

Handwriting - Progression Overview

See below the Progression overview for the Development matters statements for handwriting in EYFS and the National Curriculum statements for KS1.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F0	<p>Use large threading equipment with support.</p> <p>Uses gross motor (whole body) movements to make marks and explore mark making</p>	<p>Use large threading equipment with support.</p> <p>Uses gross motor (whole body) movements to make marks and explore mark making</p>	<p>Copies over circle and spirals with increasing accuracy.</p> <p>Uses modified tripod grip.</p>	<p>Copies over circle and spirals with increasing accuracy.</p> <p>Uses modified tripod grip.</p>	<p>Copies over lines and diagonals with increasing accuracy.</p>	<p>Copies over lines and diagonals with increasing accuracy.</p>
F1	<p>Independently mark makes with lines and circles</p> <p>Begins to recognise that writing and drawing are separate.</p>	<p>Independently mark makes with lines and circles</p> <p>Begins to recognise that writing and drawing are separate.</p>	<p>Begins to represent letters.</p> <p>Uses Quadruped grasp (4 fingers).</p>	<p>Copies over lines and letters</p>	<p>Begins to copy over name with increasing control and accuracy.</p> <p>Uses Pincer grip</p>	<p>Uses tripod grasps. Able to copy some familiar letters. E.g. letters from own name.</p>
F2	<p>Use a comfortable grip showing a preference for a dominant hand when using pens or pencils. (Crocodile grip)</p> <p>Begin to form some lowercase letters.</p> <p>Write some or all of my name.</p> <p>Dough Disco</p> <p>Gross motor movements based on writing patterns early written shapes/patterns.</p>	<p>Begin to form some lowercase letters using the letter formation rhymes to help.</p> <p>Stick Letters: l, i, t, u, y, j</p> <p>Mantis letters: r, n, m, p, h, b, k</p> <p>Curly Caterpillar Letters c, o, a, d, g, q</p> <p>Has dominant hand for writing.</p> <p>Copy shapes, letters and numbers</p>	<p>Continues to develop correct letter formation using the Anima Phonic mnemonics.</p> <p>Understands that there are different letter families which help with where the letters begin:</p> <p>Curly Caterpillar letters</p> <p>Short Mantis Letters</p> <p>Tall Mantis Letters</p> <p>Mini Stick Letters</p> <p>Long Stick Letters</p> <p>Special Letter Bugs</p> <p>Daily letter formation practice within letter family groups:</p> <p>Day 1 – letter on w/board</p> <p>Day 2 – letter on paper and pencil</p>	<p>Continues to develop correct letter formation using the Anima Phonic mnemonics.</p> <p>Understands that there are different letter families which help with where the letters begin:</p> <p>Curly Caterpillar letters</p> <p>Short Mantis Letters</p> <p>Tall Mantis Letters</p> <p>Mini Stick Letters</p> <p>Long Stick Letters</p> <p>Begins to position letters on a line.</p> <p>Daily letter formation practice within letter family groups:</p> <p>Day 1 – letter on w/board</p>	<p>Continues to develop correct letter formation using the Anima Phonic mnemonics.</p> <p>Understands that there are different letter families which help with where the letters begin:</p> <p>Curly Caterpillar letters</p> <p>Short Mantis Letters</p> <p>Tall Mantis Letters</p> <p>Mini Stick Letters</p> <p>Long Stick Letters</p> <p>Special Letter Bugs</p> <p>Begins to position letters on a line.</p> <p>Daily letter formation continues using anima handwriting paper.</p>	<p>Continues to develop correct letter formation using the Anima Phonic mnemonics.</p> <p>Understands that there are different letter families which help with where the letters begin:</p> <p>Curly Caterpillar letters</p> <p>Short Mantis Letters</p> <p>Tall Mantis Letters</p> <p>Mini Stick Letters</p> <p>Long Stick Letters</p> <p>Special Letter Bugs</p> <p>Positions letters on a line.</p> <p>Daily letter formation continues using anima handwriting paper.</p>

