



## Handwriting Progression

At Southrop School we use Read Write Inc. phonics programme to teach letter formation in EYFS and Year 1. Cursive handwriting is introduced in Year 2, once a child is forming their letters correctly, using RWI Handwriting.

All children and staff are expected to write using the font. It is displayed across the school to further promote high standards of handwriting, presentation and pride in work. All staff writing on boards, in books and on displays should model this font for the pupils at the level that is expected for their class. i.e. Year 3 onwards should model a joined script.

| EYFS                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>Daily mark making and direct teaching</p> <p>Daily opportunities to improve fine motor skills</p> <p>Use RWI phonics for letter formation</p>                                                                                                                                                                                                                          | <p>30 – 50 months</p> <ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp</li> <li>• Holds pencil between near point between first two fingers and thumb and uses it with good control</li> <li>• Can copy some letters e.g. in name</li> </ul> <p>40 – 60 months</p> <ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters</li> <li>• Uses a pencil and holds it effectively to form recognisable letters</li> </ul> |
| <p>ELG:</p> <p>Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Writing: Write recognisable letters, most of which are correctly formed</p>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Year 1                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Opportunities and activities for children to improve their fine motor skills and master pencil grip</p> <p>Daily practise of letter formation</p> <p>Help children to progress from accuracy to fluency</p> <p>Direct, in the moment intervention / support / explicit feedback for individual children based (linked to sitting position, grip, letter formation)</p> | <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly (using the tripod grip in almost all cases)</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters in the correct direction, starting and finishing in the right place</li> <li>• Form 0-9 digits in the correct direction, starting and finishing in the right place</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> <li>• Leaving spaces between words</li> </ul>                            |

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| Year 2                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Teach and practise correct cursive letter formation daily</p> <p>Write with a joined style as soon as they can form letters with horizontal/diagonal joins correctly</p> <p>Direct, in the moment, intervention / support / explicit feedback for individual children</p>               | <ul style="list-style-type: none"> <li>• Correct pencil grip (using the tripod grip in almost all cases)</li> <li>• Knows the diagonal and horizontal strokes needed to join and those unjoined</li> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start joining some of the 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>                                                    |
| Year 3                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>3 x per week discrete handwriting lesson and daily practise</p> <p>Work through each letter family</p> <p>Once completed each letter, work through letter joins</p> <p>Direct, in the moment, intervention / support / explicit feedback for individual</p> <p>1 dictation per week</p> | <ul style="list-style-type: none"> <li>• use joined handwriting throughout all independent writing, support given to increase fluency and speed which will then support composition and spelling</li> <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 (e.g. parallel and equidistant downstrokes) and that lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch. (Revision of previous years' handwriting where appropriate)</li> </ul>          |
| Year 4                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>2 x per week discrete handwriting lesson and daily practise</p> <p>Recap specific letters and joins</p> <p>Direct, in the moment, intervention / support / explicit feedback for individual</p> <p>1 dictation per week</p>                                                             | <ul style="list-style-type: none"> <li>• Use joined handwriting throughout all independent writing support given to increase fluency and speed which will then support composition and spelling</li> <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 (e.g. parallel and equidistant downstrokes) and that lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch</li> <li>• (Revision of previous years' handwriting where appropriate)</li> </ul> |
| Year 5&6                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Practise once or twice per week using weekly spellings and dictations.</p>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Children should be aware of draft and best handwriting styles for different purposes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|  | <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed</li> <li>• Vary letter shape for effect Choose the best writing implement for the task</li> <li>• Print as appropriate e.g. algebra/emails</li> </ul> |
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## National Curriculum:

|                        | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Years 3 and 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Years 5 and 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Statutory requirements | <p><b>22 to 36 months</b></p> <ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> </ul> <p><b>30 – 50 months</b></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul> <p><b>40 – 60 months</b></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> | <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> | <p><b>Pupils should be taught to:</b></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><b>Pupils should be taught to:</b></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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> | <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <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> </li> </ul>                                                                                                                                                                                      |
|                        | Notes and guidance (non-statutory)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Handwriting requires frequent and discrete, direct teaching.</p> <p>Pupils should be able to form letters correctly and confidently.</p> <p>The size of the writing implement (pencil, pen) 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.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>                                  | <p>Pupils should revise and practise correct letter formation frequently.</p> <p>They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>                                                                                                                                                                                                                                                                                                                                                   | <p>Pupils should be using joined handwriting throughout their independent writing.</p> <p>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.</p> <p>This, in turn, will support their composition and spelling.</p>                                                                                                                                                                                                                              | <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.</p> <p>They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</p> <p>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> |

## Letter formation groups

Adgcoq

U y

b p

hnmr

esf

iltk

jvwxyz