

Epworth Education Trust - Handwriting Progression Map EYFS to Year 6

This progression map aligns with the DfE Writing Framework (July 2025) and reflects evidence-based principles for effective handwriting instruction. Its purpose is to ensure that handwriting is taught explicitly, systematically and in a clear sequence, so that transcription skills do not hinder composition, learning or assessment. Across schools within the Trust, handwriting is taught explicitly, systematically and in a coherent sequence so that pupils' transcription skills support rather than impede composition, learning and assessment. Accuracy in letter formation is prioritised before the development of speed, and pupils are not expected to write fluently until they can demonstrate secure, consistent formation. Handwriting is taught in addition to phonics, recognising that each has a distinct role.

Teachers are expected to model the agreed handwriting style consistently, ensuring that pupils rehearse correct formation at every stage. The progression is designed so that each step builds securely on previous learning - valuing consolidation over acceleration.

While individual schools may use different schemes or supporting resources, the expectations, progression and frequency set out in this document apply across all Epworth Education Trust schools.

Handwriting progression

Handwriting is a developmental process and children should progress only when secure, with high ambition for all.

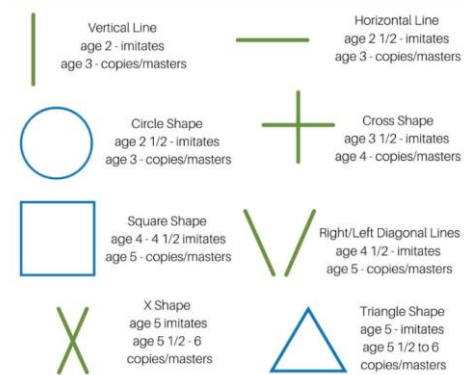
EYFS moving from pre-writing to writing - shapes

Before a child can start learning to write letters and understand what they mean, a number of other skills must be learned.

Being able to interpret, imitate and copy a design is important for learning writing skills. The pre-writing shapes below can help children to learn this.

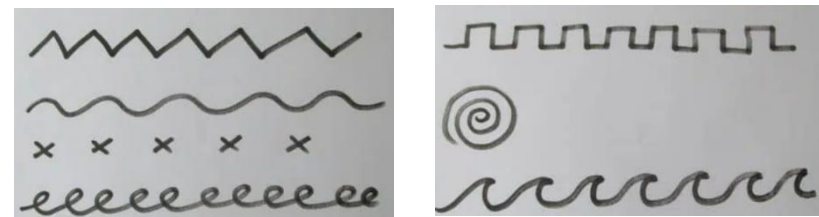
The shapes are arranged in developmental order. If one is too difficult, go back to the previous one.

Typical Pre-Writing Line Development



EYFS moving from pre-writing to writing – patterns

Following on from shapes, pre-writing patterns like the ones below should be used to practice controlling the writing implement and developing fluency. These patterns are different types of lines such as zig-zags, waves, spirals and crosses. They are used by children when they are starting to get structure into their mark-making, moving beyond circles and dots. They are a bridge between the earliest mark-making and later writing letters. Prewriting-patterns are something that children should be trying for a while before they attempt writing letters.



Once children have mastered these movements on both large and small scale, they are then ready to begin forming letters.

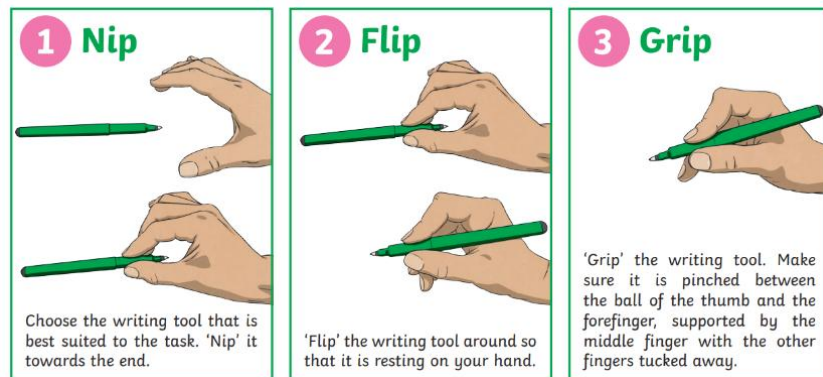
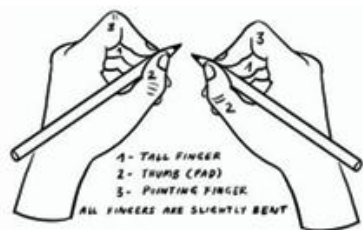
Pencil grip development



The development of a tripod grasp

There are developmental stages that a child may go through when learning to hold a pencil. In all year groups, children are reminded to use the appropriate grip when writing. (If children are finding this difficult, triangular pencils or pencil grippers can be used to support this.) Tripod grip can be taught through 'Nip,' 'Flip' and 'Grip.'

Finger positioning using the tripod grip:

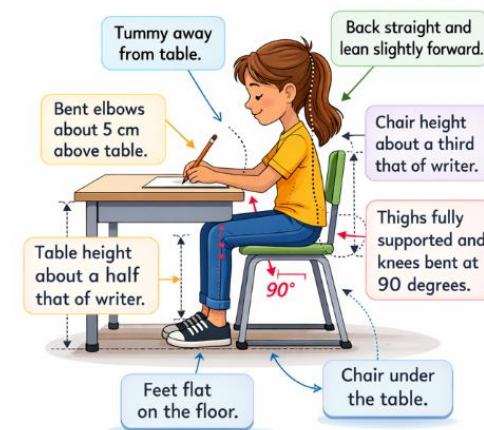


Habits for Learning

Handwriting position – 'Ready to Write'

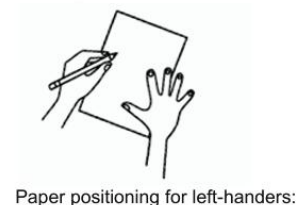
Posture:

Children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor, their chair tucked in and their bottom at the back of the seat. (See appendix 1)



Position of paper:

Left-handed children are encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging. Right-handed children may find it helpful to tilt paper slightly to the left. Paper is steadied with the free hand.



