

Ghyllside Primary School

Handwriting Skills Progression



The Ghyllside Handwriting Progression document is used to provide a clear, structured approach to the teaching of handwriting from Nursery through to Key Stage 2, ensuring consistency and progression across all year groups. It supports teachers in delivering a carefully sequenced curriculum that begins with physical development and early mark making, before moving towards letter formation, joined handwriting, and increased fluency. The document outlines what handwriting teaching should look like at each stage, including suggested resources, teaching approaches, and weekly expectations, enabling staff to plan purposeful, progressive sessions. In line with key messages from the Writing Framework, it places strong emphasis on the importance of explicit teaching, regular and purposeful practice, and the development of automaticity so that transcription becomes fluent and does not hinder composition. It also reflects the expectation that handwriting should be taught alongside phonics and applied within meaningful writing contexts, ensuring children can use their developing skills to communicate effectively. Ultimately, the document ensures that all children are supported to develop the necessary gross and fine motor skills, alongside transcriptional fluency, so that handwriting becomes a secure and automatic process that underpins successful writing.



Ghyllside Handwriting Progression

Our rationale

Our handwriting progression follows the developmental sequence outlined in *Strong Foundations in the First Years of School* (DfE), beginning with large-scale mark making and movement before moving towards controlled pattern formation and letter writing.

We assessed children against recognised developmental milestones. This highlighted that a number of children were not meeting expected milestones in physical development, particularly in relation to core strength and gross motor skills.

We recognised that weaknesses in these areas significantly impact fine motor development and, ultimately, children's ability to write with control and stamina. As a result, we adapted our provision to prioritise physical development as the foundation for successful handwriting.

We understand physical development and sequential growth, we are aware that it follows a predictable sequence:

- **Gross to fine motor development** – Larger muscles (neck, trunk, shoulders and arms) develop before the smaller muscles in the hands and fingers.
- **Top to bottom development** – Control develops from the head downwards.
- **Centre to outward development** – Strength develops from the core of the body before extending to the limbs and fingers.

Research (Needlman, 1996) highlights that wrist bone development varies, with many children not having fully developed wrist structures until around four to five years of age.

'usually girls' wrist bones are fully developed by age four years and five months, and boy's by age five years and six months.'

This research helps us to baseline our children and plan responsive provision.

Name	Surname	DOB	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
		21/07/2021	4y 2m	4y 3m	4y 4m	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m
		05/08/2021	4y 1m	4y 2m	4y 3m	4y 4m	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m
		17/01/2021	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m
		30/03/2021	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	8 y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m
		27/01/2021	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m
		29/12/2020	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m	5y 7m	5y 8m
		02/02/2021	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m
		25/07/2021	4y 2m	4y 3m	4y 4m	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m
		11/12/2020	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m	5y 7m	5y 8m
		25/08/2021	4y 1m	4y 2m	4y 3m	4y 4m	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m
		14/03/2021	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	8 y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m
		12/08/2020	4y 1m	4y 2m	4y 3m	4y 4m	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m
		22/04/2021	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m
		18/01/2021	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m
		16/03/2021	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	8 y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m
		10/06/2021	4y 3m	4y 4m	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m
		19/10/2020	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m	5y 7m	5y 8m	5y 9m	5y 10m
		12/07/2021	4y 2m	4y 3m	4y 4m	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m
		16/01/2021	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m
		01/06/2021	4y 3m	4y 4m	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m
		24/05/2021	4y 4m	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m
		10/09/2020	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m	5y 7m	5y 8m	5y 9m	5y 10m
		11/12/2020	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m	5y 7m	5y 8m
		16/11/2020	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m	5y 7m	5y 8m	5y 9m
		31/12/2020	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m	5y 7m	5y 8m
		31/12/2020	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m	5y 7m	5y 8m
		19/08/2021	4y 1m	4y 2m	4y 3m	4y 4m	4y 5m	4y 6m	4y 7m	4y 8m	4y 9m	4y 10m	4y 11m	5y 0m
		04/12/2020	4y 9m	4y 10m	4y 11m	5y 0m	5y 1m	5y 2m	5y 3m	5y 4m	5y 5m	5y 6m	5y 7m	5y 8m

We use recognised developmental milestones (Mary Sheridan) to inform our assessments and planning.

Developmental Milestones

Age 3 Years

Posture and Large Movements	Yes/No
Walks alone up stairs using alternative feet	
Climbs nursery apparatus with agility.	
Can turn around obstacles and corners while running and also while pushing and pulling large toys.	
Walk forwards, backwards and sideways.	
Appreciates size and movement of own body in relation to external objects and space.	
Rides tricycle using pedals and can steer it round wide corners.	
Can stand and walk on tiptoe.	
Can stand momentarily on one foot when shown.	
Can throw a ball overhead and catch a large ball on or between extended arms.	
Can sit with feet crossed at the ankles	

Age 4 Years

Posture and Large Movements	Yes/No
Walks or runs alone up and down stairs, one foot to a step in adult fashion.	
Climbs ladders and trees.	
Appreciates size and movement of own body in relation to external objects and space.	
Expert rider of tricycle.	
Can stand and walk on tiptoe.	
Can stand on one foot for 3-5 seconds and hops on preferred foot.	
Shows increasing skill in ball games, throwing, catching, bouncing and kicking.	
Can sit with knees crossed	

Age 5 Years

Posture and Large Movements	Yes/No
Walks easily on narrow line	
Active and skilful in climbing, sliding, swinging, digging, and doing various stunts	
Can stand on one foot for 8-10 seconds, right or left.	
Can hop 2 or 3 metres forwards on each foot separately.	
Moves rhythmically to music.	
Grips strongly with either hand.	
Can bend and touch toes without flexing the knees.	
Throws and catches a ball well.	

Understanding the Development of Mark Making

Writing control develops through a sequence of physical “pivots” in the arm. We understand that secure shoulder and elbow development must be in place before refined wrist control can occur.

Pivot	What does it look like?	Activities to promote and strengthen pivot
<p>Shoulder Pivot Stage</p> <p>The muscles of a child’s body that are the most well developed are the neck, chest and back. It is these muscles that have the most strength, so it is these muscles that are used to help the hand make those first emergent marks.</p>	<ul style="list-style-type: none"> ○ At this stage children will have a fairly stiff wrist and a straight elbow with most of the movement coming from the shoulder. ○ The mark will be at maximum range, tending to be long and straight or large and circular as their range of movement is restricted to the strongest muscle group they have available. 	<p>We provide:</p> <ul style="list-style-type: none"> • Large-scale mark making • Vertical surfaces • Gross motor painting and chalking
<p>Elbow Pivot Stage</p> <p>Once the muscles in the back, upper arms and shoulders begin to strengthen there usually starts to be more movement further down the arm at the next point of pivot: the elbow.</p> <p>There are two noticeable stages in the elbow pivot: emergent and proficient.</p>	<ul style="list-style-type: none"> ○ Emergent – where the elbow bends allowing for greater movement but the shoulder is still the main ‘power’. ○ Proficient – where children begin to use the muscles in their upper and lower arm to swing their arm in and out from their body in a circular action, therefore increasing the range of movement. 	<p>We provide:</p> <ul style="list-style-type: none"> • Mid-sized mark making • Gross and fine motor integration activities • Repetitive sweeping and circular movements

Wrist Pivot Stage

As the arm muscles and the sense of balance develop then the pivot changes again, this time the pivot moves to the wrist. The wrist pivot stage is one that children tend to stick to for the least amount of time before their pivot shifts again. The last and smallest set of pivots are right at the end of the fingers.

