



Laughton Junior & Infant School

Learning together, achieving together

Handwriting Skills Progression



| | Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| National Curriculum | Letters Formation, Placement and Positioning | | | | | | |
| <p>KS1</p> <p><i>Pupils should be taught to:</i></p> <p><i>Sit correctly at a table, holding a pencil comfortably and correctly.</i></p> <p><i>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</i></p> <p><i>Form capital letters</i></p> <p><i>Form digits 0-9.</i></p> <p><i>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</i></p> <p><i>Form lower-case letters of the correct size relative to one another.</i></p> <p><i>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.</i></p> <p><i>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</i></p> <p><i>Use spacing between words that reflects the size of the letters.</i></p> <p>KS2</p> <p><i>Pupils should be taught to:</i></p> | <p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and use it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>To show a preference for a dominant hand.</p> | <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> | <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> | <p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> | <p>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> | <p>To increase the speed of their handwriting so forming letters is not a barrier to writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> | <p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -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. |

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| <p><i>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.</i></p> <p><i>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].</i></p> <p><i>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.</i></p> <p><i>Choosing the writing implement that is best suited for a task.</i></p> | <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p> | | | | | | |
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Joining Letters

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| | | | <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p> | <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> | <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p> | <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p> | <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p> |
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