



St Thomas Becket Primary School



Handwriting Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 & 6
	<p>Throughout the year, Reception children will be taught to:</p> <p>Create marks using different materials, such as paint and crayons.</p> <p>Give meaning to the marks they make when drawing, painting or writing.</p> <p>Use mark-making tools with control.</p> <p>Draw lines and circles using large scale movements.</p> <p>Developing a tripod grip.</p> <p>Hold a pencil near the point.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly• Form lower-case letters in the correct direction, starting and finishing in the right place• Lead out of letters in preparation for joining.• Form capital letters• Digits 0 to 9.• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these."	<p>Pupils should be taught to:</p> <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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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• choosing the writing implement that is best suited for a task

	Copy letters - focusing on those in their name. Talk about the different marks they make.			descenders of letters do not touch]		
Term 1	<p>Begin to form recognisable letters, following the RWI programme and using the RWI associated phrases when forming each letter.</p> <p>Begin to form capital letters.</p> <p>Write their own name.</p>	<p>2 weeks per unit</p> <p>Autumn 1:</p> <p>Unit 1: Revising letter families, Set 1a (c o a d g q)</p> <p>Unit 2: Revising letter families, Set 1b (f s e)</p> <p>Unit 3: Revising letter families, Set 2a (i l t)</p> <p>Set 3 sounds RWI</p> <p>Autumn 2:</p> <p>Unit 4: Practicing letter families, Set 2b (j u y)</p> <p>Unit 5: Introducing letter families, Set 3a (m n r)</p> <p>Unit 6: Practicing letter families, Set 3b (b h k p)</p> <p>Set 3 sounds RWI</p>	<p>1 week per unit</p> <p>Autumn 1:</p> <p>Unit 1: Introducing diagonal join to ascender: joining at, all</p> <p>Unit 2: Practising diagonal join to ascender: joining th, ch, cl</p> <p>Unit 3: Introducing diagonal join, no ascender: joining in, im, cr, tr, dr</p> <p>Unit 4: Practising diagonal join, no ascender: joining lp, mp, ee</p> <p>Unit 5: Practising diagonal join, no ascender: joining ai, ay, ime, ine, op, oy</p> <p>Unit 6: Introducing diagonal join, no ascender, to an anticlockwise letter: joining id, ig, nd, ld, ng</p> <p>Autumn 2:</p> <p>Unit 7: Diagonal join to ascender in words: -eel / -eet / -eek / -ilk</p>	<p>Autumn 1:</p> <ol style="list-style-type: none"> Revising joins in a word: long vowel phonemes (ea, ey, ee, igh, ow, ou, oo, ai, ay, eigh etc) Revising joins in a word: le Revising joins in a word: ing Revising joins in a word: Year 2 common exception word revision for 2 to 3 weeks. <p>Autumn 2:</p> <ol style="list-style-type: none"> Revising joins in a word: new vocabulary Revising joins in a word: un, de Revising joins to and from s: dis Revising joins to and from r: re, pre Revising joins to and from f and ff Revising joins: qu 	<p>Autumn Term:</p> <p><u>Joins in line with Headstart Spelling Patterns</u></p> <ul style="list-style-type: none"> Suffixes Prefixes High Frequency words - Practise / revise all Year 3 wordlist words using joins 	<p>Autumn Term:</p> <p><u>Joins in line with Headstart Spelling Patterns</u></p> <ul style="list-style-type: none"> -cious / -tious / -cial / -tial High Frequency words - Practise all Year 4 or 5 wordlist words -ant, -ance, -ent, -ence -able, -ably, -ible, -ibly High Frequency words - Revise all Year 4 / 5 wordlist words using joins

			<p>Unit 8: Practising diagonal join, no ascender, in words: a_e (same)</p> <p>Unit 9: Practising diagonal join, no ascender, to an anticlockwise letter in words: -ice, -ide (dice, ride)</p> <p>Unit 10: Practising horizontal join, no ascender, in words: -ow, ou, oi, oy</p> <p>Unit 11: Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode</p> <p>Unit 12: Practising horizontal join, to ascender ole, obe, ook, ool</p>			
Term 2		<p>2 weeks per unit</p> <p>Spring 1:</p> <p>Unit 7: Introducing letter families, Set 4 (v w x z)</p> <p>Unit 8: Practicing letter families, Set 4 (v w x z)</p> <p>Unit 9: Practicing capital letters (E F H / I T L)</p>	<p>1 week per unit</p> <p>Spring 1:</p> <p>Unit 1: Practising diagonal join to r: ir, ur,er</p> <p>Unit 2: Practising horizontal join to r: or, oor</p> <p>Unit 3: Introducing horizontal join from r to ascender: irl, url, irt</p> <p>Unit 4: Introducing horizontal join from r:ere</p>	<p>Spring 1:</p> <ol style="list-style-type: none"> 1. Introducing joining b and p: diagonal join, no ascender, bi, bu, pi, pu 2. Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po 3. Practising joining b and p: diagonal join to ascender, bl, ph 	<p>Spring Term:</p> <p><u>Joins in line with Headstart Spelling Patterns</u></p> <ul style="list-style-type: none"> • Suffixes - -ally, -ous • -tion, ssion, sion, cian 	<p>Spring Term:</p> <p><u>Joins in line with Headstart Spelling Patterns</u></p> <ul style="list-style-type: none"> • Suffixes - fer • Hyphens: co-, re- • ie/ ei • ough

