



Caversham Park Primary School

Whole School Handwriting Progression and Guidelines

Together we enjoy, create and achieve

Stage not age - although a child may be in a particular year group it is important to check what stage they are on and progress from here.

See the school's handwriting progression sheet for the order of the letters and handwriting families

When writing in front of the children, staff must also write in line with the above according to the children's current handwriting stage.

	<u>What is taught...</u>	<u>How this looks...</u>	<u>Key advice...</u>
Stage 0	<p>The development of gross motor skills and body control is prioritised to support the shoulder, elbow and wrist pivots.</p>	<p>Children undertake adult directed gross and fine motor tasks. These are not just for EYFS pupils - they are for all pupils working on developing their handwriting.</p> <p>Gross and fine motor activities are prioritised in Early Years continuous provision and where necessary specific children are directed and supported at these activities.</p> <p>Children in Key Stage 1 and Key Stage 2 may still need to develop their fine and gross motor skills to support handwriting. For these children there are planned opportunities for these to take place, e.g. start of the day, before writing.</p>	<p>Large vertical painting / drawing Washing walls with paint rollers Scribbling on large sheets of paper on the floor. Cleaning jobs, e.g. sweeping floors, washing walls, cleaning whiteboards. Balancing, e.g. walking on a chalked line. Chalking on the playground Digging</p> <p>Disco Dough Water sprays Mark making with both hands Using tweezers Threading - beads, cheerios Printing with pom poms in pegs Cotton bud painting</p>

	<u>What is taught...</u>	<u>How this looks...</u>	<u>Key advice...</u>
Reception	<p>Tripod pencil grip is developed from starting points through writing and fine motor activities.</p> <p>The teaching of the language of shapes and movement to support writing takes place.</p> <p>Children are <u>taught</u> how to hold a pencil accurately using 'nip it, flip it, grip it'</p> <p>Children learn to spell the letters of their name accurately.</p> <p>The children are introduced to the printed letter formation for each letter of the alphabet.</p> <p>Children are <u>taught</u> to be 'ready to write' and to sit at tables to write with their feet flat on the floor and chair tucked in.</p>	<p>Children undertake adult directed name building and writing tasks daily until they have mastered writing the letters of their name correctly and in order.</p> <p>Children begin to form most letters correctly through adult directed handwriting tasks which includes adult</p> <p>Explicit teaching, modelling and appropriate independent practise time.</p> <p>Children will use a tripod grip that is comfortable for them with adults supporting the development of this from the children's starting points.</p> <p>Children's adult directed writing tasks will be carried out on wide lined paper. Mid lines may be used to show letter size.</p>	<p>Begin with name recognition - selecting name using initial letter, selecting name where other words have the same initial / beginning letters.</p> <p>Practise building the name in order using given letters before learning to write their name through copying, tracing and writing tasks. At this point ensure teaching of pencil grip and being 'ready to write'.</p> <p>Use the letter formation rhymes from the phonics scheme when teaching the formation of letters.</p> <p>Adults to observe children as they form their letters to check for errors and address these early on.</p>
Year 1	<p>Printed letter formation for each letter of the alphabet is revisited ensuring children start and finish in the correct place.</p> <p>Children are taught to position letters on the line and start writing at the left-hand edge of the page.</p> <p>The size of the letters are taught and formation of capital letters are taught.</p> <p>Children are taught to position their full stop on the line and at an appropriate size.</p> <p>Children are taught how to position their book/ page at an angle depending on the hand they use and to use a 'helper' hand to steady the page.</p>	<p>Children form all printed letters correctly, starting and finishing in the correct place.</p> <p>There is some consistency in the size of the letters.</p> <p>Capital letters are formed correctly.</p> <p>Full stops are correctly placed on the line.</p> <p>Children will begin to practise forming letters on handwriting lines and also practise this on lined paper.</p>	<p>The expectation is that children should be able to form all letters accurate by the end of Year 1.</p> <p>Teach the children to form letters in their 'family' groups. Continue to use letter formation rhymes to support this.</p> <p>Children are not taught to write pre-cursive or join until they have mastered the correct letter formation for each single letter regardless of age.</p> <p>Provide a range of practise opportunities including large scale, copying, tracing.</p> <p>Address letter formation in all lessons - not just English / handwriting lessons.</p> <p>A mid-line can be used to support the children with letter size.</p>

