

## Malpas Alport Primary Handwriting Progression/long term plan

Please ensure that the following long term sequence is followed to ensure progression and consistency across the school

### EYFS

Pupils should be taught to:

Write recognisable letters, most of which are correctly formed

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
- use the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

### Year 1

Pupils should be taught 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
- form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### Read Write Inc stages of Handwriting development

There are 3 stages of handwriting using the Read Write Inc programme.

(please refer to separate handwriting document and the guidance for the 3 stages)

	TERM 1	TERM 2	TERM 3
<p><b>Year 2</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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 un-joined</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>	<p>How to join a word: high frequency words</p> <p>Diagonal joins to ascenders in words: <i>eel, eet</i></p> <p>Diagonal joins, no ascenders in words <i>a_e</i></p> <p>Diagonal joins, no ascender, to an anticlockwise letter in words: <i>ice, ide,</i></p> <p>Horizontal joins, no ascender in words: <i>ow, ou, oy, oi</i></p> <p>Horizontal joins, to ascender in words: <i>ole, obe, ook, ool</i></p> <p>Horizontal joins, no ascender, to an anticlockwise letter in words: <i>oa, ade</i></p>	<p>Diagonal joins to r: <i>ir, ur, er</i></p> <p>Horizontal joins to r: <i>or, oor, ere</i></p> <p>Horizontal joins to r to ascender: <i>url, irl, irt</i></p> <p>Joining to and from r: <i>air</i></p> <p>Diagonal joins to s: <i>dis</i></p> <p>Horizontal joins to s: <i>ws</i></p> <p>Diagonal joins to s to ascender: <i>sh</i></p> <p>Horizontal joins to s to no ascender: <i>si, su, se, sp, sm</i></p> <p>Horizontal join from r to an anticlockwise letter: <i>rs</i></p>	<p>Diagonal join to anticlockwise letter: <i>ea, ear</i></p> <p>Horizontal join to and from f to ascender: <i>ft, fl</i></p> <p>Horizontal join from f (no ascender): <i>fu, fr qu, rr, ss, ff</i></p> <p>capital letter practice: height of ascenders and capitals</p> <p><b>All children should be able to use some joins and write letters of the correct size and orientation. If, not-these children need to be targeted before entering year 3</b></p>
<p><b>Year 3</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <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 un-joined</li> <li>increase the legibility, consistency and quality of their handwriting [for</li> </ul>	<p>Revise joins in a word: long vowel phonemes</p> <p>Revise joins in a word: <i>le, ing</i></p> <p>Joins within statutory words</p> <p>Joins in new vocabulary</p> <p>Revise joins in a word: <i>un, de</i></p> <p>Revise joins to and from s: <i>dis</i></p> <p>Revise joins to and from r: <i>re, pre</i></p> <p>Revise joins to and from f: <i>ff</i></p> <p>Revise join: <i>qu</i></p>	<p>Joining b and p: diagonal join, no ascender: <i>bi, bu, pi, pu</i></p> <p>Joining b and p: diagonal join, no ascender, to an anti-clockwise letter: <i>ba, bo, pa, po</i></p> <p>Joining b and p: diagonal join, to ascender: <i>bl, ph</i></p> <p>Relative sizes of letters: silent letters</p> <p>Relative size and consistency: <i>y, ly, less, ful</i></p> <p>Parallel ascenders and descenders:</p>	<p>Consistency in spacing: <i>mis, ant, ex, non, co</i></p> <p>Consistency in spacing: apostrophes</p> <p>Layout, fluency and speed:</p> <p>-address</p> <p>-dialogue</p> <p>-poem</p> <p><b>Children who are not joining should be targeted with a handwriting rescue programme and have extra practise in school and at home (particularly over summer)</b></p>

<p>example, 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><b>Pupils should be using joined handwriting throughout their independent writing.</b></p>		<p><i>tl,ll,bb; pp,ff</i>  Relative size and consistency: capital letters  Speed and fluency practice: <i>er, est</i></p>	
<p><b>Year 4</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <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 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].</li> </ul> <p><b>Pupils should be using joined handwriting throughout their independent writing.</b></p>	<p><b>Children who are not joining should be targeted with a handwriting rescue programme and have extra practise in school and at home</b></p> <p>Revise joins in a word: <i>ness, ship, ing, ed,s, ify, nn, mm, ss</i>  Revise Parallel ascenders and descenders: <i>tl,ll,bb; pp,ff</i>  Revise joins to anti-clockwise letters: <i>cc, dd</i></p> <p><b>Link spelling and handwriting Statutory words</b></p>	<p>Parallel ascenders: <i>al, ad, af</i>  Parallel descenders: <i>ight, ough</i>  Size, proportion and spacing: <i>ious, able, ful, fs, ves</i>  Speed and fluency practice: poem, drafting, note making, lists</p>	<p>Size, proportion and spacing: <i>v,k,ic,ist,ion</i>  Size proportion and spacing: apostrophes for omission  Print alphabet: captions, labels, headings  Presentational skills: font styles</p> <p><b>All children should be able to join their handwriting and letters should all be the correct size and orientation. If, not, these children must be targeted before entering year 5 (particularly over summer)</b></p>

## Year 5 and 6

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.

**Children who are not writing with fluency and consistency (not joining) must be targeted with extra practice at home and school and referred to SENCo for specialist handwriting programme**

Revise practising the 4 groups of joins

Develop style for speed linked to prefixes and suffixes being taught

Develop style for speed: pen breaks in longer words

Different styles for different purposes

Close links to spellings including statutory words

Publishing work

Self-assessment/evaluating handwriting

Writing at speed: spacing in words, spacing between words

Self-assessment:

-checking joins

-consistency of size

-letters resting on baseline

-ascenders and descenders

-consistency of size of capitals and ascenders