



Senacre Wood Primary School

Progression Guidance: Handwriting through the Primary School

This is a guidance document. It complements the National Curriculum Programmes of Study for Key Stages 1 and 2. The POS does not dictate precisely when cursive writing should begin, or which handwriting programme a school should use. However, statements clearly give emphasis to the importance of teaching handwriting thoroughly and regularly, with high expectation of presentation. Handwriting should be taught as a modelled, supervised and guided activity, ensuring that pupils do not form habits which are unhelpful later. Correct letter formation and orientation is crucial.

At Senacre Wood Primary, within EYFS and Key Stage One, handwriting is taught using the Read, Write Inc. phonics scheme of learning. When pupils are secure with their letter formation, including size and orientation, they will be introduced to cursive handwriting; for the majority of pupils, this is in Year 2.

Year group	Writing - handwriting
Year R	<p><i>Development Matters</i> gives the following guidance:</p> <p>3 to 4 Year Olds will:</p> <p><i>Physical Development-</i></p> <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. <p><i>Literacy-</i></p> <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. <p>Children in Reception will:</p> <p><i>Physical Development-</i></p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Develop the foundations of a handwriting style which is fast, accurate and efficient. <p><i>Literacy-</i></p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. <p>End of Year Expectation- Early Learning goal Writing:</p> <p><i>Children at the expected level of development will:</i></p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Pupils will need to:</p> <ul style="list-style-type: none"> • engage in pre-writing or 'writing-readiness' activities • practise holding a writing or drawing implement correctly • practise and enjoy making marks using a variety of materials • make large marks and small marks, using gross and fine motor skills • make patterns such as wiggles, curves, straight lines, zig-zags and circles • practise drawing patterns inside bigger shapes, keeping within the lines • when appropriate, follow the statements for Year 1 below <p><i>Additional information: provide opportunities for the child to hold a range of writing implements correctly, using the tripod grip, before the muscle memory becomes fixed. Develop shoulder movements to encourage upper body strength.</i></p>

<p>Year 1</p>	<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 (<i>in line with the school's policy and handwriting programme</i>) • form capital letters • form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Non statutory:</p> <ul style="list-style-type: none"> • Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement should allow the pupil to hold it easily and correctly, to avoid forming bad habits. • Left handed pupils should receive specific teaching to meet their needs. <p>Additional information: <i>Based on Read Write Inc. children learn the correct letter formation using the picture mnemonics. The letters are taught in handwriting groups-</i></p> <ul style="list-style-type: none"> • <i>Around letters- c, a, d, g, q</i> • <i>Down letters- l, t, b, p, k, h, l, j, m, n, r, u, y</i> • <i>Curly letters- e, f, s</i> • <i>Zig Zag letters- v, w, z, x</i> <p><i>Once children can form the letters correctly, they learn to place the letters on the line, in relation to if they are 'boat letters', 'sky letters' (ascenders) or 'water letters' (descenders).</i></p>
<p>Year 2</p>	<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 • 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. (<i>This may refer to a handwriting programme such as Nelson, rather than fully cursive script. If your school uses the latter, the only unjoined letters would be capital letters. If your school handwriting policy requires that pupils begin to join letters at an earlier stage, follow your preferred policy. Consider how well your pupils are able to successfully master what you are expecting of them at each stage, so that the writing process does not become a barrier to enjoyment and success.</i>) • 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>Non statutory: 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>This implies that it is not appropriate to rush children to join letters until they have mastered these skills.</i>)</p>
<p>Lower Key Stage Two</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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.] <p>Non statutory: 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.</p>

Years 5
and 6

Handwriting and Presentation

Pupils should be taught to:

- 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.

Non statutory:

- 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.

