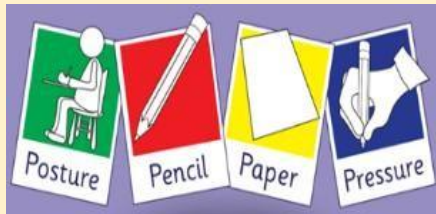


St. Joseph's Catholic Primary School - Handwriting Progression Map EYFS to Year 6

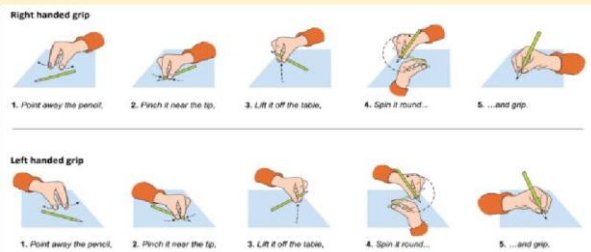
This is the sequence that is followed, with explicit teaching, modelling and practising at each stage:

- Gross and fine motor skills (supporting the 'P checks')
- Accurate letter formation (shape, spacing, sitting on the line, letter size, string)
- Fluency and stamina (slant, speed and style)



The development of a tripod grasp

There are developmental stages that a child may go through when learning to hold a pencil. In all year groups, we remind children to use the appropriate grasp when writing. (If children are finding this difficult, triangular pencils or pencil grippers can be used to support this.)



Handwriting position

Posture:

Children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor, their chair tucked in and their bottom at the back of the seat.

Position of paper:

Left-handed children are encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging. Right-handed children may find it helpful to tilt paper slightly to the left. Paper is steadied with the free hand.



Pre Letter Formation

In Nursery and Reception we teach 9 handwriting patterns before we focus on letter formation.

Handwriting patterns rules

 Diagonal line down and Stop! Diagonal line up. Stop! Repeat

 Lead in, up the tall pole, down the tall pole and lead out. Repeat

 Down the tall pole, back up and over. Repeat

 Lead in, up the short pole, down the short pole, up the tall pole, down the tall pole, up the short pole. Repeat

 Down the short pole, to the line, back up the short pole and over, down the long pole, through the line, back up and over. repeat

 curl and go, nice and slow and repeat.

 Loop the loop.

 "Up the hill and over—stop!
Back, then loop and join the drop

These are the four-letter families and order that they are taught:

Ladder Letters:

l, i, t, u, j, y

Curly Caterpillar Letters:

c, a, o, q, g, d, e, s, f

One-Armed Robot Letters:

r, b, n, h, m, k, p

Zigzag Monster Letters:

N, W, X, Z

Capital Letters A - Z

Digits 0-9

These are the four main joins and order that are taught and examples of the joins:

Diagonal joins to letters without ascenders

ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.

Diagonal joins to letters with ascenders

ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.

Horizontal joins to letters without ascenders

ou, vi, wi, op, ow, on, ri, ru, ve, we, re.

Horizontal joins to letters with ascenders

ob, ol, wh, it, of, rt, rk.

Links to phonic knowledge and development

As children begin learning the pure sounds in EYFS (Set 1 sound), reference is made to the pictures and the formation phrase from Read Write inc (RWI) and which acts as an aid in helping the children to write the grapheme. We have sound mats with the mnemonic on so which helps with remember the letter formation.

Example of a RWI sound card with the mnemonic



children can recognise the picture

Our handwriting style

EYFS-From Spring term in Nursery, explicit instruction of the 9 handwriting patterns begins alongside focused fine motor activities to strengthen pencil grip and control. In reception during Autumn term a lot of time is spent on practising the 9 handwriting patterns to help with letter formation. Children practise pre cursive letter formation during our phonics sessions.

EYFS/Year 1 – Simple modern pre cursive – Print. (Note the curly k and f – this might be one of the last letters addressed – some children might not achieve this but should progress to the next level, nevertheless.)

a b c d e f g h i j k l m n o p q r s t u v x y z

Years 2 - When letter formation and positioning are both secure, joining is taught.

