



## Progression of the Teaching of Handwriting

EYFS	
Skills Taught	<p>Pre-writing skills to develop muscle strength, control and hand-eye coordination.</p> <p>Letter formation taught in 'print' format.</p> <p>Dominant hand is identified.</p>
Methods Used	<p>Dough Gym (for all children in Terms 1 and 2)</p> <p>Pen Disco (pattern work in Terms 1 and 2, letters Term 3 onwards) – follow up activities in CIA from Term 2</p> <p>Funky Fingers (in CIA all year round, as part of guided reading carousel groups from Term 3 onwards)</p> <p>Print taught during phonics sessions as each sound is introduced. Letter formation follows the Little Wandle letters and sounds scheme.</p> <p>Children are not taught in letter families but according to sound introduction.</p> <p>Children are taught the difference between capital letters and lower case letters. (see formation chart at end of document)</p> <p>Number formation modelled (see chart at end of document to show formation).</p> <p>Tripod grip modelled and children supported in achieving this. Pen grip is assessed on entry.</p> <p>Drawing Club (writing activities for all children).</p> <p>Busy time used for name-writing and supporting children with pencil grip and handwriting (from Term 2 onwards).</p>
Interventions and SEND support	<p>Dough Gym for focus children from Term 3 onwards.</p> <p>Fine motor interventions begin in Term 2 and continue through to July.</p> <p>Name writing intervention from Term 2 onwards.</p> <p>Adaptations made as required to seating and positioning including move and sit cushions or access to sloping boards.</p>
Resources	<p>Children use chunky, tripod grip pencils for writing.</p> <p>Wide lined paper is used.</p> <p>Other media used for fine motor activities – chalks, crayons and paints.</p> <p>Range of materials used for development of fine and gross motor skills – ribbons, sand trays, large paintbrushes.</p>
Developing Support at Home	<p>Handwriting support sheet sent out to parents for information (see end of document).</p>

YEAR 1	
Skills Taught	Pre-cursive handwriting taught (lead in lines) and cursive handwriting for some children towards the end of year 1.
Methods Used	<p>Correct letter formation and lead ins taught during daily whole class handwriting lesson. This is taught in groups of letters with similar formation. Children continue to be taught the difference between capital letters and lower case letters. (see formation chart at end of document).</p> <p>Little Wandle letter formation used to assist with the formation of letters (see chart at end of document).</p> <p>Terms ascenders and descenders used.</p> <p>Number formation modelled. (see chart at end of document to show formation).</p> <p>Tripod grip modelled and children supported in achieving this.</p> <p>Fine motor activities continue to be built into the timetable, especially during CIA in Terms 1 and 2.</p>
Interventions and SEND support	<p>Handwriting interventions begin in Term 2. Matched to children's ability – looking back at plugging any gaps from EYFS.</p> <p>Adaptations made as required to seating and positioning including move and sit cushions or access to sloping boards.</p>
Resources	<p>Children use chunky, tripod grip pencils for writing.</p> <p>Wide lined paper is used.</p> <p>Other media used for fine motor activities – chalks, crayons and paints.</p> <p>Range of materials used for development of fine and gross motor skills – ribbons, sand trays, large paintbrushes.</p>
Developing Support at Home	Handwriting support sheet sent out to parents for information (see end of document).

## YEAR 2

Skills Taught	Cursive handwriting taught.
Methods Used	<p>Correct letter formation, lead ins and joins taught during daily whole class handwriting lesson. This is taught in groups of letters with similar formation, following the <b>MSL</b> scheme. Children continue to be taught the difference between capital letters and lower case letters. (see formation chart at end of document).</p> <p>Repeated letter strings practised.</p> <p>Terms ascenders and descenders used.</p> <p>Number formation continues to be modelled. (see chart at end of document to show formation).</p> <p>Tripod grip modelled and children supported in achieving this.</p> <p>Children are taught to use the three Ps (posture, paper, pencil)</p>
Interventions and <b>SEND</b> support	<p>Handwriting interventions begin in Term 2. Matched to children's ability – looking back at plugging any gaps from previous years.</p> <p>Support materials used to assist interventions – <b>Write from the Start</b> and <b>Clever Hands</b>.</p> <p>Adaptations made as required to seating and positioning including move and sit cushions or access to sloping boards.</p>
Resources	<p>Children use chunky, tripod grip pencils for writing. Some use ordinary pencils with a pencil grip.</p> <p>Lined paper is used.</p> <p>Loopy Writer / Writing Repeater used to model letter formation as part of <b>Early Morning</b> work.</p>
Developing Support at Home	<p>Handwriting support sheet sent out to parents for information (see end of document).</p> <p>Handwriting practice packs sent home for children to work on.</p>

