



**Progression of Curriculum and Skills Map**  
**Subject area: English - Handwriting**  
**Curriculum Leaders: Charlotte Brown and Kayleigh Popplewell**

	EYFS	Year 1	Year 2	Years 3 and 4	Years 5 and 6
<b>Statutory requirements</b>	<p><b>22 to 36 months</b></p> <ul style="list-style-type: none"> <li>Distinguishes between the different marks they make.</li> </ul> <p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Draws lines and circles using gross motor movements</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds the pencil near the point between the first two fingers and thumb and uses</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' e.g. letters that</li> </ul>	<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, when adjacent to one another, are best left unjoined.</li> <li>Wrote capital letters and digits of the correct size, orientation and relationship to one another</li> </ul>	<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 downstrokes of letters are parallel; that</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implemented that is best suited for a task.</li> </ul> </li> </ul>

	<p>it with good control.</p> <ul style="list-style-type: none"> <li>• Can copy some letters e.g. letters from their name.</li> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and print.</li> <li>• Begin to break the flow if speech into words.</li> <li>• Uses some clearly identifiable letters to communicate meaning,</li> </ul>	<p>are formed in similar ways.</p>	<p>and lower case letters.</p> <ul style="list-style-type: none"> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<p>lines of writing are spaced sufficiently so that they ascenders and descenders of letters do no touch).</p>	
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representing  
some sounds  
correctly and in  
sequence.

- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful context
- Show a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Use a pencil and holds it effectively to form recognisable letters, most of which are

**Notes and guidance**

- formed correctly.
- They handle equipment and tools effectively including pencils for writing.

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

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, in turn, will support their composition and spelling.

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 or a final

		<p>Left-handed pupils should receive specific teaching to meet their needs.</p>			<p>handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>
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