

Whole school English progression: handwriting

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| LETTER FORMATION | | | | | | |
| <ul style="list-style-type: none"> Learn pre-hand writing patterns Understand that the print and written letters have the same meaning Begin lower case un-joined letter formation (no lead ins) Begin digits 0-9 formation Use correct orientation of letters in their name | <ul style="list-style-type: none"> begin to form lower-case continuous letters in the correct direction, starting and finishing in the right place (leads in and lead outs) understand which letters belong to which handwriting 'families' (ie. letters that are formed in similar ways) and practise these form capital letters form digits 0-9 | <ul style="list-style-type: none"> form lower-case continuous letters of the correct size relative to one another Begin to use continuous cursive diagonal and horizontal joins and begin to show an understanding of 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 upper- and lower-case letters are not mixed within words and spaces are used | <ul style="list-style-type: none"> refine use of continuous cursive joins and understand which letters, when adjacent to one another, are best left unjoined refine capital letter formation and understand that capital letters stand alone and are not joined to lower case letters | <p>Increase the legibility, consistency and quality of their handwriting:</p> <ul style="list-style-type: none"> by ensuring that the downstrokes of letters are parallel and equidistant, including accuracy in parallel double letters: ll, ff, pp, bb lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch | <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices deciding whether or not to join specific letters | |

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| | | between words that reflect the size of the written letters | | | | |
| USE OF WRITING IMPLEMENTS AND PRESENTATION | | | | | | |
| <p>Hold pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Hold pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Show a preference for a dominant hand.</p> <p>Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> | <p>Sit correctly at a table, holding a pencil comfortably and correctly in their preferred hand</p> <p>Use finger spaces between words</p> | <p>Sit correctly, tilting paper and holding a pencil using a tripod grip</p> <p>Writing is legible</p> | <p>Sit comfortably at a table, and hold a writing implement correctly</p> <p>Writing can be read, is usually consistent and is beginning to be pleasing in appearance</p> | <p>Write with increased pace and fluency while maintaining legibility and consistency of letters</p> | <p>Choose the writing implement that is best suited for a written task, eg. a pencil for writing notes, a pen for formal writing.</p> <p>Usually make choices over letter shapes and joins to ensure fluency, legibility and good presentation</p> | <p>Select an appropriate writing implement for a task and explain their choice: e.g. colour-coded markers for explaining keys on maps, pencil to draw lines for labels</p> <p>Show an increasing pace of writing while sustaining neatness and legibility across longer passages.</p> |