down the tentacles and dot the body. (loop for descender) v - Down the tongue, up the tongue. w - Hop to the top, land and hand, land and hop. x - Criss-cross the kiss.	go, no, so
	Week 2: y - Under the hull and down to the anchor. (loop for descender) z - Zig and zag. q - Around the feather and down the pen.	he, she
	Week 3: Ladder family: l, t, i, j Start at the top of the letter.	we
	Week 4: Ladder family: u, y Start at the top of the letter.	me
	Week 5: One Armed Robot family: r, n, m Start at the top of the letter. The important rule is to not lift the pencil and the letters should be made in one movement. Ensure all children are starting at the top of the letter.	be
	Week 6: Teacher assessment / focus on any gaps.	my

Handwriting Progression Overview

<table>
<tr><th colspan="3">Year R Spring 1</th></tr>
<tr><th>Making the body stronger</th><th>Introduce a new letter formation daily in line with ELS phonics teaching.
Move it (air writing), say it, write it on whiteboards.</th><th>HRSW Focus:</th></tr>
<tr><td rowspan="5">Laying on the floor to read and write:
Are my legs straight and together and flat on the floor?
Are my arms supporting my body?
Is my head up and not resting on my arm?
Am I holding my pen / pencil correctly?

Pelvic Girdle Strength Activities (helps to sit still and concentrate) See Autumn 1
Shoulder Girdle Strength (helps to hold pencil correctly) See Autumn 1
Arm and Finger Strength (Enables hands to have control, dexterity, strength and stamina) See Autumn 1</td><td>Week 1: One Armed Robot family: h, b, k, p
Start at the top of the letter. The important rule is to not lift the pencil and the letters should be made in one movement. Ensure all children are starting at the top of the letter.</td><td>a</td></tr>
<tr><td>Week 2: Curly Caterpillar family: c, a, o, g
Start on the right hand side and make a curly ‘c’. If they start in the middle, then the top of the letter will not join up.</td><td>I</td></tr>
<tr><td>Week 3: Curly Caterpillar family: q, e, s, f
Start on the right hand side and make a curly ‘c’. If they start in the middle, then the top of the letter will not join up.</td><td>the</td></tr>
<tr><td>Week 4: Zigzag Monster family: v, w, x, y
These letters contain slanting lines.</td><td>is</td></tr>
<tr><td>Week 5/6: Teacher assessment / focus on any gaps.</td><td>to</td></tr>
</table>

Handwriting Progression Overview

Year R Spring 2		
Making the body stronger	**Introduce a new letter formation daily in line with ELS phonics teaching.** Move it (air writing), say it, write it on whiteboards.	**HRSW Focus:**
Laying on the floor to read and write: Are my legs straight and together and flat on the floor? Are my arms supporting my body? Is my head up and not resting on my arm? Am I holding my pen / pencil correctly? **Optimal table position** Are my feet flat on the floor? Is my helping hand resting on the paper? Is my writing arm supported by the table? Is my head up and not resting on my arm? **Pelvic Girdle Strength Activities** (helps to sit still and concentrate) See Autumn 1 **Shoulder Girdle Strength** (helps to hold pencil correctly) See Autumn 1 **Arm and Finger Strength** (Enables hands to have control, dexterity, strength and stamina) See Autumn 1	**Week 1: Ladder family:** l, t, i, j Start at the top of the letter.	go, no, so
	Week 2: Ladder family: u, y Start at the top of the letter.	he, she
	Week 3: One Armed Robot family: r, n, m Start at the top of the letter. The important rule is to not lift the pencil and the letters should be made in one movement. Ensure all children are starting at the top of the letter.	we
	Week 4: One Armed Robot family: h, b, k, p Start at the top of the letter. The important rule is to not lift the pencil and the letters should be made in one movement. Ensure all children are starting at the top of the letter.	me
	Week 5: Curly Caterpillar family: c, a, o, g Start on the right hand side and make a curly 'c'. If they start in the middle, then the top of the letter will not join up.	be
	Week 6: Teacher assessment / focus on any gaps.	my

Handwriting Progression Overview

Year R Summer 1		
Making the body stronger	**Introduce a new letter formation daily in line with ELS phonics teaching.** Move it (air writing), say it, write it on whiteboards.	**HRSW Focus:**
Laying on the floor to read and write: Are my legs straight and together and flat on the floor? Are my arms supporting my body? Is my head up and not resting on my arm? Am I holding my pen / pencil correctly? **Optimal table position** Are my feet flat on the floor? Is my helping hand resting on the paper? Is my writing arm supported by the table? Is my head up and not resting on my arm? **Pelvic Girdle Strength Activities** (helps to sit still and concentrate) See Autumn 1 **Shoulder Girdle Strength** (helps to hold pencil correctly) See Autumn 1 **Arm and Finger Strength** (Enables hands to have control, dexterity, strength and stamina) See Autumn 1	**Week 1: Curly Caterpillar family:** q, e, s, f Start on the right hand side and make a curly 'c'. If they start in the middle, then the top of the letter will not join up.	Recap all
	Week 2: Zigzag Monster family: v, w, x, y These letters contain slanting lines.	Recap all
	Week 3: Ladder family: l, t, i, j Start at the top of the letter.	Recap all
	Week 4: Ladder family: u, y Start at the top of the letter.	Recap all
	Week 5: One Armed Robot family: r, n, m Start at the top of the letter. The important rule is to not lift the pencil and the letters should be made in one movement. Ensure all children are starting at the top of the letter.	Recap all
	Week 6: Teacher assessment / focus on any gaps.	Recap all