- The child's overall movement and balance tends to be far more fluid.
- The elbow now tucks into the side of the body and the shoulder movement is now minimal.
- Often with this pivot a child's grip begins to refine and move towards a more controlled pencil hold

We provide:

- Smaller scale mark making
- Activities requiring controlled wrist movement
- Opportunities to develop sustained pencil control

Assessing and Supporting Grip Development

Children cannot develop an effective pencil grip until wrist stability and finger dexterity are secure.

We recognise that:

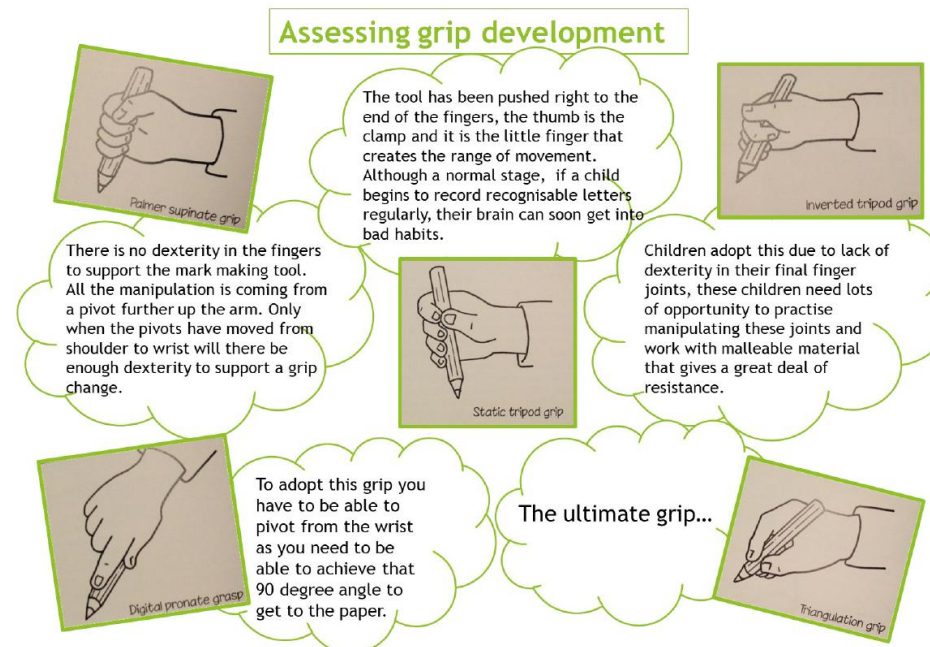
- Early grips are developmentally typical
- Grip changes occur naturally as pivots move down the arm
- Premature expectations can lead to tension and poor habits

Children who lack dexterity are given:

- Frequent opportunities to manipulate small objects
- Resistant malleable materials
- Activities that strengthen the small joints in the fingers

Our aim is to ensure children develop the strength and control required for a functional tripod grip over time.

Ref: Alistair Bryce-Clegg



Gross Motor, Fine Motor and Handwriting Progression Through Play and Continuous Provision

Gross Motor Development (outdoor area)

Behaviour	Body Movement	Climbing	Balance and Co-ordination	Resources to facilitate play
<p>Extended skill</p>	<ul style="list-style-type: none"> • Roll with control, confidence and precision • Walk for longer periods and aware of space • Jump on 2 feet with control, confidence and for longer periods • Jump and turn 180 • Begin to jump with a rope • Can run avoiding obstacles, with greater control, adjust and stop speed • Confidently throw a ball with accuracy to another person • Confidently catch a ball from another person 	<ul style="list-style-type: none"> • Crawl with control, confidence and precision • Climb on apparatus with control, confidence and precision • Confidently climbs up steps using alternate feet 	<ul style="list-style-type: none"> • Hop with greater balance, control and for longer periods • Skip with greater balance, co-ordination and for longer periods • Make up own simple dance routine or sequence • Hit a ball with a bat with greater accuracy 	<p>Scooters balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits Scarves, flags, streamers Hoops Skittles Parachute</p>

	<ul style="list-style-type: none"> • Can queue in a line being aware of others' space • Experiments and chooses ways to move through and travelling on apparatus 			<p>Soft play equipment Slopes, hills, steps</p>
<p>Developing Skill</p>	<ul style="list-style-type: none"> • Throw a ball with increasing accuracy • Roll a ball with increasing accuracy • Catch a ball with increasing accuracy • Jump across stepping stones • Collaborate with others to manage moving large items such as planks safely • Wave flags or streamers with greater control 	<ul style="list-style-type: none"> • Crawl with increasing control and confidence • Climb on apparatus with increasing control and confidence • Climb up steps using alternate feet with increasing accuracy and confidence 	<ul style="list-style-type: none"> • Able to use and remember sequences and patterns of movements relating to music and rhythm • Begin to hit a ball with a bat • Ride a scooter or a tricycle with increasing control • Skip with increasing control • Hop with increasing control • Stand on one leg for a longer period 	<p>Scooters Tricycles Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls</p>

				<p>Quoits Scarves, flags, streamers Hoops Skittles Parachute Soft play equipment Slopes, hills, steps</p>
<p>Emerging Skill</p>	<ul style="list-style-type: none"> ● Throw a ball ● Roll a ball ● Begin to catch a ball ● Jump on and off a small step 	<ul style="list-style-type: none"> ● Begin to climb up steps, or apparatus using alternate feet 	<ul style="list-style-type: none"> ● Ride a scooter or a tricycle with some assistance ● Make attempts to skip and hop ● Begin to stand on one leg ● Can copy sequences and patterns of movements relating to music and rhythm 	<p>Scooters Tricycles Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits Scarves, flags, streamers Hoops Skittles Parachute Soft play equipment Slopes, hills, steps</p>

Fine Motor (fine motor area)