Paper positioning for right-handers:



Writing pressure:

Some children find it difficult to judge how tightly they hold a pencil or how much pressure they use when writing. Both very heavy and very light pressure can affect handwriting quality and comfort.

Heavy (Dark) Pressure

Children pressing too hard often seek extra sensory feedback.

Quick tips:

- Do a hand warm-up before writing to increase awareness.
- Practise "ghost writing" - write lightly and erase without leaving marks.

Light (Faint) Pressure

Children writing too lightly may have weak finger strength or reduced sensory awareness.

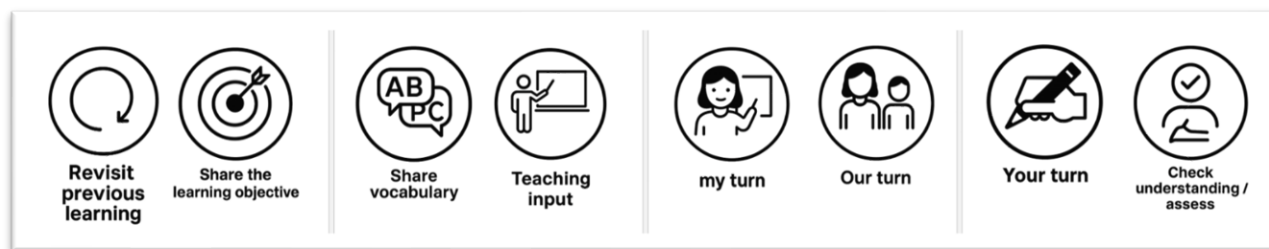
Quick tips:

- Start with a hand warm-up to "wake up" the hands.
- Use triangular pencils, larger pencils, crayons, or pencil grips to stop slipping.
- Practise colouring firmly with crayons to build strength.
- Build shoulder and arm strength through climbing, pushing, or writing on a vertical surface.

Links to Phonic Knowledge and development

To support children as they begin learning pure sounds in EYFS, teachers use the specific pictures and formation phrases from their chosen phonics scheme. These tools serve as essential mnemonics, helping children connect the sound to the visual grapheme and guiding them through the correct writing process. By consistently referencing these established prompts, teachers provide a reliable scaffold that builds children's confidence and accuracy in both letter formation and early writing development.

Handwriting is taught in line with the Trust's Teaching and Learning Model, with clear stages of explicit instruction, modelling and practice.



What a handwriting lesson should include: (*prepare, recap, teach, practise, assess*)

- 1) **Handwriting warm-up exercises:** Shoulder stability and strength; Crossing the mid-line; Wrist strength and flexibility; Thumb and finger strength and dexterity; Whole hand strength and dexterity.
- 2) **The 'P' checks:** Posture, Pencil grip, Paper position, Pressure.
- 3) **Revisit previous learning.**
- 4) Share the focus for the session (**share learning objective**).
- 5) **Share key handwriting vocabulary which will be used (e.g., ascender, descender, anticlockwise, diagonal etc).**
- 6) **Teacher modelling** letter formation, joins, spacing (**my turn**). Introduce and reinforce key vocabulary when modelling.
- 7) Opportunities to **practise and apply (our turn, your turn)**.
- 8) Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL (**check understanding**).
- 9) **Assessment** of skill through dictation of single words / phrases / sentences. (**assess**)

Posture



Sit back in your chair, face forwards and place both feet flat on the floor.

Pencil grip



right-hand pencil grip

Hold your pencil between your thumb and index finger while it rests on your middle finger. Don't hold the pencil too tightly!



left-hand pencil grip

Paper position



right-handers

- Place your paper slightly to your right.
- Tilt the top left-hand corner downwards.
- Use your non-writing hand to hold it still.

- Place your paper slightly to your left.
- Tilt the top right-hand corner downwards.
- Use your non-writing hand to hold it still.



left-handers

Pressure

Make sure you don't press the pencil too hard or too lightly when writing.

Letter families and relative sizes Pupils should be taught to develop a consistent style by paying attention to how letters in each family are formed. The ‘families’ are grouped according to where each letter starts, although these families may differ slightly, depending on the handwriting scheme used. Teaching expectation: Pupils are taught to: • Write each ‘family’ of lower-case letters correctly on the line • practise writing words containing letters from that family • secure formation before mixing families	Typical families are: ➤ c o a g q d ➤ i l t k j ➤ v w u y f ➤ r n m h p b ➤ e s x z Capital Letters A – Z Digits 0-9	Diagonal and horizontal joins Pupils should be taught two basic joins: ➤ diagonal joins ➤ horizontal joins	The diagonal join connects: • letters from the line to small letters • letters from the line to tall letters • letters from the line to a, d, g, c, o, q (These letters need an extra stroke backwards across the top of a, d, g, c, o.) The horizontal join connects: • v, w, x, f, r to small letters • v, w, x, f, r to tall letters • v, w, x, f, r to a, d, g, c, o, q Break letters (letters that aren’t joined from): <i>these vary in different schemes but frequently cited break letters include g, j, q, y, b, x, z</i>
---	--	---	--

EYFS Handwriting 2-year-old Nursery

Sensory exploration & gross motor control

Non- negotiable Expectations

- Handwriting development focuses on physical development, not formal writing.
- Daily large-scale movement builds core and shoulder strength.
- Fine motor skills develop through sensory, play-based hand use.
- Mark-making is exploratory and voluntary, with no expectation of control, letters or tracing.
- Adults model and encourage exploration without directing outcomes.
- No expectation of letter formation, tracing or pencil grip



Secure When Pupils Can...

- Make marks using whole-arm movements.
- Use hands and fingers with growing confidence.
- Hold tools using early grips (e.g. palmar or fist).

Daily gross motor, fine motor and sensory play.

Daily mark-making opportunities available in continuous provision.

