



# Progression Documents

## Handwriting



### Curriculum Overview: Learning for life



We are **CONFIDENT COMMUNICATORS** who listen and share our ideas confidently.  
 We are **RESILIENT RESEARCHERS** who don't give up and learn from our mistakes.  
 We are **ASPIRATIONAL AMBASSADORS** who strive to be the best we can be.  
 We are **COLLABORATIVE CITIZENS** who work together and respect others.

Intent	Implementation	Impact
<p><b>Early years Foundation Stage:</b>            In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into the national curriculum and which statements from the 2020 Development Matters are prerequisite skills for handwriting within the National Curriculum.</p> <p><b>KS1 and KS2:</b>            In KS1 and KS2 the handwriting curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. Handwriting is an integral component of the English programmes of study. The programmes describe two dimensions of writing:</p> <ul style="list-style-type: none"> <li>○ Transcription (spelling and handwriting)</li> <li>○ Composition (articulating ideas and structuring them in speech and writing)</li> <li>○</li> </ul> <p>Handwriting is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.</p>	<p><b>Early Years and KS1</b>            The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance.            In EYFS handwriting is taught as part of 'Literacy - Writing' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>Children start by developing fine and gross motor-skills with a range of multi-sensory activities both through continuous provision and RWI sessions.</p> <p>Formal letter handwriting does not start until the children know all of the 25 phonics sounds, however children will practice letter formation in their WRI sessions alongside the sounds they begin to learn.</p> <div data-bbox="784 1125 996 1364" data-label="Image"> </div> <p>Children are then taught the letter formation in formal handwriting sessions following the Penpals (Cambridge University Press) Scheme. To support this, we use the RWI ditty or rhyme to help children with the correct form and orientation of all the letters of the alphabet (with the exception of k and F so we change the RWI phrase to: k - 'down the kangaroo body, <b>round his tail and leg</b>' / F - 'Down the stem <b>and the roots</b> and draw the leaves).</p> <p>In Early Years and KS1 the highest priority is given to teaching the correct letter formation before any attempt is made at joining.            By the time children start in Year 1 handwriting is taught as a</p>	<p>Impact is measured through regular learning walks, lesson visits, work scrutiny and pupil voice.</p> <p>Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups.</p> <p>Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more.</p> <p>Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps.</p> <p>Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.</p>

	<p>discreet subject every day to allow time to embed skills in the subject. All pupils have at least one 30-40 minute Pen pals handwriting lesson per week with further 'short burst' opportunities to revisit and practice skills.</p> <p>Children need to practice handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.</p> <p><b>KS2</b> In KS2, handwriting is taught as a discreet subject every day to allow time to embed skills in the subject.</p> <p>Formal handwriting skills will be taught regularly and systematically through the use of the Penpals Handwriting scheme (Cambridge University Press) at the start of each English lesson.</p> <p>In KS2 Children will continue to have regular practice of handwriting, securing the joins and developing speed and fluency. By the end of Year 6 pupils should have a clear, fluid handwriting style.</p> <p>Children will have the opportunity to earn a 'pen license' from Year 3 upwards and may use a handwriting pen rather than pencil at the discretion of the teacher.</p>	
--	---	--

## Breadth of study

### Breadth of Study EYFS:

#### Writing: Transcription Handwriting (Letter Formation, Placement and Positioning)

Three and Four Year-Olds	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and makemarks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.</li> </ul>
	Literacy	Write some letters accurately.
Reception	Physical Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> </ul>
ELG	Physical Development	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>

### Breadth of study Key Stage 1:

#### Year 1

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
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

#### Year 2

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 letter

### Breadth of study Key Stage 2:

#### Year 3 and Year 4

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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

#### Year 5 and Year 6

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<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 right place</li> <li>-form capital letters</li> <li>-form digits 0-9</li> <li>-understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<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 • use spacing between words that reflects the size of the letters.</li> </ul>	<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</li> </ul>	<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</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>
Pen Pals	<p>Nursery and EYFS:</p> <p>1. Readiness for writing: gross and fine motor skills leading to letter formation</p> <p>2. Beginning to join</p>	<p>2. Beginning to join</p> <p>3. Securing joins</p>	<p>3. Securing joins</p>	<p>4. Practising speed and fluency</p>	<p>5. Presentation skills</p>	<p>5. Presentation skills</p>
Posture	<p>Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.</p>					
Pencil Grip	<p>Children should use a tripod grip. Children should be shown how to place their pencil on the table in front of them with it pointing towards their bodies and to then pick it up and allow the pencil to fall back into the tripod grip.</p>					