	<u>What is taught...</u>	<u>How this looks...</u>	<u>Key advice...</u>
Year 2	<p>Letter formation for each letter is revisited and, when the children are printing accurately, they are taught lead in and exit lines without joining (pre-cursive).</p> <p>The children are taught the size of letters in relation to each other - especially those with ascenders and descenders. In addition, they learn to space their letters and words appropriately.</p> <p>If / when children can form individual cursive letters correctly children learn how to join individual letters together, beginning with diagonal joins and moving onto horizontal lines.</p> <p>Capital letters are revisited and their size is taught in relation to other letters. Full stop position and size is also revisited.</p> <p>Children continue to use and apply the 'ready to write' behaviours.</p>	<p>All letters are printed accurately, starting and finishing in the correct place. The size of the letters are consistent to one another with ascenders and descenders clearly distinguished. In addition, spacing also reflects the size of the letters.</p> <p>Children will begin to use lead in and exit lines for the letters of the alphabet and some children may begin to join letters together using diagonal and horizontal joins (after learning how to write each letter).</p> <p>Capital letters are formed correctly and are clear. They are of an appropriate size in relation to other letters.</p> <p>Full stops are of an appropriate size.</p> <p>Children practise forming letters on handwriting lines and apply this to traditional lined paper.</p>	<p>Use 'here we go' / 'off we go' and then whoosh to introduce lead in lines and then moving into the letter.</p> <p>Relate the pre-cursive letter to the printed letter they previously learnt (sometimes children don't realise that they are still writing the letter as they have done previously).</p> <p>Observe children as they are writing to ensure their lead in line and letter formation is accurate. Watch out for children adding the lead in line at the end and correct this,</p> <p>Provide a range of practise opportunities - begin with tracing over highlighted examples before copying and continuing lines of handwriting.</p> <p>Continue to address letter formation in all lessons - not just English / handwriting lessons.</p>
Year 3	<p>Children continue to form their letters with lead in and exit lines.</p> <p>Focus on teaching children to join their letters together once they are forming individual cursive letters correctly, primarily common diagonal and horizontal joins.</p> <p>Cursive ascenders and descenders position is taught and children continue to learn to ensure that their capital letters are formed correctly and at an appropriate size. They know they should <u>not</u> join a capital letter.</p> <p>When writing punctuation marks children are taught how to ensure they are in the correct position in relation to the letters and lines and of an appropriate size.</p> <p>Children continue to use and apply the 'ready to write' behaviours.</p>	<p>Children are forming their cursive letters accurately and learning to join their handwriting. Writing is legible and there is generally accurate letter formation. Letters with diagonal and horizontal joins are joined correctly.</p> <p>Ascenders are clear and of an appropriate height and descenders are below the line.</p> <p>Capital letters are formed correctly and of the correct size in relation to lower case letters.</p> <p>Punctuation is formed correctly with accurate size and position.</p> <p>Children will write using narrow lines and may practise their handwriting on these and/or handwriting paper.</p>	<p>As above.</p> <p>Begin by joining common clusters / GPCs together and then using these in words, e.g. ai, al, oe, ly.</p> <p>Use word dictation to further practise handwriting (show the word, hide the word, dictate one letter at a time for children to join, reveal the model, children check and correct as needed). As children develop confidence, handwriting could be practised through dictation of short sentences.</p>

	<u>What is taught...</u>	<u>How this looks...</u>	<u>Key advice...</u>
Year 4	<p>More complex diagonal joins (including descenders) and horizontal top joins are taught (including those that join to a letter with an ascender e.g. (wh). Diagonal joins that come from underneath the letters are taught in order to secure (p, s, b).</p> <p>Ascenders and descenders size and position continues to be taught.</p> <p>Teachers continue to ensure that all letters and punctuation marks are of an appropriate size to each other.</p> <p>Children continue to use and apply the 'ready to write' behaviours.</p>	<p>Children are joining handwriting. It is accurate and fluent. An appropriate size is used. Capital letters, ascenders and descenders are always accurate; relative to lower case letters and consistent in size. They are using all diagonal joins correctly and use most horizontal joins accurately.</p> <p>Punctuation is formed correctly with accurate size and position.</p> <p>Children will write using narrow lines and may practise their handwriting on these and/or handwriting paper.</p>	<p>As previous steps - see above</p> <p>Children may now be ready to practise handwriting by copying from the board. Some children may still need to trace and continue.</p> <p>Children can practise handwriting short sentences more frequently in addition to some practise of individual words.</p> <p>Further develop the use of dictation (short sentences) to practise applying handwriting.</p> <p>Children's handwriting should be fluent by the end of Year 4.</p>
Year 5	<p>All diagonal and horizontal joins taught so far are revisited. Top joins to lower lead in letters are taught e.g. re, oe, ve, we, fe.</p> <p>The size and position of punctuation marks continues to be taught.</p> <p>Children continue to use and apply the 'ready to write' behaviours.</p>	<p>A consistent style is used and all letters and words sit on the line. All joins are correct. Punctuation is of an appropriate size and in the correct place.</p>	<p>Where children's handwriting is not yet fluent then track back to previous steps.</p> <p>Continue to address handwriting and presentation in all subjects. Provide feedback on handwriting and presentation and practise opportunities</p>
Year 6	<p>Where necessary - letter joins are revisited, taught and combined.</p> <p>The size and position of punctuation marks continues to be taught.</p> <p>Children continue to use and apply the 'ready to write' behaviours.</p>	<p>Handwriting is neat and consistent when writing at speed or for longer pieces of work. All joins are correct. Punctuation is of an appropriate size and in the correct place.</p>	<p>Where children's handwriting is not yet fluent then track back to previous steps.</p> <p>Continue to address handwriting and presentation in all subjects. Provide feedback on handwriting and presentation and practise opportunities</p>