<u>Posture & Pencil Grip (Explicit Teaching)</u>	<u>Resources to Support</u>	<u>Suggested Activities to Support Teaching</u>
• No formal grip expected. • Comfortable tool use modelled through play. • Children encouraged to sit appropriately at a table.	Large paper, walls, floor surfaces Paint, water, sand, foam Dough and dough tools Posting, filling and stacking toys Chunky or triangular pencils varied mark-making tools in continuous provision including chinks, paint rollers, water brushes pouring jugs, spoon, large tweezers Write Dance materials Nursery rhyme action songs Activity tables available in continuous provision to promote writing position (e.g. Berra Plastic Activity Table Cooksmill)	Sensory mark-making: Explore paint, sand, and foam to encourage early controlled movements. Dough work: Squeezing and pulling dough strengthens hand and finger muscles. Large-scale movements: Use big arm actions to develop shoulder and arm control needed for writing. Adult-modelled exploration: Demonstrate patterns or movements for children to imitate. Vertical water painting: Use large brushes and water on walls/fences to build arm strength and coordination. Sky writing: Make large shapes or letters in the air with ribbons or wands to develop gross motor control. Peg board play: Attach pegs to strengthen fingers and support future tripod grip. Tongs/tweezer transfers: Move small objects between containers to develop pincer grip and hand-eye coordination. Threading activities: String cereal or fruit loops on pipe cleaners

EYFS Handwriting 3–4-Year-Old Nursery

Strength, coordination & controlled mark-making

Non- negotiable Expectations

- Gross motor skills continue to be strengthened through climbing, balancing and outdoor play
- Fine motor control is strengthened through purposeful use of small tools.
- Children access frequent opportunities for controlled mark-making across the environment.
- Pencil-like tools are introduced gradually without enforcing grip.
- Adults encourage increasing control and precision, not formal letter formation.
- Children are not required to trace letters or write names unless developmentally ready.



Secure When Pupils Can...

- Make controlled marks using hands and fingers
- Begin to show hand preference
- Hold tools with increasing stability and control
- Produce lines, curves and shapes intentionally
- Use marks to represent meaning.

Daily gross motor activity. Daily fine motor and pre-writing activities.

Daily mark-making opportunities across continuous provision

2-3 adult guided small-group sessions weekly (pre-writing patterns, grip, control)

<u>Posture & Pencil Grip (Explicit Teaching)</u>	<u>Resources to Support</u>	<u>Suggested Activities to Support Teaching</u>
• Supported to move towards tripod grip (nip, flip and grip) when developmentally ready • Encouraged to sit with correct posture, using a 'ready to write' routine • Children begin to manage tools with control and hand exercises to build strength	Using chunky or triangular pencils to encourage a correct, comfortable grip. crayons, chalks Paintbrushes and scissors Vertical surfaces (easels, walls, chalkboards) Peg boards, threading, tweezers Variety of attractive writing / mark making tools pre-writing pattern cards Play dough Write Dance materials Lightbox tracing Activity tables available in continuous provision to promote writing position (e.g. Berra Plastic Activity Table Cooksmill) If children start to form letters, adults model using formation guides and rhymes (share rhymes and formation guides with parents regularly)	Controlled mark-making: Practise marks on varied surfaces. Tool use: Cutting, threading, and painting to build hand control. Vertical mark-making: Draw on blackboards, easels, or paper taped to walls. Adult-guided fine motor tasks: Structured activities with clear support. Explicit modelling: Adults demonstrate movements and techniques. Playdough sculpting: Roll snakes, pinch small balls, and shape dough. Pincer-grip games: Use tweezers, tongs, or clothespins to pick up small items. Threading & lacing: String beads, pasta, or Cheerios onto laces or pipe cleaners. Shape copying: Practise lines, circles, crosses, and simple shapes.

		Pattern tracing: Follow wavy, zigzag, or spiral paths with chalk or markers. Writing in role play: Lists, labels, notes, and simple written props during play.
--	--	--

EYFS Handwriting Reception

Formation & physical readiness

Non- negotiable Expectations

- Explicit handwriting teaching begins early autumn term of Reception and is taught in addition to phonics.
- Teaching is frequent, cumulative and delivered in small, carefully consolidated steps.
- Physical readiness (posture, grip (tripod) and paper position) is taught alongside gross and fine motor development.
- Pre-writing movements are secured before formal letter formation.
- Letter formation is teacher-modelled, closely supervised and prioritised over quantity; errors are not practised.
- **Dictation:** 2 to 3 times a week. Most composition is oral, with writing through dictation to reduce cognitive load and aligned to the phonics sequence – starting with single letters, simple words and moving to short sentences once pupils can encode CVC words.



Secure When Pupils Can...

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD)
- Write recognisable letters, most of which are correctly formed. (LIT)
- Write simple dictated words and sentences that others can read.
- Demonstrate increasing control, confidence and fluency.

3 -5 regular and explicit handwriting instruction per week (short 10-15 min).

Daily gross, fine-motor development and letter formation opportunities

Daily application through phonics and writing activities

<u>Posture & Pencil Grip (Explicit Teaching)</u>	<u>Resources to Support</u>	<u>Suggested Activities to Support Teaching</u>
--	-----------------------------	---

• Explicit teaching of tripod grip • Posture and paper position taught and rehearsed • “Ready to write” routines established (<i>see diagram below</i>)	Triangular pencils or HB pencils, pencil grips if needed Whiteboards and pens Wide-lined handwriting book (for Handwriting) (introduced gradually) e.g. Wide Lined Handwriting Exercise Book Bundle - Green (2, 10, 50 books) - Morrells Handwriting Split page, wide lined writing book e.g., Split Page Wide Lined Handwriting Exercise Book – Dark Green (2 – 10 books) - Morrells Handwriting Fine-motor resources (playdough, pegs, tweezers, threading tools) Large-scale mark-making tools Textured surfaces (sand trays, glitter trays) Paper, clipboard, pencils Letter formation families guides and rhymes (share rhymes and formation guides with parents regularly)	Gross-motor mark-making: Air writing and large vertical, horizontal, and circular movements. Shoulder, wrist & arm games: Ribbon patterns and similar movement activities. Fine-motor practice: Dough disco, peg boards, tweezers, threading beads, tighten and loosen a nut on a bolt Picking up small objects: Stones, counters, or similar items. Explicit teacher modelling: Clear demonstration of letter start points, direction, and finishing Cutting with scissors: Guided scissor-use for control and coordination. Guided letter practice: Supported formation of individual letters. Writing in role play: Menus, signs, lists, and labels with adult support. Supported writing in play: Reinforcement of taught skills within play contexts. Pattern tracing: Zig-zags, waves, loops, and similar tracing patterns to build fluid movement.
---	---	---

