

# Handwriting Curriculum Map

In Y5, I am writing at length for extended periods of time and my handwriting has become fluent. Both my top exit and bottom exit joins are precise and neat. I am able to produce a substantial amount of writing under time constraints and I am beginning to neatly edit my work. Although I am writing as speed, my writing, including my spellings, remain accurate. I am beginning to develop my own style of writing, whilst still applying the rules learnt for cursive handwriting.

In Y3, I am able to expertly grip my writing implement and write all letters in the correct direction, orientation and size. I am exercising greater control over the formation of my letters and joins. I am writing extended sentences at speed using joined-up cursive handwriting. I am able to completed timed speed challenges and draw upon prior learning when practising unfamiliar words. The formation of my capital letters is clear and I can distinguish the correct strokes to apply. I am able to write numbers and symbols correctly in relation to letters and this is apparent across all of my exercise books.

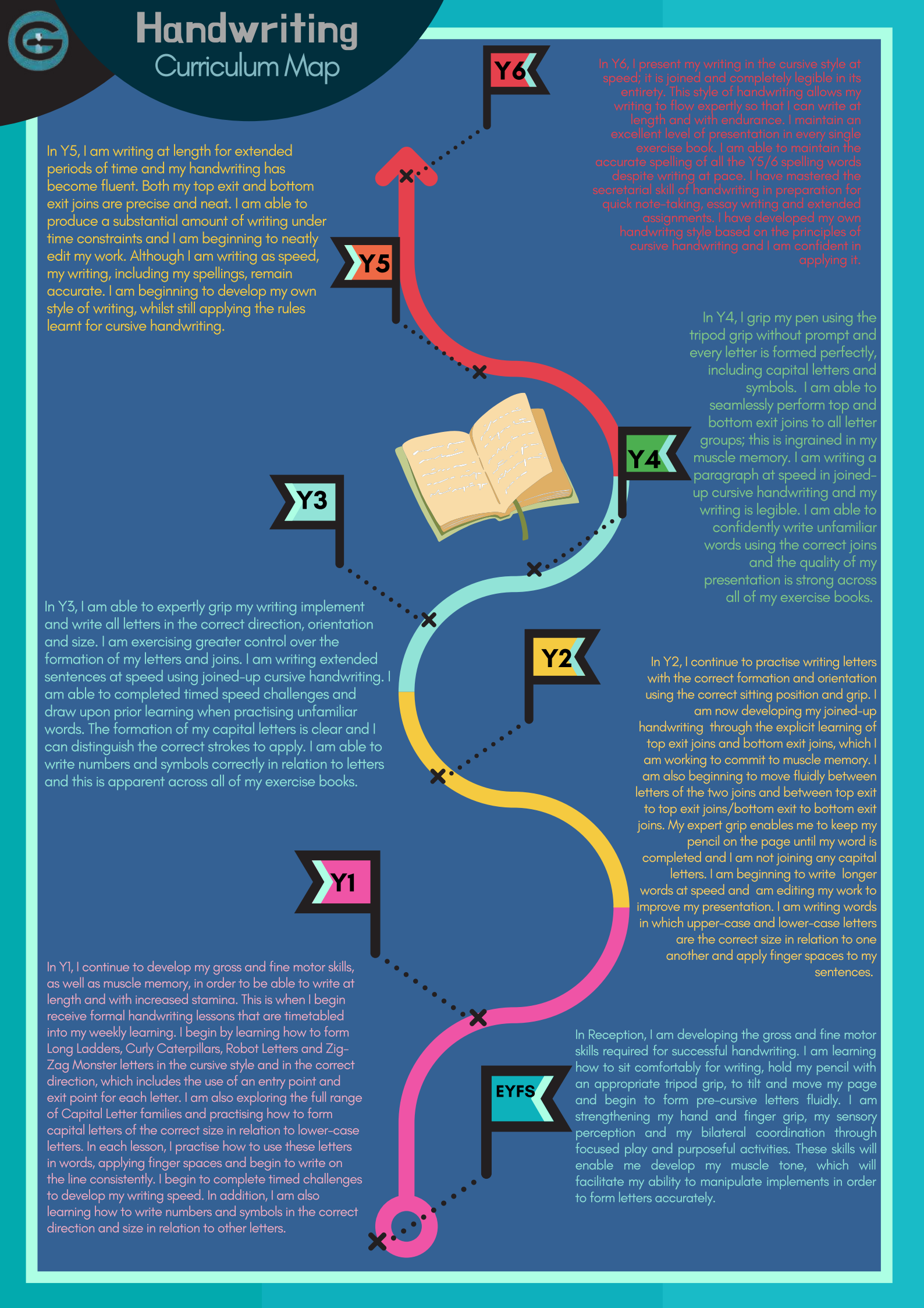
In Y1, I continue to develop my gross and fine motor skills, as well as muscle memory, in order to be able to write at length and with increased stamina. This is when I begin receive formal handwriting lessons that are timetabled into my weekly learning. I begin by learning how to form Long Ladders, Curly Caterpillars, Robot Letters and Zig-Zag Monster letters in the cursive style and in the correct direction, which includes the use of an entry point and exit point for each letter. I am also exploring the full range of Capital Letter families and practising how to form capital letters of the correct size in relation to lower-case letters. In each lesson, I practise how to use these letters in words, applying finger spaces and begin to write on the line consistently. I begin to complete timed challenges to develop my writing speed. In addition, I am also learning how to write numbers and symbols in the correct direction and size in relation to other letters.

