



## Progression in Handwriting Document.

The four main developmental phases:

1. Readiness for writing: gross and fine motor skills leading to letter formation. (EYFS)
2. Beginning to join (KS1)]
3. Securing the joins (KS1 / Lower KS2)
4. Practising speed and fluency (Lower KS2)
5. Presentation skills (Upper KS2)

**Timetabling:** classes to have at least one taught session per week.

### **All classes:**

- To ensure that children are confident with the four **letter families**. The teaching of **capital letters** must be taught.
- Focus on the **shape** of letters, **size** of letters and correct **orientation**.

**NB:** Do not join on the first letter of a word / do not start with a pre-join.

*(When practising a letter or a join, the letters can start with a pre-join. When applying within a word, do not use a pre-join if the letter comes at the beginning of a word, after a capital letter or after a break-join).*

### **Pen Licences**

Children must have a secure understanding and must apply the handwriting policy consistently to be awarded a pen licence! Children are to use a blue pen.

### Reception:

Handwriting should be taught as a whole class, using the set letter families below. The formation of letters should be taught at a brisk pace, aiming to introduce all lower case letters and numbers by the end of the Autumn term.

<b>Family 1</b>	c o a d g q e
<b>Family 2</b>	i l t f j u y
<b>Family 3</b>	r n m h b p k
<b>Family 4</b>	s v w x z
<b>Family 5</b>	0 1 2 3 4 5 6 7 8 9 plus CAPITAL LETTERS
<b>Break Joins</b>	b g j p q x y z f

### Year One:

Pupils will spend Autumn term practising the **formation of lower case letters** as part of words, e.g. common words and/or CVC, CCVC, CVCC words. This should continue to be teacher led as far as possible. Pupils should be ready to learn **base joins** at the beginning of the Summer term (see below):

<b>Revision:</b>
Lower case a-z
Child's full name
Capitals A-M
Capitals N-Z

<b>Set 1</b>	ll li ti il it ill ut at ull
<b>Set 2</b>	all in un an im um am ine ime
<b>Set 3</b>	ar aw iv hu ti ki du ay ey
<b>Set 4</b>	ip up ib ub th ck ch ent ant

## Year Two:

Pupils should spend a few weeks practising base joins before progressing onto [top joins](#) to anti-clockwise letters and other joins. Handwriting should be taught as a whole class, but with additional activities for any children experiencing difficulties.

### Top joins

<b>Set 1</b>	ou ov ow op
<b>Set 2</b>	re ri rt rk
<b>Set 3</b>	ob ol ot of if
<b>Set 4</b>	ve we wh
<b>Set 5</b>	fe fi fu fl ft

### Joins to anti-clockwise letters

<b>Set 1</b>	ac ad ag ca da ha
<b>Set 2</b>	oa od og oo
<b>Set 3</b>	fa fo va wa ws
<b>Set 4</b>	ea ed

### Other joins

<b>Set 1</b>
Joins to e
Joining from t
Joining from p
Joining from b
Descenders
Descenders joined to e
qu
ff
ss
sw
us
ix

### **Years Three and Four:**

Handwriting can now focus on spelling. The expectation should be for pupils to be transferring their joined script to all areas of the curriculum.

### **Years Five and Six:**

Pupils should now be encouraged to use their own fluent and legible style in all their writing. With good teaching from Reception to Y4, most pupils will be able to do so. If a pupil's writing is still poor it is often simply the size of the letters that is inconsistent or the placing of them on the line. This may be tackled by teacher/pupil discussion or individualised and specific target setting.