

Cliftonville Primary and Pre-School: Handwriting Progression



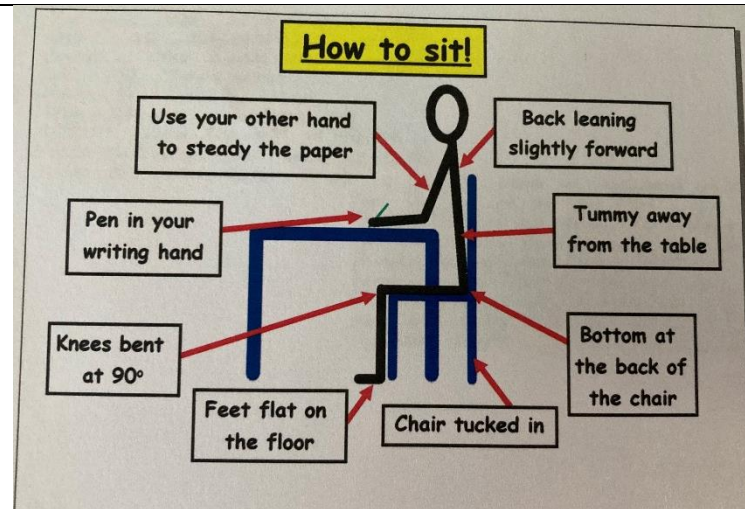
Pre-writing development: pre-school age

In order to write, a child needs to be able to keep their balance when sitting and have well-developed hand use. A number of activities help develop and hone these important large-muscle coordination and fine motor skills. These include:

Large-muscle co-ordination and balance = crawling and climbing in obstacle courses, swings, freeze games where a child needs to stop quickly, kneeling, squatting rolling out dough with a rolling pin, hand prints, painting, chair press ups, running, kicking a ball, Write Dance, etc.

Fine motor skills = lacing or threading, jigsaw puzzles, using a pegboard, sewing and weaving, using tweezers to pick up small objects, cutting with scissors, finger painting, building blocks, sand and water play involving sieving and pouring, Dough Disco™ etc.

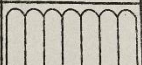
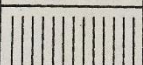
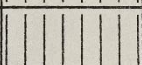
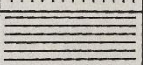
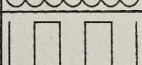
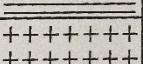
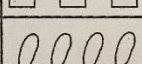
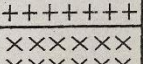
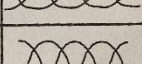
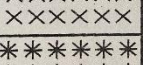
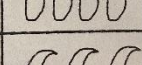
Children are taught how to sit appropriately at a table to write.



Children also progress through the stages of pen grasp so that they are using a tripod grasp.

			
1-1½ years	2-3 years	3½-4 years	4½-6 years
Palmar Supinate Grasp	Digital Pronate Grasp	Static Tripod Grasp	Dynamic Tripod Grasp

Children practise handwriting patterns daily which help them learn and internalise the movements that create letters.

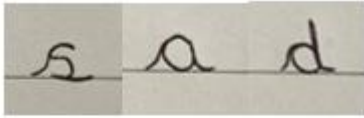
Handwriting Patterns			
1		8	
2		9	
3		10	
4		11	
5		12	
6		13	
7		14	

Children are given opportunities to and support to write their names.

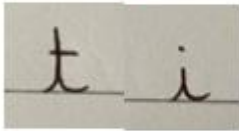
Cursive letter introduction: foundation stage and Year 1

During the second term of Reception, staff explicitly teach children correct letter formation along with memorable phases for the direction of movement. Letters are taught in families of similarly formed letters with each letter starting on the line and having a lead in and out. The children are introduced to the letters in these families gradually and corresponding to the order of initial sounds that they are taught in phonics. The families are then revisited with additional letters added.

