

Handwriting Whole School Progression Map

EYFS

In Early Years activities are carefully designed to help develop children's hand strength and enable children to learn how to grasp small objects alongside beginning to hold a pencil; these include, squeezing a wet sponge, finger painting, sand and rice play, playdoh, fastening buttons and zips, threading, weaving.

Following the Little Wandle scheme for handwriting, children will be taught how to form letters consistently and systematically and following a sequence that enables children to learn and form letters correctly. Whilst teaching letter formation, links to phonics will also be made in order to reinforce and embed phonetic knowledge.

Key Stage One

Building on EYFS, pupils in Key Stage 1 develop a legible style. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with phonics, spelling, and independent writing. Lower case letters are formed correctly in a script that will be easy to join. Children will practice the four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders) as soon as they begin to learn digraphs and trigraphs within phonics. This will be assessed periodically in phonics/writing sessions.

Key Stage Two

During this stage, the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear and fluent style by the end of Key Stage 2 and be able to adapt their handwriting for different audiences and purposes. This will be assessed as part of the termly writing assessment and assessed against the KS2 criteria.

	Autumn	Spring	Summer
EYFS	Week 1: Horizontal lines, vertical lines, wavy lines, circles Week 2: Up curves, down curves, Mixed-height curves, letter 'c' Week 3: Spirals, crosses, turrets, diagonals, Week 4: Zigzags, Letter 'x', triangles Week 5, 6, 7: Curly Caterpillar letters: c, a, d, g, o, q, e, s, f Week 8, 9: Long Ladder Letters: l, i, t, j, y, u Week 10, 11: Bouncy Letter Family: m, n, r, b, p, h Week 12, 13: Zigzag Letter Family: v, w, x, z, k	Teach capital letters alongside recapping lower case letters Week 1: Cc, Aa, Dd Week 2: Gg, Oo, Qq Week 3: Ee, Ss, Ff Week 4: Ll, Ii, Tt Week 5: Jj, Uu, Yy Week 6: Assess and review Week 7: Mm, Nn, Rr Week 8: Bb, Pp, Hh Week 9: Vv, Ww, Xx Week 10: Zz, Kk Week 11: Assess and review	Practice in trigraphs, digraphs and words Week 1: ff, ss, ll Week 2: zz, ck, qu Week 3: ch, sh, th Week 4: ng, nk, ai Week 5: ee, igh, oa Week 6: Assess and Review Week 7: oo, ar, or Week 8: ur, ow, oi Week 9: ear, air, er Week 10: Assess and review
Year 1	Lower-case letters Week 1: c, a, d, g, o, q Week 2: e, s, f, l, i, t Week 3: j, u, y, m, n, r Week 4: b, p, h, v, w, x Week 5: z, k Week 6: Assess and review Capital Letters Week 7: A, B, C, D Week 8: E, F, J, H Week 9: I, K, L Week 10: M, N, O, P Week 11: Q, R, S, T	Forming Digits Week 1: Numbers 0-5 Week 2: Numbers 6-9 Digraphs and Trigraphs Week 3: ll, ff, ss, zz, qu, ck, ch, sh Week 4: th, ng, nk, ai, ee, igh, oa, oo Week 5: ar, or, ur, ow, oi, ear, air, er Week 6: Assess and review Tricky Words Week 7: and, go, his, be, her, full he, into Week 8: push, pull, she, put, the, me, is, as Week 9: we, to, all, are, by, my, was, I	Words with Phase 5 GPCs Week 1: ay, a_e, ea, a Week 2: ie, i_e, o, o_e Week 3: ue, ew, u_e, aw Week 4: ea, ir, ou, oy Week 5: i, a, ow, u Week 6: ph, wh, ie, g Week 7: Assess and review Days of the week Week 8: Monday, Tuesday, Wednesday, Thursday Week 9: Friday, Saturday, Sunday Tricky Words