In Y6, I present my writing in the cursive style at speed; it is joined and completely legible in its entirety. This style of handwriting allows my writing to flow expertly so that I can write at length and with endurance. I maintain an excellent level of presentation in every single exercise book. I am able to maintain the accurate spelling of all the Y5/6 spelling words despite writing at pace. I have mastered the secretarial skill of handwriting in preparation for quick note-taking, essay writing and extended assignments. I have developed my own handwriting style based on the principles of cursive handwriting and I am confident in applying it.

In Y4, I grip my pen using the tripod grip without prompt and every letter is formed perfectly, including capital letters and symbols. I am able to seamlessly perform top and bottom exit joins to all letter groups; this is ingrained in my muscle memory. I am writing a paragraph at speed in joined-up cursive handwriting and my writing is legible. I am able to confidently write unfamiliar words using the correct joins and the quality of my presentation is strong across all of my exercise books.

In Y2, I continue to practise writing letters with the correct formation and orientation using the correct sitting position and grip. I am now developing my joined-up handwriting through the explicit learning of top exit joins and bottom exit joins, which I am working to commit to muscle memory. I am also beginning to move fluidly between letters of the two joins and between top exit to top exit joins/bottom exit to bottom exit joins. My expert grip enables me to keep my pencil on the page until my word is completed and I am not joining any capital letters. I am beginning to write longer words at speed and am editing my work to improve my presentation. I am writing words in which upper-case and lower-case letters are the correct size in relation to one another and apply finger spaces to my sentences.

In Reception, I am developing the gross and fine motor skills required for successful handwriting. I am learning how to sit comfortably for writing, hold my pencil with an appropriate tripod grip, to tilt and move my page and begin to form pre-cursive letters fluidly. I am strengthening my hand and finger grip, my sensory perception and my bilateral coordination through focused play and purposeful activities. These skills will enable me develop my muscle tone, which will facilitate my ability to manipulate implements in order to form letters accurately.





## Autumn Term

### National Curriculum Coverage

- Development of gross and fine motor skills
- Sensory exploration to develop understanding of the world
- Develop strength, hand-eye co-ordination and positional awareness
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Write some pre-cursive letters accurately

### What I learn

- **I learn how to hold a pencil**
- **I learn how to make marks using a range of small tools**
- **I learn how to sit comfortably to write**
- **I learn to write some pre-cursive letters with some accuracy**

Children will learn how to make purposeful marks in a variety of ways using a range of small tools, i.e. using crayons, lollipop sticks or cutlery in paint, shaving foam, slime, etc. They will also learn how to sit comfortably for writing, how to position their page and will begin to develop their tripod grip. Children will learn to write some pre-cursive letters, which will include an exit point. In order to be successful writers, they will develop their gross and fine motor skills through purposeful continuous provision and in the outdoor learning environment.

