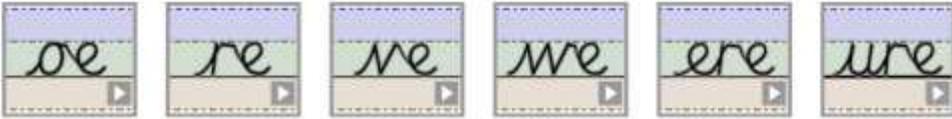




Handwriting Progression

Stage	Teaching and Learning	Assessment
<p>1 Pre-writing Experience <i>To develop gross and fine motor movements.</i></p>	<ul style="list-style-type: none"> Gross motor skill activities – crawling, jumping, running, hopping, arm circling, ball skills. Fine manipulative activities – cutting, threading, modelling, hammering, finger rhymes, sorting small objects, sticking, pattern-making, tracing, peg boards. Perceptual activities – playing with shapes and objects in different sizes and sorting them. Muscle strengthening activities in preparation for tripod grasp – finger ball walk, pinching pegs, mini paper crumbling, water spray bottle etc. 	<p>Does the child have sufficient pencil control to begin to form letters? Demonstrate the following then ask the child to imitate the following scribbles free-hand:</p> <ul style="list-style-type: none"> ✓ Horizontal lines left to right ✓ Straight scribble ✓ Round and round scribble ✓ A diagonal cross ✓ A horizontal/vertical cross ✓ An anti-clockwise circle ✓ A clockwise circle ✓ A vertical line in a downward direction
<p>2 Pencil Grip and Posture <i>To hold a pencil effectively to write.</i></p>	<ul style="list-style-type: none"> Model, demonstrate and practise pencil grasp (tripod grasp). Use mantra 'Pinch and flick' Claw pencil grips provided where necessary Practise scribbling, colouring, shading with pencil grasp. Children are taught and encouraged to sit on a chair properly - sitting up, with a straight back, the chair pushed in a comfortable amount and both legs under the table. The children's thighs should be parallel and their feet flat on the floor. <div style="display: flex; justify-content: center; gap: 20px;">   </div>	<p>Is the child using an effective pencil grip?</p>
<p>3 Lower Case Letter Formation <i>To form all lower case letters correctly with cursive script.</i></p>	<ul style="list-style-type: none"> Children should have lots of opportunity to learn letter formation in BIG ways before putting pencil to paper. E.g. they should learn the gross motor movement using sky writing, painting, chalk on the floor etc. before they have a go with a pencil. Use RWI letter formation guidelines and ditties to teach, demonstrate and practise formation of lower case letters as sounds are taught in RWI sessions. Further handwriting sessions should invite children to learn and practise letter formation in groups to recognise that groups of letters have similar patterns of movement. These should be taught as follows: <ol style="list-style-type: none"> The long ladder family: l, i, u, t, y The one armed-robot family: r, n, m, h, b, k, p The curly caterpillar family: c, a, d, g, q, o, e, s, f, j The zig-zag monster family: z, x, v, w, 	<p>Assess the child by inviting them to write the alphabet along a line or writing the sentence:</p> <p>The quick brown fox jumps over the lazy dog.</p> <ul style="list-style-type: none"> ✓ Has the child formed all of the letters correctly?

