



Lovers' Lane Primary and Nursery School

Handwriting Progression Map



Handwriting – Whole School Progression Map

Teaching Sequence in Handwriting	This is the sequence that is followed: <ul style="list-style-type: none"> ♣ Hand and finger strength ♣ Seating position ♣ Pencil grip ♣ Tracing ♣ Patterns ♣ Over teacher's writing (highlighter) ♣ Under teacher's writing (directly under words – write in large letters, leave large spaces between words) ♣ Independence 			These are the four-letter families and order that they are taught: Curly Caterpillar Letters: c, a, o, d, g, q, e, s, Ladder Letters: l, i, t, u, One-Armed Robot Letters: r, b, n, h, m, k, p Zigzag Monster Letters: v, w, x, z More complex letters from the 4 families: f, j, y Digits 0-9 Capital Letters A-Z Capital letters do not join to lower case letters	These are the four main joins and order that are taught and examples of the joins: 1. Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu. 2. Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl. 3. Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re. 4. Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk
Year	Autumn			Spring	Summer
EYFS	Pupils should be taught to: <ul style="list-style-type: none"> • show good control and coordination in large and small movements. • move confidently in a range of ways, safely negotiating space. • handle equipment and tools effectively. • safely use and explore a variety of materials, tools and techniques. 				
	Focus on mark making and developing fine motor skills through a range of activities, such as 'Dough Disco' and 'Flippy Flappy.' <ul style="list-style-type: none"> • Teaching the correct seating position • Pencil Grip • Tracing patterns 	CC Letters: c, a, o, d, g, q, e, s, (4 weeks) L Letters: l, i, t, u, (2 weeks) Learn to write name (copy)	OR Letters: r, b, n, h, m, k, p (3 weeks) ZM Letters: v, w, x, z (2 weeks) More complex letters: f, j, y (2 weeks) Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning	Consolidation of letter formation of lower-case letters CC Letters: c, a, o, d, g, q, e, s, (3 weeks) L Letters: l, i, t, u, (2 weeks) OR Letters: r, b, n, h, m, k, p (3 weeks) ZM Letters: v, w, x, z (2 weeks) More complex letters: f, j, y (2 weeks) Use and apply in writing activities	
Year 1 (2 weeks per unit)	Pupils should be taught to: <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Form lower-case letters in the correct direction, starting and finishing in the right place • Lead out of letters in preparation for joining. • Form capital letters • Digits 0 to 9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 				
		Autumn 1: Unit 1: Revising letter families, Set 1a (c o a d g q) Unit 2: Revising letter families, Set 1b (f s e) Unit 3: Revising letter families, Set 2a (i l t) Set 3 sounds RWI Autumn 2: Unit 4: Practicing letter families, Set 2b (j u y) Unit 5: Introducing letter families, Set 3a (m n r) Unit 6: Practicing letter families, Set 3b (b h k p) Set 3 sounds RWI	Spring 1: Unit 7: Introducing letter families, Set 4 (v w x z) Unit 8: Practicing letter families, Set 4 (v w x z) Unit 9: Practicing capital letters (E F H / I T L) 1 week per unit Set 3 sounds RWI Spring 2: Unit 10: Practicing capital letters (A K M N / V W X Y Z) Unit 11: Practicing capital letters (C G O Q S / B D P R U J) Unit 12: Practicing numbers (numbers and number words 1 -10) Set 3 sounds RWI	Learn to write surname independently Revise units 1 -12 across this term, introducing the lead out to each letter. Practise alongside RWI phonic practice – e.g. set 2 and 3 sounds/ green words / red words	
Year 2 (1 week per unit)	Pupils should be taught to: <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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters • use spacing between words that reflects the size of the letters 				
		Autumn 1: Unit 1: Introducing diagonal join to ascender: joining at, all Unit 2: Practising diagonal join to ascender: joining th, ch, cl Unit 3: Introducing diagonal join, no ascender: joining in, im, cr, tr, dr Unit 4: Practising diagonal join, no ascender: joining lp, mp, ee Unit 5: Practising diagonal join, no ascender: joining ai, ay, ime, ine, op, oy	Spring 1: Unit 1: Practising diagonal join to r: ir, ur, er Unit 2: Practising horizontal join to r: or, oor Unit 3: Introducing horizontal join from r to ascender: irl, url, irt Unit 4: Introducing horizontal join from r: ere Unit 5: Practising joining to and from r: air Spring 2: Unit 6: Introducing diagonal join to s: dis	Summer 1: Unit 1: Practising diagonal join to an anticlockwise letter: ea, ear Unit 2: Introducing horizontal join to and from f to ascender: ft, fl Unit 3: Introducing horizontal join from f, no ascender: fu, fr Unit 4: Introducing (diagonal join, no ascender) Unit 5: Introducing (horizontal join, no ascender)	