### Progression Pathway

In pre-school, the children were making marks and developing hand and finger strength.

This term, in Reception, the children will develop greater control over their mark making, continue to develop their fine and gross motor skills and begin to form some pre-cursive letters accurately.

This will be further developed in Year 1, where children will learn cursive formation and begin to use entry points.



## Spring Term

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> <li>• Development of gross and fine motor skills</li> <li>• Develop strength, hand-eye co-ordination and positional awareness</li> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</li> <li>• Write most letters accurately in the correct direction</li> <li>• Form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I learn to make purposeful marks and drawings using a range of small tools, including pencils</b></li> <li>• <b>I learn to hold a pencil using the tripod grip</b></li> <li>• <b>I learn how to write most of the letters with increasing accuracy</b></li> <li>• <b>I learn about capital letters and lower-case letters and begin to use them</b></li> <li>• <b>I learn to write pre-cursive letters in the correct direction</b></li> </ul> <p>Children will be learning to mark-make and draw for a variety of purposes and will focus on holding pencils using the tripod grip. They will learn how to write all the letters in the alphabet in the correct direction, including beginning to write some capital letters alongside lower-case letters. This will develop whole word building. The children will continue to develop finger grip and bilateral co-ordination through continuous provision.</p>	<p>In the Autumn term, children were experimenting with marks and beginning to form pre-cursive letters with some accuracy. They were developing their fine motor skills in order to improve their pinching and grip.</p> <p>Now, children will form most letters with accuracy and in the correct direction most of the time using a pencil held with the tripod grip. Children will begin to write whole words using their sounds and use pre-cursive letters to represent this, including some lower-case letters in the correct direction.</p> <p>This will be further developed in Year 1, where children will use cursive letters to represent whole words as part of sentences.</p>



## Summer Term

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"><li>• Development of gross and fine motor skills</li><li>• Develop strength, hand-eye co-ordination and positional awareness</li><li>• Use the tripod grip in almost all cases</li><li>• Write most letters accurately in the correct direction</li><li>• Form lower-case and capital letters correctly.</li></ul>	<ul style="list-style-type: none"><li>• <b>I hold a pencil using the tripod grip</b></li><li>• <b>I can write letters with accuracy</b></li><li>• <b>I use capital letters and lower-case letters accurately</b></li><li>• <b>I begin to use entry points to move into cursive writing</b></li></ul> <p>Children will be using the tripod grip in almost all cases and be able to distinguish between writing implements and other mark making tools. They will start to use entry points to move their writing into cursive writing. In Literacy, they should be writing in full sentences and will be taught when and where to use capital and lower case letters; they will learn to write capital letters in relation to lower case letters with increasing accuracy. They will also be encouraged to write at speed after holding their sentence.</p>	<p>In the Spring term, children learned to write all letters in the correct direction and with the correct orientation. They have developed their use of the tripod grip and began to discriminate between the size of capital and lower-case letters in relation to one another.</p> <p>These skills will be developed further by using the tripod grip independently for all writing tasks. They will be challenged with writing at greater speed with accuracy and will begin to use entry points at the beginning of letters to move into cursive writing.</p> <p>In Year 1, children will move onto cursive handwriting, which requires both entry and exit points. Eventually, they will learn to complete top and bottom exit letter joins to move into joined up writing.</p>



