

Writing at Milford Infants: Progression of Handwriting Skills

Developed from a combination of Twinkl and Nelson Handwriting

*Clear expectations shared with children; 'Tummy near the table, six feet on the floor, backs to chairs'. 'One hand to hold your paper (/board) steady, the other one writing ready'

* Teachers to model and orally describe starting point, direction of the pencil and point out position on the line with ascenders and descenders to form letters correctly. Children to join in with oral instructions.

Letter Families

Set 1, Long ladder Letters: i l t u j y

Set 2, One Robot Letters: r n m h k b p

Set 3, Curly Caterpillar Letters: c a o d g q s f e

Set 4, Zigzag Letters: v w x z

Joining Group 1: a c d e h i k l m n s t u

Joining Group 2: a c d e g i j m n o p q r s u v w x y

Joining Group 3: b f h k l t

Joining Group 4: f o r v w

Break letters: b g j p q x y z

First Join: group 1 to group 2

Second Join: group 1 to group 3

Third Join: group 4 to group 2

Fourth Join: group 4 to group 3

Key Vocabulary:	
Capital Letter	A letter from the alphabet written in the big shape used at the beginning of names, places and sentences
Lower Case	Lower case letters are the shorter, smaller versions of letters
Numeral	symbol used to represent a number
Ascender	the upwards part of a letter that goes past the height of the main part of most letters. A tall stick.
Descender	the downwards part of a letter that goes past the main part of most letters. A long tail or and long stick.
Letter Orientation	Letters facing the right way
Consistent size	Letters always being the same size as each other
Join	linking letters together using the correct strokes.


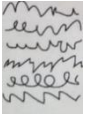

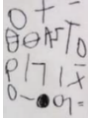
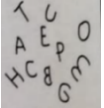

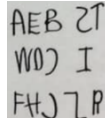
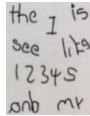
Year Group	Skill
Reception	<p>See Progression of Skills below: Trace, copy and complete patterns Letter formation during phonics, using a range of multisensory stimulus as well as WB's and Pens and Phonics Books When children have covered all of the letters in phonics (the basics 2 and the beginning of the Basics 3) Teachers will teach 1 letter per week in handwriting sessions to perfect children's formation. Introducing and practising letter families: set 1 Introducing and practising letter families: set 2 Introducing and practising letter families: set 3 Introducing and practising letter families: set 4 Copying teachers written letter (adaption; tracing at first/with a dot to show where to start but only if necessary) with finger spaces in between many times. Then in a word.</p>
Year 1	<p>Handwriting is taught explicitly twice weekly on WB's at tables and twice weekly in Handwriting books. One letter to be covered for two sessions in a week (or more if needed). Handwriting is also modelled and practised in Phonics twice weekly and in Literacy lessons. Copying (adaption; tracing at first/with a dot to show where to start but only if necessary) with finger spaces in between. 2 lines worth Then in a word Then in a sentence.</p> <p>Introducing and practising letter families: set 1 Introducing and practising letter families: set 2 Introducing and practising letter families: set 3 Introducing and practising letter families: set 4 Practising capital letters Practising numbers Practising consistent height and size of small letters Practising letter formation in the context of words and sentences</p> <p>If children have shown they are able to consistently form letters correctly and have a neat, fluid style they will move on to being taught the 4 joins in the Summer Term.</p>
Year 2	<p>Handwriting is taught explicitly four times a week in Handwriting books. Handwriting is also modelled and practised in Phonics twice weekly and in Literacy lessons.</p> <p>The Four Joins diagonal join to set 1 letters diagonal join to set 1 and set 2 letters diagonal join to set 3 letters</p>

<p>diagonal join to set 4 letters</p> <p>Diagonal join to the top of the set 1 letters</p> <p>Diagonal join to the top of the set 2 letters</p> <p>Diagonal join to the top of the set 3 letters</p> <p>To form and join from the letter w</p> <p>Practising the horizontal join</p> <p>Horizontal join to set 3 letters</p> <p>Practising the fourth join to set 1 letters</p> <p>Practising the fourth join to set 2 letters</p> <p>Practising break letters</p> <p>Revising the four handwriting joins</p>

EYFS Progression of skills and assessment checkpoints - Writing

<p>Birth-Three</p> <p>-Enjoy drawing freely.</p> <p>-Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>-Make marks on their picture to stand for their name.</p> <p>Handwriting</p> <p>. Develop manipulation and control. PD.FMS.B-3</p> <p>. Explore different materials and tools. PD.FMS.B-3</p>	<p>Three- Four Years</p> <p>. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Writing.3-4</p> <ul style="list-style-type: none"> • Write some or all of their name. Writing.3-4 <p>. Write some letters accurately. Writing.3-4</p> <p>Handwriting</p> <p>.Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4</p> <p>.Show a preference for a dominant hand. PD FMS.3-4</p>	<p>Reception</p> <p>. Form lower-case and capital letters correctly. Writing-Reception</p> <p>. Spell words by identifying the sounds and then writing the sound with letter/s. Writing-Reception</p> <p>. Re-read what they have written to check that it makes sense. Writing-Reception</p> <p>. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writing-Reception</p> <p>Handwriting</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS - Reception</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception.</p>	<p>Writing- ELG .</p> <p>. Write recognisable letters, most of which are correctly formed. Writing-ELG</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG • Write simple phrases and sentences that can be read by others. Writing-ELG <p>Handwriting</p> <p>. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG</p>
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Early Steps	I explore making marks, but I do not	I draw basic pictures.		I write random letters but there is no connection	I use letter strings which travel from	I write letters with spaces between	I copy words that I see in the
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Making Marks	communicate meaning. Random scribbling.	I use lines to look like writing. Scribble writing	I write symbols and shapes that look like writing.	between letters and sounds. I talk about my writing and give meaning.	left to right and top to bottom.	them to resemble the idea of words.	environment around me.
		Left to right direction I begin to assign meaning.  	I assign meaning to the marks Attempts to write name 	Writes name from memory 	I attempt to 'read' my writing. 		I often do not know what the words say. 
Developing Writing	I am beginning to hear initial sounds and attempt to write these down.	I can hear initial sounds in words and write the letters down to match.	I can orally segment words using the sounds I have learnt.	I can orally segment and write cvc words using the spellings for the sounds I have taught.	I can write the tricky words I have been taught from memory.	I can orally segment and write words containing the digraphs I have learnt.	I can independently write words containing all of the spellings for the sounds I have been taught.
Words	m - mum letter for name	c - cat d- dog p - pig	cat dog pig	Grown up to dictate Cat dog pig	Grown up to dictate I go to the no into	Grown up to dictate Ship, this, goat	
Developing Writing	I can use words to explain a given picture.	I can use words to explain a picture that I have drawn (e.g. red ball)	I can formulate and say a simple sentence.	I can repeat a two-word phrase then write it using the spellings for the sounds I have been taught.	I can repeat a dictated phrase then write it using the spellings for the sounds and tricky words I have been taught.	I can repeat a dictated simple sentence then write it using the spellings for the sounds and tricky words I have been taught.	I can independently orally rehearse then write a simple sentence using the spellings for the sounds and tricky words I have been taught.
Sentences	A phrase	A phrase	(the ball is red)	I can use a finger space between words E.g. red bat	I can use finger spaces between words. E.g. the big bus	The sentence can be read back by myself and others.. The big dog can sit	The sentence can be read back by myself and others. The big dog can sit.
Text forms	I can write my name	I can write a simple label	I can write a simple list	I can write short captions and messages.	I can write sentences		