Behaviour	Posting (hand eye co-ordination)	Squeezing	Threading	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Small pegs onto peg boards • Small matchsticks into small holes • Balancing marbles on golf tees 	<ul style="list-style-type: none"> • Tweezers to pick up small objects • Tongs to pick up small objects • Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape) 	<ul style="list-style-type: none"> • Threading smaller beads (pony beads) onto string or onto pasta stuck into dough) • Threading beads onto pipe cleaners to make bracelets • Weaving ribbon • Hanging objects onto trees/twigs • Threading nuts and bolts 	Pegs Pegboards Marbles Golf tees Tweezers Tongs Beads Pasta Ribbon Nuts and bolts
Developing Skill	<ul style="list-style-type: none"> • Large pegs on pegboards • Scoops/spoons to put objects into containers • Balancing small balls on golf tees 	<ul style="list-style-type: none"> • Pipettes to squeeze out one drop of liquid • Sponges to squeeze out water • Pegs onto cardboard shapes/pieces of ribbon 	<ul style="list-style-type: none"> • Threading pasta onto string • Threading pipe cleaners into colanders/plant pots/air flow balls • Thread cut up straws onto pipe cleaners • Threading leaves onto sticks 	Large pegs Scoops and spoons Small balls Pipettes Sponges Pegs Pasta Pipe cleaners straws
Emerging Skill	<ul style="list-style-type: none"> • Putting coins/cards in a container with a slit • Use of hands to post items into containers 	<ul style="list-style-type: none"> • Popping bubble wrap • Moulding dough into different shapes • Washing up liquid bottles to empty liquid out 	<ul style="list-style-type: none"> • Threading chunky beads onto pipe cleaners • Threading tubing (cut up toilet rolls/ kitchen rolls) onto string 	Coins Posting boxes Bubble wrap Dough Chunky beads Pipe cleaners

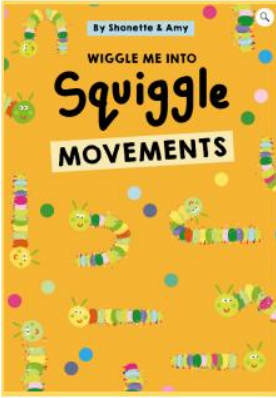

Malleable Area – Particular focus on finger dexterity


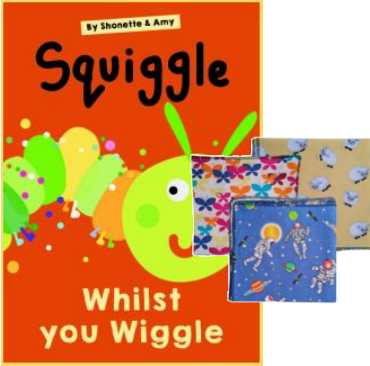


Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Uses rolling pin to roll dough/clay flat with pressure • Ensures they have rolled dough to desired size/ shape 	<ul style="list-style-type: none"> • Chooses tools to create a desired shape, size, texture 	<ul style="list-style-type: none"> • Uses cutting tools to create a desired shape • Uses cutting tools to cut away any excess dough/ clay 	<ul style="list-style-type: none"> • Uses tools to add detail • Creates more intricate shapes • Able to use tools to manipulate dough/ clay to add detail 	Modelling clay Clay and clay tools Clay boards Water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc.
Developing Skill	<ul style="list-style-type: none"> • Uses rolling pin to flatten dough/ clay with some necessary pressure 	<ul style="list-style-type: none"> • Explores the way tools create different textures 	<ul style="list-style-type: none"> • Uses cutters to cut out shapes in dough/ clay • Uses tools to cut away excess dough 	<ul style="list-style-type: none"> • Smooths dough with hands/ fingers to shape it • Roll's dough in hands to shape it 	Extruders with patterned ends Plastic knives Metal trays and tins in different sizes Introduce tougher malleable materials like clay
Emerging Skill	<ul style="list-style-type: none"> • Uses rolling pin to roll dough/ clay 	<ul style="list-style-type: none"> • Uses hands to flatten dough/ clay • Uses hands to squash, bend, twist and stretch dough/ clay 	<ul style="list-style-type: none"> • Tears dough/ clay with fingers • Splits up dough using hands 	<ul style="list-style-type: none"> • Squashes dough with hands and fingers to shape it 	Play Dough Muffin tins Metal trays Cookie cutters Rolling pins Dough stampers Bowls and dishes

Writing Area – particular focus on dexterity and finger strength

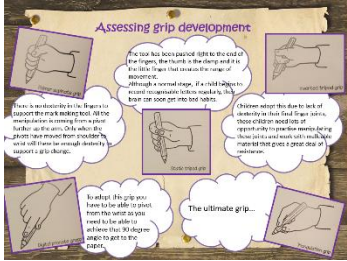
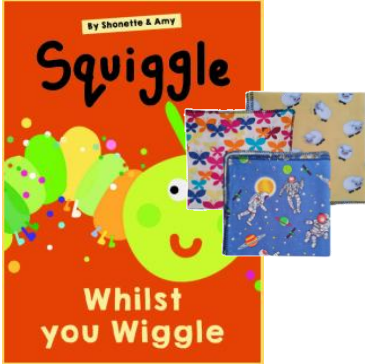
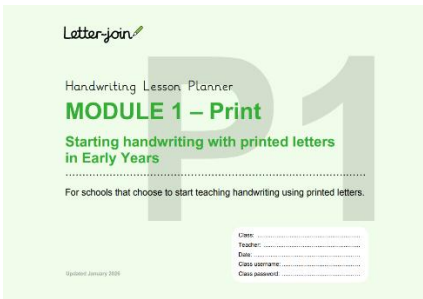
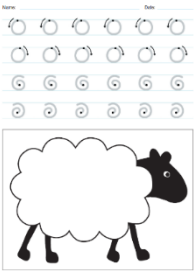
Behaviour	Marks	Meaning	Pencil grip	Purpose	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> Becomes aware of letter/sound connections Writes recognisable letters/words/phrases 	<ul style="list-style-type: none"> Can read back writing to an adult Uses phonic knowledge to support with spelling Beginning to understand use of punctuation 	<ul style="list-style-type: none"> Modified tripod/tripod grip Dominant hand is developed 	<ul style="list-style-type: none"> Experiments with different forms of writing Able to talk about the purpose of writing 	Sound mats Key words Variety of templates Notebooks
Developing Skill	<ul style="list-style-type: none"> Understands that writing and drawing are different Is aware of directionality Name and write recognisable letters 	<ul style="list-style-type: none"> Is aware that print has meaning Gives meaning to own marks 	<ul style="list-style-type: none"> Digital grip 	<ul style="list-style-type: none"> Write words that are familiar to them and their name Understands different forms and writing and mark makes to imitate this form of writing e.g. shopping lists 	Name cards Whiteboards and pens Pens/pencils/crayons/chalks Variety of paper
Emerging Skill	<ul style="list-style-type: none"> Controls scribbles Draws circles. Lines and other patterns 	<ul style="list-style-type: none"> Marks do not communicate meaning Does not always look at paper when making marks 	<ul style="list-style-type: none"> Palmer/whole hand grasp 	<ul style="list-style-type: none"> Exploring how to make marks on paper 	Chunky pencils/pens Pencil control patterns

