



Whole School Handwriting overview

Foundation

Some activities used in Foundation to develop hand strength and enable children to learn how to grasp small objects alongside beginning to hold a pencil may involve:

- squeezing wet sponges
- finger painting
- water and rice play
- sand play
- play dough
- playing with a variety of textures e.g. cornflour and water
- fastening buttons, pulling up zips, threading, cutting, pinching clay
- making collage pictures using pieces of wool or string

Children are encouraged to correct any errors in grip and will understand the language "patter" to describe pencil movements in preparation of letter formation. The children will understand that letters are written on a baseline. They will learn that letters are part of "Letter Families"

By the end of the Foundation Stage, most children are able to use a pencil, holding it effectively to form recognisable letters, most of which are correctly formed.

Key Stage 1

Building on EYFS, pupils in Key Stage 1 develop a legible style. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with phonics, spelling, and independent writing. Lower case letters are formed correctly in a script that will be easy to join. Children will practice the four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders) as soon as they begin to learn digraphs and trigraphs within phonics. This will be assessed periodically in phonics/writing sessions.

Key Stage 2

During this stage, the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear and fluent style by the end of Key Stage 2 and be able to adapt their handwriting for different audiences and purposes. This will be assessed as part of the termly writing assessment and assessed against the KS2 criteria.



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From Year 3 onwards children will begin to transition from the use of pencil to ink by using a pen in all lessons (with the exception of Maths). Their readiness to transfer to pen is dependent on the accuracy of their joins and overall fluency. Black handwriting pens are used from year 3 onwards.

Points to note:

- Ascending and descending letters are half the size again of small letters.
- Children should be taught to hold pen/pencil correctly and loosely for flexibility.
- Chair should be straight and tucked comfortably into the table.
- Lower back should be touching the back of the chair.
- Child's "free" hand should hold the book steady without getting in the way of the writing hand.
- When marking or writing comments, members of staff use cursive handwriting as appropriate.
- Children should be taught basic uniform style with a view to developing individual style later – only when fluent.

Left handed pupils need specific demonstration and adjustments, including by making sure they:

- Have space to write
- Sit to the left of any right-handed pupils to prevent their arms colliding
- Slant their paper to the right
- Use softer pencils that require less pressure
- Grip the pencil at a slightly higher point so they can see around their fingers
- Do not hold the pencil too tightly or press down too hard

Autumn Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	Letter formation: i j t j y	Practising diagonal join to ascender: th, ch	Practising joining through a word in stages: no ascenders or descenders	Introducing diagonal join from p and b to ascender: ph, pl, bl	Introducing sloped writing in letter families	Style for speed: crossbar join from t: th, ti, tr, ta, tt
Week 2	Letter formation: ll	Practising diagonal join, no ascender: ai, ay	Practising joining through a word in stages: parallel ascenders	Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe	Practising sloped writing: diagonal join to ascender: th, sh, nb, hd,	Style for speed: looping from g: gl, gi, gr, ga, gg

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Week 3	Letter formation: L I T U J Y	Practising diagonal join, no ascender: ir, er	Introducing joining from s to ascender: sh, sl, st, sk	Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs	Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en	Style for speed: looping from j and y: je, jo, ye, yr, fo
Week 4	Letter formation: b h k p	Practising horizontal join to ascender: wh, oh	Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su	Revising parallel ascenders and descenders: bb, pp	Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho	Style for speed: looping from f Style for speed: different joins to s
Week 5	Letter formation: l r j p t b m u	Practising horizontal join, no ascender: ow, ou	Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq	Break letters: x, z	Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob	Style for speed: looping from b
Week 6	Letter formation: R N M B H K P	Introducing diagonal join to e: ie, ue	Introducing joining from r to an ascender: rb, rh, rk, rl, rt	Spacing in common exception words	Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve	Style for speed: joining from v, w, x and z
Week 7	Letter formation: d f g f q	Introducing horizontal join to e: oe, ve	Introducing joining from r, no ascender: ri, ru, rn, rp	Consistent size of letters	Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo	Handwriting for different purposes: abbreviations
Week 8	Letter formation: ff	Introducing ee	Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro	Relative size of capitals	Practising sloped writing: joining from r: ra, re, ri, ro, ru	Handwriting for different purposes: abbreviations
Week 9	Letter formation: ss	Practising diagonal join, no ascender: ie	Introducing joining from r to e: are, ere, ure, ore, ire	Speed and fluency	Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp	Spacing between words
Week 10	Letter formation: C A D O S G Q E F	Writing numbers 1–100	Introducing break letters: g, j, y, f, b, p, x, z	Speed and fluency	Speed and fluency	Spacing between words

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	Week 11	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation
	Week 12	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation

Spring Term		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 1	Letter formation: h d y g	Introducing diagonal join to anticlockwise letters: ea	Introducing joining to f: if, ef, af, of	Revising parallel ascenders	Practising sloped writing: proportion – joining from f to ascender: fl, ft	Improving handwriting: the importance of consistent sizing
	Week 2	Letter formation: z v w x	Practising diagonal join to anticlockwise letters: igh	Introducing joining from f to an ascender: fl, ft	Revising parallel ascenders and break letters	Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu	Improving handwriting: the importance of proportion
	Week 3	Letter formation: zz	Practising diagonal join to anticlockwise letters: dg, ng	Introducing joining from f, no ascender: fe, fi, fu, fr, fy	Relative sizes of letters	Different styles for different purposes: writing a paragraph	Improving handwriting: the importance of spacing
	Week 4	Mixing all the letter families	Introducing horizontal join to anticlockwise letters: oo, oa	Introducing joining from f to an anticlockwise letter: fo, fa	Proportion of letters	Practising sloped writing: speed: ff	Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
	Week 5	Practising all the capital letters	Practising horizontal join to anticlockwise letters: wa, wo	Introducing ff	Spacing between letters	Practising sloped writing: speed and legibility: rr	Improving handwriting: the importance of closed and open letters.
	Week 6	Practising all the numbers 0–9	Introducing mixed joins for three letters: air, ear	Introducing rr	Writing at speed	Practising sloped writing: size, proportion and spacing: ss	Improving handwriting: pen breaks in longer words

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	Week 7	Writing words with ck and qu	Practising mixed joins for three letters: oor, our	Introducing ss	Improving fluency	Practising sloped writing: building speed: qu	Handwriting for different purposes: annotations
	Week 8	Practising long vowel phonemes: ai, igh, oo	Practising mixed joins for three letters: ing	Introducing qu	Speed and fluency	Different styles for different purposes: decorative alphabets	Handwriting for different purposes
	Week 9	Practising vowels with adjacent consonants: ee, oa, oo	Size and spacing	Revising parallel ascenders and descenders	Speed and fluency	Different styles for different purposes	Choice of handwriting tools
	Week 10	Practising vowels with adjacent consonants: ee, oa, oo	Size and spacing	Revising parallel ascenders and descenders	Speed and fluency	Different styles for different purposes	Choice of handwriting tools
	Week 11	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation
	Week 12	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation

Summer Term		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 1	Numbers 10–20: spacing	Building on diagonal join to ascender: ck, al, el, at, il, ill	Revising joins: letter spacing	Consistency of size	Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl	Handwriting for different purposes: fast-joined and print letters
	Week 2	Practising ch unjoined	Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip	Revising joins: spacing between words	Proportion	Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr	Handwriting for different purposes: note making
	Week 3	Introducing diagonal	Building on horizontal	Revising joins:	Spacing between	Practising sloped	Handwriting for



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