Handwriting Progression Overview

Year R Summer 2		
Making the body stronger	**Introduce a new letter formation daily in line with ELS phonics teaching.** Move it (air writing), say it, write it on whiteboards.	**HRSW Focus:**
Laying on the floor to read and write: Are my legs straight and together and flat on the floor? Are my arms supporting my body? Is my head up and not resting on my arm? Am I holding my pen / pencil correctly? **Optimal table position** Are my feet flat on the floor? Is my helping hand resting on the paper? Is my writing arm supported by the table? Is my head up and not resting on my arm? **Pelvic Girdle Strength Activities** (helps to sit still and concentrate) See Autumn 1 **Shoulder Girdle Strength** (helps to hold pencil correctly) See Autumn 1 **Arm and Finger Strength** (Enables hands to have control, dexterity, strength and stamina) See Autumn 1	**Week 1: One Armed Robot family:** h, b, k, p Start at the top of the letter. The important rule is to not lift the pencil and the letters should be made in one movement. Ensure all children are starting at the top of the letter.	Recap gaps or introduce silver words.
	Week 2: Curly Caterpillar family: c, a, o, g Start on the right hand side and make a curly 'c'. If they start in the middle, then the top of the letter will not join up.	Recap gaps or introduce silver words.
	Week 3: Curly Caterpillar family: q, e, s, f Start on the right hand side and make a curly 'c'. If they start in the middle, then the top of the letter will not join up.	Recap gaps or introduce silver words.
	Week 4: Zigzag Monster family: v, w, x, y These letters contain slanting lines.	Recap gaps or introduce silver words.
	Week 5: Teacher assessment / focus on any gaps.	Recap gaps or introduce silver words.
	Week 6: Teacher assessment / focus on any gaps.	Recap gaps or introduce silver words.

Handwriting Progression Overview

<table>
<tr><td rowspan="4">Year 1</td><td rowspan="4"><u>National Curriculum Objectives</u>
Sit correctly at table, holding pencil comfortable and correctly
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 and practise these</td><td><u>Autumn 1:</u> Curly caterpillar family

(Boris! / Special to me!)</td><td>Step 1:

Check pencil grip

c, a, C, A

can, cap, cat, act</td><td>Step 2:

d, e, D, E

den, tea, ted, pea</td><td>Step 3:

o, f, O, F

feed, fan, food, code</td><td>Step 4:

g, q, G, Q

fog, queen, god, dog</td><td>Step 5:

s, S,

cats, sofa, sad, dogs</td><td>Step 6:

Digits 0-9

Review all</td></tr>
<tr><td><u>Autumn 2:</u> Long ladder family

(Jack’s Amazing Adventure)</td><td>Step 1:

l, t, L, T

leaf, hen, to, all</td><td>Step 2:

k, K

like, tree, gold, bean</td><td>Step 3:

i, j, I, J

Jack, I, is, go</td><td>Step 4:

u, y, U, Y

egg, you my, and</td><td colspan="2">Step 5:

Digits 0-9

Review all</td></tr>
<tr><td><u>Spring 1:</u> One armed robot family

(Roundabout Ringwood)</td><td>Step 1:

h, b, H, B

she, the, he, be</td><td>Step 2:

r, R

Ringwood, are, road, her</td><td>Step 3:

m, n, M, N

into, map, one, bench</td><td>Step 4:

p, P

said, park, shops, has</td><td colspan="2">Step 5:

Digits 0-9

Review all</td></tr>
<tr><td><u>Spring 2:</u> Zig zag family

(Roots and Shoots)</td><td>Step 1:

x, X

box, fox

leaf, bud, stem, roots</td><td>Step 2:

z, Z

zebra, zip, zoom

soil, flower, seed, bulb</td><td colspan="2">Step 3:

v, w, V, W

have, was, water, petal</td><td colspan="2">Step 4:

Digits 0-9

Review all

Assess alphabet (lower and uppercase)</td></tr>
</table>

Handwriting Progression Overview

		Summer 1: (Great Fire of London)	Revision of lowercase, uppercase letters and digits, particular focus on gaps assessed in Spring 2 assessment. Writing Harder to Read and Spell Words *Silver words*
		Summer 2: (The Lonely Beast)	Revision of lowercase, uppercase letters and digits, particular focus on gaps assessed in Spring 2 assessment. Writing Harder to Read and Spell Words *Silver words*

Handwriting Progression Overview

<table>
<tr><td rowspan="4">Year 2</td><td rowspan="4"><u>National Curriculum Objectives</u>
Form lower case letters of the correct size relative to one another
Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Write capitals of the correct size, orientation and relationship to one another and to lower case letters
Using spacing between words that reflects the size of the letters
Write digits of the correct size and orientation</td><td><u>Autumn 1:</u>
Alternative GPCs

(Whiskers, Feathers & Fur / All You Need is Love)</td><td>Step 1:

Assessment of letter families, capital letters & digits 0-9 and teach gaps.