## YEARS 3–6











Skills Taught	<p>Cursive handwriting continues to be taught.</p> <p>Increasing emphasis on speed, fluency and legibility as children progress up the school. Children are taught how to apply the correct pressure for writing and are expected to write in a consistent, appropriate size.</p> <p>As children enter Year 5 and 6, a consistent personal style of cursive handwriting is accepted as long as it is broadly in line with the style modelled.</p>
Methods Used	<p>Daily handwriting is no longer in place.</p> <p>Handwriting is modelled specifically during spelling sessions where letter strings are taught e.g. ough, tion etc. Handwriting expectations are also reinforced during all learning opportunities. This includes, correct letter formation, lead ins and joins taught in groups of letters with similar formation, following the MSL scheme.</p> <p>Children continue to be taught the difference between capital letters and lower case letters. (see formation chart at end of document).</p> <p>Terms ascenders and descenders used.</p> <p>Number formation modelled and reinforced.</p> <p>Tripod grip modelled and children supported in achieving this.</p> <p>Children continue to be taught the importance of suitable posture for writing.</p>
Interventions and SEND support	<p>Handwriting interventions begin in Term 1. Matched to children's ability – looking back at plugging any gaps from previous years.</p> <p>Support materials used to assist interventions – Write from the Start and Clever Hands.</p> <p>Adaptations made as required to seating and positioning including move and sit cushions, access to sloping boards or table leg adjusters to higher the desk.</p> <p>Alternative forms of recording are used by some children who have difficulty with fine motor skills or muscle control.</p>
Resources	<p>Children use ordinary pencils for writing in Years 3–5. Some benefit from the use of a pencil grip. Chunky, tripod grip pencils are used by those who require this assistance.</p> <p>In Year 5, those children who are demonstrating consistent and accurate cursive writing gain their 'pen license' and can move on to using a pen for writing.</p> <p>In Year 6 all children are able to use a pen for writing. Children are able to select the type of pen which suits them best from a range available.</p> <p>Loopy Writer / Writing Repeater used to model letter formation as part of Early Morning work.</p>
Developing Support at Home	<p>Handwriting support sheet sent out to parents for information (see end of document).</p> <p>Speed Up intervention used in Year 6 and provides support materials to be used at home.</p> <p>Handwriting sheets and packs sent home to those children in Years 3–6 who require additional practice.</p>















## How to Form Letters



### Step One – Print Formation / No Joining

GPC	Formation Phrase	GPC	Formation Phrase
i iguana 	Down the iguana and dot the leaf.	p penguin 	Down the penguin's back, up and around its head.
u umbrella 	Down and around the umbrella and back to the ground.	e elephant 	Around the elephant's eye and curl down the trunk.
t tiger 	Down the tiger and across its neck.	c cat 	Curl around the cat.
n net 	Down, up and over the net.	o octopus 	All around the octopus.
m mouse 	Down, up and over the mouse's ears.	a astronaut 	Around the astronaut's helmet and down into space.

GPC	Formation Phrase	GPC	Formation Phrase
d duck 	Round the duck's body, up to its head and down to its feet.	x box 	From the top, across the box to bottom. From the top again, across the box to the bottom.
qu queen 	Round the queen's face, down her robe and a flick at the end.	l lollipop 	Down the lollipop stick.
v volcano 	Down to the bottom of the volcano and back up to the top.	h helicopter 	Down and up over the helicopter.
w wave 	Down and up and down and up with the waves.	b bear 	Down the bear's back, up and round its tummy.
r rainbow 	From the cloud to the ground and over the rainbow.	k kite 	Down the kite, up to the top corner and down to the bottom corner.
s snake 	Down the snake from head to tail.	f flamingo 	Down the flamingo to its foot and across its wings.

j jellyfish 	Down the jellyfish and dot on its head.	y yoyo 	Down, around the yo-yo and curl round the string.
g goat 	Round the goat's face and curl under its chin.	z zebra 	Across the top of the zebra's head, zig-zag down its neck and along.