Handwriting Progression

At Nutgrove, handwriting is taught in alignment with the school's systematic synthetic phonics programme (Little Wandle) to ensure consistency between grapheme recognition and letter formation, reducing the risk of misconceptions. During the Autumn Term, children are explicitly taught the correct formation of graphemes as they are introduced within phonics through age-appropriate activities, including whiteboards and books, enabling them to apply their learning immediately within independent writing. During the Spring Term, children review and consolidate all letter families and previously taught graphemes, applying accurate letter formation within words to develop increasing fluency, transcription skills and confidence as writers.

Autumn	Spring	Summer
Before Phonics Teaching begins: Dots, Straight lines and crosses, Circles, Waves, Loops and bridges, Joined straight lines, Angled patterns, Eights, Spirals, Left-to-right orientation, Mix of patterns, Review of patterns Once Phonics Teaching has started the following letters will be taught in order of the phonics programme: <u>Autumn 1</u> • Introducing curly caterpillar letters in line with Phase 2 phonics: s, a, d, g, o, c, e, f	• Reviewing long-legged giraffe letters: l • Practising long-legged giraffe letters: l, i • Practising long-legged giraffe letters: u, t • Practising long-legged giraffe letters: j, y • Practising all the long-legged giraffe letters: l, i, t, u, j, y • Reviewing one-armed robot letters: r • Practising one-armed robot letters: b, n • Practising one-armed robot letters: h, m • Practising one-armed robot letters: k, p • Practising all the one-armed robot letters: r, b, n, h, m,	• Reviewing curly caterpillar letters: c • Practising curly caterpillar letters: a, d • Practising curly caterpillar letters: o, s • Practising curly caterpillar letters: g, q • Practising curly caterpillar letters: e, f • Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f • Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters • Introducing zig-zag monster letters: z

- Introducing long-legged giraffe letters in line with Phase 2 phonics: t, i, u, l - Introducing one-armed robot letters in line with Phase 2 phonics: p, n, m, k, r, h, b - Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters taught through Phase 2 phonics: s, a, d, g, o, c, e, f, t, i, u, l, p, n, m, k, r, h, b <u>Autumn 2</u>	k, p - Practising all long-legged giraffe & one-armed robot letters - Reviewing all long-legged giraffe & one-armed robot letters	- Practising zig-zag monster letters: v, w, x - Practising all the zig-zag monster letters: z, v, w, x - Practising all curly caterpillar & zigzag monster letters - Reviewing all curly caterpillar & zigzag monster letters
- Introducing curly caterpillar letters: f, j - Introducing long-legged giraffe letters: l, y - Introducing one-armed robot letters: h, k, n - Introducing -zag monster letters: v, w, x, z - Introducing and practising digraphs taught through Little Wandle: qu, ch, sh, th, ng, nk - Practising all the curly caterpillar, long-legged giraffe, one-armed robot and zig-zag monster letters - Reviewing all Phase 2 and Phase 3 letter formations taught to date		

Year 1 Handwriting

Accuracy & consistency

Non- negotiable Expectations

- Handwriting is taught explicitly and regularly, separate from composition and in addition to phonics
- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters with accuracy and consistency, with explicit teaching of correct starting point, direction and completion of each letter
- Capital letters taught explicitly, modelled and practised rather than assumed
- Digits 0 to 9 taught explicitly, modelled and practised rather than assumed
- Letters are taught in handwriting families (*see grid below*), grouped by shared movement patterns to reduce cognitive load and support motor memory
- **Dictation** – 3 times a week. Pupils write short, dictated sentences from memory, focusing on holding a sentence using taught GPCs and common exception words.

Secure When Pupils Can...

- **Form lower-case letters correctly and consistently**
- **Form capital letters and digits (0–9) correctly**
- **Produce writing that is legible to others**
- **Write comfortably on wide-lined paper**
- **Demonstrate increasing control and confidence in handwriting.**

3-5 regular and explicit handwriting sessions per week helping children to progress from accuracy to fluency – outside of phonics lesson (10-15 minutes)

Application during all writing tasks

Direct, in the moment intervention / support / explicit feedback for individual children based on AFL (linked to sitting position, pencil grip, letter formation).

<u>Posture & Pencil Grip (Explicit Teaching)</u>	<u>Resources to Support</u>	<u>Suggested Activities to Support Teaching</u>
• Pupils taught to sit correctly at a table - “Ready to write” routines established (<i>see diagram below</i>) • Pencil held comfortably and correctly (tripod grip) • Paper positioned appropriately • Wide-lined paper used; mid-line guides as needed • Writing implement should not be too large for child’s hand.	HB pencils Wide-lined handwriting books (for Handwriting and English) e.g., Wide Lined Handwriting Exercise Book Bundle – Green (2, 10, 50 books) - Morrells Handwriting Alphabet strips / formation prompts Handwriting warm up materials	Handwriting families practice to reinforce consistent formation patterns. Explicit teacher modelling , followed by guided pupil practice. Write–wipe–repeat activities to allow easy correction and refinement. Copying short, modelled words or phrases with close supervision. Dictated letters, words, and simple sentences with a handwriting focus.
Handwriting Progression		
Autumn	Spring	Summer