Check pencil grip.</td><td>Step 2:

ge (diagonal to midpoint joins) change, age

dge (diagonal to anti-clockwise) edge, bridge, fudge</td><td>Step 3:

kn, gn (diagonal to midpoint) gnaw, knee, know

wr (horizontal to midpoint) wrong, write</td><td colspan="3">Step 4:

ey (diagonal to midpoint) they, key, eye, money

il (diagonal to top point) will, while, tile</td></tr>
<tr><td><u>Autumn 2:</u>
Alternative GPCs

(All Creatures Great and Small)</td><td>Step 1:

oa (diagonal to midpoint anti-clockwise) goat, boat, coat

oo, oor (horizontal to midpoint) poor, floor, door, look, food</td><td>Step 2:

al (diagonal to top point) palm, tall, small, walk, half

si (diagonal to midpoint) size, side, sigh, mission</td><td>Step 3:

or (horizontal to midpoint) orange, corner, fork, pork, poor, door

ar (diagonal to midpoint) bark, care, bare are</td><td>Step 4:

wh (horizontal to top point) who, where, when, why</td><td>Step 5:

ea (diagonal to midpoint anti-clockwise) each, peach, pear, beautiful, great, steak, break</td><td>Step 6:

Revision and HRSW</td></tr>
<tr><td><u>Spring 1:</u>
Suffixes

(All at Sea)</td><td>Step 1:

el, le, al endings label, able, people, tallest, table, all</td><td>Step 2:

Double consonants + ed suffix hopped, chopped, clapped</td><td>Step 3:

Double consonants + er suffix bigger, fatter, chopper</td><td>Step 4:

Double consonants + y, est, ing batting, clapping, patting, running, fattest,</td><td colspan="2">Step 5:

Homophones to two too there their sea see right write no know

Revision and HRSW</td></tr>
</table>

Handwriting Progression Overview

						biggest, floppy, foggy		
		Spring 2: Suffixes (Dreaming of Dragons)	**Step 1:** Contractions *didn't, can't, it's, couldn't, shouldn't, wouldn't, I've*	**Step 2:** Drop e + ing suffix *hoping, racing, making, loving, writing, coming, phoning, using*	**Step 3:** Drop e + ed suffix *hoped, baked, raced, tiptoed, used*	**Step 4:** Drop e + er *baker, writer, maker,*	**Step 5:** Drop e + y, est *shiny, icy, scaly, bony, hazy, cutest, nicest, bravest, latest*	**Step 6:** tion *emotion, information, injection, fiction, station, nation, national*
		Summer 1: Suffixes (Fit for Life)	**Step 1:** ment suffix *enjoyment, contentment, disappointment*	**Step 2:** ly suffix *lovely, happily, swiftly, quietly, quickly*	**Step 3:** ful suffix *wonderful, beautiful, merciful, careful, faithful*	**Step 4:** less suffix *hopeless, fearless, helpless, careless*	**Step 5:** fully, lessly suffix *hopefully, awfully, carefully, beautifully, hopelessly, endlessly*	**Step 6:** ness, fulness, lessness *hopelessness, kindness, happiness, joyfulness*
		Summer 2: Suffixes (Discover New Zealand)	**Step 1:** y for igh or ee *cry, try, happy, grumpy*	**Step 2:** ies plurals *puppies, ladies, babies, cities, ponies*	**Step 3:** er, est comparatives and superlatives *taller, bigger, longer, smaller, tallest, biggest, longest, smallest*	**Step 4:** ier *happier, grumpier, sillier, funnier* iest *happiest, grumpiest, silliest, funniest*	**Step 5:** Revision and HRSW	

Handwriting Progression Overview

Example joins:
• Horizontal to mid-anticlockwise joins (eg. oa, oo, og, va, wa, vo, wo) • Diagonal to mid-anticlockwise joins (eg. ac, ag, ng, ig, id, nd) • Horizontal join from 'r' – re, rs, ry, • Horizontal to midpoint – oi, oy, on, ow, ou, wr, wi • Diagonal to midpoint – ai, er, ur, ew, aw • Horizontal to top point – ol, ot, wh, oh, of • Diagonal to top point – ch, sh, th, ph, at, al, cl, ck