



Wool CE Primary School - Handwriting Progression Map

EYFS

Autumn Term		Spring Term		Summer Term
<p>Use mark-making tools with control.</p> <p>Give meaning to the marks they make when drawing, painting or writing.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Copy letters – focusing on those in their name.</p> <p><u>3 weeks:</u> Teach New: <u>m, a, s, d, t</u></p> <p>Teach New: <u>i, n, p, g, o</u> Review: <u>m, a, s, d, t</u></p> <p><u>3 weeks:</u> Teach New: <u>c, k, u, b</u></p> <p>Review: <u>m, a, s, d, t</u> <u>i, n, p, g, o</u></p>	<p>Develop a tripod grip.</p> <p>Form lower case letters correctly using the RWI rhymes</p> <p>Form capital letters</p> <p>Show the difference in size between lower case and upper case letters</p> <p>Write their own name</p> <p><u>3 weeks:</u> Teach New: <u>f, e, l, h</u></p> <p>Review: <u>m, a, s, d, t</u> <u>i, n, p, g, o</u> <u>c, k, u, b</u></p> <p><u>3 weeks:</u> Teach New: <u>sh, r, j, v, y</u></p> <p>Review: <u>m, a, s, d, t</u> <u>i, n, p, g, o</u> <u>c, k, u, b</u> <u>f, e, l, h</u></p>	<p>Use the correct starting point for letter families</p> <p>Understand that letters have different types of lines</p> <p><u>3 weeks:</u> Teach New: <u>w, th, z, ch, qu, x, ng, nk, ck, ss, ll, ff</u></p> <p>Review: <u>m, a, s, d, t</u> <u>i, n, p, g, o</u> <u>c, k, u, b</u> <u>f, e, l, h</u> <u>sh, r, j, v, y</u></p> <p><u>3 weeks:</u> Review: <u>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, ck</u></p>	<p>Separate words with spaces</p> <p>Teach New: Multi-syllabic words</p> <p>Review 'Set 1' sounds. <u>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, ck</u></p>	<p>Form recognisable letters, following the RWI programme and using the RWI associated phrases when forming each letter</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p><u>Week 1</u> Teach New: <u>ay, ee, igh, ow,</u></p> <p>Review: <u>sh, ch, ss, th, qu, ng, nk</u></p> <p><u>Week 2 & 3</u> Teach New: <u>oo, oo, ar, or, ph</u> Review: <u>ay, ee, igh, ow, sh, ch, ss, th, qu, ng, nk</u></p> <p><u>Week 4 & 5</u> Teach New: <u>air, ir, ou, oy</u></p> <p>Review: <u>ph, oo, oo, ar, or, ay, ee, igh, ow, sh, ch, ss, th, qu, ng, nk</u></p>

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Year 1

Autumn Term		Spring Term	Summer Term
<p>Form digits 0 to 9</p> <p>Teach New: kn, wh, ph</p> <p>Review: air, ir, ou, oy ph, oo, oo, ar, or, ay, ee, igh, ow, sh, ch, ss, th, qu, ng, nk</p>	<p>Form all lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters of correct size</p> <p>Teach New: ea, oi, a-e, i-e, o-e, u-e, e-e, aw</p> <p>Review: air, ir, ou, oy ar, or, ph</p>	<p>Use spacing between words that reflects the size of the letters</p> <p>Teach New: are, ur, er, ow, ai, oa, ew, ue, ie,</p> <p>Review: ea, oi, a-e, i-e, o-e, u-e, aw air, ir, ou, oy ar, or, ph</p>	<p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p> <p>Teach New: ire, ear, ure, tion, tious/cious, au,</p> <p>Review: ea, oi, a-e, i-e, o-e, u-e, aw air, ir, ou, oy ar, or, ph are, ur, er, ow, ai, oa, ew</p>

Year 2

Year 2 pupils should only progress onto joined handwriting objectives once they are secure in the Year 1 handwriting standards.

