



Chapelford Village Primary School

Handwriting Progression

Statement of Intent

At Chapelford we believe handwriting is a foundational skill that underpins reading, composition and pride in presentation. Our intent is to ensure that children:

- acquire correct letter formation and pencil grip from the earliest stages,
- develop fluency and automaticity so handwriting does not hinder composition,
- adopt a consistent, joined (cursive) style by the end of Year 2, and sustain legible, well-presented work across all subjects as they move through KS2, and
- experience teaching that is explicit, well-modelled, progressive, inclusive and regularly assessed.

Why does this matter?

Clear, fluent handwriting:

- supports cognitive load (so pupils can focus on ideas and vocabulary rather than letter formation),
- improves self-confidence and pride in work,
- aids reading and spelling, and
- contributes to success in formal assessment and everyday written communication.

Key principles

- Progression: systematic sequence from gross motor → print letter formation → lead-in strokes → joined (cursive) handwriting (by end of Y2) → increased fluency and speed across KS2.
- Consistency: whole-school handwriting model and terminology so expectations are clear to pupils, staff and parents.
- Explicit teaching: regular, short, focussed handwriting lessons with modelling, teacher-led demonstrations, guided practice and independent application.
- Transfer across the curriculum: teachers expect and support the use of taught handwriting skills in all written work.
- Inclusion & differentiation: support for fine motor development, specific practice for SEND pupils and adapted resources where required (e.g. larger lines, pencil grips, multi-sensory activities).
- Assessment & impact: frequent formative checks, annotations on planning and summative checks to track progression and inform groupings/interventions and/or targeted support in lesson.

- Staff development: training and moderation so all adults model the agreed school style and give consistent feedback.

Implementation overview

- EYFS: gross motor activities, mark-making, introduction to correct tripod grip and letter shapes; short, daily opportunities to practise.
- Year 1: secure print formation, teach orientation, size and spacing; begin lead-in strokes and pre-cursive links.
- End of Year 2: consistent cursive formation taught and expected in independent writing.
- KS2: focus on fluency, speed and presentation; cursive handwriting used routinely; targeted interventions for those not yet secure.
- Lesson structure: modelling (teacher 'I do'), guided practice ('we do'), paired/independent practice ('you do'), and application in real writing tasks.
- Resources: handwriting models, alphabet display, lined paper progression, handwriting journals or tasks, and targeted fine-motor equipment.

Assessment & evidence

- Regular teacher observations and short assessment tasks during planned assessment weeks and when making formal teacher assessment judgements (handwriting statements are on INSIGHT).
- Examples of independent work across the curriculum used as evidence of transfer.
- Use reading/writing moderation, internal monitoring and pupil conferencing to evaluate impact.
- Record progress in whole-school tracking (INSIGHT) and use this to target catch-up group interventions.

Parental & wider community engagement

- Share the school handwriting model with families (leaflets, videos or quick guides).
- Provide simple home activities to support fine motor skills and letter formation.
- Celebrate improvements in presentation and effort publicly (assemblies, displays).

Success criteria (how we know it's working)

- By the end of Year 2 the majority of pupils consistently use the school cursive style in independent writing across the curriculum.
- Across KS2, written work is legible, fluent and presented to a high standard in most curriculum areas.
- Teachers report fewer transcription-related barriers to composition and show clear progress in handwriting in monitoring.
- Pupils can describe the handwriting expectations and demonstrate pride and accuracy in their written work.

Stage	Year Group	Focus	Key Objectives	End of Year Expectation
Stage 3: Lower KS2	Years 3 & 4	Developing fluency, consistency, and legibility in joined handwriting	Cursive Writing: Smooth, consistent joins; natural flow Letter Formation & Size: Correct formation, consistent size, uniform slant Fluency & Speed: Fewer pauses, write at speed while maintaining legibility Legibility: Consistently legible; use lined paper with guidelines	Clear, consistent, legible handwriting in joined cursive; able to write at length without sacrificing legibility
Stage 4: Upper KS2	Years 5 & 6	Refining handwriting, increasing speed, ensuring fluent, neat, and consistent writing across genres	Cursive Mastery: Smooth, continuous joins; neat and fluent across tasks Letter Size & Alignment: Uniform size, consistent spacing, aligned within lines Speed & Fluency: Write quickly yet legibly; timed exercises to improve speed Independence: Self-monitor and adjust handwriting; reflect on quality	Fluent, legible cursive with good speed and control; handwriting maintained across all tasks, including longer pieces
Assessment	Regular monitoring of letter formation, size, spacing, and fluency; incorporate daily practice and review			
Interventions	Targeted support for children who struggle: one-to-one sessions, fine motor activities, extra practice; use pencil grips, writing slants, multi-sensory techniques			

Tips for Effective 15-Minute Sessions

- Keep pace brisk — use a 3-part mini-lesson: *Model* → *Practise* → *Apply*.
- Use consistent language and letter families across classes.
- Encourage good posture, pencil grip, and spacing every session.
- Display the focus joins or model line visibly while children practise.
- Praise effort and improvement, not perfection.
- Incorporate short fine motor warm-ups (2–3 minutes) where needed.