	Week 12: U, V, W, X, Y, Z Week 13: Assess and review	Week 10: they, said, you, come, do, have, here, like Week 11: love, little, has, one, some, there, so, today Week 12: Assess and review	Week 10: again, ask, because, could, eye, said, says Week 11: laugh, our, where, what, who, when, why, how Week 12: Assess and review
Year 2	Week 1: Diagonal join to ascender – th, ch Week 2: Diagonal join to a letter without an ascender: ai, ay Week 3: Diagonal join, no ascender – ir er Week 4: Horizontal join to ascender – wh, oh Week 5: Horizontal join no ascender – ow, ou Week 6: Diagonal join to ‘e’ – ie, ue Week 7: Horizontal join to e – oe, ve Week 8: Joining adjacent consonants – ee, oo Week 9: Diagonal join to no ascender – le Week 10: Assess and review	Week 1: Diagonal join to anticlockwise letter – ea, igh Week 2: Diagonal join to anticlockwise letters – dg, ng Week 3: Horizontal join to anticlockwise letters – oo, oa Week 4: Horizontal join to anticlockwise letters – wa, wo Week 5: Mixed joins for trigraphs – air, ear Week 6: Assess and review Week 7: Mixed joins for trigraphs – oor, our Week 8: Mixed joins for trigraphs – ing Week 9 and 10: Size and spacing Week 11: Assess and review	Week 1: Diagonal join to ascender – ck, al, el, at, il, ill Week 2: Diagonal join, no ascender – ui, ey, aw, ur, an, ip Week 3: Assess and review Week 4: Revisit and practice joins already taught based on assessment
Year 3	Week 1: Joining whole words with no ascenders or descenders Week 2: Joining whole words with parallel ascenders – hill, tall, little, bubble Week 3: Joining from an ascender – sh, sl, st, sk Week 4: Joining from ‘s’, no ascender – sw, si, se, sm, sp, sn, su Week 5: Joining from ‘s’ to anticlockwise letter – sa, sc, sd, sg, so, sq Week 6: Joining from ‘r’ to an ascender – rb, rh, rk, rl, rt Week 7: Joining from ‘r’ to anticlockwise letter – ri, ru, rn, rp Week 8: Joining from ‘r’ to anticlockwise letter – ra, rd, rg, ro	Week 1: Joining to ‘f’: if, ef, af, of Week 2: Joining from ‘f’ to ascender – fl, ft Week 3: Joining from ‘f’, no ascender – fe, fi, fu, fr, fy Week 4: Joining from ‘f’ to anticlockwise letter – fo, fa Week 5: ff Week 6: rr Week 7: ss Week 8: qu Week 9: Assess and review Week 10 and 11: Revise parallel ascenders and descenders	Week 1: Revising joins – letter spacing Week 2: Revising joins – spacing between words Week 3: Revising joins – consistency of size Week 4: Revising joins – fluency Week 5: Revising joins – parallel ascenders Week 6: Revising joins – parallel descenders Week 7: Revising horizontal join from ‘r’ to anticlockwise letter – rs Week 8: Revising break letters Week 9: Capital letters Week 10: Assess and review Week 11 and 12: Consolidation and revision based on assessment

