

Handwriting progression through the years



	EYFS	Year 1	Year 2	Yr 3 & Yr 4	Yr 5 & Yr 6
Statutory Requirements	<p>22 to 36 months</p> <ul style="list-style-type: none"> - Distinguishes between the different marks they make. <p>30 – 50 months</p> <ul style="list-style-type: none"> - Sometimes gives meaning to marks as they draw and paint. - Ascribes meanings to marks that they see in different places. <p>40 – 60 months</p> <ul style="list-style-type: none"> - Gives meaning to marks they make as they draw, write and paint. - Begins to break the flow of speech into words. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. - Writes own name and other things such as labels, captions. - Attempts to write short sentences in meaningful contexts. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught 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>Pupils should be taught 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.

Notes & Guidance (non statutory)		<p>Handwriting requires frequent and discrete, direct teaching.</p> <p>Pupils should be able to form letters correctly and confidently.</p> <p>The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>	<p>Pupils should revise and practise correct letter formation frequently.</p> <p>They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation</p>	<p>Pupils should be using joined handwriting throughout their independent writing.</p> <p>Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say.</p> <p>This, in turn, will support their composition and spelling.</p>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.</p> <p>They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</p> <p>They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>
----------------------------------	--	--	--	---	---

The Handwriting programme at St Augustine is based around four main development phases. They are:

1. Readiness for writing: Gross and fine motor skills leading to letter formation (Foundation Stage)
2. Beginning to join (KS1)
3. Securing the joins (KS1/Lower KS2)
4. Practising speed and fluency (Lower KS2)
5. Presentation skills (Upper KS2)

Reception (Daily sessions)

Handwriting should be taught as a whole class, using the set letter patterns below. It should not be taught alongside phonics, as this is arranged in a more phonetically pleasing order. The formation of letters should be taught at a brisk pace, aiming to introduce all lower case letters and numbers by the end of Term 1.

Set One	Set Two	Set Three	Set Four	Set Five
c	i	r	s	0 1
o	l	n	v	2 3
a	t	m	w	4 5
d	f	h	x	6 7
g	j	b	z	8 9
q	u	p		
e	y	k		

Year 1 (Daily sessions, 10 mins)

Pupils will spend the first term practising the formation of lower case letters as part of words, e.g. common words and/or CVC, CCVC, CVCC words. This should continue to be teacher led as far as possible. Pupils should be ready to learn base line joins at the beginning of Term 3 (see below):

Revision

Lower case a - z

Child's full name

Capitals A - M

Capitals N - Z

Set 1	Set 2	Set 3	Set 4
ll	all	ar	ip
li	in	aw	up
ti	un	iv	ib
il	an	hu	ub
it	im	ti	th
ill	um	ki	ck
ut	am	du	ch
at	ine	ay	ent
ull	ime	ey	ant

Year 2 (2-3 times a week, 10 mins)

Pupils should spend a few weeks practising base line joins before progressing on to top joins, joins to anti-clockwise letters and other joins. Handwriting should be taught as a whole class, but with additional activities for any children experiencing difficulties.

Top Joins

Set 1	Set 2	Set 3	Set 4	Set 5
ou	re	ob	ve	fe
ov	ri	ol	we	fi
ow	rt	ot	wh	fu
op	rk	of		fl
		if		ft

Joins to anti-clockwise letters

Set 1	Set 2	Set 3	Set 4
ac	oa	fa	ea
ad	od	fo	ed
ag	og	va	
ca	oo	wa	
da		ws	
ha			

Other joins

Set 1

Joins to e

Joining from t

Joining from p

Set 1

Joining from b

Descenders

Descenders joined to e

qu

ff

ss

sw

us

ix

Years 3 & 4 (Weekly 10 mins)

Pupils will benefit from a regular handwriting lesson, teacher led. Handwriting can now focus on spelling. The expectation should be for pupils to be transferring their joined script to all areas of the curriculum. Pupils should be reminded and praised when they succeed.

Years 5 & 6 (Weekly 10 mins)

Pupils should now be encouraged to use their own fluent and legible style in all their writing. With good teaching from Reception to Y4, most pupils will be able to do so. If a pupil's writing is still poor, it is often simply the size of the letters that is inconsistent or the placing of them on the line. This may be tackled by teacher/pupil discussion or individualised and specific target setting.