- Diagonal joins to letters without ascenders ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.
- Diagonal joins to letters with ascenders ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.
- Horizontal joins to letters without ascenders ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.
- Horizontal joins to letters with ascenders ob, ol, wh, it, of, rt, rk.

Years 3 & 4 – recapping all 4 joins. Focussing on one particular join and applying this to spellings and fluent writing.

Years 5 & 6 – Writing legibly, fluently and with increasing speed. Rehearsal through spellings and dictated sentences

abcdefghijklmnopqrstuvwxyz

What a handwriting lesson / sequence looks like:

- 1) Handwriting warm-up exercises: Shoulder stability and strength; Crossing the mid-line; Wrist strength and flexibility; Thumb and finger strength and dexterity; Whole hand strength and dexterity.
- 2) The 'P' checks: Posture, Pencil, Paper, Pressure.
- 3) Teacher modelling of letter formation and joins, with reference to relevant S factors for success.
- 4) Opportunities to practise and apply, with direct, in the moment, intervention / support / explicit feedback for individual children based on AFL.
- 5) Assessment of skill through dictation of single words / phrases / sentences.

EYFS Handwriting

EYFS Requirements (Development Matters)

- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)
- Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD) • Form lower case and capital letters correctly. (LIT) **ELGs:**
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD)
- Write recognisable letters, most of which are correctly formed. (LIT)



Daily mark making activities alongside direct teaching. Daily opportunities to improve fine motor skills

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
○ Introduce and teach the 9 handwriting patterns so children can practise holding a pencil and forming the patterns before letter formation. ○ Teach letter formation alongside <i>Set 1 phonics using Read, Write Inc formation phrases but with each letter starting with a smile</i>. For this, children should be sitting comfortably at desks. Use the lesson to focus on correct pencil grip, letter formation and orientation, and correct posture. ○ Provide a lot of opportunities in provision to develop fine motor and pencil control so children have the ability to form letters correctly.	➤ Teach letter formation during Read Write Inc Phonic lessons, including set 1 and set 2 letters, using the rhymes. For this, children should be sitting comfortably at desks. Use the lesson to focus on correct pencil grip, letter formation and orientation, and correct posture. ➤ Teach the formation of capital letters and corresponding lower-case letters. ➤ Provide additional time to practise letter formation during morning challenges and in provision with an adult to ensure correct posture and forming letters correctly.	○ Consolidate letter formation of lower-case letters, in line with set 1 and set 2 letters. ○ Teach the formation of capital letters and corresponding lower-case letters. ○ Teach the formation of digits 0 – 9.

Year 1 Handwriting

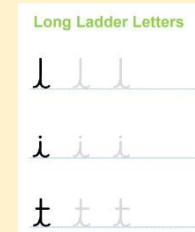
National Curriculum Statutory Requirements

- 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 to 9.
- Understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these.

Daily practise of letter formation, helping children to progress from accuracy to fluency – outside of phonics lesson (10 minutes).

Direct, in the moment intervention / support / explicit feedback for individual children based on AFL (linked to sitting position, grip, letter formation) .

