# St Breock Handwriting Progression Map

## Aims

At St Breock, our aim is to support and encourage progression and development of each child's handwriting into a fluent, legible and neat style that will support their spelling and composition.

## Strong Foundations

Handwriting at St Breock starts with our youngest learners. In our Nursery we focus on the development of pre writing skills in order to build strong foundations before writing. As children move into Reception, we start more structured handwriting sessions focusing on letter formation to enable them to achieve the Early Learning Goals at the end of the Early Years Foundation Stage.

| **Statutory Framework for the Early Years Foundation Stage** |
| --- |
| **Gross Motor Skills**<br>• Negotiate space and obstacles safely, with consideration for themselves and others.<br>• Demonstrate strength, balance and coordination when playing.<br>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| **Fine Motor Skills**<br>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br>• Use a range of small tools, including scissors, paintbrushes and cutlery.<br>• Begin to show accuracy and care when drawing. |
| **Writing**<br>• Write recognisable letters, most of which are correctly formed.<br>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br>• Write simple phrases and sentences that can be read by others |

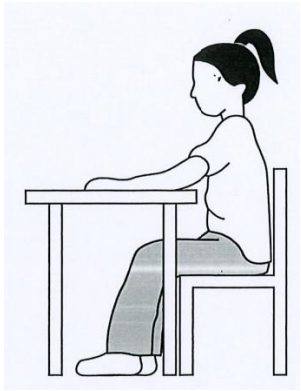
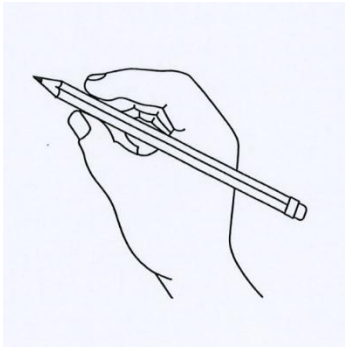
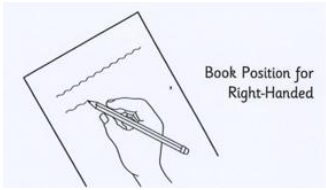
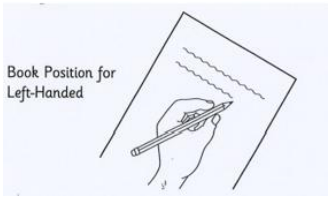
Developing fluency

As the children progress into Key Stage 1 and then Key Stage 2, our aim is for pupils to achieve automaticity in handwriting. We teach handwriting as a specific sill in a clearly sequenced progression to support children's gradual acquisition of skills. Handwriting is taught daily and consistently throughout school to build accuracy, fluency, legibility and speed.

<table>
<tr><th colspan="2">National Curriculum</th></tr>
<tr><td>Year 1<br>Pupils should be taught to:<ul><li>sit correctly at a table, holding a pencil comfortably and correctly</li><li>begin to 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' (i.e. letters that are formed int eh same ways) and to practise these.</li></ul></td><td>Year 2<br>Pupils should be taught to:<ul><li>form lower case letters of the correct size relative to one another</li><li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>write capital letter and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>use spacing between words that reflects the size of the letters.</li></ul></td></tr>
<tr><td>Years 3 and 4<br>Pupils should be taught to:<ul><li>use the diagonal strokes and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li></ul></td><td>Years 5 and 6<br>Pupils should be taught to:<ul><li>write legibly, fluently and with increasing speed by:<ul><li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>choosing the writing implement that is best suited for a task.</li></ul></li></ul></td></tr>
</table>

Handwriting lesson structure

Our daily handwriting lessons follow a consistent and precise structure throughout school. Children prepare for handwriting by carrying out a hand warm up followed by a check of posture, pencil grip, paper position and pressure on the pencil. Letter formation or letter joins are taught in small steps with teachers modelling throughout. Children then practise the skill in their books and then apply their learning in their written work across the curriculum.