<p>4 Upper Case (CAPITAL) Letter Formation</p>	<p>This can be taught alongside lower case letter formation. Teach children how to form upper case letters following this sequence:</p>  <p>Note: Capital letters can start from anywhere! The most economically efficient starting point should be found; for most people this is at the top.</p>	<p>THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG</p> <p>Has the child formed all of the letters correctly?</p>
<p>7 Size, orientation and Preparation for joining <i>To form all lower case letters with a cursive script in preparation for joining.</i></p>	<ul style="list-style-type: none"> Teach the children that when we learn to join our handwriting, it is useful to use a lead-in. A lead-in is made by starting to write each letter from the line. Teach the manta, ‘Pencil to line...’ followed by the letter ditty e.g. “Pencil to line, up to the stop and stop, around the apple and down the leaf’. In daily handwriting lessons lower case letters should be revised in this sequence, adding a lead-in in preparation for joining: Caterpillar letters: a c o d g q e s f Ladder letters: l i u t j y One-armed robot letters: r b n h m k p Zigzag monsters: v w x z <p>As individual letter formation is modelled, children should be taught the appropriate size and position of each letter on the line, learning the correct vocabulary and developing understanding of the following rules:</p> <ul style="list-style-type: none"> Ascender = tall letter Descender = tail below the line Small letter = a, c, e, i, m, n, o, r, s, u, v, w, z, x The letters b, d, h, k, t and l are called ascenders. The top of the letter should reach very close to the top of the line (it shouldn’t touch!). The letters g, j, p, q and y are called descenders. The tail these letters have goes below the line but their body sits on the line. The letter f is an ascender and a descender. The letter reaches the same height as a tall letter and the tail of goes below the line. <p>During this stage, children should be encouraged to begin joining letters where they naturally flow into one another e.g. ll. During phonics and spelling sessions, RWI Special Friends should be modelled and practised in joined script where possible e.g. ay, ee.</p>	<p>Ask the child to write this sentence: The quick brown fox jumps over the lazy dog.</p> <p>The letters do not have to join at this stage but should have a lead in. Some children will naturally start to join letters at this stage.</p> <p>✓ Has the child formed all of the letters correctly?</p>
<p>6 Joining <i>To use the correct formation of</i></p>	<p>Joined handwriting should be taught as soon as pupils have learnt to form their letters correctly. Isolated letters should then only be taught when problems arise. Children must be taught about the different types of joins:</p> <ul style="list-style-type: none"> Diagonal line join – the join that moves from bottom left corner to top right e.g. il, ay, ck Smile join or washing line join (use vocabulary appropriate to the children)- the line that is formed when join two letters across the top e.g. oo, or, ou 	<p>The quick brown fox jumps over the lazy dog.</p> <p>✓ Is the handwriting joined? ✓ Are the joins formed correctly?</p>

<p><i>handwriting joins.</i></p>	<ul style="list-style-type: none"> • Swooping or dipping join for leading down in to an e e.g.  <p>The following sequence should be adhered to when teaching joining:</p> <ol style="list-style-type: none"> 1. Bottom joins: ai, ch, ck, er, ff, sh, th, but, jig, zip 2. Bottom to c shaped letter joins: as, ea, ed, ss, igh, ing, sat, 3. Bottom e letter joins: be, ie, se, ee, xe, ze, her, men 4. Top e letter joins: <ul style="list-style-type: none">  5. Top letter joins: oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh <p>Sequence and model can be found on https://teachhandwriting.co.uk/continuous-cursive-joins-choice-1.html Joins should be practised in words as soon as they have been mastered to apply in word writing as soon as possible.</p>	<p>✓ Does the handwriting flow from one letter to the next?</p>
<p>7 Refine letter positioning and spacing <i>To write letters in the correct size and to position letters accurately on the line. To ensure my letters and words are evenly spaced.</i></p>	<p>Cursive script should ensure that children learn how to position letters early on, however it is important to refine letter positioning and spacing as children become fluent, joined hand writers. Children must be aiming to produce an exact copy of what has been modelled, looking closely at letter size and position on the line. Refine this skill by practising words with similar letters to ensure that every duplicated letter is of even size and space e.g. minimum, maximum, millennium, skeleton.</p> <p>Model, demonstrate and explain effective spacing between letters and words (finger spaces). Give children lots of opportunities to practise writing sentences on lined paper to attain this skill.</p> <p>At this stage, children are proficient in joined handwriting and should be provided with a pen for writing.</p>	<p>On lined paper ask the child to write this sentence:</p> <p>The quick brown fox jumps over the lazy dog.</p> <ul style="list-style-type: none"> ✓ Are the ascenders tall? ✓ Are the small letters small? ✓ Are the descenders below the line? ✓ Is there sufficient space between each letter? ✓ Is there sufficient space between each word?

<p>8 Fluency and Speed <i>To write automatically and fluently.</i></p> <p><i>To write legibly with speed.</i></p>	<ul style="list-style-type: none">• Encourage children to use joined writing in ALL writing tasks so it becomes a familiar skill.• Give plenty of opportunity for children to practise pattern-making so that joining flows and is relaxing.• Self/peer assessment of handwriting so that children monitor their own progress.• Timing writing for fun – recording time and beating it next time.• Use handwriting for a range of purposes and discuss expectations for different pieces of writing e.g. note-taking/formal letter.• Children may begin to develop their own personal style of handwriting here. They will know when joined handwriting must be used and when it should be avoided e.g. when writing an email address.• Children will experiment with a range of writing instruments and fonts.	<ul style="list-style-type: none">✓ Is the child using joined writing in all writing tasks?✓ Can the child comment on their own handwriting?✓ Can the child write legibly with speed?✓ Does the child understand that different tasks require different levels of speed?
---	---	---