Day	Focus	Example Activities	Teaching Emphasis
Monday – Model & Introduce	Introduce the new handwriting focus (e.g. specific letter family, join type, tricky joins, or spacing rule).	- Teacher models correct formation and joins on board or visualiser.- Pupils practise in air/on whiteboards before writing in books.- Discuss posture, grip, and letter size.	Accuracy – correct formation, clear demonstration, and key vocabulary (“tall letters”, “ascenders/descenders”, etc.).
Tuesday – Guided Practice	Guided group practice to build consistency.	- Write focus joins/letters/words in isolation, then in short phrases.- Correct letter size, spacing, and joins.- Model self-checking against success criteria.	Consistency – accurate, regular practice with teacher feedback and modelling.
Wednesday – Fluency & Flow	Develop fluency and rhythm in writing.	- Quick warm-up (pattern lines or continuous joins).- Write words/sentences focusing on smooth, flowing joins.- Short timed “write and check” exercises, if appropriate	Fluency – reduce pauses while keeping legibility.
Thursday – Application in Context	Apply handwriting in meaningful contexts.	- Copy or compose a short passage, poem, or subject-linked sentence.- Focus on presentation and applying the taught joins/style.- Encourage self-correction and evaluation.	Transfer – handwriting expectations applied beyond practice pages.
Friday – Review & Reflect	Consolidate, review, and celebrate progress.	- Short assessment task (e.g. dictated or copied paragraph).- Peer or self-assessment against success criteria.- Celebrate improvement (“Handwriter of the Week”).	Reflection – independence, self-monitoring, pride in presentation.

Knowledge and skills	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	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.
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	0-9 Capital Letters - A-Z Capital letters do not join to lower case letters	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.
Vocabulary	- Ascender (tall letter) - Descender (part of the letter is formed under the line) - Small letter (letter that does not go above the middle line e.g. a, c, o) - Start on the line - Lead in - Lead out (LetterJoin refers to this as a hook) - Horizontal join - Diagonal join - Print - Pre-cursive - Cursive - Line - Space - Margin - Capital letter - Lower case letter - Size - Legibility (how clear your writing is and how easy it is to read) - Digit - Proportion - Clock wise - Anti-clockwise	

Year Group	Teaching	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Revisit, review and assess:	Assessment of cursive writing single letter formation, size	<u>Tricky join</u> – qu Capital Letters C,A,O,D,G,Q,E,S	Capital Letters C,A,O,D,G,Q,E,S Capital letters: L,I,T,U	Capital Letters C,A,O,D,G,Q,E,S Capital letters: L,I,T,U	Capital Letters C,A,O,D,G,Q,E,S Capital letters: L,I,T,U	Capital Letters C,A,O,D,G,Q,E,S Capital letters: L,I,T,U

Year 3		and proportion, lead in, lead outs th ht fl (proportions)	Capital letters: L,I,T,U Capital letters: R,B,N,M,K,P Capital letters: V,W,X,Z Capital letters: F, J, Y Days Months	Capital letters: R,B,N,M,K,P Capital letters: V,W,X,Z Capital letters: F, J, Y Days Months	Capital letters: R,B,N,M,K,P Capital letters: V,W,X,Z Capital letters: F, J, Y Days Months	Capital letters: R,B,N,M,K,P Capital letters: V,W,X,Z Capital letters: F, J, Y Days Months	Capital letters: R,B,N,M,K,P Capital letters: V,W,X,Z Capital letters: F, J, Y Days Months
	New knowledge and skills	Autumn 1 term will be used to assess the cursive formation of individual letters as well as the joins already taught in Y2.	<u>Continue with the third join</u> – the horizontal join Week 1: Wa, wi, wn, wo, ws, wu, wy A horizontal join to the letter 'e' Week 2: oe, re, ve, we <u>Focus on the second join</u> - a diagonal join from a letter to a letter with an ascender Week 3: ab, ah, ak, al, at, Week 4: el, ch, ck, cl, ct, eb, Week 5: eh, ek, el, et	<u>Continue with the second join</u> – a diagonal join from a letter to a letter with an ascender Week 1: lb, ih, ik, ill, it, kl, Week 2: ll, ph, pl, pt, Week 3: sb, sh, sk, sl, st, <u>Focus on the second join</u> Diagonal join from the letter 'b' to a smaller letter Week 4: bu, ba, be, bi, Week 5: bl, bo, br, bs	<u>Continue with the second join</u> - a diagonal join from a letter to a letter with an ascender week 1: th, tt, ub, uh, uk, Week 2: ul, ut, <u>Fourth join</u> - a horizontal join from a letter to a letter with an ascender Week 3: wl, vl, of Week 4: ff, fl, flo Week 5 & 6 Join from the letter 'p' pu, pa, pe, pi, pl, po, pr, ps	<u>Focs on the second join from the letter 's'</u> Week 1: sa, se, si, sl, sm, sn, Week 2: so, sp, ss, st, su, sw <u>Join to letters with hooks, lines and loops</u> Week 3: ja, je, ji, jo, ju, Week 4: ga ge go Week 5: ye ya yo Week 6: fa, fe, fi, fo, fr, ft, fu	Assessment and review of misconceptions. Revisit key areas that have been identified for improvement.
	Revisit, review and assess:	Autumn 1 term will be used to assess the cursive formation of individual letters	th ht fl (proportions) <u>Second join from the letter 's'</u>	<u>Join to letters with hooks, lines and loops</u> ga, ge, gi, gl, go, gr, gs, gu, wh	<u>Join to letters with hooks, lines and loops</u> ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu		

