

Landscape C of E and Broadhempston Village Primary schools' Progression in handwriting

	NC/EYFS expectation	NC Non-statutory guidance EYFS Development Matters 2021	End of year expectations	Teaching	Application
YR	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Examples of how to support this:</p> <p>Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p> <p>Form lower-case and capital letters correctly.</p> <p>Examples of how to support this:</p> <p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.</p>	<p>Children should be able to recognise and form all the printed, lowercase letters of the alphabet.</p> <p>Children should hold a pencil with a tripod grip</p>	<p>Letterjoin module 1 Print: Early Years introduces handwriting using the printed(print plus font) method. It starts with Getting Ready for Handwriting including fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip. At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet</p> <ol style="list-style-type: none"> 1. Pre – writing patterns: 2. Easy letters and words: i l t u w e c o a d n m h 3. Harder letters and words j y g q b p k v s r f x z 	<p>The youngest pupils are taught short handwriting lessons three to five times a week at the stage of writing they can access. It will include the following:</p> <ul style="list-style-type: none"> • enhancing gross motor skills • exercises to develop fine motor skills. • becoming familiar with letter shapes, their sounds, formation and vocabulary • correct sitting position and pencil grip for handwriting. In CP children will have access to a variety of mark making implements. <p>When writing and practising writing children will use a pencil type that is suitable for the child's stage of development. Pencil grips may be used as needed. Children will write on paper with wide lines when they are ready. Children will use the Letterjoin Nip, Flick and Grip approach to hold their pencil correctly. Incorrect letter formation and misconceptions will be picked up robustly from the start.</p>
Y1	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand.</p> <p>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>Children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.</p>	<p>Letterjoin module 2 Print to Cursive: Year 1 teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Precursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting in year 2.</p>	<p>All pupils will learn to write in print using the correct letter formation before transitioning to cursive handwriting.</p> <p>All Pupils will then begin to use diagonal strokes to join their writing in a legible, cursive style. All Pupils will have at least two handwriting lessons each week. At the beginning of the academic year this will be more to meet the need of the children when needed.</p>

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	Leave spaces between words.				All Pupils will use wider lines to support their writing, moving to narrow when they are ready. All Pupils will write with a sharp HB pencil. Incorrect letter formation and misconceptions will be picked up robustly from the start.
Y2	<p>Form lower-case letters of the correct size relative to one another. (...in some of their writing. End of KS1 WTS)</p> <p>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. (End of KS1 GDS)</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. (End of KS1 EXS)</p> <p>Use spacing between words that reflects the size of the letters. (End of KS1 EXS)</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>	Children should now be developing the fluency and speed of their writing and their writing should be mostly joined	Letterjoin Module 3 Starting Cursive: Year 2 introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.	<p>All Pupils will then use diagonal strokes to join their writing in a legible, cursive style most of the time .</p> <p>All Pupils will have at least two handwriting lessons each week. At the beginning of the academic year this will be increased to meet the need of the children when needed. Pupils will use wider lines to support their writing, moving to narrow when they are ready.</p> <p>All Pupils will write with a sharp HB pencil. Incorrect letter formation and misconceptions will be picked up robustly from the start.</p>
Y3/4	<p>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.</p>	<p>Pupils should be using joined handwriting throughout their independent writing. 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. This, in turn, will support their composition and spelling.</p>	At the end of year 4 children should have fluent, consistent and legible cursive handwriting across the curriculum.	<p>Using selected materials from Letterjoin Module 4 and 5.</p> <p>Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson.</p> <p>Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the</p>	<p>All Pupils will be expected to join their writing in a cursive and legible style that sits on a line. Narrow lined books will be used to support writing.</p> <p>Handwriting to be implicitly taught at least once a week.</p> <p>All Pupils will write with a sharp HB pencil.</p>

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				curriculum and, at the same time, builds on fluency and consistency.	
Y5/6	<p>Write legibly, fluently and with increasing speed.</p> <div style="border: 2px solid black; padding: 5px; width: fit-content;"> <p>Maintain legibility in joined handwriting when writing at speed. (End of KS2 EXS)</p> </div>	<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. 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>By the end of year 6 children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.</p>	<p>Using selected materials from Letterjoin Modules 6 and 7</p> <p>Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum. In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation.</p> <p>Module 7 Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency</p>	<p>All Pupils will be expected to join their writing in a cursive and legible style that sits on a line. All year 6 pupils will use a handwriting pen by Summer 2 in preparation for secondary school. Narrow lined books will be used to support writing.</p> <p>Handwriting to be implicitly taught at least once a week.</p>

Interventions

The expectation is that if children are not keeping up with ARE handwriting expectations, teachers will intervene to target specific handwriting difficulties.

This will be in small groups using fine motor skills exercises, Letterjoin resources, dictations and writing sprints as appropriate.