






Handwriting Progression

www.teachhandwriting.co.uk has handwriting warm ups and letter formation sheets. Little Wandle is used for letter rhymes to help with remembering starting points of letters.

Year Group	Statutory Statements	Implementation	When?
EYFS	<p>By the end of the Reception year, children are expected to:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p>Fine motor skills support handwriting development and includes expectations such as:</p> <ul style="list-style-type: none"> • Holding a pencil comfortably using a secure grip. • Using tools like scissors, paintbrushes, and cutlery with control. • Developing strength, coordination, and control in their hands and fingers. 	<p>Nursery: Complete activities to support pre-handwriting:</p> <ul style="list-style-type: none"> • Gross/fine motor activities • Pen Disco • Moving with Marks <p>Reception: Daily: Gross/fine motor activities Autumn 1: Tracing patterns Autumn 2/Spring1/Spring2: letter formation and rhymes as part of phonics Summer: Daily handwriting practice in the mornings to revisit sounds and rhymes.</p> <p>Handwriting recorded in blue folders.</p>	Continuous Provision and Adult-led activities
Year 1	<p>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" (e.g., letters formed in similar ways) and practise these. <p> Focus: Correct letter formation and fine motor control, not joined writing yet.</p>	<p>Autumn 1: patterns Autumn 2: ladder letters Spring 1: one armed robot letters Spring 2: curly caterpillar letters Summer: zigzag monster letters</p> <p>Number formation to be taught as part of maths in Autumn Term.</p> <p>Capital Letters to be taught in conjunction with letter families.</p> <p>Handwriting recorded in blue folders.</p>	Daily in phonics
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. 	<p>Revisit Year 1</p> <p>Autumn 1: patterns Autumn 2: ladder letters</p>	4 times a week as part of spelling lesson

	<ul style="list-style-type: none"> • 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. <p> Focus: Developing consistency in size and spacing.</p>	<p>Spring 1: one armed robot letters Spring 2: curly caterpillar letters Summer: zigzag monster letters</p> <p>Number formation to be taught as part of maths in Autumn Term.</p> <p>Capital Letters to be taught in conjunction with letter families.</p> <p>Handwriting recorded in blue folders.</p>	
LKS2	<ul style="list-style-type: none"> •  Use the diagonal and horizontal strokes needed to join letters, and understand which letters are best left unjoined (e.g., capital letters or some letters with particular joins). •  Increase the legibility, consistency and quality of their handwriting, for example by: <ul style="list-style-type: none"> • ensuring that downstrokes of letters are parallel and evenly spaced • that lines of writing are appropriately spaced 	<p>As part of the handwriting lesson children will:</p> <ul style="list-style-type: none"> • complete a warm up • go over the target letter/join with a rhyme • modelled handwriting • practise to apply • CTS will address misconceptions through AFL <p>Autumn 1: revise all letters, lower and upper case. Autumn 2: from the second part of autumn, the natural joins are introduced.</p> <p>Handwriting recorded in handwriting books.</p>	<p>Year 3: 1 hour each week- 30 mins stand alone and 30 mins in the reading lesson.</p> <p>Year 4: 30mins stand-alone lesson.</p>
UKS2	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1.  Write legibly, fluently, and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices (e.g. looped vs. unlooped joins) ○ deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task (e.g. pencil for drafting, pen for final copy) 	<p>As part of the handwriting lesson children will:</p> <ul style="list-style-type: none"> • complete a warm up • go over the target letter/join with a rhyme • modelled handwriting • practise to apply • CTS will address misconceptions through AFL <p>Revise all natural joins and apply with spellings and dictations.</p> <p>Handwriting recorded in English books.</p>	<p>Year 5/6: 30mins stand-alone lesson</p>