

**Handwriting Progression and Support**

**Nursery**

Letter font – Sassoon Infant

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| **Term** | **Progression** | **Modelling** | **Medium used** |
| **Autumn/ spring** | Large arm movements (gross motor)Pre-writing shapes | How to hold a range of medium correctly e.g. pencils, paint brush, chalk etc | Dough disco, scribble play, write dance, chalk, wet paint brush |
| **Summer** | Form lower case letters in a variety of ways using large movements | Lower case lettersOnly upper case for nameModel forming the letters the correct direction Model correct pencil grip if the child chooses to use a pencil | Sand, paint, felt tips, crayons, chalk, wet paint brush, finger |

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**Reception**

Letter font – Sassoon Infant

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| **Term** | **Progression** | **Modelling** | **Medium used** |
| **Autumn** | GrossDevelop fine motor control using correct pencil grip through tracing lines and colouring pictures.Continue to develop fine motor skills and hand eye co-ordination by producing controlled lines from left to right.Trace, copy and complete patterns using the correct pencil grip, from left to right using pre-letter formation practice. | Model directional lines and shapesModel where to start each letter when writingPosture of sitting on a chair when writing correctlyPencil grip – tripod | Dough disco, scribble play, write dance, chalk, wet paint brush, sand, paint, felt tips, crayons, chalk, finger |
| **Spring** | Form lower case letters following the letter families Precursive Letter Formation Families Poster Pack - Letter Formation PosterIndividual number formation starting with downward numbers (1, 4, 6, 7), then curved numbers (2, 3, 8 and 9) and finally number 5 and 0. | Posture of sitting on a chair when writing correctlyPencil grip – tripodPaper tilt(Three Ps) | Plain paper, felt tips, crayons, chalk, pencils, wet paint brush, blackboard, floor/ wall, whiteboard and pen |
| **Summer** | Form lower case letters following the letter families Form numbers as needed Form capital letters according to need.Starting on the line – AOne smooth movement – C O G S L U V W ZDown up – B D M N P RLifting pencil – E F H I J K Q T X Y |

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**Year 1**

Letter font – Sassoon Infant

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| **Term** | **Progression** | **Modelling** | **Medium used** |
| **Autumn** | Letter families, sitting on a line with spacingPrecursive Letter Formation Families Poster Pack - Letter Formation PosterForm capital letters following the pencil movementStarting on the line – AOne smooth movement – C O G S L U V W ZDown up – B D M N P RLifting pencil – E F H I J K Q T X Y Form numbers 0-9 | Posture of sitting on a chair when writing correctlyPencil grip – tripod Paper tilt Pressure(Four Ps)Model clearly the letters w, m, f and t | Single lined paper and pencil |
| **Spring** | Lower case and upper case letters formed correctly with correct line sitting and spacingForm numbers 0-9 |
| **Summer** | Lower case and upper case letters formed correctly with correct line sitting, spacing and speedForm numbers 0-9 |

**Year 2**

Letter font – Sassoon Infant

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| **Term** | **Progression** | **Modelling** | **Medium used** |
| **Autumn** | Single letters formed the correct size relative to each other including spacing following the handwriting families according to their position on the line.Within the x height linesCaterpillar – c o a e s Ladder – i uRobot – r n mZigzag – v w x zAscendersCaterpillar – d f Ladder – l tRobot – b h kDescendersCaterpillar – g q Ladder – j yRobot – p Capital letters formed the correct size following the pencil movement progression. Starting on the line – AOne smooth movement – C O G S L U V W ZDown up – B D M N P RLifting pencil – E F H I J K Q T X Y | Posture of sitting on a chair when writing correctlyPencil grip – tripod Paper tilt Pressure(Four Ps)Model clearly the letters w, m, f and tX height letters are all consistently the same height (ensure s is not larger)Ascenders should all be the same height (with f and t slightly shorter)Descenders should all be the same length | Handwriting lined paper and pencil |
| **Spring** | Consolidate forming lowercase and upper case letters according to assessment for learning.Consolidate spacing and relative size. Concentrate on fluid movements building on the speed of forming the letters.Once secure form a group of lower case letters the correct size, orientation and relationship to one. Use spacing between letter groups that reflects the size of the letters.*Caterpillar letters within the x height lines*ea ee se ss oo oa*Long ladder and caterpillar letters within the x height.*ai ie ue oi |
| **Summer** | Form a group of lower case letters the correct size, orientation and relationship to one. Use spacing between letter groups that reflects the size of the letters.*Form long ladder, caterpillar letters and robot letters within the x height.*ar ir or er oi oor ore air are ire ear *Form all letters within the x height.*ve ow ue ew aw au ur ou wr ureForm ascenders and x height letters ll le al kn sh th ck ch wh tchForm all letters ff ph ng gg ge qu ay oy dge ighIf additional time, continue to form capital letters and numbers.*Greater depth children - start using some diagonal and horizontal strokes needed to join letters and understand which letters to leave un-joined. The Year 3 curriculum should be used.*  |