Year 4		as well as the joins already taught in Y2 and Y3. <u>Recap on the 4 basic joins</u> <u>Week 1:</u> ai, am, an, ao, ar, au ca, ci, co, cu, <u>Week 2:</u> lb, ih, ik, ill, it, kl, <u>Week 3:</u> ll, ph, pl, pt, <u>Week 4:</u> oa, oc, od, oe, og, <u>Week 5:</u> Wa, wi, wn, wo, ws, wu, wy <u>Week 6:</u> ok, ol, ot, rt, ob, oh	sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw	Days Months	ye ya yo ga ge go Days Months		
	New knowledge and skills		<u>Double letters of different joins:</u> ii ll tt rr nn mm cc oo dd ss ff ee	<u>Suffixes:</u> Week 1: ed er est Week 2: ing ly Week 3: ment ful Week 4: ness, less <u>Punctuation</u> – formation, accuracy and proportion	<u>Prefixes:</u> Week 1: un, in, im, il Week 2: pre, re Week 3: dis, mis Week 4: super, inter Week 5: anti, auto	<u>Spelling rules:</u> Que Gue Ch Ch Sion Tion Cion Ous	Assessment and review of misconceptions. Revisit key areas that have been identified for improvement.
Year 5	Revisit, review and assess:	Autumn 1 term will be used to assess the cursive formation of individual letters as well as the joins already taught in Y3 and Y4.	<u>Proportions</u> th ht fl il ad ph	tion ity tious cious ure ieve age ence ance	ice ough aigh eigh ery ory ary able ible sion	Que Gue Ch Ch Sion Tion Cion Ous	<u>Recap on the 4 basic joins</u> <u>Week 1:</u> ai, am, an, ao, ar, au ca, ci, co, cu, <u>Week 2:</u> lb, ih, ik, ill, it, kl, <u>Week 3:</u> ll, ph, pl, pt, <u>Week 4:</u> oa, oc, od, oe, og,

		<u>Recap on the 4 basic joins</u> Week 1: ai, am, an, ao, ar, au ca, ci, co, cu, Week 2: lb, ih, ik, ill, it, kl, Week 3: ll, ph, pl, pt, Week 4: oa, oc, od, oe, og, Week 5: Wa, wi, wn, wo, ws, wu, wy Week 6: ok, ol, ot, rt, ob, oh					Week 5: Wa, wi, wn, wo, ws, wu, wy Week 6: ok, ol, ot, rt, ob, oh
	New knowledge and skills		Spelling rules/Dictated sentences/Writing at length and maintaining stamina	Spelling rules/Dictated sentences/Writing at length and maintaining stamina	Paragraph Writing (A-Z letter focus)	Paragraph Writing (A-Z letter focus)	Assessment and review of misconceptions. Revisit key areas that have been identified for improvement.
Year 6	Revisit, review and assess:	Review of handover from Year 5. Learning to review misconceptions and revisit key areas that have been identified for improvement.	<u>Proportions</u> th ht fl il ad ph	<u>Double letters of different joins:</u> ii ll tt rr nn mm cc oo dd ss ff ee	Key spelling patterns/letter strings	Key spelling patterns/letter strings	Assessment and review of misconceptions. Revisit key areas that have been identified for improvement.
	New knowledge and skills		Finding the balance of speed, legibility and accuracy CEW/spelling patterns	Note-taking CEW/spelling patterns	Writing using different instruments Week 1: ai, am, an, ao, ar, au ca, ci, co, cu,	Choose the best writing implement for the task Writing using different instruments	Children should be aware of draft and best handwriting styles for different purposes Choose the best writing implement for

					<u>Week 2:</u> lb, ih, ik, ill, it, kl, <u>Week 3:</u> ll, ph, pl, pt, <u>Week 4:</u> oa, oc, od, oe, og, <u>Week 5:</u> Wa, wi, wn, wo, ws, wu, wy <u>Week 6:</u> ok, ol, ot, rt, ob, oh	(use A-Z paragraphs to support with focus on key letters that are an area to develop)	the task Assessment and review of misconceptions. Revisit key areas that have been identified for improvement.
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