• Practising long-legged giraffe letters • Writing words with ll • Introducing capitals for long legged giraffe letters • Practising one-armed robot letters • Practising long-legged giraffe letters and one-armed robot letters • Introducing capitals for one armed robot letters • Practising curly caterpillar letters • Writing words with double ff • Writing words with double ss • Introducing capitals for curly caterpillar letters	• Practising long-legged giraffe letters, one-armed robot letters • and curly caterpillar letters • Practising zig-zag monster letters • Writing words with double zz • Mixing all the letter families • Practising capital letters • Practising numbers 0–9 • Writing words with ck and qu • Practising long vowel phonemes: ai, igh, oo • Practising vowels with adjacent consonants: ee, oa, oo • End-of-term check	• Numbers 10–20: spacing • Practising ch unjoined • Introducing diagonal join to ascender: ch • Practising ai unjoined • Introducing diagonal join, no ascender: ai • Practising wh unjoined • Introducing horizontal join to ascender: wh • Practising ow unjoined • Introducing horizontal join, no ascender: ow • Assessment
---	--	--

Year 2 Handwriting

Transition to joining

Non- negotiable Expectations

- Form lower-case letters of the correct size relative to one another - all lower-case letters are started correctly, oriented correctly and consistently sized
- Start using some of the diagonal and horizontal strokes needed to join letters
- Letter formation must be secure in print before joining (moving to joins is driven by fluency and automaticity)
- Understand which letters, when adjacent to one another, are best left unjoined.
- 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.
- **Dictation** – 3 to 4 times a week. Write from memory simple sentences dictated by the teacher that increases focus on word-specific spelling, including homophones.

Secure When Pupils Can...

- **Write with consistent letter size and proportion**
- **Clearly distinguish ascenders, letter heights and descenders**
- **Use some joins accurately and appropriately**
- **Maintain clear, consistent spacing between words**
- **Produce writing that remains legible in longer pieces.**

Teach and practise correct cursive letter formation 3 – 5 times a week (10 -15 minutes).

Application during all writing tasks.

Write with a joined style as soon as they can form letters with horizontal/diagonal joins correctly.

Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL.

<u>Posture & Pencil Grip (Explicit Teaching)</u>	<u>Resources to Support</u>	<u>Suggested Activities to Support Teaching</u>
• Posture and grip reinforced consistently • Pupils apply stable writing position independently • Paper remains flat and appropriately positioned	Mid-lined handwriting books or paper Join prompt cards / charts Narrow-lined handwriting books (for Handwriting and English) e.g., Narrow Lined Handwriting Exercise Book Bundle - Yellow (2, 10, 50 books) - Morrells Handwriting HB pencils Fluency pattern sheets (joins, transitions)	Teacher-modelled practice of letter size and proportion. Explicit teaching and modelling of basic joins. Guided practice of both joined and unjoined handwriting. Activities to support correct letter height and spacing (e.g., identifying ascenders and descenders). Dictated sentences with a handwriting focus.

Handwriting Progression

Autumn	Spring	Summer
---------------	---------------	---------------

• Practising diagonal join to ascender: th, ch • Practising diagonal join, no ascender: ai, ay • Practising diagonal join, no ascender: ir, er • Practising horizontal join to ascender: wh, oh • Practising horizontal join, no ascender: ow, ou • Introducing diagonal join to e: ie, ue • Introducing horizontal join to e: oe, ve • Introducing ee • Practising diagonal join, no ascender: le • Writing numbers 1–100	• Introducing diagonal join to anticlockwise letters: ea • Practising diagonal join to anticlockwise letters: igh • Practising diagonal join to anticlockwise letters: dg, ng • Introducing horizontal join to anticlockwise letters: oo, oa • Practising horizontal join to anticlockwise letters: wa, wo • Introducing mixed joins for three letters: air, ear • Practising mixed joins for three letters: oor, our • Practising mixed joins for three letters: ing • Size and spacing • End-of-term check	• Building on diagonal join to ascender: ck, al, el, at, il, ill • Building on diagonal join, no ascender: ui, ey, aw, ur, an, • ip • Building on horizontal join to ascender: ok, ot, ob, ol • Building on horizontal join, no ascender: oi, oy, on, op, ov • Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag • Building on horizontal join to anticlockwise letters: oc, og, • od, va, vo • Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks • Practising joining ed and ing • Assessment • Capitals
---	---	--

Year 3 Handwriting

Fluency & automaticity

Non- negotiable Expectations

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Joins are formed accurately and consistently; joins are explicitly taught and modelled by the teacher
- Letter size, proportion and alignment are controlled, including consistent letter size, clear ascenders and descenders, and secure baseline alignment as writing length increases
- Handwriting no longer impedes composition; transcription is sufficiently fluent to allow pupils to focus on sentence construction, spelling and meaning
- **Dictation** – 3 times a week, dictation of single sentences with increasing sentence complexity. Pupils now begin to apply the joins they have learned when writing commonly misspelt words and subject-specific vocabulary.

Secure When Pupils Can...

- Use joined handwriting automatically in most independent writing
- Form joins accurately and consistently
- Maintain even spacing and secure baseline alignment (*line on which writing sits*)
- Write at a speed that supports sentence-level and paragraph-level writing
- Produce writing that is consistently legible to others.

3 explicit handwriting lessons per week (including practise using spellings). (10 -15 minutes)

Ongoing application across curriculum writing.

Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL.

<u>Posture & Pencil Grip (Explicit Teaching)</u>	<u>Resources to Support</u>	<u>Suggested Activities to Support Teaching</u>
• Posture and grip automatic • Minimal reminders needed (“ready to write”)	Narrow-lined handwriting books (for Handwriting and English) e.g., Narrow Lined Handwriting Exercise Book Bundle - Yellow (2, 10, 50 books) - Morrells Handwriting Join reference charts HB pencils or pens (as appropriate)	Teacher-modelled joined handwriting practice. Fluency-focused handwriting sessions while maintaining accuracy. Modelled sentence and paragraph copying to build stamina and consistency. Join-refinement activities targeting specific joins. Short, controlled timed writing to develop stamina (not speed). Handwriting interventions are implemented where necessary. (See Epworth Education Trust Graduated Offer Toolkit.docx)
Handwriting Progression		
Autumn	Spring	Summer