EYFS Nursery and Reception Handwriting Sessions

Nursery Handwriting Sessions			
Term	Summary	Agreed Resources	What it looks like
Autumn One	<p>A progressive physical development programme that provides children with the skills they need for early writing.</p> <p>The programme uses neurological and physiological movements to create marks and strengthen the child's muscles and brain connections.</p> <p>To be delivered in nursery Pre-writing programme that takes the stages of child development and wraps it into specific sessions of movement that will assist any child's development. If a child has missed a crucial movement stage in their development so far, then moving daily through Wiggle Me into Squiggle will help to bridge the gap and strengthen those muscles we need to control for writing to occur.</p> <p>Week One: Transition to Nursery and establishing routine. Week Two: Movement One – Up Week Three: Movement Two – Down Week Four: Movement Three - Circles Week Five: Movement Four - Wiggle It! Week Six: Movement Five - Shake Week Seven: Movement Six - Hop</p>	 	<ul style="list-style-type: none"> ● Daily sessions comprising of a 10 minute input session followed by an enhancement in the provision. ● Each move to last approximately 1 week, though through AFL if the children find a move difficult then advice would be to extend the move for a second week if necessary or add in additional movement time. ● Sing the 'wiggle song' to start each session, then give out a pair of flipper flappers to each child. Take part in the movement dance for that particular move. ● Follow-up with tuff tray enhancement/messy play (using book book for guidance). Take children to a tuff tray and repeat movements with hands and arms.
	<p>Week Eight: Movement Seven - Jump Week Nine: Movement Eight – Turning Turtle Week Ten: Movement Nine – Flip and roll Week Eleven: Movement Ten – Crawl</p> <p>Start Squiggle Whilst you Wiggle: Follow-on programme to Wiggle Me into Squiggle. Comprises 9 squiggle moves. Squiggle works both gross and fine motor muscles, strengthens and trains muscles</p>		

	<p>whilst mark making for the purpose of forming letters which lead to formal handwriting (Squiggle Me into a Writer).</p> <p>Week 1-3 Move 1: Up and down, side to side, cross over</p>		
<p>Spring One</p>	<p>Follow-on programme to Wiggle Me into Squiggle. Comprises 9 squiggle moves. Squiggle works both gross and fine motor muscles, strengthens and trains muscles whilst mark making for the purpose of forming letters which lead to formal handwriting (Squiggle Me into a Writer).</p> <p>Week 4-6 Move 2: The wiggle Week 7-9 Move 3: The circle</p>		<ul style="list-style-type: none"> ● Squiggle time - comprising of a 10-15 minute input session followed by an enhancement in the provision. ● Requires music and flipper flappers to help the child create bilateral movements. ● In nursery - minimum 3-4 x sessions (if unable to do daily). ● Can be combined with Daily Dough Disco. ● e.g. could do a daily PD session (3 x squiggle and 2 x dough disco?) ● Each move (dance and drawing) to last approximately 3 weeks. repetition of both means gross motor movement and fine muscle drawing are embedded. ● Note: if children are struggling, give further support and monitor their progress. DO NOT continue that move for more than 3 weeks. Move on and revisit again at a later date if necessary.
<p>Spring Two</p>	<p>Week 10-12 Move 4: The hump and Move 4 (part 2): The under hump Week 13-15 Move 5: The hook</p>		
<p>Summer One</p>	<p>Week 16-18 Move 6: The spiral Week 19-21 Move 7: The wave</p>		
<p>Summer Two</p>	<p>Week 22-24 Move 8: Laid down 8 (then stand me up straight!) Week 25-27 Move 9: The straight line</p>		

Reception Handwriting Sessions

Term	Summary	Agreed Resources	What it looks like
<p style="text-align: center;">Autumn One</p>	<p>Music and Movement – Age related expectations after children have been baselined and discussed</p> <p>Pencil Grip Assessment</p> <p>Squiggle Whilst You Wiggle – Recap one move per week starting on week four once transition and baseline assessments are completed</p> <p>Week Four: Move One - Up and down, side to side, cross over</p> <p>Week Five: Move Two - The Wiggle</p> <p>Week Six: Move Three - The Circle</p> <p>Week Seven: Move Four - The hump and under hump</p>	 	<ul style="list-style-type: none"> • Comprises 9 squiggle moves. • Squiggle works both gross and fine motor muscles, strengthens and trains muscles whilst mark making for the purpose of forming letters which lead to formal handwriting. • Squiggle time - comprising of a 10-15 minute input session followed by an enhancement in the provision. • Requires music and flipper flappers to help the child create bilateral movements. • Each move to last approx. 1 week as a recap from Nursery, repetition of both means gross motor movement and fine muscle drawing are embedded.
<p style="text-align: center;">Autumn Two</p>	<p>Week Eight: Move Five – The Hook</p> <p>Week Nine: Move Six – The Spiral</p> <p>Week Ten: Move Seven – The Wave</p> <p>Week Eleven: Move Eight – Laid Down</p> <p>Week Twelve: Move Nine – The Straight Line</p> <p>Week Thirteen: Christmas!</p>		<p>Note: if children are struggling, give further support and monitor their progress. DO NOT continue that move for more than 3 weeks. Move on and revisit at a later date.</p>
<p style="text-align: center;">Spring One</p>	<p>Module 1 Print: Early Years.</p> <p>This Lesson Planner contains progressive lessons for teaching handwriting using the printed method. It starts with Getting Ready for Handwriting: warm-up exercises, sitting position and tripod pencil grip. Resources supporting the printed font include all animations, lowercase letters and words, phonics, games and activities. It is divided into three sections covering:</p> <p>1) Pre-writing patterns</p>		

- 2) Easy letters and words
- 3) Harder letters and words

At the start of this module, children will be introduced to warm-up activities that develop both gross and fine motor skills (see document, *Getting Ready for Handwriting*) to begin each lesson.

Pupils will learn the vocabulary linked to handwriting and letter formation. Air-writing and other activities will be modelled so that patterns and letter shapes can be practised on a larger scale.

Children will be shown how to sit comfortably and how to hold a pencil correctly (see document, *Getting Ready for Handwriting*). They will also be encouraged to make marks on paper using pencils and crayons.

Repeated practice aims to develop automatic and fluent letter formation so that cognitive effort can later be directed towards spelling and composition.

Lessons will then move through Letter-join's range of engaging pre-writing shapes to help familiarise children with the movements required for handwriting, using a variety of classroom resources.

