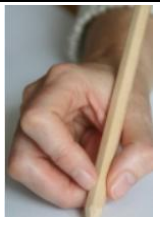


Progression of Handwriting

Pencil Grip				
Palmer Grasp	Digital Grasp	Four Finger and Thumb Grasp	Static Tripod Grip	Tripod Grip
				
The child holds the pencil in their fist (whole hand). They use whole arm movements from the shoulder to mark-make. Due to this whole arm movement they may prefer to work on a vertical surface.	The child holds a pencil with the palm of the hand facing down towards the paper. The pencil is held by all the fingers and the thumb. The movement comes from the shoulder and elbow.	The child holds a pencil between the thumb and four fingers with the pencil in a nearly vertical, upright position. Movement comes from the elbow and wrist.	The child holds the pencil in very nearly in the correct position however the web space is narrower than it would be if held in a mature tripod grip. This means that the movement is coming from the wrist and large finger movements.	The child holds the pencil between the thumb and index finger with the pencil supported on the middle finger. There is an open wide web space which means the movement comes from the fingers.

Teaching Sequence for Letters

Letters in bold are to be taught as part of the sequence then recapped as tricky letters.

Long Ladder Letters Start at the top, come straight down, and lift or curve.	Curly Caterpillar Letters Start at the top and curve around to the left	One-Armed Robot Letters Start at the top, go down, bounce back up halfway, and go over.	Zig-Zag Letters These are letters which require sharp changes of direction	Consolidation of Tricky Letters	Digits	Capital Letters
l t i u j y	c a o d g q e s f	r b n h m p k	v w x z	f e b n k s	0-9	A-Z

Progression of Handwriting and Expectations

Nursery/Starting points	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Children practise and develop their gross motor and fine motor skills on a daily basis.	Letter formation is taught five times a week, using phrases from our SSP (Little Wandle Letters and Sounds) to help	Handwriting is taught daily as part of the English lesson and through daily phonics lessons. In Year 1, teaching focuses on	In Year 2, when the children are ready, teaching focuses on joining letters, explicitly referring to the horizontal join	Children in years 3, 4, 5 and 6 continue to practise handwriting daily as part of their English lessons. This is modelled by the teacher first before children practise in books. Handwriting focuses on the correct joins and consists of common exception	

	with the formation of each letter. We follow our teaching sequence of letters (based on letter families). Previously taught letters are practised at this time also. Handwriting and fine-motor skills are practised and developed on a daily basis.	correct letter formation and size.	and the diagonal join. Handwriting is taught and practised each day as part of the English lesson.	words along with topic specific words.	
• Draw lines and circles using gross motor movements. • Use one-handed tools and equipment. • Use simple tools to effect changes to materials (including scissors, paint brushes and cutlery). • Show a preference for a dominant hand. • Begin to use anticlockwise movements and retrace vertical lines. • Begin to form recognisable letters. • Use a pencil and hold it effectively to form letters (see progression of pencil grips), using the tripod grip by the point of moving to Reception.	• Hold a pencil effectively in preparation for fluent writing, using the tripod grip (refer to the progression of pencil grip) • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing • Write recognisable lower-case letters, most of which are correctly formed. • Write recognisable capital letters, most of which are correctly formed. • Write recognisable digits, most of which are correctly formed.	• 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' (letters which are formed in similar ways) and practise them (refer to the teaching sequence of letters).	• 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 (refer to the progression of joins). • 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.	• 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 handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). (Refer to the progression of joins).	• 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 • Choose the writing implement that is best suited for a task.

Teaching Sequence for Letter Joining				
Break letters	Diagonal joins to letters without ascenders	Diagonal joins to letters with ascenders	Horizontal joins to letters without ascenders	Horizontal joins to letters with ascenders
Letters which we do not join from (the letter 'z' is not joined either from or to.)	Use for joining: a c d e h i k l m n t u to: a c e g i m n o p q r u v w x y	Use for joining: a e i d h k l m n t u c to: b d h k l t	Use for joining: v w r o to: a c g i j m n o p q r u v w x y e	Use for joining: v w r o to: b d h k l t
b g j p q s x y z	in, ai, ar, un, am,	ab, ul, it, ch	oa, wo, ou, vi, am	ol, wh, ot, ob

At Brierley, we use the Nelson handwriting font

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

1234567890