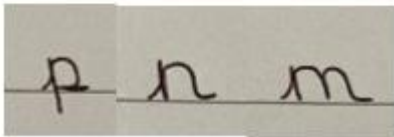
Week 1 = s a d (curly caterpillars)



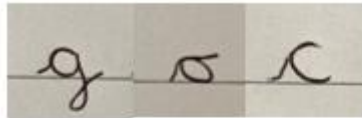
Week 2 = t i (ladder letters)



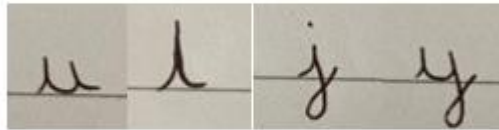
Week 3 = p n m (one armed robots)



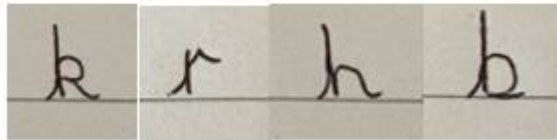
Week 4 = g o c (curly caterpillars)



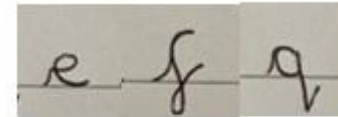
Week 5 = u l j y (ladder letters)



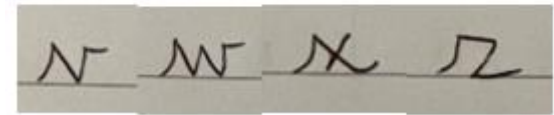
Week 6 = k r h b (one armed robots)



Week 7 = e f q (curly caterpillars)



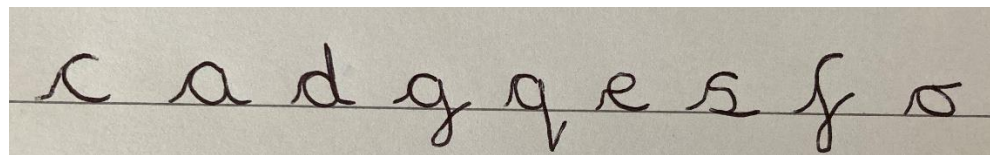
Week 8 = v w x z (zigzag monsters)



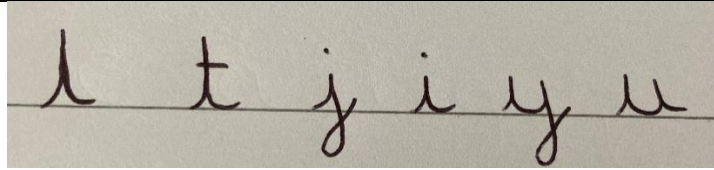
When the children are first taught a particular letter, the whole teaching phrase is used. After this, adults will use a shortened version to remind the children of the correct direction of movement but will always use the consistent terminology of “zoom up” for lead ins and “and flick” for lead outs.

The complete letter families are:

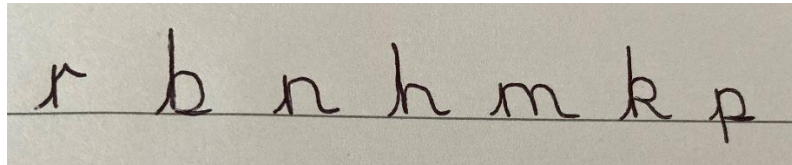
“Curly caterpillars”: c, a, d, g, q, e, s, f, o



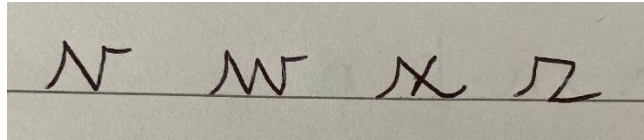
“Ladder letters”: l, t, j, i, y, u,



“One-armed robots”: r, b, n, h, m, k, p



“Zigzag monsters”: v, w, x, z



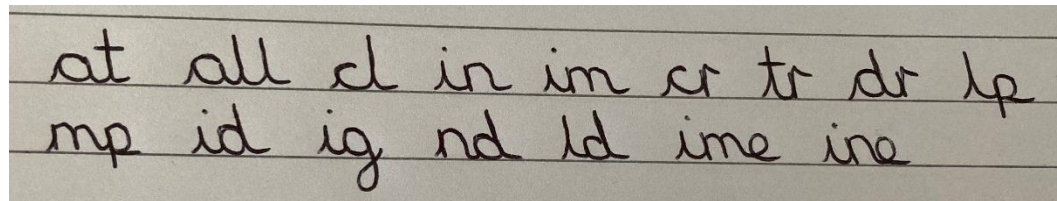
Once children have been taught how to form letters correctly, they begin to use them in their phonics and literacy lessons (children who are able to form letters correctly quickly, begin to write in phonics lessons earlier than the majority of the cohort).

