

Caversham Primary School Handwriting Progression Map



































































































At Caversham Primary School we believe that handwriting is a fundamental skill which, like reading and spelling, impacts written communication across the curriculum. We recognise the importance of developing and securing accuracy and automaticity in transcription skills in order that pupils are able to pay more attention to higher level processes of composing, planning, writing and revising. We strive to equip our children to be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Children are taught handwriting skills regularly and methodically.

In EYFS children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger through a range of multi-sensory activities. Children begin to learn how to correctly hold a pencil, then how to use a pencil, and hold it effectively to form identifiable letters most of which are correctly formed. We give our children every opportunity to develop their handwriting, using correct letter formations linked to phonics learning, to their full potential. Pupils in EYFS are taught unjoined handwriting. Beginning readers and writers need to recognise the features of each letter. Delaying teaching joined handwriting gives teachers and pupils time to focus on forming letters correctly.

In Key Stage One children continue to develop their fine and gross motor-skills and handwriting is linked to phonics sessions. Caversham Primary School teachers and support staff continue to guide children on how to write letters correctly, using an efficient and comfortable pencil grip. Children are supported to accurately leave spaces between words. By the end of Key Stage 1 our children will be able to write legibly, using upper and lower-case letters appropriately and leave correct spacing between words using a cursive style to join some letters.

Throughout Key Stage Two, our children continue to have direct teaching and regular practice of handwriting. Our aim for all children is to develop a clear, fluent, cursive style and by the end of Year 6 be able to adapt their handwriting for different purposes. Our children will be able to use a neat, legible script for their final, presented work and a faster hand for note making.

At Caversham Primary School children are empowered to take pride in the presentation of their work and therefore approach handwriting with a sense of pleasure and accomplishment; they understand the importance of this in order to communicate meaning clearly. We believe that handwriting accuracy and speed will support how children are able to express themselves imaginatively and creatively across the curriculum and for a range of writing purposes. We believe these lifelong skills will equip our children with confidence and achievement in real life situations.

	Letter formation, placement and positioning	Joining letters	Teaching sequence																																				
EYFS	<p>Reception:</p> <ul style="list-style-type: none">• Develop their fine 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.(PD)• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)• Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD) <p>Form lower case and capital letters correctly. (LIT)</p> <p>ELGs:</p> <ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. (PD)• Write recognisable letters, most of which are correctly formed.(LIT)	<p>Pupils in EYFS are taught <u>unjoined</u> handwriting.</p> <p>Beginning readers and writers need to recognise the features of each letter.</p> <p>Delaying teaching joined handwriting gives teachers and pupils time to focus on forming letters correctly.</p>	<p>Letters introduced in the order set out by Rocket Phonics scheme:</p> <table><tr><td></td><td>s sun </td><td>a apple </td><td>t tap </td><td>i insect </td><td>p pan </td></tr><tr><td>n net </td><td>m mouse </td><td>d dog </td><td>g goat </td><td>o octopus </td><td>c cat </td></tr><tr><td>k kite </td><td>ck duck </td><td>e elephant </td><td>u umbrella </td><td>r rabbit </td><td>h hat </td></tr><tr><td>b bat </td><td>f frog </td><td>ff cliff </td><td>l ladder </td><td>ll shell </td><td>ss dress </td></tr><tr><td>j jug </td><td>v van </td><td>w web </td><td>x fox </td><td>y yellow </td><td>z zebra </td></tr><tr><td>zz fizzy </td><td>qu queen </td><td colspan="4"></td></tr></table>		s sun 	a apple 	t tap 	i insect 	p pan 	n net 	m mouse 	d dog 	g goat 	o octopus 	c cat 	k kite 	ck duck 	e elephant 	u umbrella 	r rabbit 	h hat 	b bat 	f frog 	ff cliff 	l ladder 	ll shell 	ss dress 	j jug 	v van 	w web 	x fox 	y yellow 	z zebra 	zz fizzy 	qu queen 				
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<p>Year 1</p>	<p>Handwriting expectations from the National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p><i>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. 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.</i></p> <p><i>Left-handed pupils should receive specific teaching to meet their needs.</i></p>	<p>Some pupils will begin to use the diagonal and horizontal strokes needed to join letters.</p>	<ol style="list-style-type: none"> 1. The Ladder Family (l, i, u, t, y, j) 2. The One-Armed Robot Family (n, m, h, k, b, p, r) 3. The Curly Caterpillar Family (c, a, d, e, s, g, f, q, o) 4. The ZigZag Monster Family (z, v, w, x) <p>See guidance below for order of teaching letter joins.</p>
<p>Year 2</p>	<p>Handwriting expectations from the National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p><i>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</i></p>	<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<ol style="list-style-type: none"> 1. The Ladder Family (l, i, u, t, y, j) 2. The One-Armed Robot Family (n, m, h, k, b, p, r) 3. The Curly Caterpillar Family (c, a, d, e, s, g, f, q, o) 4. The ZigZag Monster Family (z, v, w, x) <p>See guidance below for order of teaching letter joins.</p>

Year 3	<p>Handwriting expectations from the National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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] 	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	Teachers follow the needs of their class (and continue to use the suggested order of teaching joins below) and recap any letter formations that need further practise.
Year 4	<p><i>Pupils should be using joined handwriting throughout their independent writing. 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. This, in turn, will support their composition and spelling.</i></p>	To use confidently diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	Teachers follow the needs of their class (and continue to use the suggested order of teaching joins below) and recap any letter formations that need further practise.
Year 5	<p>Handwriting and presentation expectations from the National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	To use confidently diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	Teachers follow the needs of their class (and continue to use the suggested order of teaching joins below) and recap any letter formations that need further practise.
Year 6	<p><i>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. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. 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.</i></p>	To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).	Teachers follow the needs of their class (and continue to use the suggested order of teaching joins below) and recap any letter formations that need further practise.