• Practising joining through word in stages: no ascenders or descenders • Practising joining through a word in stages: parallel ascenders • Introducing joining from s to ascender: sh, sl, st, sk • Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su • Introducing joining from s to an anticlockwise letter: sa, sc, sd, • sg, so, sq • Introducing joining from r to an ascender: rb, rh, rk, rl, rt • Introducing joining from r, no ascender: ri, ru, rn, rp • Introducing joining from r to anticlockwise letter: ra,rd,rg,ro • Introducing joining from r to e: are, ere, ure, ore, ire • Introducing break letters: g, j, y, f, b, p, x, z	• Introducing joining to f: if, ef, af, of • Introducing joining from f to an ascender: fl, ft • Introducing joining from f, no ascender: fe, fi, fu, fr, fy • Introducing joining from f to an anticlockwise letter: fo, fa • Introducing ff • Introducing rr • Introducing ss • Introducing qu • Revising parallel ascenders and descenders • End-of-term check	• Revising joins: letter spacing • Revising joins: spacing between words • Revising joins: consistency of size • Revising joins: fluency • Revising joins: parallel ascenders • Revising joins: parallel ascenders and descenders • Revising horizontal join from r to an anticlockwise letter: rs • Revising break letters • Assessment • Revising capital letters
---	--	--

Year 4 Handwriting

Endurance & adaptation

Non- negotiable Expectations

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Joins are formed accurately and consistently; joins are explicitly taught and modelled by the teacher
- Letter size, proportion and alignment are controlled, including consistent letter size, clear ascenders and descenders, and secure baseline alignment as writing length increases
- Handwriting adapts to task and purpose; pupils adjust handwriting appropriately for drafting, note-taking and final presentation without loss of legibility
- Handwriting supports composition across subjects; expectations apply consistently in English and the wider curriculum
- **Dictation** – twice a week, typically of 2 sentences, including a spelling focus an application of grammar learned

Secure When Pupils Can...

- **Write fluently and automatically using joined handwriting**
- **Sustain legibility across paragraphs and longer tasks**
- **Maintain consistent letter size, spacing and baseline alignment**
- **Write at a speed that supports note-taking and extended composition.**

2–3 focused handwriting sessions per week (10–15 minutes)

Ongoing application across curriculum writing.

Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL.

<u>Posture & Pencil Grip (Explicit Teaching)</u>	<u>Resources to Support</u>	<u>Suggested Activities to Support Teaching</u>
• Stable, comfortable writing position maintained • Pupils adjust paper and posture independently	Standard lined exercise books or continuation of narrow lined handwriting books as needed. Pens or pencils (as appropriate) Teacher-modelled exemplars	Handwriting practice sessions to sustain fluency. Draft-to-final comparison activities to support improvement. Sustained writing tasks across subjects to build consistency Note-taking practice from reading or discussion. Dictated passages aligned to curriculum spelling patterns Handwriting interventions are implemented where necessary. (See Epworth Education Trust Graduated Offer Toolkit.docx)

Handwriting Progression

Autumn	Spring	Summer
---------------	---------------	---------------

• Introducing diagonal join from p and b to ascender: ph, pl, bl • Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe • Introducing diagonal join from p and b to an anticlockwise letter: pa, po, pμ,ba, bo, bs • Revising parallel ascenders and descenders: bb, pp • Break letters: x, z • Spacing in common exception words • Consistent size of letters • Relative size of capitals • Speed and fluency • End-of-term check	• Revising parallel ascenders • Revising parallel ascenders and break letters • Relative sizes of letters • Proportion of letters • Spacing between letters • Spacing between words • Writing at speed • Improving fluency • Speed and fluency • End-of-term check	• Consistency of size • Proportion • Spacing between letters and words • Size, proportion and spacing • Fluency: writing longer words • Speed and fluency • Revising break letters • Print alphabet: presentation • Assessment • Capital letters: presentation
--	---	---

Year 5 Handwriting

Consistency under cognitive load

Non- negotiable Expectations

- Recap the letter families and all the joins, introducing a fully cursive style.
- Joined handwriting remains consistent and efficient; joins are secure and used to support fluency
- Handwriting is fluent and automatic; pupils write without conscious effort directed towards letter formation or joining, so transcription places minimal demand on working memory
- Legibility is maintained across all subjects; handwriting expectations apply consistently in English and the wider curriculum
- **Dictation** - twice a week, typically of 3 sentences, often focusing on more complex grammar and vocabulary and maintaining a consistent and fluent handwriting style.

Secure When Pupils Can...

- **Write fluently and legibly across a full page or longer**
- **Maintain consistent letter size, spacing and alignment**
- **Sustain handwriting quality during extended writing**
- **Write confidently across all curriculum subjects**
- **Demonstrate handwriting that supports, rather than constrains composition.**

1-3 explicit handwriting/fluency sessions a week (10–15 minutes)

Continuous application across all subjects and consistent use in longer writing tasks

Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL

<u>Posture & Pencil Grip (Explicit Teaching)</u>	<u>Resources to Support</u>	<u>Suggested Activities to Support Teaching</u>
• Posture and grip remain efficient under load • Writing pressure controlled to avoid fatigue	Standard lined exercise books or continuation of narrow lined handwriting books as needed. Pens (where appropriate) and pencils Teacher-modelled exemplars	Weekly handwriting practise sessions to prevent decline. Extended writing tasks with post-task handwriting review . Cross-curricular writing with consistent presentation expectations. Note-taking activities that require clarity under cognitive load. Handwriting interventions are implemented where necessary. (See Epworth Education Trust Graduated Offer Toolkit.docx)

Handwriting Progression

Autumn	Spring	Summer
---------------	---------------	---------------

• Introducing sloped writing in letter families • Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st • Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ir, en • Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho • Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob • Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve • Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wn, wo, va, vo • Practising sloped writing: joining from r: ra, re, ri, ro, ru • Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp • End-of-term check	• Practising sloped writing: proportion – joining from f to ascender: fl, ft • Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu • Different styles for different purposes: writing a paragraph • Practising sloped writing: speed: ff • Practising sloped writing: speed and legibility: rr • Practising sloped writing: size, proportion and spacing: ss • Practising sloped writing: building speed: qu • Different styles for different purposes: decorative alphabets • Different styles for different purposes • End-of-term check	• Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl • Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr • Practising sloped writing: parallel downstrokes: pp, bb • Practising sloped writing: all double letters • Practising sloped writing for speed: tial, cial • Practising sloped writing for fluency • Personal style • Handwriting for different purposes: print alphabet • Assessment • Capital
--	---	--

Year 6 Handwriting

Speed, stamina & KS3 readiness

Non- negotiable Expectations

- Joined handwriting remains secure and efficient; joins are used automatically and effectively
- Handwriting is fluent and automatic; pupils write without conscious attention to letter formation or joining, so transcription places minimal demand on working memory, allowing full focus on composition
- Handwriting is consistently legible across all subjects; expectations apply in English and across the wider curriculum, including foundation subjects
- Legibility is sustained across extended writing; handwriting remains clear, evenly spaced and aligned throughout longer pieces, including across full pages
- Handwriting is ready for KS3 demands; pupils' handwriting enables them to meet secondary-school expectations without additional intervention
- **Dictation** - twice a week, typically of 3 sentences, often focusing on more complex grammar and vocabulary and maintaining a consistent and fluent handwriting style.

