



Handwriting Progression Map – EYFS to Year 6

Teaching sequence in handwriting

This is the sequence that is followed:

Hand and finger strength

Seating position

Pencil grip

Exploring patterns

Under teacher's writing (directly under words – write in large letters, leave large spaces between words)

Independence

These are the four-letter families and order that they are taught:

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

These are the four main joins and order that are taught and examples of the joins:

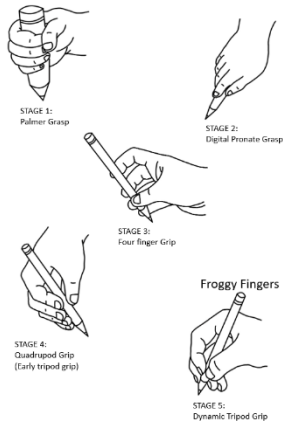
1. Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.

2. Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.

3. Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.

4. Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk.

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.

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 style

We use a bespoke cursive unlooped as our preferred handwriting style.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Nursery Handwriting

EYFS Requirements (Development Matters)

Physical Development: Use large muscle movements to wave flags and streamers, paint and make marks

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Writing: Immitates adult's writing by making continuous lines of shapes or symbols.

Attempts to write their own name using combinations of lines, circles and letter-like shapes.

Begins to make letter-type shapes to represent letters in their name.

Write some letters accurately.

Autumn

Spring

Summer

Fine and gross motor development opportunities are planned for throughout the year and interwoven within the curriculum.

Gross Motor:

Opportunities in continuous provision:

Outdoor play; PD area of the playground; provision planned each half term. Bikes, sports equipment, skills focus, steps, balance beam, tunnel, stepping stones, parachute games.

Large scale construction blocks.

Forest School; manoeuvring around a challenging terrain, tree climbing, rolling logs etc.

Water and sand play; pouring, shovelling.

The mud kitchen.

Woodwork area; sawing, hammering.

Changing clothes in the role-play area.

Opportunities through routines:

Nursery rhymes, songs and stories with actions.

Directed Opportunities:

Squiggle While You Wiggle - dancing.

Sequence of lessons in adventure time linked to previous half terms PE coverage.

P.E

Specific Interventions:

Cool Kids

Fine Motor:

Opportunities in continuous provision:

Using tools in the junk modelling area.

Mark-making areas.
 Mathematics resources; threading, jigsaws, interlocking puzzles.
 Construction.
 Art Studio; exerting effects using media.
 Small parts.
 Water and sand play; pouring, shovelling.
 Woodwork area.
 Malleable area.

Opportunities through routines:
 Finger songs/ plays.

Directed Opportunities:
 Squiggle While You Wiggle (the squiggle part!) Mark-making.
 Disco Dough in R – Strengthening hand muscles.
 Cookery.

Autumn	Spring	Summer
Fine motor coverage: Straight Lines – up and down Side to side (left to right) Continual lines Exploring crosses Exploring circles Exploring semi-circles	Wiggly lines – up and down Side to side (left to right) Loops and curves Zig zag lines	Investigating eights and spirals Forming letter shapes

Year Reception Handwriting

EYFS Requirements (Development Matters)

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
As above in Nursery, gross and fine motor skills and opportunities are planned for during continuous provision and directed teaching. Focus on mark making and developing fine motor skills through a range of activities, such as Squiggle While You Wiggle, Disco Dough Teaching the correct seating position Pencil Grip All letters taught during phonics Practise CC Letters: c, a, o, d, g, q, e, s, Copy their name	All letters recapped/ taught during phonics Practise L Letters: l, i, t, u (recap as needed) OR Letters: r, b, n, h, m, k, p Digits 0-9 Write name using the correctly formed lower case letters with a capital at the beginning	All letters recapped/ taught during phonics ZM Letters: v, w, x, z (Recap as needed) More complex letters: f, j, y Begin to use and apply in writing activities with some independence
Autumn 2	Spring 2	Summer 2
All letters recapped/ taught during phonics CC Letters: c, a, o, d, g, q, e, s (Recap as needed) L Letters: l, i, t, u, Writing their name	All letters recapped/ taught during phonics OR Letters: r, b, n, h, m, k, p (recap as needed) ZM Letters: v, w, x, z Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning	Consolidation of letter formation of lower case letters CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities with independence

Year 1 Handwriting

National Curriculum Statutory requirements

Pupils should be taught to:

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.

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, OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities	Integrate the teaching of capital letters (A to Z) alongside the lower case letters L Letters: l, i, t, u, OR Letters: r, b, n, Digits 0-9	Integrate the teaching of capital letters (A to Z) alongside the lower case letters More complex letters: f, j, y Write surname independently Use and apply in writing activities
Autumn 2	Spring 2	Summer 2
Integrate the teaching of capital letters (A to Z) alongside the lower case letters CC Letters: c, a, o, d, g, q, e, s, Digits 0-9	Integrate the teaching of capital letters (A to Z) alongside the lower case letters OR Letters (Continued): h, m, k, p ZM Letters: v, w, x, z Digits 0-9 Learn to write surname independently Use and apply in writing activities	Show more control and accuracy when writing correctly formed lower case letters and capital letters CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities with independence

Year 2 Handwriting

National Curriculum Statutory requirements

Pupils should be taught to:

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 unjoined.