## Autumn Term 1

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• 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' (ie letters that are formed in similar ways) and to practise these</li></ul>	<p>The children will be formally introduced to cursive handwriting and will look at letters as part of letter families: Long Ladders, Curly Caterpillars. Robot Letters and Zig-Zag Monsters. They will look at one letter family per week and learn to write them in the cursive style, using both an entry and exit point for each letter and will aim to build muscle memory. As each week progresses, they will write words with letters from different letter families. Children will also be introduced to ascenders and descenders and will learn how to form them in relation to other letters.</p>	<p>In Reception, children learned pre-cursive letter formation and began to use entry points at the end of the year.</p> <p>These skills will be developed further in Y1 as they explore letters as belonging to letter families with distinct characteristics. They will also use the language of 'ascenders' and 'descenders' and be taught how to for them in the correct size and orientation in relation to other letters.</p> <p>Later, they will progress on to looking at capital letters as belonging to capital letter families and will focus on consistently writing capital letters accurately in size and orientation to lower-case letters, ascenders and descenders.</p>



## Autumn Term 2

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• 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' (ie letters that are formed in similar ways) and to practise these</li></ul>	<p>Children will re-visit the letter families and continue to use different letters from different word families in words and sentences. The children will also learn the precise formation of capital letters and explore them as part of capital letter families: Straight Lines Family, Straight and Slant Lines Family, Straight and Curly Lines Family and the Curly Lines Family. Children will learn to leave capital letters un-joined and practise words with a range of letters from both lower-case and capital letter families. They will also look at the appropriate length and sizing of ascenders and descenders in relation to capital letters.</p>	<p>Last half term, children began to look at cursive letters through letter families and developed their muscle memory with regards to writing letters in groups with defining characteristics. They then moved onto writing words with a mix of letters from different families.</p> <p>This will be a focus throughout Y1 and children will continue to build on these skills.</p> <p>Next half-term, children will consolidate the use of lower-case and capital letters from mixed letter families to develop their muscle memory.</p>



## Spring Term 1

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• 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' (ie letters that are formed in similar ways) and to practise these</li></ul>	<p>The children will continue to practise Long Ladders, Curly Caterpillars, Robot Letters and Zig-Zag Monsters. They will look at one letter family per week and practise writing them in the cursive style, using both an entry and exit point for each letter and will aim to build muscle memory. They will write words with letters from different letter families at speed and move into doing this with sentences. Children will focus on forming ascenders and descenders correctly and receive lessons on number and symbol formation.</p>	<p>Children now have experience writing cursive letters from all the letter families and be able to use entry points and exit points consistently. They will also be able to write capital letters from different families correctly in relation to lower-case letters.</p> <p>They are now consolidating this learning and committing it to muscle memory, as well as moving fluently between letters families.</p> <p>This will prepare them for next term, where they will need to undergo times challenges to present their cursive handwriting at speed.</p>



## Spring Term 2

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• 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' (ie letters that are formed in similar ways) and to practise these</li></ul>	<p>Children will re-visit the letter families and continue to use different letters from different word families in words and sentences. The children will also re-visit the precise formation of capital letters and explore them as part of capital letter families: Straight Lines Family, Straight and Slant Lines Family, Straight and Curly Lines Family and the Curly Lines Family. Children will learning to leave capital letters un-joined and practise words with a range of letters from both lower-case and capital letter families. They will also look at the appropriate length and sizing of ascenders and descenders in relation to capital letters and apply these rules with increasing accuracy and speed.</p>	<p>Children will have previously committed all lower-case and capital letters to muscle memory.</p> <p>They are now consolidating and continuing to develop writing accurately at speed.</p> <p>This will prepare them for next term, where they will learn to complete top exit and bottom exit joins in order to begin joining up their handwriting.</p>





## Summer Term 1

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• 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' (ie letters that are formed in similar ways) and to practise these</li></ul>	<p>This half-term, children will be introduced to top exit and bottom exit joins. They will be explicitly taught how to form joins accurately between letter families and how to join up handwriting fluently. They will apply this in whole word writing. Children will also practise forming symbols and numbers in the correct size orientation to one another.</p>	<p>Last half-term, children consolidated their letter formation in the cursive style for both lower-case and capital letters.</p> <p>This half-term, they are practising both top and bottom exit joins between the letter families.</p> <p>This will prepare them to write greater amounts at speed and with legibility next half-term.</p>