Lovers' Lane Primary and Nursery School

Handwriting Progression Map



	<p>Unit 6: Introducing diagonal join, no ascender, to an anticlockwise letter: joining id, ig, nd, ld, ng</p> <p>Autumn 2: Unit 7: Diagonal join to ascender in words: -eel / -eet / -eek / -ilk Unit 8: Practising diagonal join, no ascender, in words: a_e (same) Unit 9: Practising diagonal join, no ascender, to an anticlockwise letter in words: -ice, -ide (dice, ride) Unit 10: Practising horizontal join, no ascender, in words: -ow, ou, oi, oy Unit 11: Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode Unit 12: Practising horizontal join, to ascender ole, obe, ook, ool</p>	<p>Unit 7: Introducing horizontal join to s: ws Unit 8: Introducing diagonal join from s to ascender: sh Unit 9: Introducing diagonal join from s, no ascender: si, su, se, sp, sm, Unit 10: Introducing horizontal join from r to an anticlockwise letter: rs</p>	<p>Unit 6: Introducing (diagonal join, no ascender, to an anticlockwise letter)</p> <p>Summer 2: Unit 7: Introducing (horizontal join to ascender) Unit 8: Capital letter practice: height of ascenders and capitals</p> <p>Units 9-12: Handwriting sessions should now be focussed around practising joining spellings / common exception words.</p>
<p style="text-align: center;">Year 3 (1 week per unit)</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] 		
	<p>Autumn 1: 1. Revising joins in a word: long vowel phonemes (ea, ey, ee, igh, ow, ou, oo, ai, ay, eigh etc) 2. Revising joins in a word: le 3. Revising joins in a word: ing 4. Revising joins in a word: Year 2 common exception word revision for 2 to 3 weeks.</p> <p>Autumn 2: 1. Revising joins in a word: new vocabulary 2. Revising joins in a word: un, de 3. Revising joins to and from s: dis 4. Revising joins to and from r: re, pre 5. Revising joins to and from f and ff 6. Revising joins: qu</p>	<p>Spring 1: 1. Introducing joining b and p: diagonal join, no ascender, bi, bu, pi, pu 2. Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po 3. Practising joining b and p: diagonal join to ascender, bl, ph 4. Relative sizes of letters: silent letters 5. Parallel ascenders: high frequency words 6. Parallel ascenders: adding y to words</p> <p>Spring 2: 7. Relative size and consistency: -ly, - less, -ful 8. Relative size and consistency: capitals 9. Speed and fluency - practice: -er, -est 10. Speed and fluency practice: opposites (hot/cold, wet/dry, happy/sad, black/white etc) High frequency wordlist – year 3</p>	<p>Assessment and Revision joining with f / ff joining with j joining with k joining words with break letter x</p> <p>Revising capitals children find tricky: Z, Q, J, P (ensure they sit correctly on the line. Practice joins through spelling practice of high frequency wordlist for Year 3</p>
<p style="text-align: center;">Year 4</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] 		
	<p>Joins in line with RWI Spelling Patterns</p> <ul style="list-style-type: none"> Suffixes Prefixes High Frequency words - Practise / revise all Year 3/4 wordlist words using joins 	<p>Joins in line with RWI Spelling Patterns</p> <ul style="list-style-type: none"> Suffixes - -ally, - ous, -tion, ssion, sion, cian High Frequency words - Practise / revise all Year 3/4 wordlist words using joins 	<p>Joins in line with RWI Spelling Patterns</p> <ul style="list-style-type: none"> Words ending in... • ey, eigh • -gue • -que Silent sc (science) Words with k spelt ch Homophones/near homophones High Frequency words from Year 3-4 wordlists using joins
<p style="text-align: center;">Year 5 & 6</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 <p>Pupils will focus on maintaining a consistent and fluent style. Pupils will practice maintaining legibility when writing at speed. Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.</p>		