Week One: Circles and Spirals ○ ◎ ⑥

Week Two: Lines and Diagonals ||| ≡ + // \ \ x

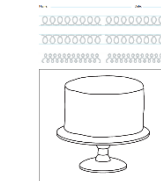
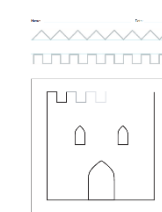
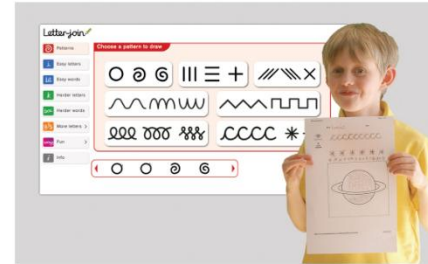
Week Three: Jellies and Zig-Zags ~ m w ^ v □

Week Four: Loopies and Waves ll oo 88 ccc *

Week Five: Pre-Writing Pattern Assessment

Gross Motor Skills (GMS)

Animal Actions
The following ten gross motor activities can help improve your pupils' core strength, control and endurance in preparation for handwriting.



Spring Two

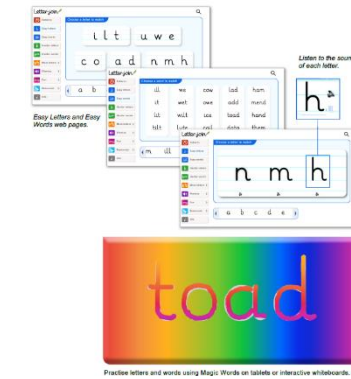
Children will learn that every letter has a sound linked to it, and teachers will refer to the letters using these sounds. On the website, select 'Easy Letters', choose a group of letters, and click the speaker icon on each letter to hear the sounds.

Letter-join introduces the **Easy** printed lowercase letters in a sequence based on writing difficulty. After practising a group of letters, children can watch and practise writing words that include these letters. Practice activities may include air-writing as well as writing with a pencil.

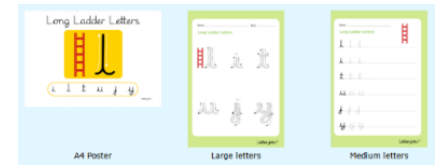
By the end of this section, children should feel confident sitting comfortably and holding a pencil correctly. They should also be able to form the printed easy letters of the alphabet and accurately write words using these letters.

- Week One:** l l t – Long ladder letters
- Week Two:** u w e – Easy Letters
- Week Three:** c o – Curly Caterpillar Letters
- Week Four:** a d - Curly Caterpillar Letters
- Week Five:** n m h – One Armed Robot Letters

Selecting www.letterjoin.co.uk



Examples of visual supports.



Use of whiteboards/pens, felt tips, ergonomic pencils, soft pencils and HB pencils are provided according to children's muscle tone and pressure.



Selecting www.letterjoin.co.uk



As Above

Worksheets for practising Harder Letters and Harder Words.



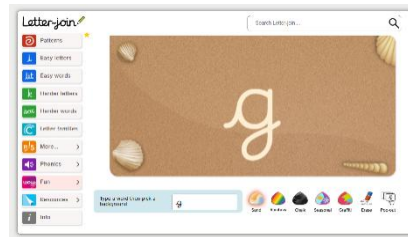
Summer One

Children will be introduced to the harder lowercase letters of the alphabet and words containing these letters. Practice takes a variety of forms from air-writing through to real handwriting using a pencil.

Pupils will learn that each letter has a sound associated with it which is how the teacher will refer to the letters. On the website, choose 'Harder Letters', select a set of letters and click the speaker symbol on each letter to play the sound.

At the end of this section children should be able to form all the printed letters of the alphabet and correctly write words using printed letters.

- Week One:** j y
- Week Two:** g and q
- Week Three:** b p k
- Week Four:** v s r
- Week Five:** f x z



During Summer Two, children consolidate their knowledge of the printed letter formation taught through Letter-join and begin to apply this within simple CVC caption writing.

The focus shifts from learning new letters to practising fluency, control and application. Children are supported to write simple captions using phonically plausible CVC words, while beginning to position letters correctly on a line.

Handwriting sessions continue to include warm-up exercises that develop both gross and fine motor control, ensuring children maintain the physical foundations required for sustained writing.

Children are encouraged to think about the purpose of writing and to read back their captions to an adult, supporting the link between handwriting, phonics and early composition.

Week One: Revisiting Letter Formation and Line Awareness

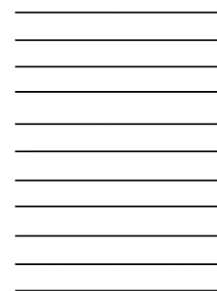
Children revisit key letter families to ensure correct starting points and direction.

Focus:

- Correct letter formation
- Letters beginning and finishing in the correct place
- Introducing writing **on wide handwriting lines**



Children should now have the strength and grip to use a HB pencil, ensuring they are *year one ready*.



Week One Activities:

- Air writing and large-scale formation
- Writing CVC words on whiteboards
- Practising letters sitting on the line

Example words: *cat, dog, sun, pen*

Summer Two

Week Two – Writing CVC Words with Increased Control

Children practise writing familiar **CVC words** while maintaining correct letter size and formation.

Focus:

- Letter size and orientation
- Letters sitting on the line
- Maintaining correct pencil grip

Week Three – Introducing Simple Captions

Children begin to combine words to form **simple captions** linked to pictures.

Focus:

- Leaving **finger spaces** between words
- Applying phonics knowledge in writing
- Maintaining letter formation when writing more than one word

Week Four – Supported Caption Writing

Children continue writing captions with **adult modelling and scaffolding**.

Focus:

- Consistent letter size
- Letters sitting on the line
- Re-reading writing for meaning

Week Five – Independent Caption Writing

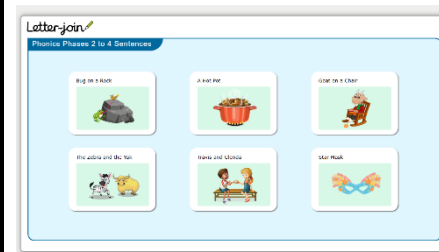
Children apply their phonics knowledge to write captions with **increasing independence**.

Focus:

- Writing short captions independently
- Maintaining correct formation and spacing
- Confidence in writing for a purpose
-

Week Six – Consolidation and Assessment

Use dictation area of website to reduce cognitive load.













Numeral Assessment:

Name: _____ Date: _____

Writing digits

Count the objects and write the number in the box.

