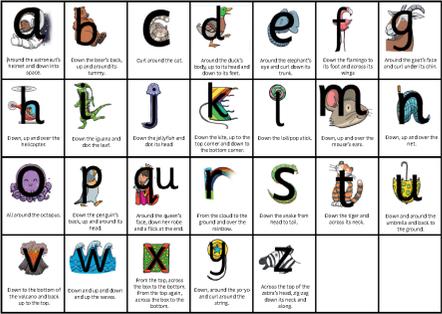


Handwriting Progression - Sequence of Teaching

<p>EYFS</p>	<p>We aim for the children to:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed. • form lower case letters using the correct sequence of movements • form capital letters in the correct direction • form digits 0-9 <p>Following Little Wandle Letters and Sounds – Order of teaching</p> <p>s a t p i n m d g o c k e u r h b f l j v w x y z q</p> <p>Children learn to write capital letters in Autumn 2 after week 3, after being taught all letters.</p>	<p>Key Learning - Writing</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> 
<p>Year 1</p>	<p>We aim for the children to:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly 	<p>Sit correctly at a table and hold a pencil correctly.</p> <p>Hold a pencil with an effective grip.</p>

- 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' (ie letters that are formed in similar ways) and to practise these

Practising consistent size and height of letters

Letter Families

Set 1 - c o a d g f s q e

Set 2 - i l t j u y

Set 3 - b h k m n p r

Set 4 - v w x z

Capital letters

capital letters: 'E F H I T L'

capital letters: 'A K M N V W X Y Z

capital letters: 'B D C G O Q S P R U J

Diagonal joins

ig ar aw

Diagonal joins to the top

ef il ck

Form and join from w

wa

Horizontal joins

oo or

Horizontal joins to the top

of wt

Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.

Form digits 0-9 correctly.

Practise forming letters in handwriting families.

Have clear ascenders ('tall letters') and descenders ('tails').

Form capital letters correctly.

<p>Year 2</p>	<p>We aim for the children to:</p> <ul style="list-style-type: none"> • 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 <p>Practising joining to the top <i>ai, ay, ey</i> Practising the join from the letter e <i>ee, ea, ey</i> Practising joining from the letter i <i>ie, ide, igh</i> Practising the horizontal join <i>oa, ow, oe</i> Practising the size and height of letters <i>oo, ue, ew</i> Practising joining from the letter o <i>oi, ou, oy</i> Practising capital letters Practising joining to the letter a <i>ea, ear, ead</i> Practising joining to the letter r <i>er, ir, ur</i> Practising the horizontal join <i>ou, out, ow</i> Practising small letters: same height and size <i>or, aw, au</i> Practising joining to the letter r <i>ar, air, are</i> Practising joining to ascenders <i>al, all, alk</i> Practising joining from the letter o <i>ot, on, oe</i> Practising printing whole alphabet Practising joining to/from the letter c <i>ice, ace, cel</i> Practising writing the letter g <i>age, dge, nge, gen</i> Practising the diagonal join <i>le, el, al, il</i> Practising the two ways of joining the letter s <i>sh, as, es</i> Practising joining to the letter y <i>ky, hy, ly</i></p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Orientate capital letters correctly.</p> <p>Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.</p> <p>Write capital letters and digits of the correct size relative to one another and to lower case letters.</p> <p>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.</p> <p>Use spacing between words which reflects the size of the letters.</p>
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	<p>Practising joining to the letter g <i>ting, ring, king</i> Reviewing the four handwriting joins <i>kn, mb, wr, wh</i> Practising joining from the letter w <i>war, wan, wap</i> Practising correct height and size of letters <i>ily, ely, kly</i> Punctuation <i>I'm, I'll, he's, she's</i> Practising joining to/from the letter i <i>cian, sion, tion</i> Practising joining to/from the letter s <i>less, ness</i> Practising joining from the letter e <i>er, ier, est, iest</i></p>	
Year 3	<p>We aim for the children to:</p> <ul style="list-style-type: none"> • 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Forming descenders accurately <i>sp, spr, pri, pru</i> Forming ascenders accurately <i>al, all, at</i> Practising the diagonal join to a small letter <i>ci, cir, cer, cen</i> Practising the diagonal join to a tall letter <i>mb, imb, umb, amb</i> Practising joining to and from the letter l <i>ale, dle, ele, tle</i> Practising joining to the letter y <i>ly, lly, iky, iny</i> Practising forming the letter s correctly <i>es, ies, ses, eys</i> Practising joining from the letter i <i>ie, in, il, ill</i> Practising spacing between letters <i>ed, ned, hed, ked</i> Practising writing with a slant Practising forming capital letters whole alphabet Practising writing the letter t at the correct height <i>ti, tio, cti, ati</i> Practising spacing letters consistently <i>ew, ev, ex</i> Practising forming double letters correctly <i>ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee</i> Practising joining to the letter e <i>he, we, re</i></p>	<p>Form and use the four basic handwriting joins.</p> <p>Write legibly.</p>

