

Irby Primary School Handwriting Progression

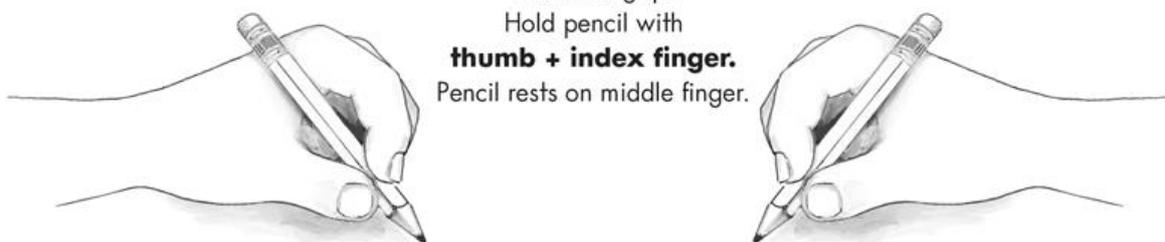
This document should be used to ensure that our children have a progressive approach their handwriting demands as with any other subject or skill.

EYFS – In Reception, children develop pre-handwriting skills and habits and access handwriting patterns.

Children are taught the tripod grip to hold their pencil.

Tripod Grip

Standard grip:
Hold pencil with
thumb + index finger.
Pencil rests on middle finger.



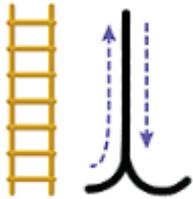
Gross motor skills activities to help improve strength, control and endurance for handwriting are used alongside a selection of fine motor skills activities to use before each handwriting lesson.

Children in EYFS will be taught to recognise precursive formed letters, as pictured below, alongside a standard print version in phonic phase order.

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

The children are then taught how to form the individual letters according to the four letter families as indicated below.

Long
Ladder
Letters



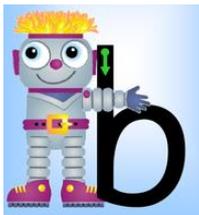
i l t u j y

Curly
Caterpillar
Letters



c o a d g
q e s f

Robot
Letters



r n m h
b k p

Zig-Zag
Letters



v w x z



Years 1 & 2

From Year One Children begin to learn the progression of the different joins, linked to phonic graphemes where possible.

First joins: Continuous cursive bottom letter joins:

ai, but, ch, ck, er, sh, th, ip, ig

Second joins: Continuous cursive bottom to 'c' shaped letter joins:

as, ea, ed, ing, sat, ss

Continuous cursive bottom 'e' letter joins:

be, her, ie, men, se

Third joins: Continuous cursive top 'e' letter joins:

ere, oe, re, ure, ve, we

Fourth joins: Continuous cursive top letter joins:

oa, oh, oi, on, oo, or, ou, ov, ow, oy, wh

Fifth joins: From the top of a small letter to the top of an ascender:

wr, rl, oh

Years 3 & 4

Children will benefit from a regular handwriting lesson, teacher led. Handwriting can link to spelling where possible. The expectation should be for children to be transferring their joined script to all areas of the curriculum. Children should be reminded and praised when they succeed.



Years 5 & 6

Children should now be encouraged to use their own fluent and legible style in all their writing. Most children will be able to do so. If a pupil's formation is not at this stage it is often simply the size of the letters that is inconsistent or the placing of them on the line. This may be tackled by teacher/pupil discussion or individualised and specific target setting.

Cursive formation:

The quick brown fox
jumped over the lazy
dog.

Things to note:

- Capital letters never join lower case letters.
- Children must be taught about the size of their letters in relation to other letters i.e. ascenders.
- Children must be taught how letters should sit on the line and relate this to descenders.
- Where possible, teachers should try to link in phonics and spelling patterns.
- Where children do not have a correctly formed cursive style, classroom resource and targeted intervention and support should be in place.

Pen Licence:

As children become confident in their joined up writing, children begin to work towards their 'Pen Licence'. The 'Pen Licence' is a plastic card awarded to each child by the Headteacher, granting them the permission to use a pen during all lessons.