Secure When Pupils Can...

- **Write fluently, quickly and legibly**
- **Sustain handwriting quality across extended compositions**
- **Maintain clarity under time-limited conditions**
- **Adapt handwriting appropriately to different tasks and contexts**
- **Demonstrate handwriting that is fully ready for KS3.**

1 -3 explicit handwriting sessions per week (fluency and legibility focus) (10–15 minutes)

Continuous application across all subjects and ongoing practice through extended writing tasks

Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL

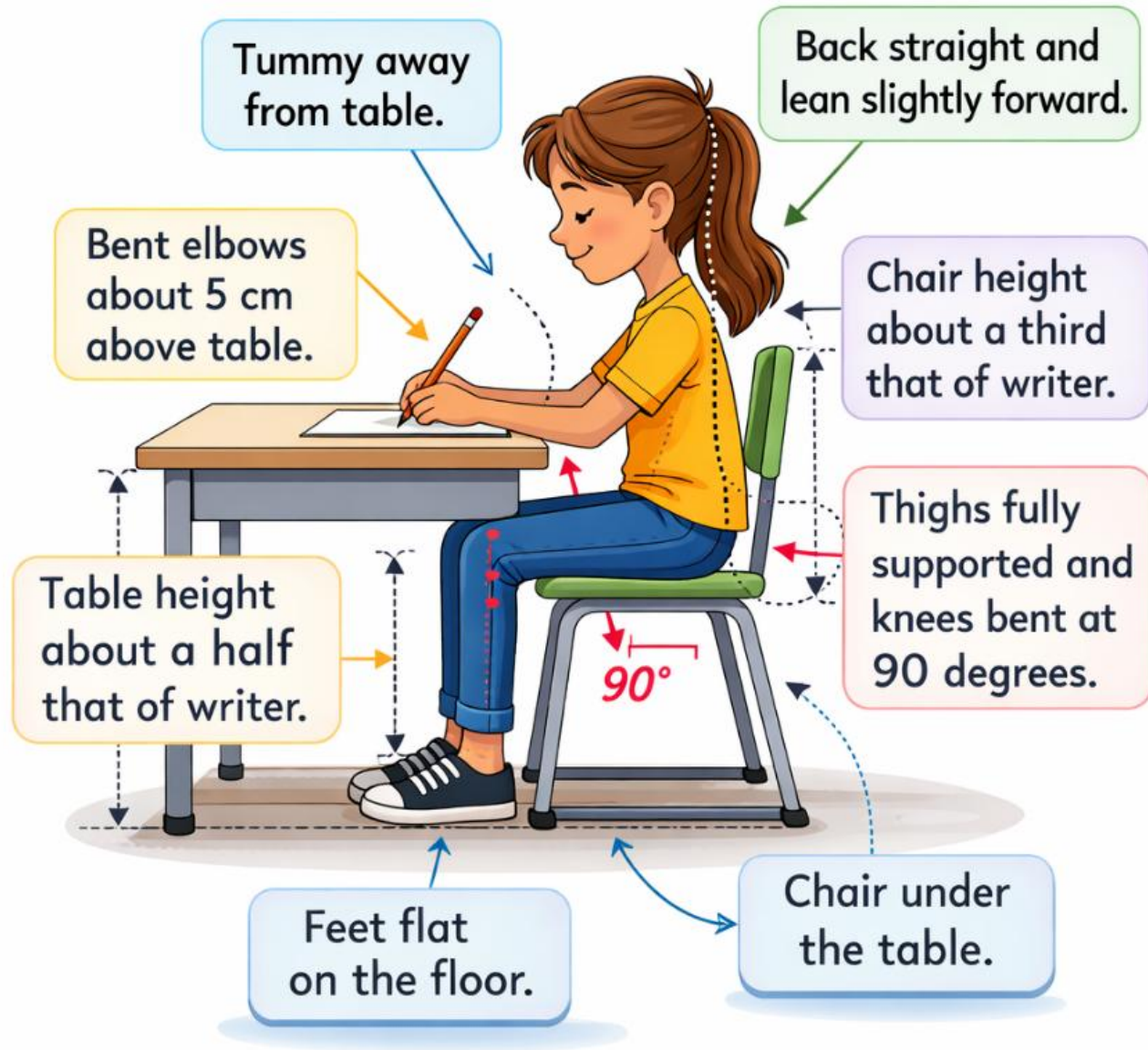
<u>Posture & Pencil Grip (Explicit Teaching)</u>	<u>Resources to Support</u>	<u>Suggested Activities to Support Teaching</u>
• Posture and grip fully automatic • Writing position supports speed and stamina	Standard lined exercise books or continuation of narrow lined handwriting books as needed. Pens (where appropriate) Teacher-modelled exemplars	Timed extended writing to maintain speed and legibility. Assessment-style writing practice. Fast, legible note-taking from reading or discussion. Draft-to-final presentation comparison tasks. Dictation using advanced vocabulary. Handwriting interventions are implemented where necessary. (See Epworth Education Trust Graduated Offer Toolkit.docx)