## Summer Term 2

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• 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' (ie letters that are formed in similar ways) and to practise these</li></ul>	<p>This half-term, children will continue to learn bottom exit and top exit joins; they will undergo timed challenges to ensure they are developing their writing pace and accuracy. Children will also learn how to effectively join letters using top and bottom exit joins to the letter 'e'. They will move into writing whole sentences and continue to work on writing stamina. Children will also continue to practise forming symbols and numbers in the correct size orientation to one another.</p>	<p>Last half-term, children were introduced to letter joins and learned how to begin joining letters using the correct strokes.</p> <p>This half-term, they are practising both top and bottom exit joins between the letter families and committing this learning to muscle memory.</p> <p>This will prepare them for Year 2, where they will continue to use both top and exit bottom joins to write at length and with accuracy at speed.</p>



## Autumn Term 1

### National Curriculum Coverage

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

### What I learn

This half-term, children will continue to learn bottom exit and top exit joins and there will be a focus on horizontal and diagonal strokes; they will undergo timed challenges to ensure they are developing their writing pace and accuracy. Children will also learn how to effectively join letters using top and bottom exit joins to the letter 'e'. They will move into completing timed challenges and will also continue to practise forming symbols and numbers in the correct size orientation to one another. The expectation is that all work should be joined up by this point.

### Progression Pathway

Last year, children perfected their letter formation and began to join letters using the top exit and bottom exit joins used.

This half-term, they are continuing to practise both top and bottom exit joins between the letter families and are doing so at speed, completing timed challenges.

This will prepare them for next half-term, where they will be taught to discriminate between strokes and joins, as well as apply this with their knowledge of the capital letter families.



## Autumn Term 2

### National Curriculum Coverage

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

### What I learn

This half-term, children will continue to learn bottom exit and top exit joins and there will be a focus on completing dictation challenges to develop writing stamina and accuracy. Children will also apply their previous learning of capital letter families and ensure that appropriate space is left between words.

### Progression Pathway

In Autumn 1, children began to write at greater speed during timed challenges and continued to practise different joins, allowing them to discriminate between

This half-term, they are continuing to practise both top and bottom exit joins between the letter families and are doing so at speed, completing timed challenges.

This will prepare them for next half-term, where they will be taught to discriminate between strokes and joins, as well as apply this with their knowledge of the capital letter families.



## Spring Term 1

### National Curriculum Coverage

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

### What I learn

The focus for this half-term will be to write words containing a mixture of letter families and both top and bottom exit joins. The children will learn how to move into top exit joins from bottom exit join and vice versa. They will complete speed challenges to build stamina and accuracy in the joining up writing at speed.

### Progression Pathway

In the Autumn term, the children learned numerous top and exit joins and began to complete more speed challenges to apply these joins within words.

This half-term, they are continuing to practise both top and bottom exit joins within the same words in order to develop their fluency in joining up letters from mixed letter families; this is to develop the ability to go in between horizontal and diagonal strokes as and when they are needed.

This will prepare them for next half-term, where they will be taught to discriminate between strokes and joins, as well as apply this with their knowledge of the capital letter families.



## Spring Term 2

### National Curriculum Coverage

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

### What I learn

The focus for this half-term will be practise completing top and bottom exit joins accurately from every single letter in the alphabet in order to commit the correct horizontal and diagonal strokes to muscle memory. Children will then apply this to words that require mixed strokes and joins, as well as to times challenges to increase their pace and accuracy in joined up writing.

### Progression Pathway

In Spring 1, the children practised forming a mix of joins within given words and then applied this in timed challenges to improve accuracy and increase stamina.

This half-term, they are continuing to practise both top and bottom exit joins within the same words in order to develop their fluency but also ensuring that they are able to choose the correct stroke needed to join from any letter and be able to make this choice rapidly.

This will prepare them for next half-term, where they will be taught to discriminate between strokes and joins, as well as apply this with their knowledge of the capital letter families.