**Pupils
who are
not yet
fluent
handwri-
ters in
KS1
and
KS2**

Pupils who need additional support with handwriting must be given regular opportunities to practice in order to gain fluency. Where handwriting is not yet fluent, teachers should use diagnostic assessment (under the guidance of the English Leader and SENCo as appropriate) to identify where additional support and practice should be focused. Identify whether the issue with the handwriting is due to:

- Gross motor difficulties
- Fine motor difficulties
- Letter Formation
- Pencil control
- Alignment
- Spacing
- Pencil Pressure
- Paper Position
- Posture
- Visual perception
- Handwriting speed and size
- Pencil grip

Interventions should focus on addressing the particular area of need.

Caversham Primary School- Handwriting Progression

When beginning to teach joined handwriting the following order should be used:

1. Base joins

Set 1	ll li ti il it ill ut at ull
Set 2	all in un an im um am ine ime
Set 3	ar aw iv hu ti ki du ay ey
Set 4	ip up ib ub th ck ch ent ant

2. Top joins

Set 1	ou ov ow op
Set 2	re ri rt rk
Set 3	ob ol ot of if
Set 4	ve we wh
Set 5	fe fi fu fl ft

3. Joins to anti- clockwise letters

Set 1	ac ad ag ca da ha
Set 2	oa od og oo
Set 3	fa fo va wa ws
Set 4	ea ed

4. Other joins

Joins to e
Joining from t
Joining from p
Joining from b
Descenders
Descenders joined to e
qu
ff
ss
sw
us
ix

Initial unjoined script in EYFS

a b c d e f
g h i j k l
m n o p q
r s t u v w
x y z

Cursive script used once pupils are joining letters

Aa Bb Cc Dd
Ee Ff Gg Hh Ii
Jj Kk Ll Mm
Nn Oo Pp Qq
Rr Ss Tt Uu Vv
Ww Xx Yy Zz

Why do we need to write ?

Despite the development of technology and computers, it is still vital that we teach children to write. It is an important life skill which underpins many activities. There are two main purposes for handwriting:

To make notes for ourselves

To pass information on to another person.

In both cases, it is important that someone can read what we have written!

How Does the School Teach Handwriting?

Handwriting tasks require different muscle groups to work together with the proper force, timing and actions to produce an acceptable outcome (ie legible handwriting). At Caversham Primary School, from the very earliest years through the whole of their time at primary school, we teach, model and practise activities for the children to develop both gross and fine motor control skills. **(Please see progression map above for the teaching sequence of formal handwriting)**

Fine motor skills are small movements — such as picking up small objects and holding a spoon and handwriting. They involve using the small muscles of the fingers, toes, wrists, lips, and tongue.

Gross motor skills are the bigger movements — such as rolling over, sitting, riding a bike, gymnastics. They use the large muscles in the arms, legs, torso, and feet.

Improving gross motor skills supports children to develop improved strength and posture, whilst improving fine motor control helps children to develop the ability to plan and execute detailed actions.

Throughout their time at school, the children have opportunities to improve their gross and fine motor control through physical development, PE and sports, creative art and design, use of technology etc. Control is also encouraged through playtime activities, such as play, games and sports. Fine and gross motor

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skills are explicitly taught and modelled for pupils from EYFS through KS1 and for any pupils in KS2 who require consolidation.

Gross motor activities

If you are able to take your child to a play area with climbing equipment this may be just as beneficial to their writing development as sitting down with pens and paper! Providing opportunities for climbing, swimming, skipping, riding a bike/trike, balancing on a beam can all help, even playing on monkey bars can build up strength and control to help with handwriting!

Fine motor activities

Craft, tying shoe laces, doing up zips, using play-dough, colouring in, cutting out, Hama beads and threading beads give children the hand eye co-ordination and the ability to develop a correct pencil grip and finger strength and memory, even playing Connect 4 can help with the pincer grip and finger control.

Pencil/Pen Grip

The way a child grips the pencil/pen will affect the quality, speed and flow of their handwriting and it is very important that every child is able to write neatly and legibly.

It is important that children learn to hold their pencil correctly and ensure their posture is correct. The most appropriate grip is the 'tripod grip' which allows both control and fluid movement.

Tripod Grip



- Pencil held between finger and thumb. Middle finger provides extra support
- The hand should be holding the pencil at an angle of about 60 degrees
- The pen or pencil should be held about one to three centimetres from the writing tip, so that there is control over its movement
- The grip should be relaxed, without pressing too hard on the page
- The child should be sitting upright, not hunched over paper, with their feet flat on the floor
- Head up, not resting on the desk or hand
- Paper is tilted in an anti-clockwise direction, with the left hand steadying the paper

Left Handed Children

Young children may not favour one hand over the other initially; however, when they do settle on their right or left hand it is important to be able to support left handed children appropriately. The following guidelines may be useful:

The child will need space to his / her left as he / she writes

The writing paper is to the left of the child's body midline

The paper is tilted up in a clockwise direction, with the right hand steadying the paper

The writing forearm is parallel with the paper edge as the child writes

The writing tool is held sufficiently far from its point to ensure that the child can see what he/she is writing