

Handwriting Progression YearR-6

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Build gross motor skills through activities that support this. | Pupils should: • write daily, until pupils can write legibly and easily Learn to form lowercase and capital letters correctly and by the end of | Form and size of letters are correct | Form and size of letters are correct. Start joining and Achieving Excellence. | Begin to join handwriting | Joined handwriting | Joined handwriting | Joined handwriting |
| Fine motor skills are practised along with one handed tool use including pencils and brushes. | Reception form most letters correctly and clearly. •be taught in small steps, with lots of opportunity for practice • cumulative: teachers should | Use finger spaces | Use finger spaces | Use finger spaces | Use finger spaces | Use finger spaces | Use finger spaces |
| Modified tripod grip used by end nursery. | build on what pupils have learned previously • letter formation consolidated before teaching moves on so that pupils do not practise letters incorrectly • revisited when further practice is needed • demonstrated by the teacher • additional to any handwriting that forms part of teaching phonics • Show a preference for a dominant hand •Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases | Pupils should: • sit correctly at a table, holding a pencil comfortably and correctly • form lower-case letters in the correct direction, starting and finishing in the right place • Most letters on the line correctly • 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 | Pupils should: • 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, so that later joins do not create extra, confusing shapes | Once pupils are fluent writers, teachers should make their expectations clear about the nature of the handwriting that is appropriate for a particular task, for example, quick notes or a final handwritten version. | | | |
| | We follow the RWI programme for the early stages of taught handwriting and aim to make the physical process of writing – handwriting – enjoyable from the start, so that children can see themselves as ‘writers. We use the RWI mnemonics – memory pictures – to help children visualise the letter | In KS1 the children will follow the Achieving Excellence in Handwriting KS1 programme. Children will begin with learning short, tall and tail lines as their warm ups and then go through each section of the programme.. Children will not be taught how to join any letters until they have consistent, correct single letter formation. | | In years 3 and 4 the children will 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. Children will 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]. In writing tasks other than in English, it is too challenging for | | In years 5 and 6 children will 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. | |

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| | <p>or join before they write it down. Therefore, children learn the letter formation alongside learning the sound. In addition there are opportunities to mark make and write throughout the EYFS curriculum.</p> | | <p>pupils to use a newly learnt letter or letter join straightaway. But they might be asked to write the title and the first line in joined writing, and increase, week by week, the number of sentences written in this way.</p> | |
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