## Summer Term 1

### National Curriculum Coverage

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

### What I learn

The focus for this half-term will be practise writing a range of words that require all the letter joins learned in the correct formation, size and orientation, including the practise of capital letters from mixed capital letter families. The children will be completing longer challenges to apply mixed joins, capital letters and symbols.

### Progression Pathway

In Spring 2, the children practised forming a mix of joins from a range of individual letters and applied this to a range of words which required mix joins.

This half-term, they are continuing to practise both top and bottom exit joins within a larger range of words and longer challenges, with more dictated challenges being incorporated.

This will prepare them for next half-term, where they will be taught to discriminate between strokes and joins, as well as apply this with their knowledge of the capital letter families.



## Summer Term 2

### National Curriculum Coverage

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

### What I learn

The focus for this half-term will be to apply the learning in Year 2 to a range of words, sentences and challenges. The children will revise letters from mixed families, complete mixed letter joins using the correct diagonal and horizontal strokes and they will do so at speed. There is a stronger emphasis on dictation challenges at speed, which will prepare them for longer and faster speed challenges in Year 3.

### Progression Pathway

In Summer 1, the children continued to learn and practise a range of joins and strokes for each letter and applied these across a range of words and word families.

This half-term, they are applying all they have learned this year to complete increasingly difficult timed challenges which require them to write and join accurately at speed.

This will prepare them for Year 3, where the emphasis moves away from formation to legibility, accuracy and a developing cursive style.





## Autumn Term 1

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

The children will be practising both bottom and top exit join a range of letters. This half-term, their challenges will be based on dictation and there are several timed challenges to complete in the cursive style. Children will be learning to discriminate between the correct horizontal and diagonal strokes. There will also be considerable emphasis on writing being an appropriate size.

### Progression Pathway

In Year 2, the children began to develop their joins and moved into joined up writing in the cursive style. They also focussed heavily on writing capital letters, lower-case letters, numbers and symbols in the correct size and orientation in relation to one another.

This half-term, they are developing this further by becoming experts in selecting the correct strokes needed to join individual letters and developing an appropriate overall size for their handwriting.

This will prepare them for Autumn 2, where they will complete more dictation activities and continue to develop their joined up handwriting. They will also be expected to present their writing consistently in an appropriate size.



## Autumn Term 2

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

The children will be practising both bottom and top exit join a range of letters and will also be revisiting the use of capital letters from different capital letter families. They will also be developing their fluency in joined up handwriting, quickly adapting joins to suit the letters being used. They will continue to develop the correct sizing for letters on a line. They will continue to complete timed challenges that become increasingly longer and quicker.

### Progression Pathway

In Autumn 1, the children worked on becoming experts in selecting the correct strokes needed to join individual letters and developing an appropriate overall size for their handwriting. They also continued to complete handwriting challenges at speed with increasing accuracy and legibility.

This half-term, they are developing this further by completing more challenging dictation activities and continuing to develop their joined up handwriting. Their handwriting will be more appropriately sized.

This will prepare them for Spring 1, where they will complete longer dictation tasks and be expected to produce more accurately joined writing using the correct strokes in a shorter amount of time. They will also be applying this to their ascenders and descenders to ensure the spacing between all letters are equidistant.



## Spring Term 1

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

The children will continue to refine both bottom and top exit join a range of letters and will also be revisiting the use of capital letters from different capital letter families. They will also be developing their legibility in joined up handwriting, quickly adapting joins to suit the letters being used. They will continue to develop the correct sizing for letters on a line. They will continue to complete timed challenges that become increasingly longer and quicker.

### Progression Pathway

In Autumn, the children developed expertise in selecting the correct strokes needed to join individual letters and developing an appropriate overall size for their handwriting.

This half-term, they are developing this further by refining their joins and adapting joins to suit the strokes needed to join. They will also be completing increasingly difficult dictation challenges that require accurate joins and legibility.

This will prepare them for Spring 2, where they will complete longer dictation tasks and be expected to produce more accurately joined from letters to particular letter families that require quick and accurate formation.