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
○ Opportunities and activities for children to improve their fine motor skills and master pencil grip. ○ Consolidation of letter formation of lower-case letters: • Ladder Letters: l, t, i, j, u, y • Curly Caterpillar Letters: c, o, a, d, g, q, s, f, e • One-Armed Robot Letters: r, n, m, h, b, p • Zigzag Monster Letters: v, w, z, x, k ○ Integrate the teaching of capital letters (A-Z) alongside the lower-case letters: • Ladder Letters: l, t, i, j, u, y ○ Teach the formation of digits 0 – 9.	➤ Opportunities and activities for children to improve their fine motor skills and master pencil grip ➤ Integrate the teaching of capital letters (A-Z) alongside the lower-case letters: • Curly Caterpillar Letters: c, o, a, d, g, q, s, f, e • One-Armed Robot Letters: r, n, m, h, b, p • Zigzag Monster Letters: v, w, z, x, k ➤ Re-cap the formation of digits 0 – 9	○ Opportunities and activities for children to improve their fine motor skills and master pencil grip ○ Show more control and accuracy when writing correctly formed lower-case letters and capital letters: • Ladder Letters: l, t, i, j, u, y • Curly Caterpillar Letters: c, o, a, d, g, q, s, f, e • One-Armed Robot Letters: r, n, m, h, b, p • Zigzag Monster Letters: v, w, z, x, k ○ Re-cap the formation of digits 0 – 9.



Year 2 Handwriting

National Curriculum Statutory Requirements

- 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.

Teach and practise correct cursive letter formation 3 times a week (15 minutes).

Write with a joined style as soon as they can form letters with horizontal/diagonal joins correctly.

Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
○ Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation: • Ladder Letters: l, t, i, j, u, y • Curly Caterpillar Letters: c, o, a, d, g, q, s, f, e • One-Armed Robot Letters: r, n, m, h, b, p • Zigzag Monster Letters: v, w, z, x, k ○ Diagonal joins to letters without ascenders (eg) ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.	➤ Diagonal joins to letters with ascenders (eg) ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl. ➤ Horizontal joins to letters without ascenders (eg) ou, vi, wi, op, ow, ov, ri, ru, ve, we, re. ○ Horizontal joins to letters with ascenders (eg) ob, ol, wh, it, of, rt, rk.	○ Consolidation of the four main joins. ○ Recap on specific letter joins to ensure children are writing in a fluent style.

Lower Key Stage 2 Handwriting

National Curriculum Statutory Requirements

- 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).

Weekly discrete handwriting lesson and twice weekly handwriting practise using spellings. (10 minutes)

Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL.

- Recap the four main joins, with daily application of one join before focusing on developing a fluid style:
 - Diagonal joins to letters without ascenders
 - Diagonal joins to letters with ascenders
 - Horizontal joins to letters without ascenders
 - Horizontal joins to letters with ascenders
- Apply to spellings and dictated sentences.
- Practise combining all 4 joins when writing sentences.



Outline shapes for 'Drawing with Words'.

Upper Key Stage 2 Handwriting

National Curriculum Statutory Requirements

- 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.

Practise once or twice weekly using weekly spellings. (10 minutes)

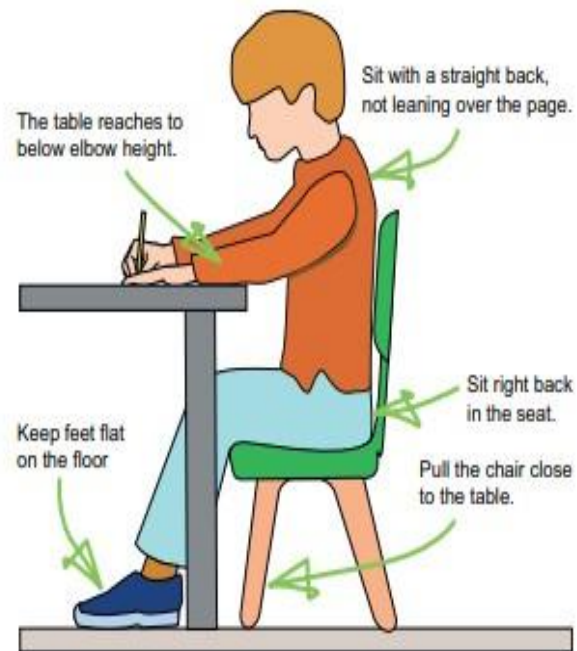
Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL

- Recap the letter families and all the joins, introducing a fully cursive style, with daily application of one join before focusing on developing a fluid style.
- Rehearsal through spelling, dictated sentences and copying short passages.