<table>
<tr><th colspan="5">Handwriting Lessons</th></tr>
<tr>
<td>1. Sitting Position<br>Teachers check that children are sitting in the correct writing position.<br></td>
<td>2. Hand and Shoulder Warm Up<br>Children carry out a hand and shoulder warm up to prepare the muscles for writing.<br></td>
<td>3. Good Pencil Grip<br>Teachers check that children are holding their pencil with the correct grip, using a whole school rhyme.<br></td>
<td>4. Paper Position<br>Children tilt their page at an angle depending on their writing hand.<br><br><br><br></td>
<td>4. Teacher Modelling<br>The teacher models the handwriting skill to the children for them to then practise independently.<br><br><br><br></td>
</tr>
</table>

# The Stages of Handwriting at St Breock

At St Breock, we understand the importance of building strong foundations for writing before the children even pick up a pencil. In our Nursery, we focus on activities that will build core strength for good postural control, gross motor skills for muscle strength, and fine motor skills for finger dexterity.

## Pre Writing Activities
(Nursery)

### Meaningful Play





### Developing Core Strength






### Developing Gross Motor Control









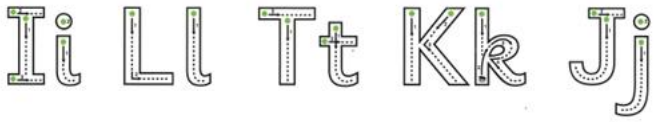
### Developing Fine Motor Control



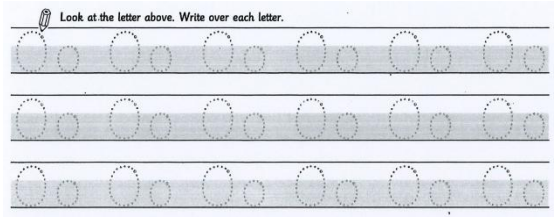





The first stage of formal handwriting is to ensure readiness for writing. Children develop the gross and fine motor skills necessary for handwriting, including achieving a correct pencil grip and sitting posture. They learn the correct direction of letters through early mark-making and guided practice of forming letters correctly. We teach letter formation using the correct handwriting families with both upper- and lower-case letters. At St Breock, we teach handwriting using the Morrells Handwriting Programme. The programme uses a 'bounce technique' to teach letter formation. Children trace over letters, beginning at the large starting dot. They follow the directional path indicated by the arrows, then 'bounce' back up, down or across the letters accordingly. The children begin by writing on an unlined page in order to focus on the initial skills of letter direction and formation.

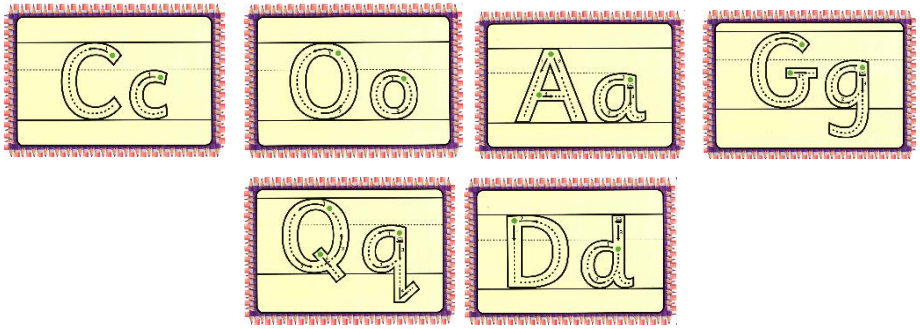
<table>
<tr><th colspan="2">Stage: Letter Formation 1<br>(Reception onwards)</th></tr>
<tr><td><u>First Letters</u><br></td><td><u>Second Letters</u><br></td></tr>
<tr><td colspan="2"><u>Third Letters</u><br></td></tr>
<tr><td><u>Fourth Letters</u><br></td><td><u>Fifth Letters</u><br></td></tr>
</table>

The next stage moves on to further developing letter formation and considering size and position of the letters in relation to the line. Children trace over letters from the letter families, both upper- and lower-case. They use paper with specific guidelines to support with the sizing and spacing of letters.

