

CKIS Handwriting Progression Document (from September 2024)

Overarching aims of our handwriting progression document...

- Develop legible lower case letters with correct joins (when appropriate).
- Form capital letters and use where appropriate.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form numerals that are consistent in size and sit on the base line.
- Improve the speed of writing and begin to write automatically thus enabling children to focus more intently on other aspects of the writing process.

How we will achieve this...

- Having weekly discrete handwriting sessions in KS1 to teach/practise specific letters/letter families and/or joins, as appropriate (see progression below).
- Class specific practice – identified through writing tasks and continuous provision. Letters/joins/words children are finding hard as we go through the year are addressed.
- Provide letter families resources throughout continuous provision for children to rehearse and apply in their writing.
- Clear modelling by adults throughout YR-Y2.
- Feedback on letter formation/handwriting when feeding back to children on writing tasks.

Year Group	Term 1	Term 2	Term 3
KDG	Fine Motor (PP1 3-3.5y)* 1.0I explore different materials and tools with increasing independence. 1.1I eat independently and am beginning to use a knife and fork with increasing control. 1.4I am beginning to show a preference	Fine Motor (PP2 2.5-5y)* 1.0I consistently demonstrate preference for a dominant hand and use a developing comfortable (tripod) grip when using mark making tools. 1.1I attempt to cut using	Fine Motor (PP3 4-4+y)* 1.0I can use a knife and fork with control to feed myself. 1.1I can hold scissors correctly and use them to cut with increasing control. 1.2I attempt to do up zips and buttons. 1.3I use a comfortable (tripod) grip with good

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	for a dominant hand. 1.5I demonstrate interest in mark making.	scissors. 1.2I make marks with increased purpose.	control when using pens/pencils and other mark making tools.
	*KDG objectives are by developmental stage, not by term.		
Reception	<p>Develop overall body-strength, balance, co-ordination and agility. (DM Physical Development 4+)</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG Physical Development – Fine motor skills)</p> <p>Demonstrates core strength:</p> <ul style="list-style-type: none"> • crawl • push up from the floor when laying on front. • pull body weight along the floor <p>Write some letters accurately. (DM Literacy 3&4 year-olds)</p> <p>Shows a preference for a dominant hand. (DM Physical Development 3&4 year-olds)</p> <p>Form lower-case letters correctly, as they are taught as part of our phonics</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (DM Physical Development 4+)</p> <p>Form lower-case letters correctly. Teach letter families and ‘quick write’ family group each week. (DM Literacy 4+)</p>	<p>Form lower-case and capital letters correctly. (DM Literacy 4+)</p> <p>Write recognisable letters, most of which are correctly formed. (ELG Literacy - Writing)</p> <p>Write simple phrases and sentences that can be read by others. (ELG Literacy – Writing)</p>

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	programme. (DM Literacy 4+)		
(Throughout Reception)	<ul style="list-style-type: none"> Develop and improve gross and fine motor skills. Work on basic handwriting shapes and patterns. Introduce letter families as individual letters are taught and displayed for children's reference (long ladder letters (l i t u j y), one armed robot (r b n h m k p), curly caterpillar (c a d o s g q e f) and zig-zag monster (z v w x). Provide letter families resources throughout continuous provision for children to rehearse and apply in their writing. Each week children should focus on practising the individual letters of the graphemes they've learnt in phonics that week. 		
Year 1	<p>Individual Sheets prepared for each child after entry assessment to work on any individual formation issues.</p> <p>For children where formation is not secure across all letter groups, sizing and position focus using 'yellow lines' in this order</p> <ul style="list-style-type: none"> long ladder letters one-armed robot letters curly caterpillar letters (including 'e') zig-zag monster letters <p>Practise all the numbers 0-9</p>	<p>Practise all the capital letters</p> <p>Numbers 0-20, including spacing of two digit numbers in relation to one another</p> <p>Practise curly caterpillar letters</p> <p>Practise capitals for curly caterpillar letters</p> <p>Practise long ladder letters</p> <p>Practise capitals for long ladder letters</p> <p>Practise curly caterpillar letters and long ladder letters</p> <p>Practise one-armed robot letters</p> <p>Practise capitals for one-armed robot letters</p> <p>Practise zig-zag monster letters</p> <p>Practise capitals for zig-zag monster letters</p>	<p>Practise all the capital letters</p> <p>Practise all the numbers 0-20</p> <p>Introduce diagonal join, no ascender: 'ai'</p> <p>Practise diagonal join, no ascender: ee</p> <p>Introduce horizontal join, no ascender 'oa'</p> <p>Practise horizontal join, no ascender 'ow'</p> <p>Introduce diagonal join to ascender: 'ch'</p> <p>Practice diagonal join to ascender: 'sh'</p> <p>Introduce horizontal join to ascender: 'wh'</p> <p>Practice horizontal join to ascender: 'ob'</p>

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		For the remaining weeks of term, go back over anything needed or slow down the progression if one letter family needs more work than others.	
Year 2	<p>Practise diagonal join to ascender: th, ch</p> <p>Practise diagonal join, no ascender: ai, ay</p> <p>Practise diagonal join, no ascender: ir, er</p> <p>Practise horizontal join to ascender : wh, oh</p> <p>Practise horizontal join, no ascender: ow, ou</p> <p>Introduce diagonal join to e: ie, ue</p> <p>Introduce horizontal join to e: oe, ve</p> <p>Practise diagonal join, no ascender: le</p> <p>Practise joining ee</p> <p>Writing numbers 1-100</p> <p>Capitals</p>	<p>Introduce diagonal join to anticlockwise letters: ea</p> <p>Practise diagonal join to anticlockwise letters: igh</p> <p>Practise diagonal join to anticlockwise letters: dg, ng</p> <p>Introduce horizontal join to anticlockwise letters: oo, oa</p> <p>Practise horizontal join to anticlockwise letters: wa, wo</p> <p>Introduce mixed joins for three letters: air, ear</p> <p>Practise mixed joins for three letters: oor, our</p> <p>Practise mixed joins for three letters: ing</p> <p>Size and spacing</p>	<p>Building on diagonal join to ascender: ck, al, el, at, il, m ill</p> <p>Building on diagonal join, no ascender: ui, ey, aw, ur an, ip</p> <p>Building on horizontal join to ascender: ok, ot, ob, ol</p> <p>Building on horizontal join, no ascender: oi, oy, on, op, ov</p> <p>Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, m ad, ug, dd, ag</p> <p>Building on horizontal join to anticlockwise letters: oc, og, od, va, vo</p> <p>Introduce joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks</p> <p>Practise joining ed and ing</p>

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