	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

Week Two Activities:

- Word building with magnetic letters then writing
- Adult modelling of writing words
- Fine motor warm-ups before writing

Example words: *hat, map, log, pin*

Week Three Activities:

- Oral caption building
- Shared writing with the teacher
- Writing captions for picture cards

Examples:

cat on mat

dog in mud

Week Four Activities:

- Caption writing linked to story books
- Writing captions for drawings
- Partner talk before writing

Examples:

big red hen

man in hat

Week Five Activities:

- Caption writing for photos or class experiences
- Writing captions for small world scenes
- Labelling and captioning in provision areas

Week Six Activities:

Children demonstrate their ability to apply handwriting and phonics skills in writing.

Focus:

- Letters correctly formed and sitting on the line
- Writing simple CVC captions
- Maintaining a comfortable pencil grip
- Reading back their writing

Week Seven: Numerals

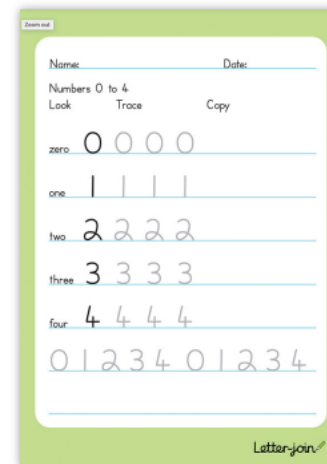
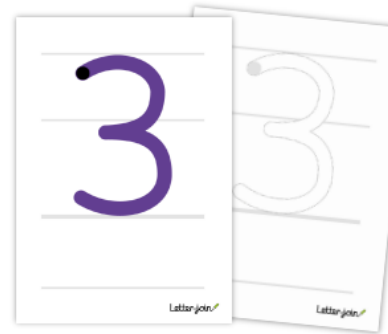
Explain that each number is referred to by its name. Use Letter-join's Word Animator to model number names.

Encourage children to 'air-write' numbers as they are being animated.

Reinforce sitting position and pencil grip.

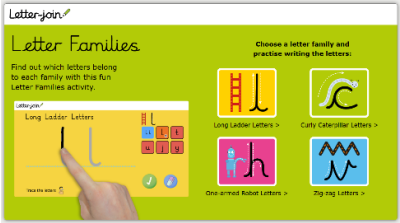
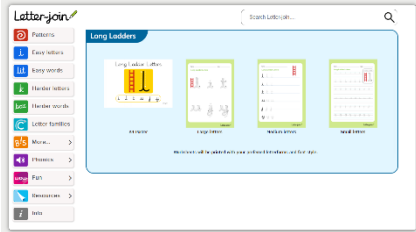


Practise writing numbers and their names with Letter-join's Numbers and Names worksheet.

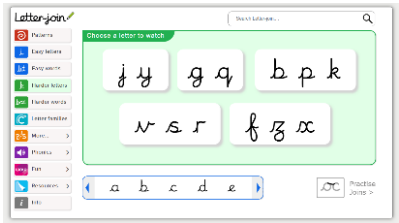

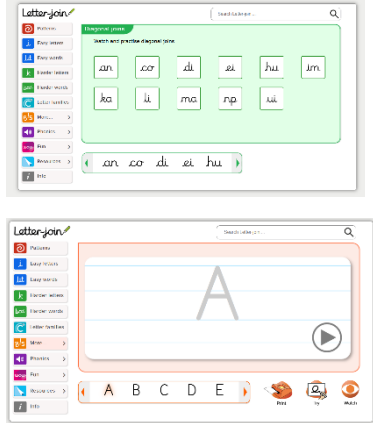

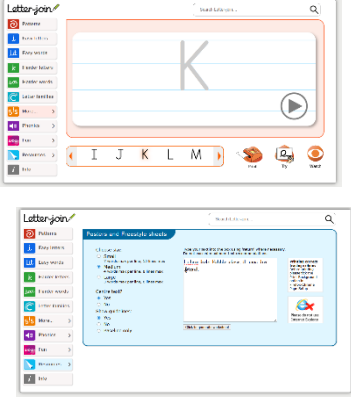
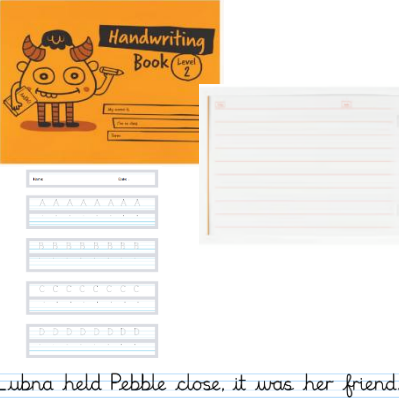
Number Assessment if unsure of formation through small groups and continuous provision.



- Independent caption writing tasks
- Teacher observation and assessment
- Celebration of children's writing progress

Year One Handwriting Sessions

Term	Summary	Agreed Resources	What it looks like
Autumn One	<p>Cursive: Year 1 Now children have learnt to print the letters of the alphabet correctly, they are introduced to cursive through letter families. After becoming familiar with the joined, lowercase letters of the alphabet and the letter families, children will learn how to write capital letters, printed letters for labelling, and how to form numbers and symbols. These will be taught alongside joined handwriting, using Letter-join's online and their handwriting books.</p> <p>Week One – Long Ladder Letters <i>i l t</i> Week Two – Link long ladder letters Week Three – One Armed Robot Letters <i>n m r</i> Week Four – Linking One Armed Robot letters and previous letter family Week Five - One Armed Robot Letters <i>b h p</i> Week Six – Linking One Armed Robot letters and previous letter family Week Seven- Curly Caterpillar Letters <i>c o</i></p>	 	<p>Staff to add letter family letters to handwriting books when appropriate.</p>  
Autumn Two	<p>Week One - Linking curly caterpillar letters and previous letter families Week Two - Curly Caterpillar Letters <i>a d</i> Week Three - Linking curly caterpillar letters and previous letter families Week Four – Zig Zag Letters <i>n w u</i> Week Five - Linking zig zag letters and previous letter families Week Six – Harder Letters <i>g q y</i></p>		