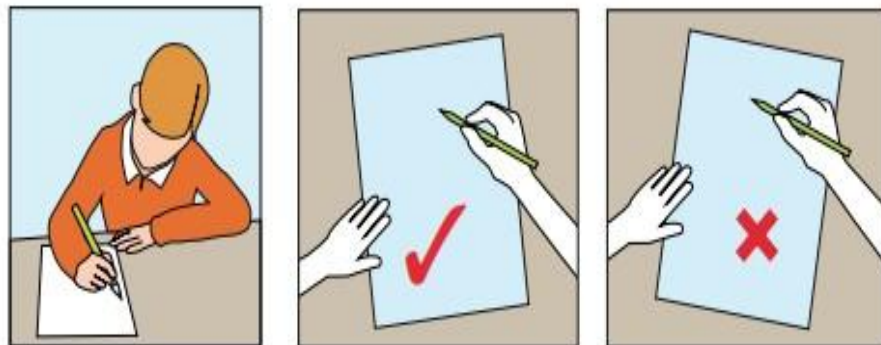


Right handed children

How to sit correctly to be comfortable for handwriting.

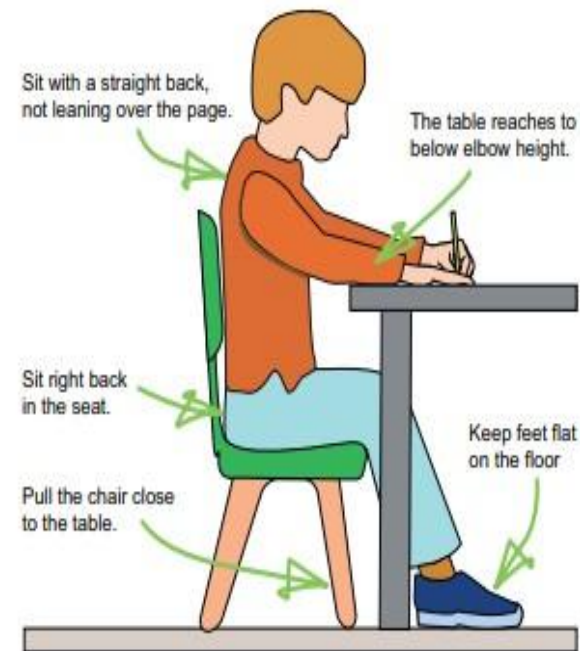


How to hold and position the paper.

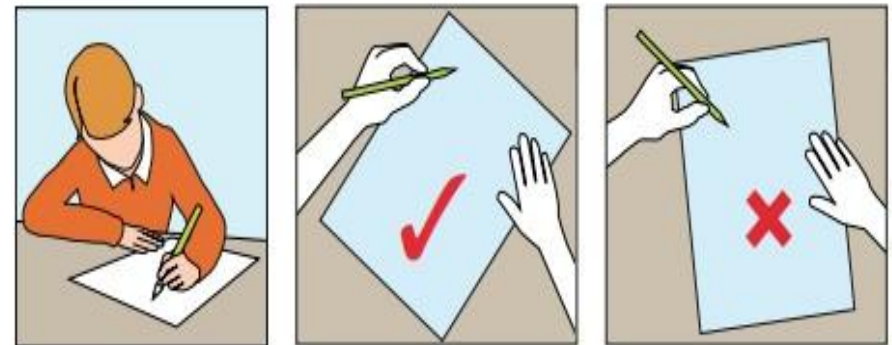


Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Tripod Pencil Grip

How to hold a pencil correctly for handwriting.

Right handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

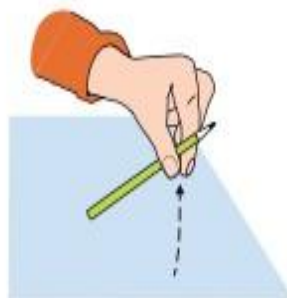
Left handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