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**Year 3**

Letter font – Letterjoin no lead 8

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| **Term** | **Progression** | **Modelling** | **Medium used** |
| **Autumn** | Form single letters with exit joins following the letter families.Precursive Letter Formation Families Poster Pack - Letter Formation PosterCapital letters formed the correct size following the pencil movement progression. Starting on the line – AOne smooth movement – C O G S L U V W ZDown up – B D M N P RLifting pencil – E F H I J K Q T X Y**Begin to join two or more letters within the x-height.***Joining caterpillar letters using a vertical join*ea ee es se ss*Joining long ladder and caterpillar letters using a vertical join*ai au ie ue | Posture of sitting on a chair when writing correctlyPencil grip – tripod Paper tilt PressureX height letters are all consistently the same height (ensure s is not larger)Ascenders should all be the same height (with f and t slightly shorter)Descenders should all be the same lengthModel clearly the letters w, m, f and tEnsure all the letters remain on the linesClearly model how to join letters to eEnsure lead out is sensible and neat | Handwriting lined paper and pencil |
| **Spring** | **Begin to join two or more letters within the x-height.***Joining long ladder, caterpillar letters and robot letters using a vertical join*ar au air ir ur er un en mis ear*Joining all letters with a vertical line within the x height*ew aw *Joining letters with a vertical join* ff ph ll le al kn sh th ng nk ck ch ed gg ay *Joining a horizontal join with x-height letters*oo oa ow or ou oi re ve **Form capital letters where needed** |
| **Summer** | **Begin to join two or more letters within the x-height.***Joining x height letters with a horizontal join and ascenders* wh tion*Joining x height, ascenders and descenders*oy ful ing ness less **Consolidation of skills***Joining letters with a vertical join* ge pp ly dge tch igh est sub dis *Joining a horizontal join with x-height letters*ire ure are oor ore ous sion*Joining x height, ascenders and descenders*anti auto ment sure ture inter super |

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**Year 4**

Letter font – Letterjoin no lead 8

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| **Term** | **Progression** | **Modelling** | **Medium used** |
| **Autumn** | **Consolidate Y3 curriculum building on speed and fluidity** *Joining caterpillar letters using a vertical join*cc ea ee sc ce ss*Joining long ladder and caterpillar letters using a vertical join*ei au ie ue *Joining long ladder, caterpillar letters and robot letters using a vertical join*ar au ir ur er mm im in un *Joining all letters with a vertical line within the x height*ew aw *Joining all letters with a vertical join* ph le sh th ck ch ed ey il ly ff*Joining a horizontal join with x-height letters*oo oa ow or ou oi ve rr re*Joining x height letters with a horizontal join and ascenders* wh tionCapital letters formed the correct size following the pencil movement progression. Starting on the line – AOne smooth movement – C O G S L U V W ZDown up – B D M N P RLifting pencil – E F H I J K Q T X Y | Posture of sitting on a chair when writing correctlyPencil grip – tripod Paper tilt PressureX height letters are all consistently the same height (ensure s is not larger)Ascenders should all be the same height (with f and t slightly shorter)Descenders should all be the same lengthModel clearly the letters w, m, f and tEnsure all the letters remain on the linesClearly model how to join letters to eEnsure lead out is sensible and neatEnsure that ascenders and descenders of letters do not overlap above/below | Handwriting lined paper and pencil |
| **Spring** | ***Additional time left to consolidate autumn skills if needed.***Ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently.*Forming double letters within the x height*cc ee mm ss zz oo rr *Forming ascenders*bb dd ll tt ff le al il ck ch sh th *Forming descender (including ascenders)*gg pp ly ph **Join 3 or more letters***Vertical join within the x height*ous air mis cian *Horizontal join within the x height*sion ous ious eous sure are ssion |
| **Summer** | **Join 3 or more letters***Vertical join all letters**dis sub inter anti auto tion ation ture**Horizontal join all letters*gue que ing eigh super**Writing words with a capital letter leaving sensible spacing between the capital and first letter.**All Bee Call Dad Egg Find Gone Have Ill Just Keep Live Many Need Open Pull Quick Rest Some These Under Van When You Zip |