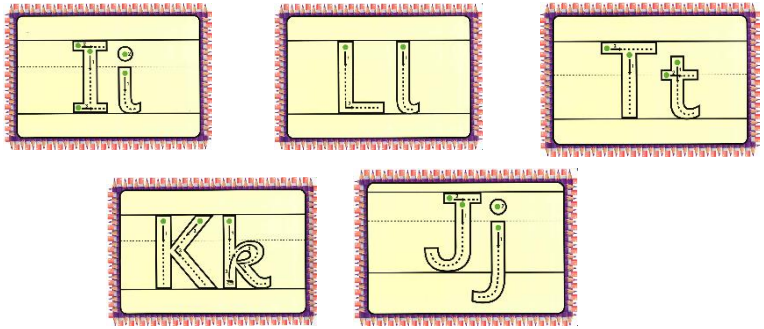



**Stage: Letter Formation 2**
(Year 1 onwards)

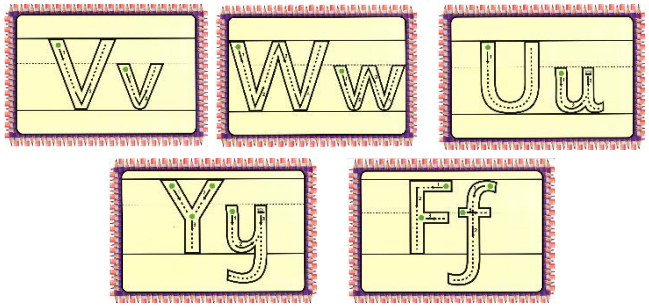
First Letters



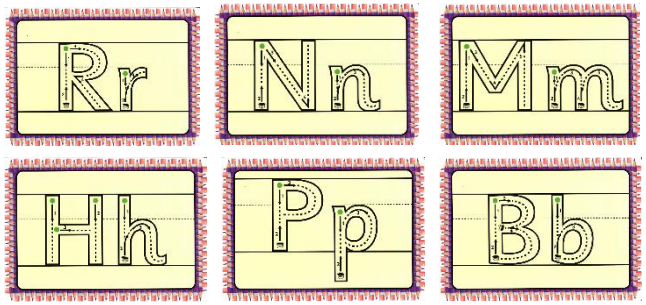

Second Letters



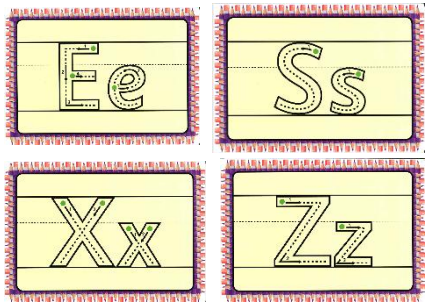

Third Letters



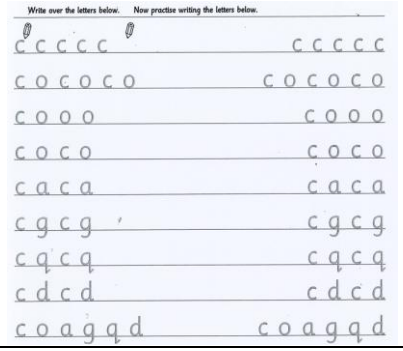
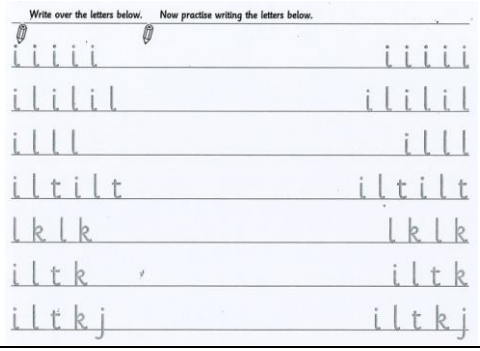
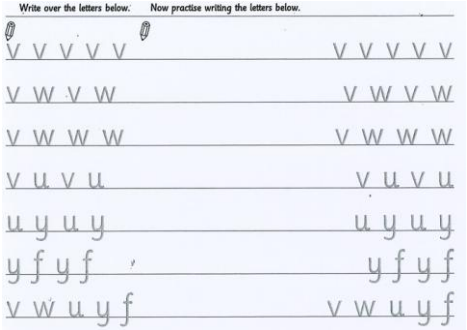
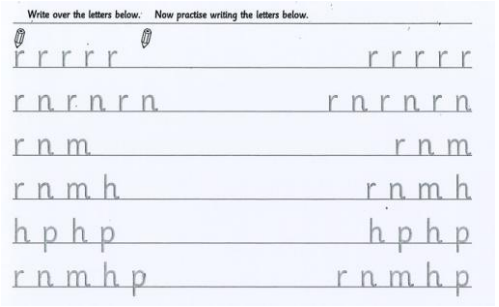
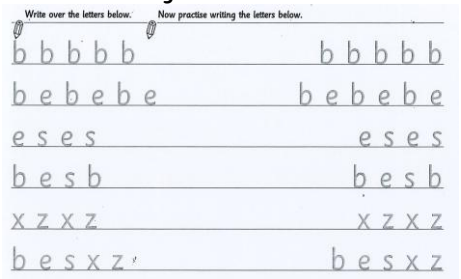
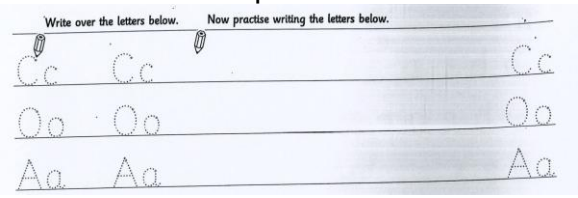

Fourth Letters




Fifth Letters



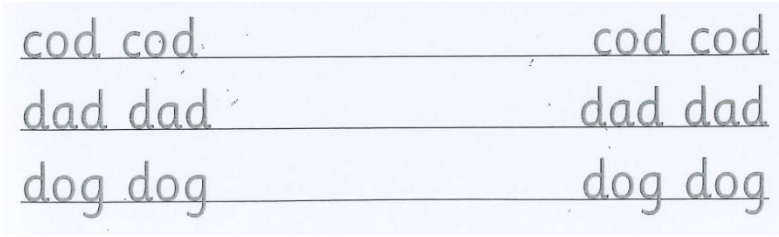
The next stage is to refine letter formation, position and sizing. The children start by tracing over the letters from the letter families then copying them. They practise lower- and upper-case letters with a focus on ensuring that lower case letters are of the correct size in relation to upper-case letters and are correctly positioned on the line. Children write on paper with a single line.

<table>
<tr><th colspan="2">Stage: Letter Formation 3<br>(Year 2 onwards)</th></tr>
<tr><td>First Letters<br>
</td><td>Second Letters<br>
</td></tr>
<tr><td>Third Letters<br>
</td><td>Fourth Letters<br>
</td></tr>
<tr><td>Fifth Letters<br>
</td><td>Alphabet<br>
</td></tr>
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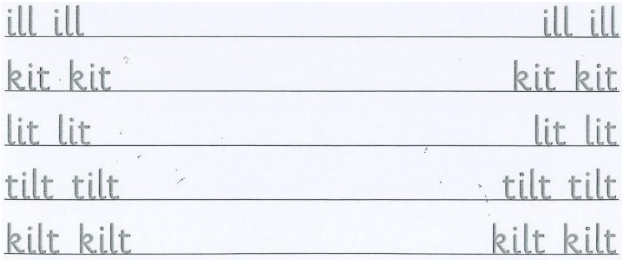
The final stage of letter formation is to write words. This improves confidence and understanding of letter direction, size and spacing. The children trace, then write words containing the letters from the five letter families on a single line.