Autumn Term	When Year 1 objectives are secure (Spring Term)		Summer Term	
<p>Review of Year 1 objectives:</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters</p>	<p>Introducing diagonal join to ascender (at, all)</p> <p>Practising diagonal join to ascender (th, ch, cl)</p> <p>Introducing diagonal join, no ascender (in, im, cr, tr, dr)</p> <p>Practising diagonal join, no ascender (lp, mp, ee)</p>	<p>Diagonal join to ascender in words: -eel / -eet / -eek / -ilk</p> <p>Practising diagonal join, no ascender, in words: a_e</p> <p>Practising diagonal join, no ascender, to an anticlockwise letter in words: -ice, -ide (dice, ride)</p>	<p>Practising diagonal join to r: ir, ur, er</p> <p>Practising horizontal join to r: or, oor</p> <p>Introducing horizontal join from r to ascender: irl, url, irt</p> <p>Introducing horizontal join from r: ere</p>	<p>Practising diagonal join to an anticlockwise letter: ea, ear</p> <p>Introducing horizontal join to and from f to ascender: ft, fl</p> <p>Introducing horizontal join from f, no ascender: fu, fr</p> <p>Capital letter practice: height of ascenders and capitals</p>



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<p>Use spacing between words that reflects the size of the letters</p>	<p>Practising diagonal join, no ascender (ai, ay, ime, ine, op, oy)</p> <p>Introducing diagonal join, no ascender to an anticlockwise letter (id, ig, nd, ld, ng)</p>	<p>Practising horizontal join, no ascender, in words: -ow, ou, oi, oy</p> <p>Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode</p> <p>Practising horizontal join, to ascender ole, obe, ook, ool</p>	<p>Practising joining to and from r: air</p> <p>Introducing diagonal join to s: dis</p> <p>Introducing horizontal join to s: ws</p> <p>Introducing diagonal join from s to ascender: sh</p> <p>Introducing diagonal join from s, no ascender: si, su, se, sp, sm,</p> <p>Introducing horizontal join from r to an anticlockwise letter: rs</p>	<p>Practising joining in spellings and common exception words.</p> <p>Use diagonal and horizontal strokes needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p>
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Wool CE Primary School - Handwriting Progression Map

Year 3 / 4

Autumn Term		Spring Term		Summer Term
<p>Revise diagonal and horizontal joins from Year 2</p> <p>Revising joins in a word: long vowel phonemes (ea, ey, ee, igh, ow, ou, oo, ai, ay, eigh etc)</p> <p>Revising joins in a word: le, ing, ei, ey, ai, ear, au, augh, im, il, sion</p>	<p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Revising joins in a word: un, de, dis,</p> <p>Practice joins to and from r: re, pre, f and ff</p> <p>Revising joins: qu, ly, tion, cian, ough</p>	<p>Ensure that the downstrokes of letters are parallel and equidistant</p> <p>Introduce joining b and p: diagonal join, no ascender, bi, bu, pi, pu</p> <p>Practising joining b and p: diagonal join (no ascender) to an anticlockwise letter ba, bo, pa, po</p> <p>Practising joining b and p: diagonal join to ascender, bl, ph</p> <p>Practice joins: er, ed, ing, mis, dis, ch, ation, sub, super</p>	<p>Ensure lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Practise relative size and consistency: -ly, less, -ful -ally, -ous -tion, ssion, sion, cian</p> <p>Speed and fluency practice: bi, re, gue, que, sc, ce, ci</p>	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Practise relative size and consistency: ey, eigh -gue -ue sc ch, ary, ou, al, sure, ture, inter, anti, auto, ex, non, ar, er, ous</p> <p>Revision of joining with: f / ff, j, k and break letter x</p> <p>Revising capitals children find tricky: Z, Q, J, P (ensure they sit correctly on the line)</p> <p>Practice joins through spelling practice of high frequency wordlist for Year 3 / 4</p>

Year 5 & 6

Autumn Term	Spring Term	Summer Term
<p>Practise diagonal and horizontal joins to write letters of relative size and consistency</p> <p>Practise handwriting in line with spellings</p> <ul style="list-style-type: none"> • -cious -tious • -ant, -ance, -ent, -ence -ment • -able, -ably, -ible, -ibly 	<p>Write legibly, fluently and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters</p> <p>Practise handwriting in line with spellings</p> <ul style="list-style-type: none"> • -ity, -ness, -ship -fer • hyphens: co-, re- • ie/ ei • or, au, ate, ise, ify, en • cial, tial <p>Practise Year 5 / 6 statutory words using fluent joins</p>	<p>Practise handwriting in line with spellings</p> <ul style="list-style-type: none"> • ough, ere, ow, ou, • de-, re-, over- • -ful, -ive, -al • -ible, -ibly <p>Write legibly Year 5 / 6 statutory words using fluent joins</p> <p>Choosing different fonts / print for different purposes - emails, posters, filling out a form, ALL CAPITALS, labelling diagram, algebra etc.</p>