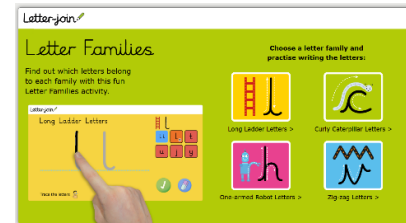

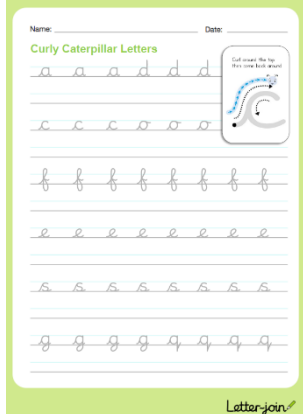
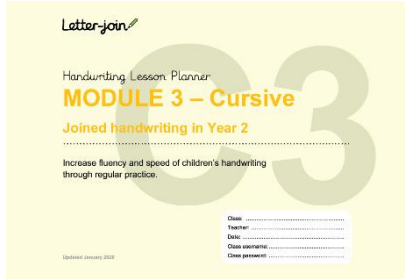
	<p>Week Seven – Linking harder letters and previous letter families</p>		
<p>Spring One</p>	<p>Week One – Harder Letters <i>e f j</i> Week Two – Linking Harder letters and previous letter families Week Three – Harder Letters <i>k a</i> Week Four – Linking harder letters and previous letter families Week Five – Harder Letters <i>x z</i> Week Six – Linking harder letters and previous letter families</p>		
<p>Spring Two</p>	<p>Week One – Diagonal Joins <i>an co li mp pa in</i> Week Two – Sentences Using diagonal joins Week Three – Horizontal joins <i>ur wa oc ro re oe</i> Week Four – Sentences using horizontal joins Week Five – Capital Letters A B C D E x 2 sessions, 1 session sentence writing with capital letters. Week Six - Capital Letters F G H I J x 2 sessions, 1 session sentence writing with capital letters.</p>		
<p>Summer One And Summer Two</p>	<p>Week One - Capital Letters K L M N O x 2 sessions, 1 session sentence writing with capital letters. Week Two - Capital Letters P Q R S T x 2 sessions, 1 session sentence writing with capital letters. Week Three - Capital Letters U V W X Y Z x 2 sessions, 1 session sentence writing with capital letters. Week Four – Week Twelve Children will write sentences based their current English books, as well as sentences drawn from their science and wider topic sessions, ensuring their work aligns with the</p>		

expectations set out in The Writing Framework. These activities will support the development of their composition and transcription skills in a meaningful context. Following this, handwriting sessions will focus on building speed, legibility, and consistency, helping pupils to develop a fluent and confident writing style.

For children who are not yet ready to move on, learning will continue at their current developmental stage. Staff will use appropriate writing supports to ensure pupils feel confident, secure, and able to make steady progress.



Year Two Handwriting Sessions

Term	Summary	Agreed Resources	What it looks like
<p>Autumn One</p>	<p>Cursive: Year 2 Module 3 - Consolidating handwriting By Year 2 children should already have established good handwriting habits and developed the skills required for Module 3. They should be able to form individual letters correctly and write in a joined style. The aim of Module 3 is to increase the fluency and speed of children's handwriting through regular practice, enabling them to form letters securely and with the correct orientation. Letter-join offers a wide variety of resources for children to practise and develop a confident style of joined handwriting. Letter-join's Word Animator enables you to create word banks especially for your class and practise letters and words used in the lessons on the IWB or tablets.</p> <p>Week One: Long Ladder Letters Week Two – Curly Caterpillar Letters Week Three – One Arm Robots Week Four – Zig Zags Week Five – Diagonal Joins Week Six – Horizontal Joins</p> <p>The following weeks of teaching will place a sharper focus on the formation and joining of specific letters—<i>f</i>, <i>b</i>, <i>d</i>, <i>s</i>, <i>z</i>, and <i>w</i>—as these present additional challenge in maintaining consistent size, orientation and fluid joins. Through explicit modelling, guided practice and repeated application across the curriculum, pupils will develop greater control and automaticity when forming and joining these letters. Targeted support and scaffolding will be provided where needed to ensure all</p>	  <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <p>Example of letter family sheet</p> </div> 	<p>Monday – Letterjoin Interactive resource Tuesday – Booklet, complete letter page Wednesday – Booklet, complete HFW Thursday – Dictation and write in Handwriting Book.</p>  <div style="border: 1px solid green; padding: 10px; text-align: center; margin: 10px 0;"> <p>My Handwriting Booklet</p> <p>Year 2 Module 3: Part One Letter-join</p> <p>Name: _____</p> </div>

pupils secure accuracy and fluency, enabling handwriting to support, rather than hinder, composition.
Week Seven- Letter 'f'

Handwriting Assessment
Date: _____

Individual Letter - (Lower Case)

1	_____	14	_____
2	_____	15	_____
3	_____	16	_____
4	_____	17	_____
5	_____	18	_____
6	_____	19	_____
7	_____	20	_____
8	_____	21	_____
9	_____	22	_____
10	_____	23	_____
11	_____	24	_____
12	_____	25	_____
13	_____	26	_____

Handwriting Assessment
Date: _____

1 Digraphs

_____	ll	_____
_____	di	_____
_____	ma	_____
_____	le	_____
_____	mp	_____
_____	in	_____
_____	ul	_____
_____	ka	_____

2 Digraphs

oo	_____	_____
ff	_____	_____
an	_____	_____
co	_____	_____

Autumn Two

Week One – Letter 'k'
Week Two – Letters 'b' and 'd'
Week Three – Letter 'w'
Week Four – Letter 's'
Week Five – Letter 'z'
Week Six – Handwriting Assessment
Week Seven – Identify assessment gaps 1:1

**Spring One,
Spring Two,
Summer One
and Summer
Two**

Pupils will write sentences linked to current learning in English, as well as in science and the wider curriculum, ensuring writing reflects the expectations of *The Writing Framework*. These opportunities support the development of both composition and transcription within purposeful contexts. Handwriting sessions will then focus on improving speed, legibility and consistency, enabling pupils to develop increasing fluency and confidence in their writing.

These sentences will be displayed on small strips for children copy into their books.

Handwriting Assessments at the end of each term.

Letter-join

Handwriting and Phonics site

Choose this:

- Handwriting
- Phonics
- Handwriting and Phonics

Handwriting and Phonics site

Handwriting and Phonics site

That summer night for the first time the toys
were left outside. The sun went down.



Handwriting Assessment
Date: _____

Individual Letter - (Lower Case)

1	_____	14	_____
2	_____	15	_____
3	_____	16	_____
4	_____	17	_____
5	_____	18	_____
6	_____	19	_____
7	_____	20	_____
8	_____	21	_____
9	_____	22	_____
10	_____	23	_____
11	_____	24	_____
12	_____	25	_____
13	_____	26	_____