**Stage: Letter Formation 4**
(Year 2 onwards)

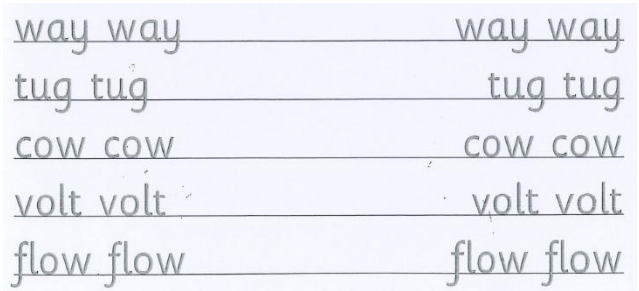
First Letters



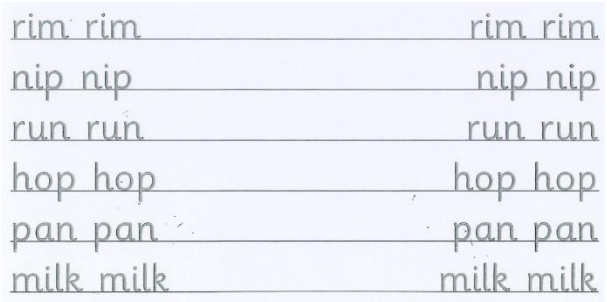

Second Letters




Third Letters



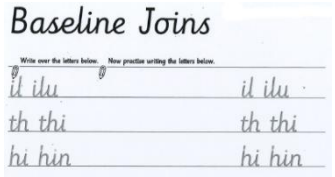

Fourth Letters




Fifth Letters

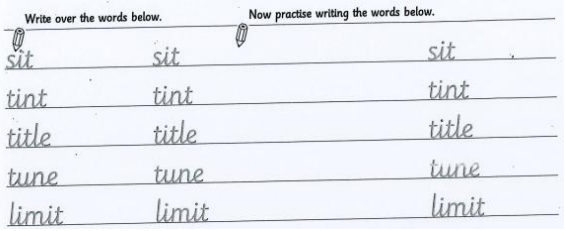
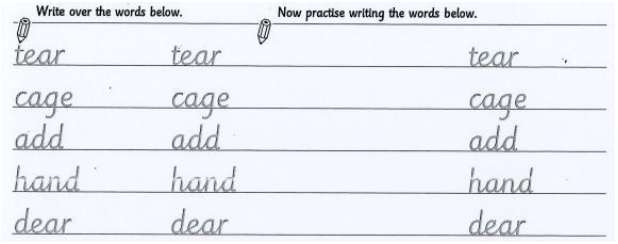
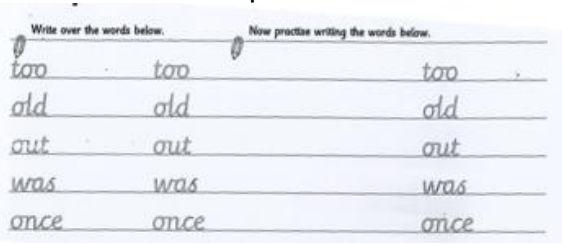


Once the children are secure with letter formation, they are ready to start joining letters. They learn the three different joins first.




| **Stage: Joining Letters 1**<br>(Year 3 onwards) | | |
|---|---|---|
| First Joins – Baseline Joins | Second Joins – Round Joins | Third Joins – Top Joins |
| il th<br>hi lu<br>in mu | cc ca<br>ad as<br>sc da | oo oc<br>ol re<br>wa os |