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			Day 3 – new letter Day 4 – on paper Day 5 handwriting book A 4 L.	Day 2 – letter on paper and pencil Day 3 – new letter Day 4 – on paper Day 5 handwriting book A 4 L. Moving towards using anima handwriting paper.		
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Year 1	<p>Give opportunities and activities for children to improve their fine motor skills and master pencil grip (crocodile grip). Ensure children are sat correctly at a table. Consolidation of letter formation of lower-case letters:</p> <ul style="list-style-type: none"> • Stick Letters: l, t, i, j, u, y • Curly Caterpillar Letters: c, o, a, d, g, q • Mantis Letters: r, n, m, h, b, p, k • Special letter bugs: e, s, v, w, z, x, f <p>Integrate the teaching of capital letters (A-Z) alongside the lower-case letters: Teach the formation of digits 0 – 9.</p> <p>All in Anima handwriting books.</p>	<p>Give opportunities and activities for children to improve their fine motor skills and master pencil grip (crocodile grip). Ensure children are sat correctly at a table.</p> <p>Consolidate letter formation and learn positioning of letters – ascenders, descenders and starting and finishing points.</p> <p>Also access occasional focus of specific capital letters e.g. days of week and months of year.</p> <p>All in Anima handwriting books.</p>	<p>Give opportunities and activities for children to improve their fine motor skills and master pencil grip (crocodile grip)</p> <p>Ensure children are sat correctly at a table. Continue to integrate the teaching of capital letters (A-Z) alongside the lower-case letters.</p> <p>Re-cap the formation of digits 0-9.</p> <p>Continue to reinforce correct formation of letters, placement on handwriting lines, formation of capital letters and presentation skills.</p> <p>All in Anima handwriting books.</p>	<p>Give opportunities and activities for children to improve their fine motor skills and master pencil grip (crocodile grip)</p> <p>Ensure children are sat correctly at a table. Continue to integrate the teaching of capital letters (A-Z) alongside the lower-case letters. Re-cap the formation of digits 0-9.</p> <p>Continue to reinforce correct formation of letters, placement on handwriting lines, formation of capital letters and presentation skills.</p> <p>All in Anima handwriting books.</p>	<p>Give opportunities and activities for children to improve their fine motor skills and master pencil grip (crocodile grip)</p> <p>Show more control and accuracy when writing correctly formed lower-case letters and capital letters. Re-cap the formation of digits 0 – 9.</p> <p>Continue to reinforce correct formation of letters, placement on handwriting lines, formation of capital letters and presentation skills.</p> <p>All in Anima handwriting books.</p>	<p>Give opportunities and activities for children to improve their fine motor skills and master pencil grip (crocodile grip)</p> <p>Show more control and accuracy when writing correctly formed lower-case letters and capital letters. Re-cap the formation of digits 0 – 9.</p> <p>Continue to reinforce correct formation of letters, placement on handwriting lines, formation of capital letters and presentation skills.</p> <p>All in Anima handwriting books.</p>
Year 2	<p>Ensure a correct pencil grip (crocodile grip) and correct seating. Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation.</p>	<p>Ensure a correct pencil grip (crocodile grip) and correct seating. Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation.</p>	<p>Ensure a correct pencil grip (crocodile grip) and correct seating. Diagonal joins to letters with ascenders (eg) ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.</p>	<p>Ensure a correct pencil grip (crocodile grip) and correct seating. Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation.</p>	<p>Ensure a correct pencil grip (crocodile grip) and correct seating. Recap that the spacing between words needs to reflect the size of the letters.</p>	<p>Ensure a correct pencil grip (crocodile grip) and correct seating. Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation.</p>

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	<p>Recap the formation of digits 0 – 9. Teach that the spacing between words needs to reflect the size of the letters.</p>	<p>Diagonal joins to letters without ascenders (eg) ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu. Recap that the spacing between words needs to reflect the size of the letters.</p>	<p>Recap that the spacing between words needs to reflect the size of the letters. Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation.</p>	<p>Recap that the spacing between words needs to reflect the size of the letters. Horizontal joins to letters without ascenders (eg) ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.</p>	<p>Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation. Horizontal joins to letters with ascenders (eg) ob, ol, wh, it, of, rt, rk.</p>	<p>Consolidation of the four main joins. Recap that the spacing between words needs to reflect the size of the letters.</p>
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<u>Development Matters statements including ELG for EYFS and National Curriculum for KS1</u>
<u>Nursery</u>
Physical development <ul style="list-style-type: none">• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Show a preference for a dominant hand. Literacy <ul style="list-style-type: none">• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."• Make marks on their picture to stand for their name.• Write some letters accurately.• Write some or all of their name.
<u>Reception</u>
Physical development <ul style="list-style-type: none">• 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.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Develop the foundations of a handwriting style which is fast, accurate and efficient. Literacy <ul style="list-style-type: none">• Form lower case and capital letters correctly. (LIT) ELGs: <ul style="list-style-type: none">• 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)
<u>Year 1</u>
<ul style="list-style-type: none">• 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 family.
<u>Year 2</u>
<ul style="list-style-type: none">• 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.