Handwriting Progression

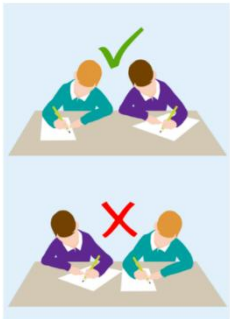
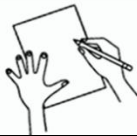
Autumn	Spring	Summer
---------------	---------------	---------------

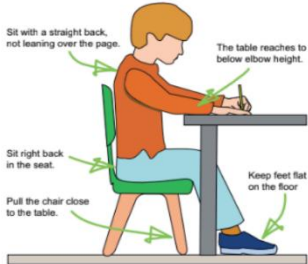
• Style for speed: crossbar join from t: th, ti, tr, ta, tt • Style for speed: looping from g: gl, gi, gr, ga, gg • Style for speed: looping from j and y: je, jo, ye, yr, yo • Style for speed: looping from f • Style for speed: different joins to s • Style for speed: looping from b • Style for speed: joining from v, w, x and z • Handwriting for different purposes: abbreviations • Spacing between words • End-of-term check	• Improving handwriting: the importance of consistent sizing • Improving handwriting: the importance of proportion • Improving handwriting: the importance of spacing • Improving handwriting: the importance of consistent sizing • of parallel ascenders and descenders • Improving handwriting: the importance of closed and open • letters • Improving handwriting: pen breaks in longer words • Handwriting for different purposes: annotations • Handwriting for different purposes • Choice of handwriting tools • End-of-term check	• Handwriting for different purposes: fast-joined and print • letters • Handwriting for different purposes: note making • Handwriting for different purposes: neat writing • Handwriting for different purposes: print letters for personal • details • Different styles of writing • Handwriting for different purposes: presentation • Handwriting for different purposes: decorated capitals • Handwriting for different purposes: layout • Assessment • Handwriting for different purposes: handwriting pattern
--	--	--

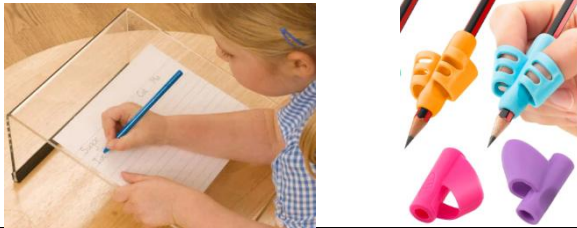
Appendix 1: Handwriting Position 'Ready to Write'



Appendix 2: Left-Handed Pupils & Adaptive Equipment

Area of Support	Non-Negotiable Expectations	What This Looks Like in Practice	Applies From
Inclusive Principles	• All pupils are taught handwriting in a way that is physically sustainable and inclusive • Posture, grip and writing position are taught explicitly, not assumed • Pupils do not experience pain, fatigue or discomfort when writing	• Adults check posture and grip regularly • Difficulties addressed early, not allowed to embed • Consistent routines used across the school	Nursery onwards
Left-Handed Pupils – Seating	• Left-handed pupils are given sufficient space to write comfortably • Seating prevents arm collision with right-handed pupils Sitting position Sit left-handed children to the left of their partner so they have plenty of room to write. 	• Left-handed pupils seated to the left of right-handed pupils where possible • Tables arranged to allow free arm movement	Reception onwards
Left-Handed Pupils – Paper Position	• Left-handed pupils are explicitly taught paper position  Paper positioning for left-handers:  Paper positioning for right-handers:	• Paper slanted to the right • Flat surface maintained • Adjustments reinforced through routine	Reception onwards
Left-Handed Pupils – Pencil Grip	• Grip supports visibility and comfort	• Pencil held slightly higher so pupils can see around fingers • Grip relaxed, not clenched	Reception onwards

	Finger positioning using the tripod grip: 		
Left-Handed Pupils – Writing Control	• Writing pressure and spacing are explicitly taught Teachers should encourage pupils to maintain correct finger positioning. <i>Most pupils find the tripod grip the easiest to learn and support grips can help.</i> <i>Teachers should show pupils how to pinch the pencil with the index ('pointing') finger and the thumb, about a finger space from the end (on the coloured part just above the sharpened point); and how to rest the middle finger underneath the pencil to support it. If necessary, a sticker can show pupils where to place their fingers. The way a child grips the pencil will affect the quality, speed and flow of the handwriting. The grip should be relaxed, not pressing too hard on the pencil or the paper.</i>	• Softer pencils used where needed • Finger spacing modelled and practised • Smudging addressed through position and grip, not speed	Reception onwards
Posture (All Pupils)	• Pupils are taught a stable writing position that supports the forearm, wrist and hand. Left handed children How to sit correctly to be comfortable for handwriting. 	• Feet flat on the floor • Bottom to the back of the chair • Forearms supported on the table • See 'Ready to write' routines	Reception onwards
Posture Prompts	• Teachers use consistent, pupil-friendly prompts	• "Feet on the floor" • "One hand writes, one hand holds the	Reception onwards

		paper” • “Sit tall so your arm can move”	
Pencil Grip (All Pupils)	• Pencil grip is taught explicitly and practised until automatic	• Comfortable tripod grip modelled • Appropriate pressure encouraged • Short reminders used once secure	Reception onwards
Adaptive Equipment – When Used	• Adaptive equipment is used where physical or motor difficulties are present. 	• Pencil grips, thicker pencils, sloped boards used appropriately • Equipment reviewed regularly	EYFS onwards
Adaptive Equipment – Expectations	• Equipment supports teaching but does not replace it	• Explicit teaching of posture and grip continues • Equipment not used as a long-term substitute without review	EYFS onwards
Writing Implement Choice	• Writing tools are suitable for pupils’ hand size and task.	• Pencils or pens not oversized • Whiteboard pens similar in size to pencils	EYFS onwards
Classroom Set-Up	• Handwriting lessons are prepared deliberately	• Pencils sharpened and ready • Paper positioned correctly • Follow ‘what a handwriting lesson should include’ sequence • Pupils can see adult modelling clearly (board or visualiser)	EYFS onwards
Monitoring & Intervention	• Decline in handwriting quality is addressed promptly	• Targeted re-teaching of posture, grip or positioning • Adaptive support reviewed and adjusted	All year groups