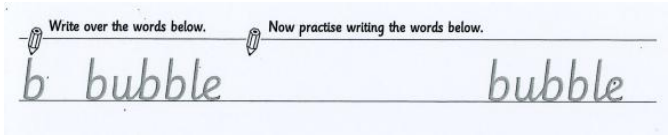
They then progress on to writing words using these joins.

| **Stage: Joining Letters 2**<br>(Year 3 onwards) | | |
|---|---|---|
| Baseline Joins | Round Joins | Top Joins |
|  |  |  |

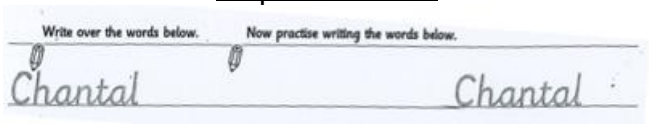
The next stage comprises learning about break letters, where specific adjacent letters do not join, as well as writing words with capital letters, such as days of the week and months of the year as well as numbers.

**Stage: Joining Letters 3**
(Year 4 onwards)

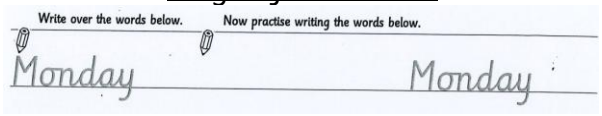
Break Letters



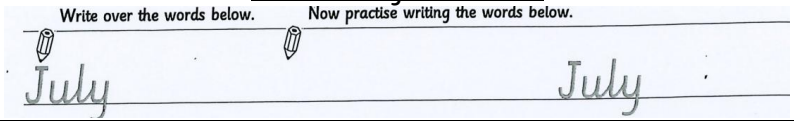

Capital Letters



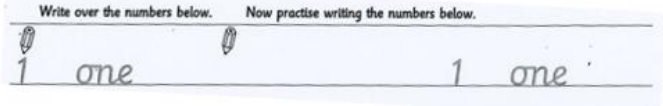

Days of the Week




Months of the Year



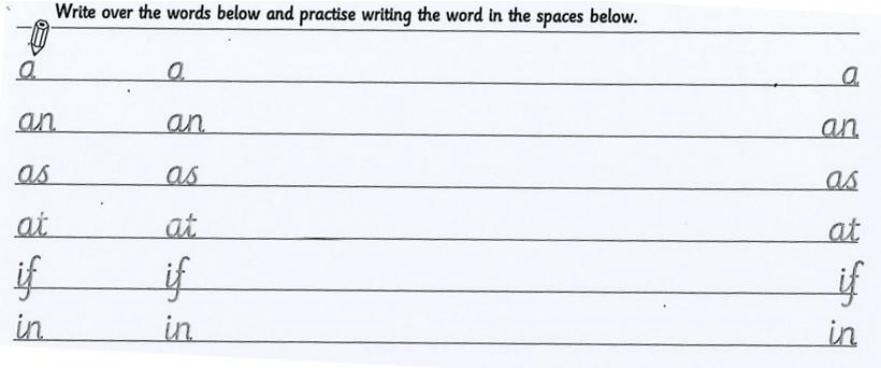

Numbers

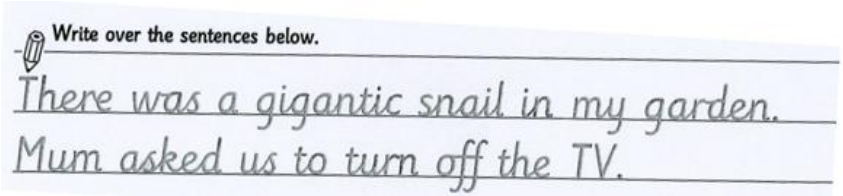



In order to embed the joining skill, children then practise writing high frequency words, groups 1-10 as well as sentences containing these words.