## Spring Term 2

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

The children will continue to refine both bottom and top exit join a range of letters and will be specifically focussing on how to complete top exit joins to letters of different families. They will also be developing their legibility in joined up handwriting, quickly adapting joins to suit the letters being used. They will continue to develop the correct sizing for letters on a line. They will continue to complete timed challenges that become increasingly longer and quicker.

### Progression Pathway

In Spring 1, the children, the children refining their joins and adapted them to suit the strokes needed to join. They completed increasingly difficult dictation challenges that require accurate joins and legibility.

This half-term, they are developing this further by also focussing on join to letter formation. They will also be completing increasingly difficult dictation challenges that require accurate joins and legibility.

This will prepare them for Summer 1, where they will be required to complete more joins per lessons with increasing speed and legibility.



## Summer Term 1

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

In this half-term, the children will be focussing on whole word writing and completing mixed joins with fluency. They will be learning how to transition smoothly between letters and joins using the correct strokes and joins. There will be significant emphasis on improving the legibility of writing and the children will be challenged to do this at speed.

### Progression Pathway

In Spring 2, the children, the children focussed on join to letter formation. They completed increasingly difficult dictation challenges that required accurate joins and legibility.

This half-term, they where they will be required to complete more joins per lessons with increasing speed and legibility.

This will prepare them for Summer 2, where they will be completing extended handwriting dictation challenges that will require a high level of accuracy and legibility.



## Summer Term 2

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

This half-term will focus on refining every join learned this year to move into fluid and fluent handwriting that remains consistently appropriately sized and legible. The children will refine their ascenders and descenders and ensure that letters do not touch and work on improving the overall presentation of their work.

### Progression Pathway

In Spring 2, the children were required to complete more joins per lessons with increasing speed and legibility.

This half-term, they learn to apply their joins with increasing accuracy and fluidity across a vast range of words and dictation tasks.

This will prepare them for Year 4, where they will learn to join and write at speed with accuracy in in the cursive style.



## Autumn Term 1

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

This half-term will focus writing a range of new words from mixed letter families, with lessons dedicated to either top exit or bottom exit joins, including to the letter 'e'. The children will also continue to practise using capital letters from mixed families and apply their learning around ascenders and descenders (not touching) from Year 3. The children will also complete at least two longer dictation tasks that are timed.

### Progression Pathway

In Year 3, the children refined their joins and began to join up with increasing accuracy, speed and neatness. They also developed an appropriate writing style, which will be further developed this year.

This half-term, they recap and refine their top and bottom exit joins to a range of mixed letter families.

This will prepare them for Autumn 2, where they will continue to refine and perfect all letter joins to all letter families, including to the letter 'e'.



## Autumn Term 2

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

This half-term will focus on refining both top exit and bottom exit joins to letters from different families, including to the letter 'e', building upon what was learned in Year 3. The children will learn to do this with increasing accuracy and speed. They will work to neaten their presentation and form joins fluidly. They dictation challenges are increasing in difficulty and speed, pushing the children to write neatly at length and with stamina, without compromising the strokes needed to form letter joins.

### Progression Pathway

In Autumn 1, the children recapped and refined their top and bottom exit joins to a range of mixed letter families.

This half-term, they will continue to refine and perfect their letter joins to all letter families, including to and from the letter 'e'.

This will prepare them for Spring 1, where children will focus on each one in detail for a number of weeks, to refine and before moving on.





## Spring Term 1

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

In Spring 1, children will close attention to individual joins to different letter families for a number of weeks to begin perfecting using the cursive style. They will be moving onto longer, more challenging dictation challenges. They will work on writing a range of words and sentences with increasing accuracy and fluency, working to write in cursive with ease.

### Progression Pathway

In Autumn, the children continued to refine and perfect their letter joins to all letter families, including to and from the letter 'e'.

This term, they are paying close attention to a particular join for a set of weeks in order to refine it, then moving onto another so that they can begin to writing in cursive with ease.