	<p>Set 3 sounds RWI</p> <p>Spring 2:</p> <p>Unit 10: Practicing capital letters (A K M N / V W X Y Z)</p> <p>Unit 11: Practicing capital letters (C G O Q S / B D P R U J)</p> <p>Unit 12: Practicing numbers (numbers and number words 1-10)</p> <p>Set 3 sounds RWI</p>	<p>Unit 5: Practising joining to and from r: air</p> <p>Spring 2:</p> <p>Unit 6: Introducing diagonal join to s: dis</p> <p>Unit 7: Introducing horizontal join to s: ws</p> <p>Unit 8: Introducing diagonal join from s to ascender: sh</p> <p>Unit 9: Introducing diagonal join from s, no ascender: si, su, se, sp, sm,</p> <p>Unit 10: Introducing horizontal join from r to an anticlockwise letter: rs</p>	<p>4. Relative sizes of letters: silent letters</p> <p>5. Parallel ascenders: high frequency words</p> <p>6. Parallel ascenders: adding y to words</p> <p>Spring 2:</p> <p>7. Relative size and consistency: -ly, -less, -ful</p> <p>8. Relative size and consistency: capitals</p> <p>9. Speed and fluency - practice: -er, -est</p> <p>10. Speed and fluency practice: opposites (hot/cold, wet/dry, happy/sad, black/white etc)</p> <p>High frequency wordlist - year 3</p>	<p>High Frequency words from Year 4 wordlists using joins</p>	<p>Choosing different fonts / print for different purposes - emails, posters, filling out a form, ALL CAPITALS, labelling diagram, algebra etc.</p> <p>Writing up in best handwriting for presentation</p> <ul style="list-style-type: none"> • High Frequency words - Practise all Year 5 / 6 wordlist words using joins
Term 3	<p>Summer Term 1 & 2:</p> <p>Revise units 1-12 across this term, introducing the lead out to each letter.</p> <p>Practise alongside RWI phonic practice - e.g. set 2 and 3 sounds/ green words / red words</p>	<p>Summer 1:</p> <p>Unit 1: Practising diagonal join to an anticlockwise letter: ea, ear</p> <p>Unit 2: Introducing horizontal join to and from f to ascender: ft, fl</p> <p>Unit 3: Introducing horizontal join from f, no ascender: fu, fr</p> <p>Unit 4: Introducing (diagonal join, no ascender)</p>	<p>Summer Term:</p> <p><u>Assessment and Revision</u></p> <p>E.g - joining with f / ff joining with j joining with k</p> <p>Joining words with break letter x</p> <p>Revising capitals children find tricky: Z,</p>	<p>Summer Term:</p> <p><u>Joins in line with Headstart Spelling Patterns</u></p> <p>Words ending in...</p> <ul style="list-style-type: none"> • ey, eigh • -que • -que 	<p>Summer Term:</p> <p><u>Joins in line with Headstart Spelling Patterns</u></p> <ul style="list-style-type: none"> • Silent letters • Homophones / near homophones <p>Choosing different fonts / print for different purposes -</p>

			<p>Unit 5: Introducing (horizontal join, no ascender)</p> <p>Unit 6: Introducing (diagonal join, no ascender, to an anticlockwise letter)</p> <p>Summer 2:</p> <p>Unit 7: Introducing (horizontal join to ascender)</p> <p>Unit 8: Capital letter practice: height of ascenders and capitals</p> <p>Unit 9-12: Handwriting sessions should now be focussed around practising joining spellings / common exception words.</p> <p>Assessment - focus intervention groups based on specific joins / numbers/capitals.</p>	<p>Q, J, P (ensure they sit correctly on the line.</p> <p>Practice joins through spelling practice of high frequency wordlist for Year 3</p>	<ul style="list-style-type: none"> • Silent sc (science) • Words with k spelt ch • Homophones/near homophones <p>High Frequency words from Year 3-4 wordlists using joins</p>	<p>emails, posters, filling out a form, ALL CAPITALS, labelling diagram, algebra etc.</p> <p>Writing up in best handwriting for presentation</p> <ul style="list-style-type: none"> • High Frequency words - Practise all Year 5 / 6 wordlist words using joins
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