

# The Blue School Handwriting Progression Map

[Handwriting slides](#)

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<b>Nursery</b> (3-4 years old)  Taught through daily teaching and activities	<p><b>We aim for the children to:</b></p> <ul style="list-style-type: none"> <li>use a comfortable and efficient pencil grip</li> </ul> <p><b>Through specifically planned activities and experiences, children in our nursery develop the following skills to enable them to become fluent in handwriting:</b></p> <ul style="list-style-type: none"> <li>Good gross motor control</li> <li>Good fine motor control</li> <li>A language to talk about shapes and movements in line with the Read Write Inc programme</li> </ul> <p><b>Handwriting Milestones:</b></p> <ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>Use a comfortable grip with good control when holding pens and pencils</li> <li>Shows a preference for a dominant hand</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</li> <li>Write some letters accurately</li> </ul>
<b>EYFS</b> (4-5 years old)  Letter formation / CVC short sentence writing	<p><b>We aim for the children to:</b></p> <ul style="list-style-type: none"> <li>use a comfortable and efficient pencil grip</li> <li>write their first name correctly, beginning with a capital letter</li> <li>form lower case letters using the correct sequence of movements, aided by the Read Write Inc. formation speak</li> <li>form capital letters in the correct direction</li> <li>form digits 0-9</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>tracing</li> <li>copying under the teacher's writing</li> </ul>

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<p>(depending on ability)</p> <p>All children complete a Pencil control / writing task (name/cvc words/letter formation)</p> <p>twice per week(10 minute slots)</p>	<ul style="list-style-type: none"> <li>• sky writing</li> <li>• talking through the letter formation as it is being modelled</li> <li>• practice on paper</li> <li>• practice in handwriting books</li> </ul> <p><b>Handwriting Milestones:</b></p> <ul style="list-style-type: none"> <li>• Develop their small 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</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>• Form lower case and capital letters correctly</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Write recognisable letters, most of which are correctly formed</li> </ul>
	<p><b>Autumn 1 Spring 1 Summer 1</b></p> <p>The children will begin to be taught:</p> <ul style="list-style-type: none"> <li>• the 26 letters in line with RWI</li> </ul> <p>The children will revisit:</p> <ul style="list-style-type: none"> <li>• c a o d g q (around letters)</li> <li>• e f s (curly letters)</li> <li>• v w x z (zigzag letters)</li> <li>• 0 6 8 9</li> <li>• 5</li> <li>• capital letters for the letters stated above</li> </ul> <p>The children will revisit:</p> <ul style="list-style-type: none"> <li>• c a o d g q (around letters)</li> <li>• e f s (curly letters)</li> <li>• v w x z (zigzag letters)</li> <li>• 0 6 8 9</li> <li>• 5</li> <li>• capital letters for the letters stated above</li> </ul> <p><b>Autumn 2 Spring 2 Summer 2</b></p> <p>The children will be taught:</p> <p>The children will revisit:</p>

- the remaining 26 letters in line with RWI
- numbers 0 – 9

- l t b p k h l j m n r u k (downletters)
- 2 3
- 1 4 7
- capital letters for the letters stated above

The children will revisit:

- l t b p k h l j m n r u k (downletters)
- 2 3
- 1 4 7
- capital letters for the letters stated above

Note: Sequences are outlined through the Read Write Inc phonics & letter formation.  
Letters and numbers with similar movements are grouped together and discussed with the children.

## The Blue School Handwriting Progression Map



**Year 1**  
(5-6 years old)

Letter formation taught daily through phonics

Handwriting is taught explicitly three times per week (15-20 minute slots)

**We aim for the children to:**

- 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 correctly
- form digits 0 to 9 correctly
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

**Autumn 1 Spring 1 Summer 1**

The children will revisit:

- c o a d g q (around letters)
- l t b p k h (down letters)
- 0 6 8 9
- 2 3
- 5
- capital letters for the letters stated above

The children will revisit:

- c o a d g q (around letters)
- l t b p k h (down letters)
- 0 6 8 9
- capital letters for the letters stated above

The children will revisit:

- c o a d g q (around letters)
- l t b p k h (down letters)
- 0 6 8 9
- capital letters for the letters stated above

**Autumn 2 Spring 2 Summer 2**

The children will revisit:

- i j m n r u y (down letters)
- v w x z (zigzag letters)

The children will revisit:

- i j m n r u y (down letters)
- v w x z (zigzag letters)

The children will revisit:

- i j m n r u y (down letters)
- v w x z (zigzag letters)

- e f s (curly letters)

- 1 4 7

- capital letters for the letters stated above

- e f s (curly letters)

- 1 4 7

- 2 3

- 5

- capital letters for the letters stated above

- e f s (curly letters)

- 1 4 7

- 2 3

- 5

- capital letters for the letters stated above

## The Blue School Handwriting Progression Map



Note: Sequences are outlined through the Read Write Inc phonics & letter formation.

Letters and numbers with similar movements are grouped together and discussed with the children.

Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Handwriting will also be linked to spelling patterns.

**Year 2**  
(6-7 years old)

Letter formation taught daily through phonics

Handwriting is taught explicitly three times per week (15-20 minute slots)

**We aim for the children to:**

- sit correctly at a table, holding a pencil comfortably and correctly
- 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

**Autumn 1 Spring 1 Summer 1**

The children will revisit:

- c a o d g q (around letters)
- l t b p k h l j m n r u (downletters)
- e f s (curly letters)
- v w x z (zigzag letters)
- capital letters
- 0 - 9

The children will be taught horizontal joins

(washing line joins):

- washing line to boat
- washing line to sun
- washing line to sister
- break letters: q, x, z
- 0-9
- capital letters

The children will revise

horizontal joins (washing line joins):

- washing line to boat
- washing line to sun
- washing line to sister
- break letters: q, x, z
- 0-9
- capital letters

**Autumn 2 Spring 2 Summer 2**

# The Blue School Handwriting Progression Map

<p><b>Years 3 &amp; 4 (7-9 years old)</b>  <b>Handwriting is taught explicitly two times per week (15-20 minute slots)</b></p>	<p>The children will be taught to form diagonal joins (arm joins):</p> <ul style="list-style-type: none"> <li>• arm to boat</li> <li>• arm to sun</li> <li>• arm to sister</li> </ul>	<p>The children will revise</p> <p>Diagonal joins (arm joins):</p> <ul style="list-style-type: none"> <li>• arm to boat</li> <li>• arm to sun</li> <li>• arm to sister</li> <li>• break letters: q, x, z</li> <li>• 0-9</li> <li>• capital letters</li> </ul>	<p>The children will revise</p> <p>Diagonal joins (arm joins):</p> <ul style="list-style-type: none"> <li>• arm to boat</li> <li>• arm to sun</li> <li>• arm to sister</li> <li>• break letters: q, x, z</li> <li>• 0-9</li> <li>• capital letters</li> </ul>
<p><b>Note:</b> Sequences are outlined through the Read Write Inc phonics &amp; letter formation.  Letters and numbers with similar movements are grouped together and discussed with the children.  Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.  Handwriting will also be linked to spelling patterns.</p> <p><b>We aim for the children to:</b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• 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</li> <li>• 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)</li> <li>• increase the fluency with which they are able to write what they say</li> </ul> <p><b>Pupils should be taught to:</b></p>			

- 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This will support their composition and spelling.

## The Blue School Handwriting Progression Map



### **Autumn 1 Spring 1 Summer 1**

The children will revisit:

- washing line to boat
- washing line to sun
- washing line to sister
- 0-9
- capital letters

The children will revisit:

- washing line to boat
- washing line to sun
- washing line to sister
- 0-9
- capital letters

The children will revisit:

- washing line to boat
- washing line to sun
- washing line to sister
- 0-9
- capital letters

### **Autumn 2 Spring 2 Summer 2**

The children will revisit:

- arm to boat
- arm to sun
- arm to sister
- break letters: q, x, z \* • capital letters

The children will revisit:

- arm to boat
- arm to sun
- arm to sister
- break letters: q, x, z
- capital letters

The children will revisit:

- arm to boat
- arm to sun
- arm to sister
- break letters: q, x, z

	<ul style="list-style-type: none"> <li>• capital letters</li> </ul> <p>Note: Letters and numbers with similar movements are grouped together and discussed with the children.  Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.  Handwriting will also be linked to spelling patterns.</p>
<b>Years 5 &amp; 6 (9-11 years old)</b>	<p><b>We aim for the children to:</b></p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>- using the basic joins confidently when writing</li> </ul> </li> </ul>



Handwriting is taught explicitly two times per week (15-20 minute slots)

- making choices about their own personal writing style
- making decisions about when it is best to leave writing unjoined, e.g. when labelling a diagram or filling in a form
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters (as long as they are consistent in their choices)
- choosing the writing implement that is best suited for a task
- be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version

**Pupils should be taught to:**

- 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.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes for planning.

**Autumn 1 Spring 1 Summer 1**

The children will revisit:

- washing line to boat
- washing line to sun
- washing line to sister
- 0-9
- capital letters

The children will revisit:

- washing line to boat
- washing line to sun
- washing line to sister
- 0-9
- capital letters

The children will revisit:

- washing line to boat
- washing line to sun
- washing line to sister
- 0-9
- capital letters

**Autumn 2 Spring 2 Summer 2**

The children will revisit:

- arm to boat
- arm to sun
- arm to sister
- break letters: q, x, z \* • capital letters

The children will revisit:

- arm to boat
- arm to sun
- arm to sister
- break letters: q, x, z
- capital letters

The children will revisit:

- arm to boat
- arm to sun
- arm to sister
- break letters: q, x, z
- capital letters

## The Blue School Handwriting Progression Map



Note: Letters and numbers with similar movements are grouped together and discussed with the children.

Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Handwriting will also be linked to spelling patterns.