	<p>Practising joining to the letter k <i>ick, uck, ack</i> Practising the second join <i>ch, che, cho, cha, chi</i> Practising joining from the letter e <i>ey, ei, eig</i> Practising the horizontal join <i>ous, mous, ious</i> Practising joining from the letter a <i>ap, ar, an</i> Practising diagonal joins to the letter y <i>ly, ky, ny</i> Practising joining to and from the letter r <i>ure, sure, ture</i> Practising joining from the letter w <i>who, wha, whe, whi</i> Practising forming numerals correctly 1, 2, 3, 4, 5, 6, 7, 8, 9 Practising writing silent letters <i>wra, wri, kni</i> Practising joining from the letter f <i>fte, fir, fin</i></p>	
Year 4	<p>We aim for the children to:</p> <ul style="list-style-type: none"> • 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Practising joining from the letter e <i>eat, eac, ead</i> Practising joining to and from the letter s <i>ask, asp, ast</i> Practising writing letters at the correct size and height <i>ried, ries, rief</i> Practising writing double letters <i>tt, ll, rr, ee</i> Practising consistency in spacing <i>sce, sca, sci</i> Practising using a diagonal join <i>un, unn, inn, imm</i> Practising the horizontal join <i>rep, rem, rea, reo</i> More practice joining to the letter y <i>ly, ily, ity, ify</i> Practising the size and height of letters <i>ous, ious, eous</i> Practising joining to and from the letter w <i>owf, owb, owm, owd</i> Practising joining from the letter m Practising joining to the letter a from the letter w <i>wan, was, wav, wax</i></p>	<p>Use a joined style throughout their independent writing.</p> <p>Write with consistency in size and proportion of letters, 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.</p>

	<p>Practising using a diagonal joining line <i>ship, ment, ness, less</i></p> <p>Practising joining from the letter <i>i lig, rig, tig, mig</i></p> <p>Practise the diagonal join to ascenders <i>al, all, alt, afl</i></p>	
<p>Years 5 and 6</p>	<p>During years 5 and 6, pupils would be expected to write their ideas down quickly. This would be achieved through ongoing handwriting teaching and monitoring to ensure joins are used correctly and that legibility remains a priority.</p> <p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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 	<p>Write fluently using a joined style as appropriate for independent writing.</p> <p>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</p> <p>Write, using a joined style, with increasing speed.</p> <p>Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.</p>

 <p>Around the astronaut's helmet and down into space.</p>	 <p>Down the bear's back, up and around its tummy.</p>	 <p>Curl around the cat.</p>	 <p>Around the duck's body, up to its head and down to its feet.</p>	 <p>Around the elephant's eye and curl down its trunk.</p>	 <p>Down the flamingo to its foot and across its wings.</p>	 <p>Around the goat's face and curl under its chin.</p>
 <p>Down, up and over the helicopter.</p>	 <p>Down the iguana and dot the leaf.</p>	 <p>Down the jellyfish and dot its head.</p>	 <p>Down the kite, up to the top corner and down to the bottom corner.</p>	 <p>Down the lollipop stick.</p>	 <p>Down, up and over the mouse's ears.</p>	 <p>Down, up and over the net.</p>
 <p>All around the octopus.</p>	 <p>Down the penguin's back, up and around its head.</p>	 <p>Around the queen's face, down her robe and a flick at the end.</p>	 <p>From the cloud to the ground and over the rainbow.</p>	 <p>Down the snake from head to tail.</p>	 <p>Down the tiger and across its neck.</p>	 <p>Down and around the umbrella and back to the ground.</p>
 <p>Down to the bottom of the volcano and back up to the top.</p>	 <p>Down and up and down and up the waves.</p>	 <p>From the top, across the box to the bottom. From the top again, across the box to the bottom.</p>	 <p>Down, around the yo-yo and curl around the string.</p>	 <p>Across the top of the zebra's head, zig-zag down its neck and along.</p>		