**Stage: Joining Letters 4**
(Year 4 onwards)

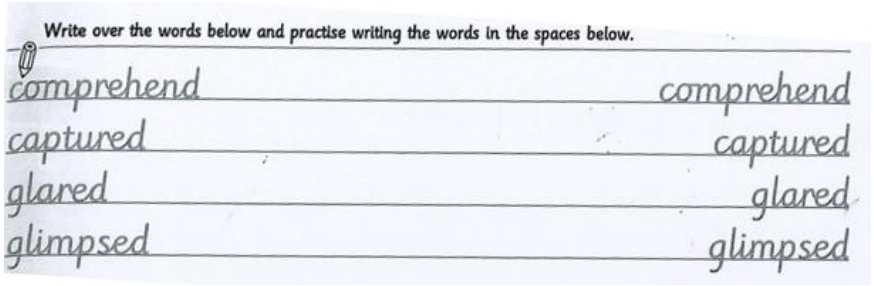
High Frequency Words



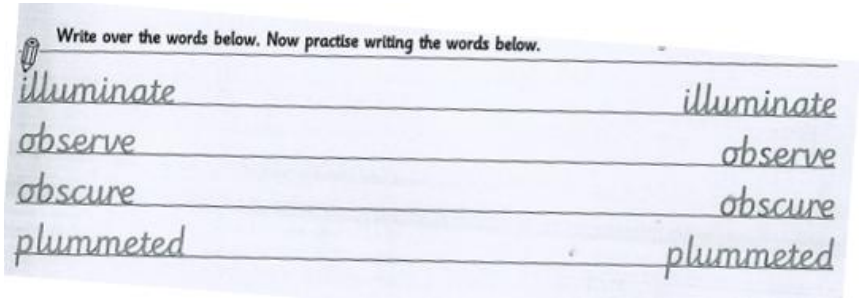



The final stage of learning to join is to focus on fluency and automaticity. Children practise tracing then writing a variety of words such as plurals, verbs, adverbs and adjectives, then tracing paragraphs containing these words.

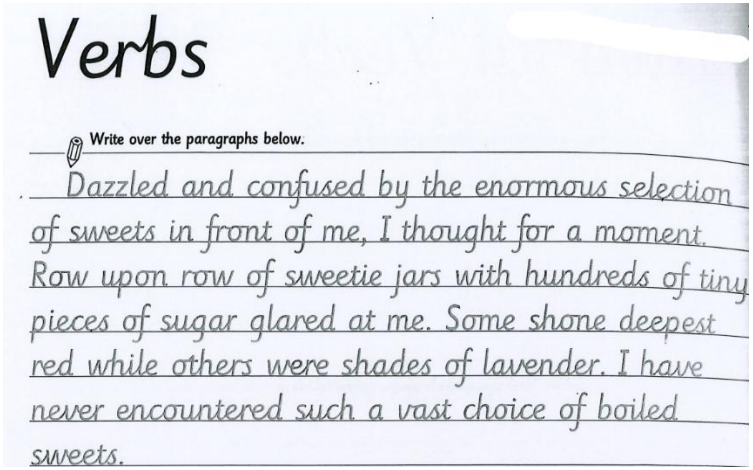
**Stage: Joining Letters 5**
(Year 5 onwards)


Write over the words below and practise writing the words in the spaces below.

comprehend comprehend
captured captured
glared glared
glimpsed glimpsed


Write over the words below. Now practise writing the words below.

illuminate illuminate
observe observe
obscure obscure
plummeted plummeted


Verbs

Write over the paragraphs below.

Dazzled and confused by the enormous selection of sweets in front of me, I thought for a moment. Row upon row of sweetie jars with hundreds of tiny pieces of sugar glared at me. Some shone deepest red while others were shades of lavender. I have never encountered such a vast choice of boiled sweets.