

## Handwriting Progression Map EYFS to Year 2

### Teaching sequence in handwriting

**This is the sequence that is followed:**

Hand and finger strength  
Seating position  
Pencil grip  
Tracing  
Patterns  
Over teacher's writing (highlighter)  
Under teacher's writing (directly under words – write in large letters, leave large spaces between words)  
Independence

**These are the four-letter families and order that they are taught:**


Curly Caterpillar Letters: c, a, o, d, g, q, e, s,  
Ladder Letters: l, i, t, u,  
One-Armed Robot Letters: r, b, n, h, m, k, p  
Zigzag Monster Letters: v, w, x, z  
More complex letters from the 4 families: f, j, y  
Digits 0-9  
Capital Letters A-Z  
Capital letters do not join to lower case letters

**These are the four main joins and order that are taught and examples of the joins:**

1. Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.  
2. Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.  
3. Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.  
4. Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk.

**Links to phonic knowledge and development**





As children begin learning the pure sounds in FS2, reference is made to the pictures and the air-write phrase which acts as an aid in helping the children to write the sound. By learning the rhymes helps remind them of the pictures and symbols that demarcate the sounds.

Sound	Sound with picture	Air-Write phrase
m		Down Maisie, mountain, mountain

Example of a RWI sound card with the mnemonic

**The development of a tripod grasp**

The pictures below show the developmental stages that a child may go through when learning to hold a pencil. In all year groups we remind children to use the appropriate grasp when writing.

			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp

(Erhardt, 1994)

**Handwriting position**

Posture: Children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor, their chair tucked in and their bottom at the back of the seat.

Position of paper: Left handed children are encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging. Right handed children may find it helpful to tilt paper slightly to the left. Paper is steadied with the free hand.



**Our handwriting style**

We use Twinkl Cursive unlooped as our preferred handwriting style.

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 0123456789

**EYFS Handwriting**

**EYFS Requirements (Development Matters)**

Develop the foundations of a handwriting style which is fast, accurate and efficient.  
Form lower-case and capital letters correctly.

<b><u>Autumn 1</u></b>	<b><u>Spring 1</u></b>	<b><u>Summer 1</u></b>
<p>Focus on mark making and developing fine motor skills through a range of activities, such as Funky Fingers</p> <p>Teaching the correct seating position</p> <p>Pencil Grip</p> <p>Tracing patterns</p> <p>CC Letters: c, a, σ, d, g, q, e, s,</p> <p>Learn to write name (copy)</p>	<p>L Letters: l, i, t, u (recap as needed)</p> <p>OR Letters: r, b, n, h, m, k, p</p> <p>Digits 0-9</p> <p>Write name using the correctly formed lower case letters with a capital at the beginning</p>	<p>ZM Letters: v, w, x, z (Recap as needed)</p> <p>More complex letters: f, j, y</p> <p>Begin to use and apply in writing activities with some independence</p>
<b><u>Autumn 2</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 2</u></b>
<p>Teaching the correct seating position</p> <p>Pencil Grip</p> <p>Tracing patterns</p> <p>CC Letters: c, a, σ, d, g, q, e, s (Recap as needed)</p> <p>L Letters: l, i, t, u,</p> <p>Learn to write name</p>	<p>OR Letters: r, b, n, h, m, k, p (recap as needed)</p> <p>ZM Letters: v, w, x, z</p> <p>Digits 0-9</p> <p>Write name independently using the correctly formed lower case letters with a capital at the beginning</p>	<p>Consolidation of letter formation of lower case letters</p> <p>CC Letters: c, a, σ, d, g, q, e, s,</p> <p>L Letters: l, i, t, u,</p> <p>OR Letters: r, b, n, h, m, k, p</p> <p>ZM Letters: v, w, x, z</p> <p>More complex letters: f, j, y</p> <p>Use and apply in writing activities with independence</p>

**Year 1 Handwriting**

**National Curriculum Statutory requirements**

Pupils should be taught to:

Sit correctly at a table, holding a pencil comfortably and correctly

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

<b><u>Autumn 1</u></b>	<b><u>Spring 1</u></b>	<b><u>Summer 1</u></b>
<p><b>Consolidation of letter formation of lower case letters.</b></p> <p>CC Letters: c, a, σ, d, g, q, e, s,                      L Letters: l, i, t, u,                      OR Letters: r, b, n, h, m, k, p                      ZM Letters: v, w, x, z                      More complex letters: f, j, y                      Use and apply in writing activities</p>	<p><b>Integrate the teaching of capital letters (A to Z) alongside the lower case letters:</b></p> <p>L Letters: l, i, t, u,                      OR Letters: r, b, n,                      Digits 0-9</p>	<p><b>Integrate the teaching of capital letters (A to Z) alongside the lower case letters:</b></p> <p><b>More complex letters: f, j, y</b>                      Write surname independently                      Use and apply in writing activities</p>
<b><u>Autumn 2</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 2</u></b>
<p><b>Integrate the teaching of capital letters (A to Z) alongside the lower case letters:</b></p> <p>CC Letters: c, a, σ, d, g, q, e, s,                      Digits 0-9</p>	<p><b>Integrate the teaching of capital letters (A to Z) alongside the lower case letters:</b></p> <p>OR Letters (Continued): h, m, k, p                      ZM Letters: v, w, x, z                      Digits 0-9  <b>Learn to write surname</b> independently                      Use and apply in writing activities</p>	<p><b>Show more control and accuracy when writing correctly formed lower case letters and capital letters.</b></p> <p>CC Letters: c, a, σ, d, g, q, e, s,                      L Letters: l, i, t, u,                      OR Letters: r, b, n, h, m, k, p                      ZM Letters: v, w, x, z                      More complex letters: f, j, y  <b>Use and apply in writing activities with independence</b></p>

**Year 2 Handwriting**

**National Curriculum Statutory requirements**

Pupils should be taught to:

Form lower-case letters of the correct size relative to one another

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.

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words that reflects the size of the letters

<b><u>Autumn 1</u></b>	<b><u>Spring 1</u></b>	<b><u>Summer 1</u></b>
<b>Diagonal joins to letters without ascenders</b> e.g. ai, ar, un, am, ear, aw, ir, hu, ti.	<b>Diagonal joins to letters with ascenders</b> e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl	<b>Horizontal joins to letters with ascenders</b> e.g. ob, ol, wh, it, of, rt, rk.
<b><u>Autumn 2</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 2</u></b>
<b>Diagonal joins to letters without ascenders</b> e.g., ki, du, up, ag, fe, fu (Continued).	<b>Horizontal joins to letters without ascenders</b> e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.	Consolidation Recap on the 4 basic joins Recap on specific letter joins to ensure children are <b>writing in a fluent style</b>

**Lower Key Stage 2 Handwriting**

**National Curriculum Statutory requirements**

Pupils should be taught to:

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  
Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

**Upper Key Stage 2 Handwriting**

**National Curriculum Statutory requirements**

Pupils should be taught to:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task