



Handwriting Progression Map

The teaching of handwriting at Claremont will follow the sequence below:

- Hand and finger strength
- Seating position
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing
- Independence (Y2 – Y6)

Mostly EYFS and Y1 focused

There are four letter families and the order in which they should be taught is:

- Curly caterpillar (CC) letters: c, a, o, d, g, q, e, s
- Ladder (L) letters: l, i, t, u
- One-armed robot (OR) letters: r, b, n, h, m, k, p
- Zigzag monster (ZM) letters: v, w, x, z
- More complex letters from the letter families: f, j, y

Then, we move on to teach the following:

Digits 0 – 9

Capital letters A – Z

Capital letters do not join to lower case letters

There are four main joins that are taught:

1. Diagonal joins to letters without ascenders. E.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag
2. Diagonal joins to letters with ascenders. E.g. ab, ul, it, ib, ub, th, ck, ch, ft, fl
3. Horizontal joins to letters without ascenders. E.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we
4. Horizontal joins to letters with ascenders. E.g. ob, ol, wh, it, of

Year	Autumn		Spring		Summer	
EYFS	<p>Throughout the year, children should learn to:</p> <ul style="list-style-type: none"> - demonstrate conscious control in both large and small movements - move confidently in a range of ways, safely negotiating the space around them. - handle equipment and tools effectively for the task at hand. - safely use and explore a variety of materials, tools and techniques to develop fine and gross motor skills. 					
	<p>Autumn 1</p> <p>Develop fine motor skills through a range of activities such as 'Dough Disco'.</p> <p>Teach correct:</p>	<p>Autumn 2</p> <p>CC letters: c, a, o, d, g, p, e, s (4 weeks)</p> <p>L letters: l, i, t, u (2 weeks)</p>	<p>Spring 1</p> <p>OR letters: r, b, n, h, m, k, p (3 weeks)</p> <p>ZM letters: v, w, x, z (2 weeks)</p>	<p>Spring 2</p> <p>More complex letters: f, j, y (2 weeks)</p> <p>Digits 0-9</p> <p>Write their own name independently with</p>	<p>Summer 1</p> <p>Consolidate formation of lower-case letters in Summer term.</p> <p>CC letters: c, a, o, d, g, p, e, s (3 weeks)</p>	<p>Summer 2</p> <p>OR letters: r, b, n, h, m, k, p (3 weeks)</p> <p>ZM letters: v, w, x, z (2 weeks)</p>

	- seating position - pencil grip - tracing patterns	Write their own name (copy)		correctly formed letters and a capital at the beginning	L letters: l, i, t, u (2 weeks)	More complex letters: f, j, y (2 weeks)
Year 1 (2 weeks per unit)	Throughout the year, children should learn to: <ul style="list-style-type: none"> - sit correctly at a table, holding a pencil comfortably, using a tripod grip. - form lower-case letters correctly, starting at the correct place on the line. - form capital letters - correctly form digits 0-9 - understand which letters belong in which letter 'families' and practise their formation. 					
	Autumn 1 Unit 1: revising CC letters: c, o, a, d, g, q Unit 2: revising CC letters: f, s, e Unit 3: revising L letters: l, i, t	Autumn 2 Unit 4: revising complex letters: j, u, y Unit 5: practising OR letters: m, n, r Unit 6: practising OR letters: b, h, k, p	Spring 1 Unit 7: introducing letter families (v, w, x, z) Unit 8: practising letter families (v, w, x, z) Unit 9: practising capital letters (E, F, H, I, T, L)	Spring 2 Unit 10: practising capital letters (A, K, M, N, V, W, X, Y, Z) Unit 11: practising capital letters (C, G, O, Q, S, B, D, P, R, U, J) Unit 12: practising numbers and number words (1 – 10)	Summer 1 Learn to write surname independently Revise units 1 – 12	Summer 2 Revise units 1 – 12 Practise alongside Little Wandle phonics practice
Year 2 (1 week per unit)	Throughout the year, children should learn to: <ul style="list-style-type: none"> - form lower case letters, of the correct size relative to one another - begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left not joined. - write capital letters and digits of the correct size and orientation to one another and to lower case letters - use spacing between words that reflects the size of the letters 					
	Autumn 1 Unit 1: introducing diagonal joins to an ascender (at, all, ab)	Autumn 2 Unit 7: practising diagonal joins to ascenders in words	Spring 1 Unit 13: practising diagonal join to r: ir, ur, er	Spring 2 Unit 18: introducing a diagonal join to an s: dis	Summer 1 Unit 23: Practising diagonal join to an anticlockwise letter: ea, ear	Summer 2 Unit 29: Introducing horizontal join to ascender

