



Mark First and Preschool CE Academy: HANDWRITING PROGRESSION across the school (National Curriculum and EYFS ELG Objectives)

	EYFS	Year 1	Year 2	Year 3	Year 4	
Handwriting	Penpals Progression	<p>Penpals Progression: Autumn Term</p> <ol style="list-style-type: none"> 1 Dots 2 Straight lines and crosses 3 Circles 4 Waves 5 Loops and bridges 6 Joined straight lines 7 Angled patterns 8 Eights 9 Spirals 10 Left-to-right orientation 11 Mix of patterns 12 Review of patterns <p>Spring Term</p> <ol style="list-style-type: none"> 13 Introducing long-legged giraffe letters: l 14 Practising long-legged giraffe letters: l, i 15 Practising long-legged giraffe letters: u, t 16 Practising long-legged giraffe letters: j, y 17 Practising all the long-legged giraffe letters: l, i, t, u, j, y 18 Introducing one-armed robot letters: r 19 Practising one-armed robot letters: b, n 20 Practising one-armed robot letters: h, m 21 Practising one-armed robot letters: k, p 22 Practising all the one-armed robot letters: r, b, n, h, m, k, p 23 Practising all long-legged giraffe & one-armed robot letters 24 Reviewing all long-legged giraffe & one-armed robot letters 	<p>Penpals Progression: Autumn Term</p> <ol style="list-style-type: none"> 1 Practising long-legged giraffe letters 2 Writing words with ll 3 Introducing capitals for long-legged giraffe letters 4 Practising one-armed robot letters 5 Practising long-legged giraffe letters and one-armed robot letters 6 Introducing capitals for one-armed robot letters 7 Practising curly caterpillar letters 8 Writing words with double ff 9 Writing words with double ss 10 Introducing capitals for curly caterpillar letters <p>Spring Term</p> <ol style="list-style-type: none"> 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters 12 Practising zig-zag monster letters 13 Writing words with double zz 14 Mixing all the letter families 15 Practising capital letters 16 Practising numbers 0-9 17 Writing words with ck and qu 18 Practising long vowel phonemes: ai, igh, oo 19 Practising vowels with adjacent consonants: ee, oa, oo 20 End-of-term check 	<p>Penpals Progression: Autumn Term</p> <ol style="list-style-type: none"> 1 Practising diagonal join to ascender: th, ch 2 Practising diagonal join, no ascender: ai, ay 3 Practising diagonal join, no ascender: ir, er 4 Practising horizontal join to ascender: wh, oh 5 Practising horizontal join, no ascender: ow, ou 6 Introducing diagonal join to e: ie, ue 7 Introducing horizontal join to e: oe, ve 8 Introducing ee 9 Practising diagonal join, no ascender: le 10 Writing numbers 1-100 <p>Spring Term</p> <ol style="list-style-type: none"> 11 Introducing diagonal join to anticlockwise letters: ea 12 Practising diagonal join to anticlockwise letters: igh 13 Practising diagonal join to anticlockwise letters: dg, ng 14 Introducing horizontal join to anticlockwise letters: oo, oa 15 Practising horizontal join to anticlockwise letters: wa, wo 16 Introducing mixed joins for three letters: air, ear 17 Practising mixed joins for three letters: oor, our 18 Practising mixed joins for three letters: ing 19 Size and spacing 20 End-of-term check 	<p>Penpals Progression: Autumn Term</p> <ol style="list-style-type: none"> 1 Practising joining through word in stages: no ascenders or descenders 2 Practising joining through a word in stages: parallel ascenders 3 Introducing joining from s to ascender: sh, sl, st, sk 4 Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su 5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq 6 Introducing joining from r to an ascender: rb, rh, rk, rl, rt 7 Introducing joining from r, no ascender: ri, ru, rn, rp 8 Introducing joining from r to anticlockwise letter: ra, rd, rg, ro 9 Introducing joining from r to e: are, ere, ure, ore, ire 10 Introducing break letters: g, j, y, f, b, p, x, z <p>Spring Term</p> <ol style="list-style-type: none"> 11 Introducing joining to f: if, ef, af, of 12 Introducing joining from f to an ascender: fl, ft 13 Introducing joining from f, no ascender: fe, fi, fu, fr, fy 14 Introducing joining from f to an anticlockwise letter: fo, fa 15 Introducing ff 16 Introducing rr 17 Introducing ss 18 Introducing qu 19 Revising parallel ascenders and descenders 20 End-of-term check 	<p>Penpals Progression: Autumn Term</p> <ol style="list-style-type: none"> 1 Introducing diagonal join from p and b to ascender: ph, pl, bl 2 Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe 3 Introducing diagonal join from p and b to an anticlockwise letter: pa, po, pu, ba, bo, bs 4 Revising parallel ascenders and descenders: bb, pp 5 Break letters: x, z 6 Spacing in common exception words 7 Consistent size of letters 8 Relative size of capitals 9 Speed and fluency 10 End-of-term check <p>Spring Term</p> <ol style="list-style-type: none"> 11 Revising parallel ascenders 12 Revising parallel ascenders and break letters 13 Relative sizes of letters 14 Proportion of letters 15 Spacing between letters 16 Spacing between words 17 Writing at speed 18 Improving fluency 19 Speed and fluency 20 End-of-term check