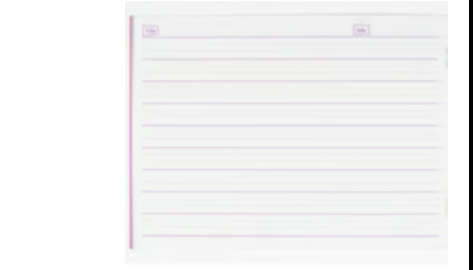
Handwriting Assessment
Date: _____

1 Digraphs

_____	ll	_____
_____	di	_____
_____	ma	_____
_____	le	_____
_____	mp	_____
_____	in	_____
_____	ul	_____
_____	ka	_____

2 Digraphs

oo	_____	_____
ff	_____	_____
an	_____	_____
co	_____	_____

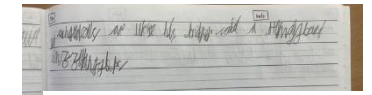
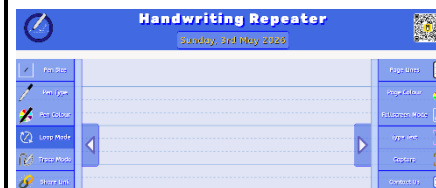
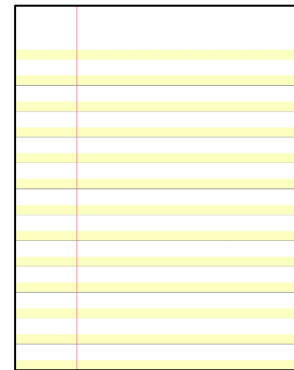
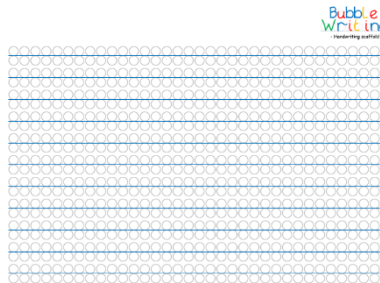
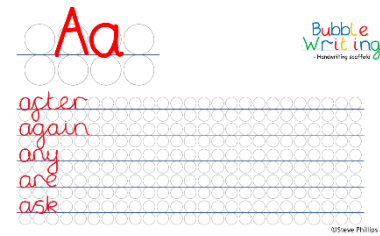


Handwriting Recovery from Year Two

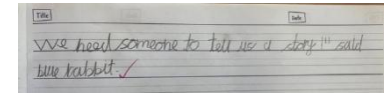
Following termly handwriting assessment, gaps in development are identified, including insecure letter formation and inaccurate joins. Teaching is then adapted to address these precisely, with targeted practice focusing on individual letters where needed. Pupils revisit correct formation through explicit modelling and structured repetition, and approaches such as *Bubble Writing* are used to support the development of rounded, well-proportioned letters to improve legibility for the reader.

Staff may choose to use Letter-join template paper to support pupils' understanding of relative letter size and proportion when transitioning from structured handwriting books to standard exercise books, particularly during extended writing. This provides a consistent visual scaffold, helping pupils maintain correct ascender and descender size, spacing and alignment, and supports the transfer of neat, legible handwriting into independent work across the curriculum.

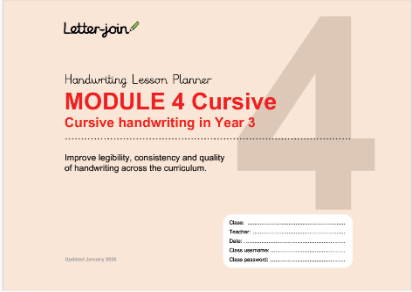
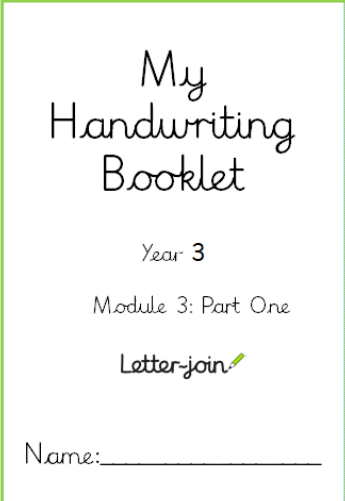
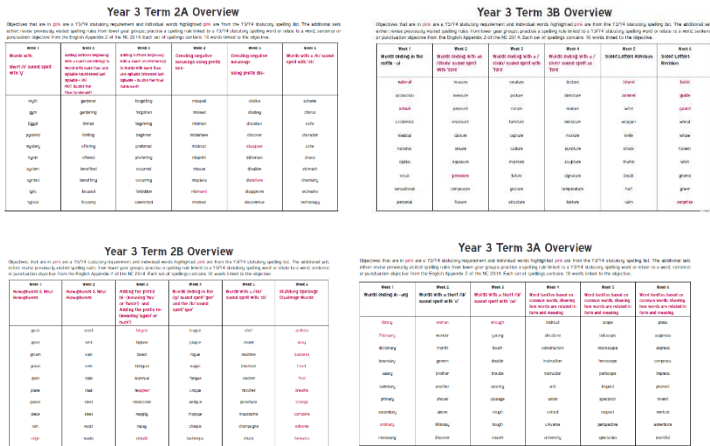
Staff may also use Handwritingrepeater.org to provide a clear visual bridge between printed prompts and independent writing in their handwriting books, enabling pupils to rehearse letter formation, joins and spacing with decreasing levels of scaffolding as they develop confidence and fluency.



Six weeks of Bubble Writing looking at letter families and joins.



Year Three Handwriting Sessions

Term	Summary	Agreed Resources	What it looks like
Autumn	<p>Cursive: Year 3</p> <p>Module 4 – Promoting fluent handwriting</p> <p>In lower Key Stage 2, pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency, so that pupils are able to write down what they want to say.</p> <p>Module 4 is designed to improve the legibility, consistency and quality of children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.</p> <p>Through the handwriting activities in this module, your learners will be able to explore advanced vocabulary and become more independent in their writing and spelling.</p>		
Spring and Summer	<p>By the spring term in Year 3, pupils who demonstrate fluent and legible handwriting begin to transfer these skills consistently into their wider written work. Handwriting practice is increasingly applied through spelling sessions, using the Twinkl Year 3 spelling programme, where pupils focus on maintaining accurate joins, consistent size and clear presentation while recording spelling patterns. This ensures that handwriting is embedded within purposeful writing tasks, supporting both transcription and spelling development.</p> <p>This is completed through dictation in the children's d English books.</p>		

Handwriting Recovery

Term	Summary	Agreed Resources	What it looks like
Autumn	<p>KS2 Handwriting Recovery Programme</p> <p>This resource is designed for pupils in upper Key Stage 2 and above who require extra support with their handwriting. Letter-join's aim is to deliver a handwriting intervention to pupils who are not forming and/or joining letters correctly. It is intended as a revision of prior knowledge and is not aimed at younger pupils. Some children may struggle with their handwriting due to a change of schools or teachers in their early years, or a lack of direct teaching due to absence from school. Other children may simply find handwriting difficult.</p> <p>Poor handwriting habits in older children, resulting in untidy, illegible handwriting and incorrect letter formation, requires a targeted approach</p> <p>Common issues are:</p> <ul style="list-style-type: none">• Incorrect letter formation• Letters are not sitting on the baseline• Ascenders are different heights• Incorrect spacing between the words <p>Daily 10–15 minute practice sessions are recommended to focus on what needs improving and practice using the lesson plans as required.</p> <p>The National Curriculum states that children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.</p> <p>This resource has been produced in line with these requirements and enables children to practise accurate copying to build speed, stamina and automaticity in their handwriting.</p>	