



## Handwriting Progression Map

	Statutory requirements	HT approach
<b>EYFS</b> <b>Birth -4</b>	Pupils should be taught to develop skills in: <ul style="list-style-type: none"> <li>● Good gross and fine motor control</li> <li>● A recognition of pattern</li> <li>● A language to talk about shapes and movements</li> <li>● The main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r.</li> </ul>	Letters are placed in pebbles for the children to arrange their names, mark making ( shaving foam, rice, paint etc.) and also tummy time which develops their core strength and fine and gross motor skills. Development of gross and fine motor skills through Using RWI letter formations as the basic letters and includes shapes to support RWI Phonics.
<b>Reception</b> <b>Age 4-5</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>● Write recognisable letters, most of which are correctly formed</li> <li>● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>● Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>● Write simple phrases and sentences that can be read by others</li> </ul>	Letter formation begins in Reception. At the start of the year they will continue with their work from Nursery (Using Read Write Inc letter formations) Once confident with this we introduce the idea of ' <b>letter families</b> '. The ' <b>letter families</b> ' document will include the language used that supports letter formation- <i>starting from the caterpillars head</i> . The movements of letters should be practised in many <b>playful ways</b> , including painting, modelling, toy lasers, wands, salt trays, dance and music. The child must be able to <b>sky write</b> the letter movements correctly before any paper and pencil activities begin. <b>Printing letters ONLY</b> with the exit stroke <b>No horizontal or diagonal joins</b> taught <b>No lead ins</b> taught When ready for pencil and paper, reception children use (15mm - 20mm) lined paper (no middle line zones)

<p><b>Year 1</b> <b>Age 5-6</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>● Begin to form lower-case letters in the correct direction, starting and finishing in the correct place</li> <li>● Form capital letters</li> <li>● Form digits 0-9</li> <li>● Understand which letters belong to which handwriting families (ie letters that are formed in similar ways) and to practise these</li> </ul>	<p>Assessment of Handwriting will be completed at the beginning of every year as a whole school approach (see document in English/Handwriting)</p> <p>Teachers will model(both using a visualiser and books and on the IWB), observe and correct/remind children of their <u>supportive posture</u> and <u>pencil grip</u> when writing across all subjects.</p> <p>The child must be able to <b>sky write</b> the letter movements correctly before any paper and pencil activities begin.</p> <p>Teacher to model on paper using the free-standing whiteboards lower case letters in the correct direction, starting and finishing in the right place.</p> <p><b>Printing letters ONLY</b> with the exit stroke.</p> <p><b>No horizontal or diagonal joins</b> taught.</p> <p><b>The introduction of lead ins</b> taught in the summer term</p> <p>Form capital letters.</p> <p>Form digits 0-9</p> <p>Using lined paper (15mm) and handwriting books with middle lined zones.</p>
<p><b>Year 2</b> <b>Age 6-7</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● Form lower-case letters of the correct size relative to one another</li> <li>● 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</li> <li>● Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>● Use spacing between words that reflects the size of the letters</li> </ul>	<p>Assessment of Handwriting will be completed at the beginning of every year as a whole school approach (see document in English/Handwriting)</p> <p>Focusing on the correct size of lower case letters relative to one another.</p> <p>Use the <a href="#">order of teaching joins document</a> when teaching the diagonal and horizontal strokes.</p> <p>Using lined paper and handwriting books with middle zone lines.</p> <p>Skip a line to allow descenders and ascenders to not touch.</p> <p>Knowing the relative sizing of capital letters to non-capital letters and that digits are all the same size.</p> <p>Children learn spacing between words by using their index finger to create the space.</p> <p>Continue with teaching lead ins for all letters.</p>

<p><b>Years 3 &amp; 4</b> <b>Age 7-9</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>	<p>Assessment of Handwriting will be completed at the beginning of every year as a whole school approach (see document in English/Handwriting)</p> <p>Based on the evidence from the previous year group, reintroduce the cursive approach (with just lead ins in the Autumn term for year 3)</p> <p>To increase legibility, it is important to consolidate previous learning. Children learn spacing between words should correspond to their own size of letter 'o'.</p> <p>A focus on letter sizing being relative to one another (i.e. 'a' is the same height as 'o', is the same height as e etc, 'tall sticks' are all the same height). The 't' should be considered as all other tall letters in terms of height. Children should be applying what they are learning in their handwriting sessions to their independent writing. Teachers should be monitoring and assessing this everyday and providing relevant feedback.</p> <p>Skip a line to <b>allow descenders and ascenders to not touch</b>. This is important in Year 3 because this is the year it becomes a statutory requirement.</p> <p>Using lined paper with middle zone lines No pen licence to be given - instead children continue using pencils until they enter Year 5.</p>
<p><b>Years 5 &amp; 6</b> <b>Age 9-11</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● Write legibly, fluently and with increasing speed by:</li> <li>● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>● choosing the writing implement that is best suited for a task</li> </ul>	<p>Assessment of Handwriting will be completed at the beginning of every year as a whole school approach (see document in English/Handwriting)</p> <p>In Year 5, the aim will be to move children on from using a pencil to pen. From September, all Year 5 children write with a pencil. From the start of Autumn 2, teachers will need to have handwriting conferences with small groups of children to discuss whether they are ready to write with a pen.</p> <p>Pens should be introduced as and when each child becomes confident in their handwriting from the start of Autumn 2. This may be an ongoing discussion between teacher and child in some instances, until they are ready.</p> <p>Our approach must be flexible depending on the child's confidence and the task at hand.</p>