This will prepare them for Spring 2, where children will focus on each one in detail for a number of weeks, to refine and before moving on.



## Spring Term 2

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

In Spring 2, children will continue to refine joins and the attention will shift significantly to legibility at speed while maintaining the attention to individual joins to different letter families using the cursive style. Dictation challenges will become significantly more challenging. They will work on writing a range of words and sentences with increasing accuracy and fluency, working to write in cursive with ease.

### Progression Pathway

In Spring 1, the children are paid close attention to a particular join for a set of weeks in order to refine it, then moving onto another so that they can begin to writing in cursive with ease.

This term, they will continue to do this and there will be a significant shift to write at speed while maintaining the principles of cursive.

This will prepare them for the Summer term, where children will focus increased fluidity and legibility as they train to come off of handwriting lessons and become competent cursive writers.



## Summer Term 1

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

In Summer 1, children will be writing whole words and completing longer challenges in cursive handwriting. These words will consist of mixed joins containing both ascenders and descenders, which will need to be kept equidistant apart. There will be significant focus on ensuring the downstrokes of letters remain parallel and that writing is spaced evenly and remains consistent at an appropriate size.

### Progression Pathway

In Spring 2, the children focused on writing at speed while maintaining the principles of cursive and performing joins fluidly and legibly.

This half-term, children will focus on whole word and sentence writing with mixed joins and completing increased speed challenges, where they are expected to write at length with speed and legibility.

Next half-term, the children will focus on perfecting the cursive style and ensuring their writing is legible and fluent as they move away from formal handwriting lessons.



## Summer Term 2

### National Curriculum Coverage

- Use the diagonal and horizontal strokes that are needed to join letters
- 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]

### What I learn

In Summer 2, children will be completing dictation and copy challenges at length to increase their speed and fluency in writing. They will also be using this time to refine their top and bottom exit joins, as well as key strokes required to form and join from ascenders and descenders. During this term, children will complete a range of challenges to enable them to apply all the principles of cursive as they perfect this secretarial skill and move away from formal handwriting lessons.

### Progression Pathway

In Summer 1, children focussed whole word and sentence writing with mixed joins and completing increased speed challenges, where they are expected to write at length with speed and legibility.

This half-term, they will focus on dictation and copying challenges and will write with speed and at length to produce legible and fluent cursive handwriting.

Next year, the children will move away from formal handwriting lessons and work on developing their own handwriting style based on the principles of cursive handwriting.



## Whole Year Focus

### National Curriculum Coverage

- Write legibly, fluently and with increasing speed
- Choosing the writing implement that is best suited for a task

### What I learn

In Year 5 and Year 6, children move away from formal handwriting lessons and instead are expected to apply the principles of cursive to develop their own style of handwriting. Their own style of handwriting must remain consistent at an appropriate size and contain the joins taught from Y1-Y4. The focus in these two years is to improve the legibility and fluency of writing and doing so at speed for extended periods of time. Teachers will model which writing implements to use for specific tasks and how to discriminate and choose appropriately for different purposes. As they progress through Upper Key stage 2 and towards the end of the primary stage, the children will write expertly so they can write at length and with endurance.

### Progression Pathway

In Years Rec to Year 4, children learned a range of letter formations, joins and handwriting rules according to the principles of pre-cursive and cursive handwriting. They performed a range of speed, dictation and copying challenges to develop their speed, legibility and fluency in writing in order to perfect this secretarial skill before they reach Upper Key Stage 2.

In Year 5 and 6, the focus will be on developing legibility in their own style of cursive handwriting and being able to write speedily at length and maintain legibility.

As they progress through Upper Key stage 2 and towards the end of the primary stage, the children will maintain an excellent level of presentation in every single exercise book. They will have mastered the secretarial skill of handwriting in preparation for quick note-taking, essay writing and extended assignments as they approach secondary school. Their own handwriting style will have been developed based on the principles of cursive handwriting and they will be confident in applying it independently and far beyond their primary years.