Children practise and consolidate letter formation focusing on ensuring consistent size and proportion including of ascenders and descenders. They are taught to form capital letters and lower case letters and the digits 0 to 9.

Cursive joins: Year 2

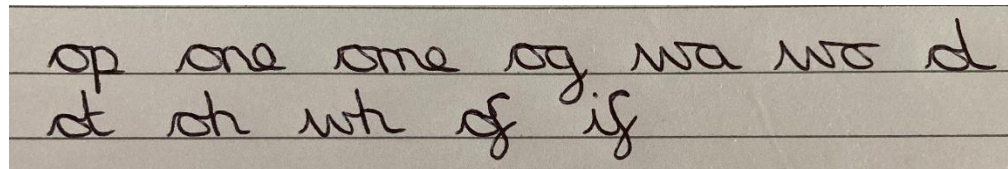
Children are explicitly taught the diagonal and horizontal strokes need to join letters in words to produce a fully cursive style. These joins are taught in the following order:

Diagonal joins: at, all, cl, in, im, cr, tr, dr, lp, mp, id, ig, nd, ld, ime, ine



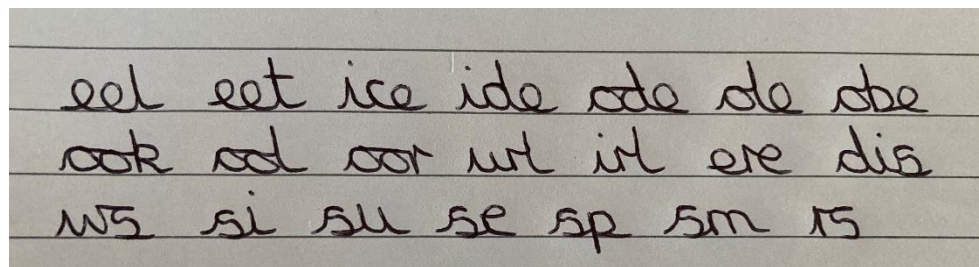
at all cl in im cr tr dr lp
mp id ig nd ld ime ine

Horizontal joins: op, one, ome, og, wa, wo, ol, ot, oh, wh, of, if



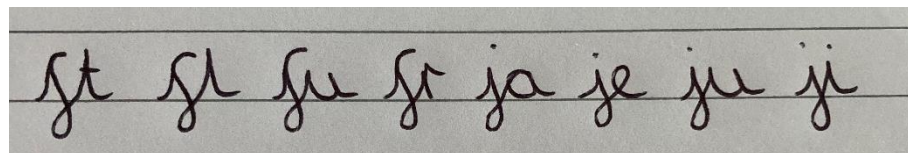
op one ome og wa wo ol
ot oh wh of if

Horizontal and diagonal joins in words: eel, eet, ice, ide, ode, ole, obe, ook, ool, oor, url, irl, irt, ere, dis, ws, si, su, se, sp, sm, rs



eel eet ice ide ode ole obe
ook ool oor url irl ere dis
ws si su se sp sm rs

Loop joins in words: ft, fl, fu, fr, ja, je, ju, ji



ft fl fu fr ja je ju ji

Cursive mastery: Years 3 – 6

Children consolidate their use of the joins ensuring consistency in size, proportion and spacing of letters through regular lessons. Their handwriting speed, fluency and legibility are built up through practice and children are expected to use a joined cursive style in their writing across the curriculum. During Year 3, children progress onto writing in a blue handwriting pen in all subjects as they earn their “pen licence” when their writing has reached an adequate standard.

In years 4, 5 and 6 children continue to practise their handwriting with a focus on increasing the speed of it whilst ensuring legibility. Lessons or interventions are used for those pupils who have not yet achieved a fluent and legible joined script. Children also learn when a printed style is more appropriate e.g. for labelling a diagram, writing an email address or recording algebra.