

# Handwriting Progression Document

Version 1

Summer 2024

The following table shows the progression of the statutory requirements for Handwriting from the English Programmes of study:

Key Stages 1 and 2 National Curriculum in England.

The objectives for EYFS are taken from Development Matter Non-statutory curriculum guidance for the Early Years Foundation Stage and the Early Learning Goals from the Early Years Foundation Stage profile.

<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3/4</b>	<b>Year5/6</b>
<u>Development Matters:</u> Learn to form lower-case and capital letters correctly.	Sit correctly at a table, holding a pencil comfortable and correctly.	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	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	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
<u>Development Matters:</u> Use a comfortable grip with good control when holding pens and pencils.	Begin to form lower-case and capital letters in the correct direction, starting and finishing in the right place. of the week.	form lower-case letters of the correct size relative to one another	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]	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
<u>Development Matters</u> Form lower-case and capital letters correctly.	Form digits 0-9	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		
<u>Development Matters</u> Show a preference for a dominant hand	Form Capital letters	use spacing between words that reflects the size of the letters		
<u>Early Learning Goal:</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Most letters sit on the line correctly.			
<u>Early Learning Goal:</u> Write recognisable letters, most of which are correctly formed.	Understand which letters belong to which handwriting families and practise these following the schools handwriting approach.			
<u>Early Learning Goal:</u> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases				

Reception Early Handwriting

Linked to Read Write Inc Phonics

We follow the RWI programme for the early stages of taught handwriting and aim to make the physical process of writing – handwriting – enjoyable from the start, so that children can see themselves as ‘writers.

We use the RWI mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Therefore, children learn the letter formation alongside learning the sound.

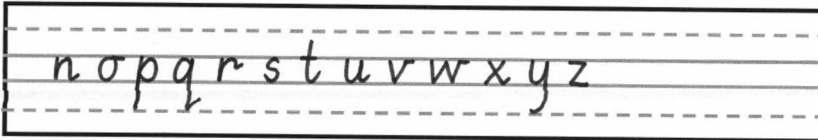
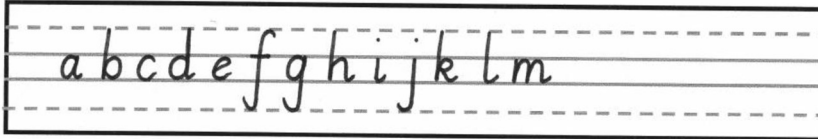
- m Maisie, mountain, mountain
- a round the apple, down the leaf
- s slither down the snake
- d round his bottom, up his tall neck and down to his feet
- t down the tower, across the tower
- i down the body, dot for the head
- n down Nobby, over his net
- p down the plait and over the pirate's face
- g round her face, down her hair and give her a curl
- o all around the orange
- c curl around the caterpillar
- k down the kangaroo's body, tail and leg
- u down and under, up to the top and draw the puddle
- b down the laces to the heel, round the toe
- f down the stem and draw the leaves
- e lift off the top and scoop out the egg
- l down the long leg
- h down the head to the hooves and over his back
- r down his back and then curl over his arm
- j down his body, curl and dot
- v down a wing, up a wing
- y down a horn, up a horn and under his head
- w down, up, down, up
- z zig-zag-zig
- q round her head, up past her earrings and down her hair
- x down the arm and leg and repeat the other side



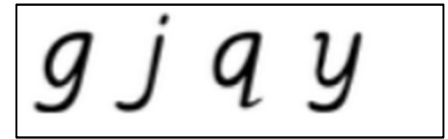
Year 1 – Year 6

Linked to Martin Harvey Handwriting programme *Achieving Excellence in Handwriting*

### The Martin Harvey Style



Letters to be left un-joined



### Letter Families

<b>Family 1.</b> The Straight-Line Family	
<b>Family 2.</b> The Coat hanger Family	
<b>Family 3.</b> The Bridge Family	
<b>Family 4.</b> The Zig Zag Family	
<b>Family 5.</b> The Smile Family	
<b>Family 6.</b> The Misfits!	

Refer to the 'Achieving Excellence in Handwriting' document by Martin Harvey and Debbie Watson for the sequence of lessons and explanation of individual letter formation and joins.

<b>Key Stage 1 Programme of Lessons Year 1</b>	<b>Key Stage 1 Programme of Lessons Year 1</b>	<b>Key Stage 1 Programme of Lessons Year 3/4</b>	<b>Key Stage 1 Programme of Lessons Year 5/6</b>
Warm Up Activities Page 26	Warm Up Activities Page 26	Warm Up Activities Page 35	Warm Up Activities Page 35
Introduction to Letter Families Lower Case Letter Formation Page 13-15	Join Pairs of Letters Page 20-25	Individual Letters Reinforcement Page 36-38	Individual Letters Reinforcement Page 36-38
Upper Case Formation Page 13-15	Individual Letters Including Joins Page 27-30	Joining Letters Page 39-41	Joining Letters Including Three letters Page 39-41
Number Formation Page 16	Upper Case Letters Page 30		
	Joining Lessons Page 32-34		