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

Autumn 1	Spring 1	Summer 1
Recap letter formation and letter groups lower case and CL (see year 1) Show more control and accuracy when writing correctly formed lower case letters and capital letters CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities with independence	Focus on the first join but from a letter with an ascender to a letter without an ascender: da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu	Teach a diagonal join to the letter 'e' ae, ce, de, ee, he, ie, ke, le, me, ne, ue 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
Autumn 2	Spring 2	Summer 2
Teach the first join – diagonal join to letters without ascenders (recap CL) ai, am, an, ao, ar, au C,A,O,D,G,Q,E,S ca, ci, co, cu, ia, im, L,I,T,U in, io, ir, iu, ma, mi, mm, R,B,N,M,K,P mo, mu na, nc, nd V,W,X,Z ne, ni, nn, no, np, nu Learn to write surname independently	Use a diagonal join to the letter 'c' ac, ec, ic, lc, uc A diagonal join to the letter 's' as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us Continue to recap	Continue with the second join – the horizontal join ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu Continue to recap

Year 3 Handwriting

National Curriculum Statutory requirements

Pupils should be taught to:

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

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.

Autumn 1	Spring 1	Summer 1
Recap the first and second joins (see Year 2) Apply to words and dictated sentences. Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti. Diagonal joins to letters without ascenders e.g., ki, du, up, ag, fe, fu (Continued). Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl	Continue to teach the second join – the horizontal join: wa, wi, wn, wo, ws, wu, wy Teach a horizontal join to the letter ‘e’ oe, re, ve, we	Continue to teach the third join - a diagonal join from a letter to a letter with an ascender lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, , sh, sk, sl, st, Join from the letter ‘b’ bu, ba, be, bi, bl, bo, br, bs,
Autumn 2	Spring 2	Summer 2
Recap the first and second joins (see Year 2) Apply to words and dictated sentences. 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	Teach the third join - a diagonal join from a letter to a letter with an ascender: ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et Tricky join – qu	Teach the third join - a diagonal join from a letter to a letter with an ascender th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt Join from the letter ‘p’ pu, pa, pe, pi, pl, po, pr, ps

Year 4 Handwriting

National Curriculum Statutory requirements

Pupils should be taught to:

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

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.

Autumn 1	Spring 1	Summer 1
Recap the Third join: - a diagonal join from a letter to a letter with an ascender: ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et - Tricky join – qu - a diagonal join from a letter to a letter with an ascender lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, sh, sk, sl, st, - Join from the letter 'b' bu, ba, be, bi, bl, bo, br, bs, *bringing in the first and second as well.	Teach to join from the letter 's' sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw	Practise writing words with capital letters. Practise combining all 4 joins when writing sentences.
Autumn 2	Spring 2	Summer 2
Recap the Third join: - a diagonal join from a letter to a letter with an ascender lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, sh, sk, sl, st, - Join from the letter 'b' bu, ba, be, bi, bl, bo, br, bs, - a diagonal join from a letter to a letter with an ascender th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt - Join from the letter 'p' pu, pa, pe, pi, pl, po, pr, ps - bringing in the first and second as well. Apply to words and dictated sentences	Teach the non joins - letters with hooks, lines and loops ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu, ga, ge, gi, gl, go, gr, gs, gu, wh	Practise writing words with capital letters. Practise combining all 4 joins when writing sentences.

Year 5 & 6 Handwriting

National Curriculum Statutory requirements

Pupils should be taught 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

Autumn	Spring	Summer
Recap the letter families and all the joins daily application of one join before focus on developing a fluid style.	Recap the letter families and all the joins daily application of one join before focus on developing a fluid style.	Recap the letter families and all the joins daily application of one join before focus on developing a fluid style.
Rehearsal through spelling, dictated sentences and copying short passages.	Rehearsal through spelling, dictated sentences and copying short passages.	Rehearsal through spelling, dictated sentences and copying short passages.
Join 1 ai, am, an, ao, ar, au ca, ci, co, cu, ia, im, in, io, ir, iu, ma, mi, mm, mo, mu na, nc, nd, ne, ni, nn, no, np, nu, ua, ui, um, un, uo, ag, aj, dy, ig, ip, lp, mp, np, ug, up da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu ac, ec, ic, lc, uc as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us ce, de, ee, he, ie, ke, le, me, ne, ue	Join 2 oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu wa, wi, wn, wo, ws, wu, wy oe, re, ve, we	Join 3 ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, , sh, sk, sl, st, bu, ba, be, bi, bl, bo, br, bs, th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt pu, pa, pe, pi, pl, po, pr, p
Year 6 This handwriting progression document should be completed by the end of Year 5. We would expect the majority of pupils at the start of year 6 to be writing in a joined script that is clear and legible. However, some pupils may need additional support. Teachers should refer to the earlier sections and provide intervention and/or support at the level the child is at.		