Children need to be able to distinguish between lower case and upper case letters and correctly form both. On the following page, you will see information about how capital letters should be formed.



## How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.



## Step Two – Pre-Cursive

### Letters Formed with ‘Lead in Lines’ Ready to Join

Once print formation has been mastered, children then work on learning the correct lead in lines so they will be ready to join their letters – this is known as ‘pre-cursive letter formation’. Each letter has a lead in line to the letter which starts on the line of the paper.

The following phrases are used for the leading lines to reach the start point for each letter:

1. Up the leading line to the top of the ...
2. Along the leading line to the ...

It is important that the ‘lead in and lead out’ lines are used as these are key to joining letters correctly.

The order in which these pre cursive letters are taught is outlined below, with each group having similar lead in lines.

i, u, t

n, m, p

e, c, o

a, d, q

v, w, r

s, x

l, h, b

k, f, j

g, y, z

The following sheet outlines how these pre-cursive letters are formed.

## Formation of 'pre-cursive' Letter Shapes

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

## Step Three – Cursive (Joined Handwriting)

Cursive Handwriting: As children move into cursive handwriting, the school uses the MSL handwriting scheme to teach how strings of letters are joined.

The contents table below shows the groups of handwriting families that we use to teach the different joins. The handwriting families are grouped together by the way in which they are formed; often following the same initial handwriting movement. For example, children are taught to form the letter 'c' and then the 'o' as the 'c' is formed first as part of the letter 'o'.

4. <i>Introduction</i>	18. <i>A, a, a</i>	33. <i>K, k, k</i>
5. <i>Getting Started</i>	19. <i>D, d, d</i>	34. <i>F, f, f</i>
6. <i>I, i, i</i>	20. <i>Q, q, q</i>	35. <i>J, j, j</i>
7. <i>U, u, u</i>	21. <i>Link the Letters</i>	36. <i>Link the Letters</i>
8. <i>T, t, t</i>	22. <i>V, v, v</i>	37. <i>G, g, g</i>
9. <i>Link the Letters</i>	23. <i>W, w, w</i>	38. <i>Y, y, y</i>
10. <i>N, n, n</i>	24. <i>R, r, r</i>	39. <i>Z, z, z</i>
11. <i>M, m, m</i>	25. <i>Link the Letters</i>	40. <i>Link the Letters</i>
12. <i>P, p, p</i>	26. <i>S, s, s</i>	41. ↓ <i>Useful Links to Practise</i>
13. <i>Link the Letters</i>	27. <i>X, x, x</i>	60. Appendix
14. <i>E, e, e</i>	28. <i>Link the Letters</i>	61. <i>Alternative Letter forms</i>
15. <i>C, c, c</i>	29. <i>L, l, l</i>	↓ <i>f and z</i>
16. <i>O, o, o</i>	30. <i>H, h, h</i>	↓ <i>Link the Letters</i>
17. <i>Link the Letters</i>	31. <i>B, b, b</i>	71. <i>Useful Links to Practise</i>
	32. <i>Link the Letters</i>	

Some examples of words written in cursive handwriting are shown on the following sheet.

Examples of words written in cursive handwriting (joined)

eye

blue

shoe

canoe

climb

sandwich

pizza

buffet

cello

orchestra

kangaroo

minute

centre

scissors

science

height

ache

chocolate

aeroplane

England

English

queue

borough

thorough

ice

rice

face

place

silence

pencil

city

exercise

cinema

cycle

centre

scissors

gentle

change

strange

danger

large

charge

arrange

intelligent

magic

ginger

gymnastics

gypsy

## Number Formation

Godinton Primary School has an agreed approach to number formation. Number formation is taught from Year R and correct formation is practised and reinforced throughout KS1 and KS2 as required.



### Number Formation

0 1 2 3 4 5 6 7 8 9