



## The Oaks CE Learning Federation: Handwriting Progression

**Sequence of teaching and progression** (In line with Little Wandle Handwriting) with explicit teaching, modelling and practising at each stage:

- Gross and fine motor skills (supporting the 'P checks')
- Accurate letter formation (shape, spacing, sitting on the line, letter size, string)
- Fluency and stamina



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

- Curly Letters: c, a, d, g, o, q, e, s, f
- Long Letters: l, i, t, j, u, y
- Bouncy Letters: r, n, m, b, p, h
- Zigzag Letters: v, w, z, x, k

Capital Letters A - Z

Digits 0-9

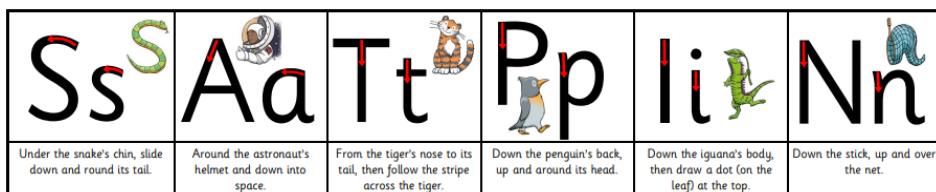
In **Year 2**, where letter formation and pencil grip are secure, some children may move onto joining. They will follow a progression through different types of joins:

- Diagonal joins to letters without ascenders
- Diagonal joins to letters with ascenders
- Horizontal joins to letters without ascenders
- Horizontal joins to letters with ascenders

Break letters (letters that aren't joined from): b, g, j, p, q, x, y, z, s

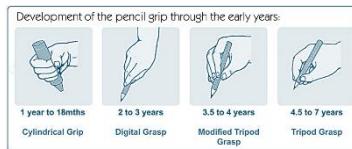
### Links to phonic knowledge and development

As children begin learning the pure sounds in EYFS (Phase 2 graphemes), reference is made to the pictures and the formation phrase from Little Wandle Letters and Sounds which acts as an aid in helping the children to write the grapheme. The children continue to use these phrases throughout their handwriting practice in Reception, Year 1 and Year 2.



### The development of a tripod grasp

There are 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. This is taught explicitly in Reception and revisited as required throughout Year 1 and 2.



### Handwriting position

**Posture:** If children have a poor posture when writing, it can result in pain and fatigue, causing poor presentation, handwriting that is difficult to read, slow speed and lack of motivation to write. By modelling, monitoring and reinforcing good posture from the beginning, poor habits can be prevented from developing and children can be supported in building the stamina and speed needed for fluent writing.

**Position of paper:** Paper angle helps support natural hand movement and improves handwriting posture. It is important to teach children the optimal paper position for writing. The paper placement should not be directly in front of the child, but slightly offset as follows.



## **Handwriting Sessions:**

Handwriting sessions begin at the very start of Reception with a focus on practising letter patterns needed to form letters and with a focus on both gross and fine motor development. When children are ready to move on to forming letters, handwriting sessions are taught 4 times weekly for approximately 15 minutes. Children begin their sessions with hand warm ups and use the 4 Ps checklist when getting ready to write.

Each lesson follows the following sequence:

1. Introduce the letter/pattern and formation phrase.
2. Form the letter in the air.
3. Form the letter on the palm of the hand.
4. Trace the mnemonic with a finger.
5. Write the letter.



Each lesson provides sufficient opportunity for teaching modelling and time to support individual children with their handwriting needs. Some children will have additional follow up time with a teacher or teaching assistant to support effective development of letter formation and handwriting style.

## **Handwriting in EYFS**

### **EYFS Requirements (Development Matters)**

- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)
- Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD)
- Form lower case and capital letters correctly. (LIT)

### **ELGs:**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD)
- Write recognisable letters, most of which are correctly formed. (LIT)

**Daily mark making activities alongside direct teaching. Daily opportunities to develop fine motor skills.**

## **Handwriting in Year 1**

### **National Curriculum Requirements**

- 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 to 9.
- Understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these.

## **Handwriting in Year 2**

**National Curriculum Statutory Requirements**

- 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

Write with a joined style as soon as they can form letters with horizontal/diagonal joins correctly