	<p>Unit 2: practising diagonal joins to an ascender (th, ch, cl)</p> <p>Unit 3: introducing diagonal joins with no ascender (in, im, cr, tr, dr)</p> <p>Unit 4: practising diagonal joins with no ascender (lp, mp, ee)</p> <p>Unit 5: practising diagonal joins with no ascender (ai, ay, ime, ine, op, oy)</p> <p>Unit 6: introducing diagonal join with no ascender to an anticlockwise letter (id, ig, nd, ld, ng)</p>	<p>(-eek, -eel, -eet, -ilk)</p> <p>Unit 8: practising diagonal joins with no ascender in words (same, in, train, time)</p> <p>Unit 9: practising diagonal joins with no ascender to an anticlockwise letter in words: -ice, -ide (dice, ride)</p> <p>Unit 10: practising horizontal joins to no ascenders in words: -ow, -ou, -oi, -oy</p> <p>Unit 11: practising a horizontal join to with no ascender to an anticlockwise letter in words: -oa, -ode</p> <p>Unit 12: Practising horizontal join with an ascender ole, obe, ook, ool</p>	<p>Unit 14: practising horizontal join to r: or, oor</p> <p>Unit 15: introducing horizontal join from r to ascender: irl, url, irt</p> <p>Unit 16: introducing horizontal join from r: ere</p> <p>Unit 17: practising joining to and from r: air</p>	<p>Unit 19: Introducing horizontal join to s: ws</p> <p>Unit 20: Introducing diagonal join from s to ascender: sh</p> <p>Unit 21: Introducing diagonal join from s, no ascender: si, su, se, sp, sm</p> <p>Unit 22: Introducing horizontal join from r to an anticlockwise letter: rs</p>	<p>Unit 24: Introducing horizontal join to and from f to ascender: ft, fl</p> <p>Unit 25: Introducing horizontal join from f, no ascender: fu, fr</p> <p>Unit 26: practising diagonal join, no ascender (au, ai, de, te)</p> <p>Unit 27: practising horizontal join, no ascender (ou, oi, we)</p> <p>Unit 28: practising diagonal join, no ascender, to an anticlockwise letter (ad, id, ao)</p>	<p>Unit 30: Capital letter practice: height of ascenders and capitals</p> <p>Units 30 - 35: Handwriting sessions should now be focussed around practising joining spellings / common exception words.</p>
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Throughout the year, children should learn to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

**Year 3
(1 unit per week)**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Unit 1: revising joins in a word: long vowel phonemes (ea, ey, ee, igh, ow, ou, oo, ai, ay, eigh etc)</p> <p>Unit 2: revising joins in a word: le</p> <p>Unit 3: revising joins in a word: ing</p> <p>Unit 4: revising joins in a word: Year 2 common exception word revision for 2 to 3 weeks.</p>	<p>Unit 5: revising joins in a word: new vocabulary</p> <p>Unit 6: revising joins in a word: un, de</p> <p>Unit 7: revising joins to and from s: dis</p> <p>Unit 8: revising joins to and from r: re, pre</p> <p>Unit 9: revising joins to and from f and ff</p> <p>Unit 10: revising joins: qu</p>	<p>Unit 11: introducing joining b and p: diagonal join, no ascender, bi, bu, pi</p> <p>Unit 12: practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po</p> <p>Unit 13: practising joining b and p: diagonal join to ascender, bl, ph</p> <p>Unit 14: relative sizes of letters – keeping lower case the same height</p> <p>Unit 15: parallel ascenders: -ll, -hh, -tt</p> <p>Unit 16: parallel ascenders</p>	<p>Unit 17: relative size and consistency: -ly, -less, -ful</p> <p>Unit 18: relative size and consistency: capitals</p> <p>Unit 19: speed and fluency - practice: -er, -est</p> <p>Unit 20: speed and fluency practice: opposites (hot/cold, wet/dry, happy/sad, black/white etc)</p> <p>Unit 21: high frequency wordlist – year 3</p>	<p>Unit 22: joining with f / ff</p> <p>Unit 23: joining with j</p> <p>Unit 24: joining with k</p> <p>Unit 25: joining words with break letter - x</p>	<p>Unit 26: Revising capitals children find tricky: Z, Q, J, P ensure they sit correctly on the line.</p> <p>Unit 27: practice joins through spelling</p> <p>Unit 28: practice of high frequency wordlist for Year 3</p>

	<p>Throughout the year, children should learn to:</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 not joined - increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 		
<p>Year 4</p>	<p style="text-align: center;">Autumn</p> <p>Joins in line with Sounds and Syllables spelling patterns</p> <p>Model spelling words for that week</p> <p>Words with elision</p> <p>Sound spelling matches</p> <p>Prefixes (de-, pre-)</p> <p>Vocabulary from English writing units</p>	<p style="text-align: center;">Spring</p> <p>Joins in line with Sounds and Syllables spelling patterns</p> <p>Model spelling words for that week</p> <p>Prefixes (pro-, il-, im-, in-, ir-, inter-, over-, super-, sub-, under-, e-, ex-, anti-, auto-)</p> <p>Suffixes (-o, -es, -ic, -ness)</p> <p>Vocabulary from English writing units</p> <p>Dictated phrases</p>	<p style="text-align: center;">Summer</p> <p>Joins in line with Sounds and Syllables spelling patterns</p> <p>Model spelling words for that week</p> <p>Suffixes (-ee, eer, -ive, -ian, -ation, -sion, -ssion,)</p> <p>Bases (Sounds and Syllables phase 5)</p> <p>Vocabulary from English writing units</p> <p>Dictated sentences</p>
<p>Year 5 & 6</p>	<p>Throughout the year, children should learn to:</p> <ul style="list-style-type: none"> - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task <p>Pupils will focus on maintaining a consistent and fluent style.</p> <p>Pupils will practice maintaining legibility when writing at speed.</p> <p>Weekly Sounds and Syllables spelling lists should be used to teach handwriting.</p> <p>New vocabulary from English and Wider Curriculum units should be used as a handwriting opportunity.</p> <p>Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.</p> <p>Be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final published piece.</p> <p>Use a combination of dictated words, phrases and sentences to increase pace of handwriting.</p>		