

## Handwriting – Whole School Overview

### Curriculum Requirements

<b>Pre-KS1</b>	<p>Birth to Three</p> <p>Develop manipulation and control. Explore different materials and tools.</p> <p>3-4 year olds</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.☒ Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Reception</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small 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.</p>	<p>ELGs</p> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing.</p>
<b>KS1 NC</b>	<p>YEAR 1</p> <p>Statutory requirements: Pupils should be taught to: 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 and 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.</p>	<p>YEAR 2</p> <p>Statutory requirements: Pupils should be taught to: 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.</p>	<p>Notes and guidance (non-statutory)</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 should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs. Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>

<p><b>KS2 NC</b></p>	<p>YEARS 3 &amp; 4 Statutory requirements Pupils should be taught to: 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].</p>	<p>YEARS 5 &amp; 6 Statutory requirements Pupils should be taught to: 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.</p>	<p>Notes and guidance (non-statutory) 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. Pupils should continue to practise handwriting and be encouraged to increase the speed of it. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>
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**Handwriting Key Points**

<p><b>For all year groups</b></p>	<p>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 0-9  Capital Letters A-Z Capital letters do not join to lower case letters</p>	<p>These are the four main joins and order that are taught and examples of the joins:</p> <ul style="list-style-type: none"> <li>• Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up,</li> <li>• Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.</li> <li>• Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.</li> <li>• Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk.</li> </ul> <p>No loops on descenders f, g, j, q, y</p>	<p>Key skills:</p> <ul style="list-style-type: none"> <li>• Hand and finger strength</li> <li>• Seating position</li> <li>• Pencil grip</li> <li>• Tracing</li> <li>• Patterns</li> <li>• Independence</li> <li>• Spacing</li> </ul> <p>Use Gross &amp; Fine Motor Skills Development document to support children who struggle with handwriting in any year group.</p>
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Handwriting Progression				
	Autumn	Spring	Summer	
<b>EYFS</b>	<p>Focus on mark making and developing fine motor skills through a range of activities, such as 'Dough Disco'.</p> <ul style="list-style-type: none"> <li>Teaching the correct seating position</li> <li>Pencil Grip</li> <li>Tracing patterns</li> </ul>	<p>CC Letters: c, a, o, d, g, q, e, s</p> <p>L Letters: l, i, t, u,</p> <p>Learn to copy name</p> <p>*Through Sounds</p> <p>Write and independent activities</p>	<p>OR Letters: r, b, n, h, m, k, p</p> <p>ZM Letters: v, w, x, z</p> <p>More complex letters: f, j, y</p> <p>Digits 0-9</p>	<p>Consolidation of letter formation of lower case letters &amp; digits 0-9</p> <p>Write name independently using the correctly formed lower case letters with a capital at the beginning</p>
<b>Y1</b>	<p>Integrate the teaching of capital letters alongside the lower case letters</p> <p>CC Letters: c, a, o, d, g, q, e, s</p> <p>L Letters: l, i, t, u</p> <p>OR Letters: r, b, n, h, m, k, p</p> <p>ZM Letters: v, w, x, z</p> <p>More complex letters: f, j, y</p> <p>Consolidate digits 0-9</p> <p>Work on patterns – see Fine Motor Skills doc</p>	<p>Recap lower case &amp; capital letters</p> <p>Learn to write surname independently with correct capital letter</p> <p>When children are assessed as ready: Teach the first join – diagonal join to letters without ascenders ca, ci, co, cu, ia, im in, io, ir, iu, ma, mi, mm</p>	<p>Continue with diagonal join to letters without ascenders ua, ui, um, un, uo ag, aj, dy, ig, ip, lp mp, np, ug, up</p>	
<b>Y2</b>	<p>Focus on the diagonal join but from a letter with an ascender to a letter without an ascender</p> <p>da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu</p> <p>A diagonal join to the letter 'c' ac, ec, ic, lc, uc</p>	<p>Recap joins alongside new teaching</p> <p>A diagonal join to the letter 's' as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us</p> <p>Begin to teach the second join – the horizontal join</p> <p>oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz</p>	<p>Recap joins alongside new teaching</p> <p>A diagonal join to the letter 'e' ae, ce, de, ee, he, ie, ke, le, me, ne, ue</p> <p>Continue with the second join – the horizontal join ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu</p>	

	Autumn	Spring	Summer
<b>Y3</b>	<p>Continue with the second join – the horizontal join wa, wi, wn, wo, ws, wu, wy</p> <p>A horizontal join to the letter ‘e’ oe, re, ve, we</p> <p>Focus on the third join - a diagonal join from a letter to a letter with an ascender ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et</p>	<p>Continue with the third join - a diagonal join letter to a letter with an ascender</p> <p>lb, ih, ik, ai, am, anill, it, kl, ll, ph, pl, pt, sb, , ao, ar, au, sh, sk, sl, st,</p> <p>Join from the letter ‘b’</p> <p>bu, ba, be, bi, bl, bo, br, bs,</p>	<p>Continue with the third join - a diagonal join from a letter to a letter with an ascender</p> <p>mo, mu na, nc, nd neth, tt, ub, uh, uk, ul, ut, ni, nn, no, np, nu (2 weeks ob, oh, ok, ol, ot, rt)</p> <p>Join from the letter ‘p’</p> <p>pu, pa, pe, pi, pl, po, pr, ps</p>
<b>Y4</b>	<p>Join to the letter ‘s’ as, es, is, ls, ms, ns, os, ps, ts, us, ws</p> <p>Joining from f fa, fe, fi, fo, fr, ft, fu,</p> <p>NO LOOPS – NOT JOINING FROM G, Y, J</p>	<p>Practise writing words with capital letters.</p> <p>Practise combining all 4 joins when writing sentences.</p> <p>Develop fluency in confidence in their writing style.</p>	<p>Consolidation Recap on the 4 basic joins Recap on specific letter joins to ensure children are writing in a fluent style.</p>
<b>UKS2</b>	<p>Pupils will revise prior learning.</p> <p>Pupils will recap harder letters and words :l, y, g, q, b, p, k, v, s, r, f, z, x, yell, eye, jaw, jay, gag, going, quay, queen, kept, vans, rest, fox, zoo, oxen, fuzzy</p> <p>Pupils will focus on maintaining a consistent and fluent style.</p> <p>Pupils will become more confident using a pen to write.</p> <p>Pupils will practice maintaining legibility when writing at speed.</p> <p>Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.</p> <p>Pupils will practice form-filling and labelling using printed and capital letters</p> <p>Pupils will practice adapting 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>		

**Please read the Fine Motor Skills document in conjunction with this – it can be used to support ALL children.**