Whitegrove Primary School

Year Group	Writing - handwriting	Guidance/notes
EYFS	EYFS follows the 'Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five' September 2021 **Early Learning Goals**: Physical Development *Gross Motor Skills* Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. Literacy *Writing* Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be ready by others.	**Educational Programme** Physical Development Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Literacy Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
Year 1	**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.	Handwriting families -> Letters can be put into groups or teams according to the movement needed to make them. When children learn to write a new letter, the 'lead' letter of its team will help them to start (see below).
Year 2	**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 un-joined • 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.	Pupils should learn to leave an appropriately-sized space between words. Lolly sticks make good spacers for beginner writers. These work better than the traditional finger-spacing. (Fingers grow bigger while writing becomes smaller. Finger spacing is also difficult for left-hand writers.)
Years 3 and 4	**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 un-joined • 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).	
Years 5 and 6	**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.	Pupils should continue to practise handwriting and be encouraged to increase the speed of it. They should have a clear understanding of the appropriate standard of handwriting for particular tasks (notes or final writing piece). They should also be taught to use an unjoined style (labelling diagrams, emails etc.)

Handwriting Progression Document

Overview of Progression

EYFS – Gross and fine motor skills and patterns leading to letter formation

KS1 – Beginning to join

KS1 and LKS2 – Securing the joins, leading to speed and fluency

UKS2 – Speed and fluency

Handwriting font (Twinkl)

Available in styles

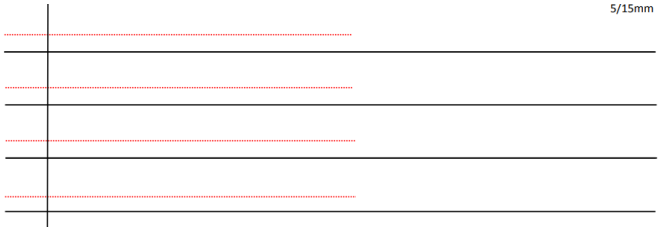
Unlooped Be kind to yourself; you're doing wonderfully.

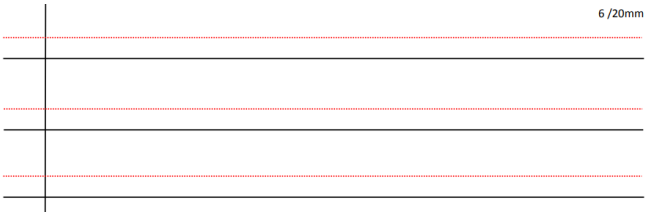
Looped Be kind to yourself; you're doing wonderfully.

The Twinkl Handwriting Font is aligned with the National Curriculum guidelines to aid the development of handwriting for children of all age groups. This cursive handwriting font is available in a range of weights and styles (including looped, unlooped and precursive). The font closely follows the specifications for teaching letter shapes in the UK, which allows it to be used for both reading and writing exercises.

These letters have lead outs (exit flicks) to support joining but no lead ins (entry strokes) which complicate the basic letter shapes and use diagonal lines that many children find difficult during their early stages of writing.

Handwriting lines





The National Handwriting Association recommends using paper with two lines. The two lines are a baseline, the top line being to mark the tops of the small letters (a, e, u, i, s, etc.). There are no special lines to mark the height of the ascenders (d, h, b, etc., and capitals) and descenders (y, g, j, etc.). Children should learn to estimate the size of the ascenders and descenders at approximately twice the size of the small letters.

The line guides are supplied in three sizes. Teachers can select the size most suitable for the individual child from looking at the natural size of their handwriting. The two most commonly sized for children at this stage of learning have the spacing for the short letters at 4mm or 5 mm. These also match the 15mm exercise book line spacing recommended for Key Stage 1.

The advantages of two lines rather than four:

- Children learn to relate the size of the ascenders and descenders to the body of their letters, a relationship that will remain constant when their writing changes in size as they mature.
- Children who rely on additional lines to mark the height of their ascenders and depth of their descenders will need to adjust when they are mature writers (ascenders that touch the line of text above can clutter the writing and impair legibility).
- The size of writing can be matched more easily to the child's natural writing size.
- Children using books of 4-lined 'handwriting paper' often use them for longer than they are needed and are forced to write at a larger size than they find comfortable.

Letter formation families

The 'l' team (long ladder letters): l, i, u, t, y, j

The 'c' team (curly caterpillar letters): c, a, d, g, q, o, e, s, f

The 'r' team (one-armed robot letters): r, n, m, h, b, k, p

The 'zig-zag' team: z, x, v, w

Letters left unjoined

In Lower Key Stage two, children should be taught to understand which letters, when adjacent to one another, are best left un-joined.