

## **Woodford Valley: Handwriting progression of skills**

### **Intent**

At Woodford Valley C of E Primary Academy, we understand the importance of teaching handwriting across the school and aim to have all children using a joined up, continuous cursive handwriting style with automaticity and fluency by the end of Year 4. By helping children develop a fluent handwriting style, we hope to reduce the load on their working memory and promote a sense of pride in the children in the presentation of their work.

### **Implementation**

We use discrete teaching to model how to form and join letters correctly and confidently, introducing the children to the handwriting families: caterpillar letters, one armed robots, ladder letters and zigzag monsters. We also provide children with frequent additional opportunities to practise correct letter formation that may vary from practising drawing/continuing patterns, writing on whiteboards in a phonics lesson, written letter formation practice and copying out sentences/text. Teachers give verbal or written feedback to children in order to help them progress. We begin by teaching basic letter formation in Reception and providing children with lots of activities to develop their gross and fine motor skills. In Year 1, we introduce the continuous cursive handwriting font without joining and, in Year 2, they progress to learning how to join letters using the continuous cursive style. In Key stage 2 handwriting, we focus on accuracy and speed; understanding which adjacent letters are best left unjoined. We focus on helping children understand which standard of handwriting is appropriate for a particular task. All children are expected to use the continuous cursive font where they can. Staff use this font on displays as much as possible across the school to further promote high standards of handwriting and presentation. All staff writing on boards, in books and on displays should model this style of handwriting font for the pupils at the level that is expected for their class. I.e. Year 2 onwards should model a joined script.

### **Impact**

By the end of Year 6, we hope that all children will be using a fast, fluent handwriting style, joining with automaticity.

This progression of skills document is matched to the National Curriculum expectations (2014).

	Early years foundation stage	KS1		Key stage 2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Letter formation, placement and positioning and joining of letters.</b></p>	<p>Working alongside the development of letter formation, children in EYFS will have access to both fine and gross motor skill activities, that are both child initiated and adult supported and may be cross-curricular. Children will be taught how to correctly form and orientate letters. This will be delivered through shared writing opportunities, phonics sessions and adult directed tasks. By the end of reception, children will be able to form and orientate letters correctly.</p> <p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and</li> </ul>	<p>Frequent and discrete, direct teaching to help pupils form letters correctly and confidently. Children are introduced to how to form the continuous cursive font with no joins.</p> <p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place in the continuous cursive style.</li> <li>Form capital letters correctly.</li> <li>Form digits 0-9 correctly.</li> </ul>	<p>Frequent discrete revision teaching of how to form lower case letters correctly using the continuous cursive font. Children are then taught to write with a joined, continuous cursive font as soon as they can form letters securely with the correct orientation.</p> <p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>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.</li> <li>Write capital letters and</li> </ul>	<p>Regular handwriting practice with discrete modelling by teacher. Handwriting may also be linked to grammar and spelling practice.</p> <p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Recap any difficult letters and joins.</li> <li>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.</li> <li>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring</li> </ul>	<p>Regular handwriting practice with discrete modelling by teacher. Handwriting may also be linked to grammar and spelling practice too.</p> <p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Use a neat, joined handwriting style with increasing accuracy and speed.</li> <li>Increase the fluency with which they are able to write down what they want to say.</li> <li>Use joined handwriting throughout their independent writing.</li> </ul>	<p>Regular handwriting practice. Handwriting may be linked to grammar and spelling practice or may be writing up a final neat copy of a piece of work.</p> <p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed.</li> <li>Vary letter shape for effect.</li> <li>Print as appropriate</li> <li>Choose the writing implement that is best suited for a task</li> </ul>	<p>Regular handwriting practice. Handwriting may be linked to grammar and spelling practice or may be writing up a final neat copy of a piece of work.</p> <p><b>Children will be:</b></p> <ul style="list-style-type: none"> <li>Clear about what standard of handwriting is appropriate for a particular task.</li> <li>Children should be aware of draft and best handwriting styles for different purposes</li> <li>Taught to use an unjoined style, for example, for labelling a diagram</li> </ul>

	<p>writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style that is fast, accurate and efficient.</li> <li>• Form lower case and capital letters correctly.</li> <li>• <b>ELG:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these regularly.</li> </ul>	<p>digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <ul style="list-style-type: none"> <li>• Use spacing between words that reflects the size of the letters</li> </ul>	<p>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> <p><b>Pen license awarded when a child is neatly joining up in pencil.</b></p>			<p>or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.</p>
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