**Year 5**

Letter font – Letterjoin no lead 8

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| **Term** | **Progression** | **Modelling** | **Medium used** |
| **Autumn** | **Consolidate Y4 curriculum building on speed and fluidity while keeping the formation ‘nice and neat’.**Ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently.*Forming double letters within the x height*cc ee mm ss zz oo rr *Forming ascenders*bb dd ll tt ff le al il ck ch sh th *Forming descender (including ascenders)*gg pp ly ph **Join 3 or more letters***Vertical join within the x height*ous air mis cian *Horizontal join within the x height*sion ous ious eous sure are ssion*Vertical join all letters**dis sub inter anti auto tion ation ture**Horizontal join all letters*gue que ing eigh super | Posture of sitting on a chair when writing correctlyPencil grip – tripod Paper tilt PressureX height letters are all consistently the same height (ensure s is not larger)Ascenders should all be the same height (with f and t slightly shorter)Descenders should all be the same lengthModel clearly the letters w, m, f and tEnsure all the letters remain on the linesClearly model how to join letters to eEnsure lead out is sensible and neatEnsure that ascenders and descenders of letters do not overlap above/below | Handwriting lined paper and pencil |
| **Spring** | **Speed it up**Children work towards writing key prefixes, suffixes and graphemes with increasing speed aiming to achieve a balance between neatness and the quantity produced in a given time. A timer can be used to allow a set time to produce the grapheme, prefix or suffix e.g. children given 30 seconds to write ee. After the 30 seconds, the children should evaluate their work (e.g. end flick of the last e is too long, not a big enough gap in the ‘head’ of the e etc). The children should then have another 30 seconds to work on these identified areas. Did they improve? Finally work towards a perfect balance of producing more letter strings than the first 30 seconds with more accuracy from their own evaluations with a final write. *Within the x height*cc ss mm ee ir er ur un re im mis ous ance ence ious cious eous sure cian *Ascenders*ch sh ed ant ent dis sub est ture cial tial tion ation tious inter ible able super*Descender* ph gg ge ly ing ally ancy ency ibly ably |
| **Summer** | Speed it upFollow the same structure as spring term, however, use this time to consolidate identified joins or letters which the children need further practise with (using teacher assessment). This time could also be used to practise the grapheme which the children are learning in spelling. |

**Year 6**

Letter font – Letterjoin no lead 8

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| **Term** | **Progression** | **Modelling** | **Medium used** |
| **Autumn** | Where needed, address any common difficulties which the children have. Once these have been addressed, the children practise the spelling grapheme of the week using the ‘speed it up’ structure (see Year 5). If the children are confident with this join/ formation they can practise applying the join within a word from their spelling list. | Posture of sitting on a chair when writing correctlyPencil grip – tripod Paper tilt PressureX height letters are all consistently the same height (ensure s is not larger)Ascenders should all be the same height (with f and t slightly shorter)Descenders should all be the same lengthModel clearly the letters w, m, f and tEnsure all the letters remain on the linesClearly model how to join letters to eEnsure lead out is sensible and neatEnsure that ascenders and descenders of letters do not overlap above/below | Handwriting lined paper and pencil |
| **Spring** | Speed it upGrapheme of the week according to spelling lessonsApply to joining within words (using the spelling curriculum). |
| **Summer** |

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**Supporting left handed pupils**

Left handed children should hold their pencil the same as a right handed child with their hand below the handwriting line. Encourage the child to angle their paper to the right and use their right hand to steady the paper.

Left-handed writers can hold the shaft a little higher up and angle the tip of the pencil towards the elbow rather than the shoulder. These small adjustments allow them to see what they are writing without affecting the free flowing movements of the hand. When writing the writing hand should be below the writing line for both left and right-handed writer.

Sometimes, left handed children push their pencils across the page. In this case, a slightly blunter pencil will make writing smoother for them. Place the child so they are not sat next to a right handed child where their arms will bump. Make sure they are placed so they are at the correct end of the table, giving their arm space to move smoothly.

**Varieties of Left-Handed Writing**

How do left-handed people write? Here are some common methods, and some uncommon ones.

First, for comparison purposes, here's a schematic showing how a right-handed person writes:



When a left-handed person tries to write like a right handed person, it doesn't work, because the action of their wrist makes the writing slant the wrong way:



This form of left-handed handwriting is usually called **backhand**; it's main disadvantage is that it tends to be illegible (since it distorts the letter forms). It also identifies the writer as left-handed, which some people prefer to conceal.

To make their handwriting slant the right way, the majority of left-handed people twist their wrists clockwise, so they're writing from above:



This form of writing, known as **crabclaw**, leads to smeared ink (or smudged graphite), prevents the writer from seeing what's been written, and is uncomfortable.

In order to see as they write and to prevent smudging the left hander should hold pencil/pen at least 3 centimetres from point.  This can be indicated by a small elastic band around the desired area for grip which can be removed once the child is familiar with position.

When copying a word, numbers, letters, writing patterns etc a left-hander is helped if these are placed down the right hand side of page. As otherwise their hand/ arm covers the example

Additional Interventions

Theraputty

[Theraputty Hand Strength Exercises | NHS GGC](https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/theraputty-hand-strength-exercises/)

#### Excessive Pressure in Writing

* Try putting several sheets of carbon interleaved with paper and encourage your child to only go through one copy. Get them to practice ‘hard’ and ‘soft’ strokes so they get some feed-back on the difference.
* In addition any work on improving general hand strengthening and finger dexterity will help with writing.
* If the wrist is ‘hooked’ in writing (more common in left handers) or the hand is held up from the page, a writing slope may be useful.