	<p>When moving onto using a pen, we must take into account each child's specific needs and realistic outcomes. Pen licences will be used.</p> <p>It is important to allow flexibility on both style and join in Years 5 and 6 as a children's handwriting matures.</p> <p>Legibility and presentation being key when developing their own style. Please refer to <a href="#">HT Order of Teaching Joins Document</a> to see where to begin in this year group.</p> <p>To attain this level of flexibility, children will have to have attained all prior year group handwriting milestones.</p> <p>Using lined paper with middle zone lines.</p>
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As part of the HT approach, we will maintain a flexible mindset to teaching handwriting with regards to individual needs. For example, a child that has fine/gross motor skill needs, will require individual support and an adjustment to expectations. In these instances, we need to discuss this further with the inclusion team to develop an individualised plan of support following a handwriting assessment. However, inclusion of fine/gross motor skills will be embedded into every lesson.

**Flexibility** - If children find it difficult to acquire the HT script in their independent writing, we have to allow a flexible approach. This means that they are allowed to continue using their current handwriting style, **as long as it is legible**. However, within handwriting sessions, all children are explicitly taught and expected to explore and apply The HT's handwriting approach.

Teachers need to be aware of the possible reasons why children could struggle with handwriting:

- New to the school and therefore have a different handwriting style
- Children coming from overseas may have been taught differently (EAL)
- Complex needs (SEND)
- A lack of confidence with handwriting
- Culturally

Therefore, HT's Handwriting approach has been simplified to make it more accessible to all children, while meeting statutory requirements.

## Helpful information

- In Years 2 - 6, children write a line and then skip a line to allow descenders and ascenders to not touch. In addition, this benefits children's self-editing.
- Hand fully formed at the age of 7 years.
- The 't' is to be treated the same as all tall letters.
- Some children may be ready to join before Year 2. It is crucial that 'starting to join' is not given elevated esteem or some children will feel pressured to try doing it before they are developmentally ready.
- Mastery approach - there will be a bank of challenges provided according to ability for those children that meet the learning question in the first 5 minutes of their handwriting practise. Each teacher will also be provided with a checklist of criteria that will need to be met before a child moves on to the challenge (i.e. posture's correct, pencil grip is correct, on the line). These challenges could include: identifying misspelt words in their learning and, using a dictionary, editing and practising them in their books; teacher to provide 'tricky' words for the children to practise following modelling, number formation (KS1) and continue to practise year group spelling words.
- Interventions should happen when children are not meeting expectations within that year group starting from Reception. Interventions will need to be started in Autumn 2, following the initial 4 week handwriting whole school programme. Following this, there should be an improvement from the first assessment. Once this is conducted at the end of Autumn A, teachers should be able to assess who needs a writing intervention.
- Interventions should focus on the formation of letters, joining, ascenders and descenders applicable to that group etc.. They should be explicitly taught twice a week for 10 minutes. The children in the intervention group should also be part of daily handwriting lessons within class. If needed, extra work should be added as home learning to the Google Classroom Portal or sent home explicitly to those children.
- Once children are able to apply the learning from their handwriting sessions to independent writing, their composition and spelling will also improve. This is because they will not have to spend as much time thinking about letter formation as it becomes more automatic.
- Handwriting lessons can also be assessed during Year 2 and KS2 Spelling testing sessions. Children will write their spellings (mixture of that of RWI Spelling Year group statutory spelling words) using their handwriting skills. Once they have finished, teachers will model (under the visualiser or on the IWB) the answers to the spelling test. Expectation of teachers handwriting will be that of the expectation we are setting the children in said year group. Therefore, children are seeing the teachers model the expectations and also how to form letters, ascenders and descenders etc.