	Week 9: Joining from 'r' to 'e' – are, ere, ure, ore, ire Week 10: Break letters – g, j, y, f, b, p, x, z Week 11: Assess and review Week 12: Revisit joins based on assessment		
Year 4	Week 1: diagonal join from 'p' and 'b' to ascender: ph, pl, bl Week 2: Diagonal join from 'p' and 'b' no ascender – bu, bi, be, pu, pi, pe Week 3: Diagonal join from 'p' and 'b' to an anticlockwise letter – pa, po, ps, ba, bo, Week 4: Revising break letters – x and z Week 5: Spacing between words – application of common exception words Week 6: Consistent size of letters Week 7: Sizing of capital letters Week 8 and 9: Speed and fluency Week 10: Assess and review Week 11 and 12: review and consolidate previous learning based on assessment	Week 1: Revising parallel ascenders Week 2: Revising parallel ascenders and break letters Week 3: Relative sizes of letters Week 4: Proportion of letters Week 5: Spacing between letters Week 6 and 7: Writing at speed, maintaining fluency Week 8 and 9: Speed and fluency Week 10: Assess and review	Week 1: Consistency of size Week 2: Proportion Week 3: Spacing between letters and words Week 4: Fluency: writing longer words, application of common exception words Week 5: Size, proportion and spacing Week 6: Assess and review Until the end of term – Consolidation and recap
Year 5 and 6	Week 1: Assessment of handwriting Teachers to begin sequence of lessons from previous years according to the needs of the children.		

Important Notes

Ascending and descending letters are half the size of small letters

Capital letters do not join other letters

Children are taught to hold their pencil correctly and loosely for flexibility

Chairs should be tucked in, both feet on the floor and lower back should be touching the chair

Child's 'free' hand should hold the book steady without getting in the way of the writing hand

Staff should also model cursive handwriting

Examples of pre writing gross-motor exercises

Air writing

Form letters in the air using fingers, whole hands, point elbows, and even feet!

Wall push ups

Encourage children to push back until they're elbows are locked straight then bend again.

Shoulder spirals

Hold both arms out horizontally to the side and start to circle them, initially making small circles but gradually getting larger until the circles are as large as possible, (this should take about 5 rotations).

Keep the circles controlled – don't rush them! Try some in slow motion.

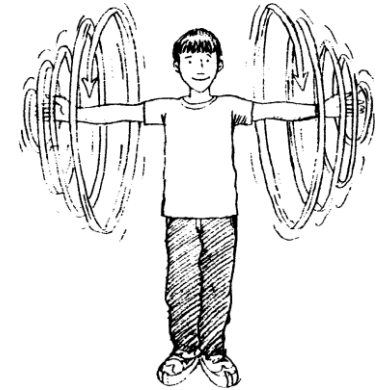
When the circles have reached full size, change direction and gradually reduce the circles, (again taking about 5 rotations) to get back to the smallest size.

Start by trying to complete 3 spiral sequences then gradually build up the number you can do. Aim to do 10 spiral sequences comfortably.

Elastic Band

Place an elastic band around a child's whole hand, placing it on their fingers and thumbs. Children to stretch their fingers and thumbs out and back in again, repeat 5-10 times.

Arm Wake-ups



Variety of movements warming the arms up – stretch up/down, shrug shoulders, touch shoulders – right hand to right shoulder, right hand to left shoulder, etc.

Pencil aerobics

- Hold onto the pencil as if you were going to write – using your fingers only, walk up the pencil! And when you get to the end walk back down. Try this 5 times.
- Put your pencil down facing right, pick it up and be ready to write.
- Put your pencil down facing left, pick it up and be ready to write.
- Don't forget, only use one hand – try this 3 times each side.
- Place your palm facing up with your pencil on it. Roll your pencil from your palm into your fingertips 10 times – using movement of your fingers and wrist only.
- Pick up the pencil so you're ready to write. Draw a dot on the paper. Now, using just that hand, turn the pencil round and rub out the dot. Repeat five times.

Double Drawing

Stand in front of a whiteboard with a marker in both hands. Using both hands, draw two circles at the same time in a clockwise direction. Using both hands, draw two circles at the same time in an anti-clockwise direction. Draw one circle in a clockwise direction while drawing another circle in an anti-clockwise direction. Can you carry out these movements while closing your eyes?

Body Crossing

Simon Says game asking children to touch a body part opposite to their hand, for example, touch your left ear with your right hand.

Doodle Loops

Example planning structure of handwriting

Warm-up/Pre writing Practice (2 mins)	Revisit and Review (5 mins)	Explicit Teaching (5 mins)	Practise and Apply (8 mins)