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Penpals Progression (continued)	<p>Summer Term</p> <p>25 Introducing curly caterpillar letters: c</p> <p>26 Practising curly caterpillar letters: a, d</p> <p>27 Practising curly caterpillar letters: o, s</p> <p>28 Practising curly caterpillar letters: g, q</p> <p>29 Practising curly caterpillar letters: e, f</p> <p>30 Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f</p> <p>31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters</p> <p>32 Introducing zig-zag monster letters: z</p> <p>33 Practising zig-zag monster letters: v, w, x</p> <p>34 Practising all the zig-zag monster letters: z, v, w, x</p> <p>35 Practising all curly caterpillar & zig-zag monster letters</p> <p>36 Reviewing all curly caterpillar & zig-zag monster letters</p>	<p>Summer Term</p> <p>21 Numbers 10–20: spacing</p> <p>22 Practising ch unjoined</p> <p>23 Introducing diagonal join to ascender: ch</p> <p>24 Practising ai unjoined</p> <p>25 Introducing diagonal join, no ascender: ai</p> <p>26 Practising wh unjoined</p> <p>27 Introducing horizontal join to ascender: wh</p> <p>28 Practising ow unjoined</p> <p>29 Introducing horizontal join, no ascender: ow</p> <p>30 Assessment</p>	<p>Summer Term</p> <p>21 Building on diagonal join to ascender: ck, al, el, at, il, ill</p> <p>22 Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip</p> <p>23 Building on horizontal join to ascender: ok, ot, ob, ol</p> <p>24 Building on horizontal join, no ascender: oi, oy, on, op, ov</p> <p>25 Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag</p> <p>26 Building on horizontal join to anticlockwise letters: oc, og, od, va, vo</p> <p>27 Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks</p> <p>28 Practising joining ed and ing</p> <p>29 Assessment</p> <p>30 Capitals</p>	<p>Summer Term</p> <p>21 Revising joins: letter spacing</p> <p>22 Revising joins: spacing between words</p> <p>23 Revising joins: consistency of size</p> <p>24 Revising joins: fluency</p> <p>25 Revising joins: parallel ascenders</p> <p>26 Revising joins: parallel ascenders and descenders</p> <p>27 Revising horizontal join from r to an anticlockwise letter: rs</p> <p>28 Revising break letters</p> <p>29 Assessment</p> <p>30 Revising capital letters</p>	<p>Summer Term</p> <p>21 Consistency of size</p> <p>22 Proportion</p> <p>23 Spacing between letters and words</p> <p>24 Size, proportion and spacing</p> <p>25 Fluency: writing longer words</p> <p>26 Speed and fluency</p> <p>27 Revising break letters</p> <p>28 Print alphabet: presentation</p> <p>29 Assessment</p> <p>30 Capital letters: presentation</p>

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Progression in Handwriting Objectives	<p>Handwriting: 30-50 Months:</p> <ul style="list-style-type: none"> • sometimes give meaning to marks as they draw and paint. • realise tools can be used for a purpose. • draw lines and circles using gross motor movements • use one-handed tools and equipment, e.g. makes snips in paper with child scissors. • hold a pencil between thumb and two fingers, no longer using whole-hand grasp. • hold a pencil near point between first two fingers and thumb, and uses it with good control. • copy some letters, e.g. letters from their name. <p>40-60 Months:</p> <ul style="list-style-type: none"> • give meaning to marks they make as they draw, write and paint. • use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • show a preference for a dominant hand. • begin to use anticlockwise movement and retrace vertical lines. • begin to form recognisable letters. • use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal:</p> <ul style="list-style-type: none"> • handle equipment and tools effectively, including pencils for writing. 	<p>Handwriting:</p> <ul style="list-style-type: none"> • 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. 	<p>Handwriting:</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 • use spacing between words that reflects the size of the letters. 	<p>Handwriting:</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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Handwriting:</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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].