



Nursery	Reception	Year 1
Development Matters statements	EYFS statutory framework requirements	National Curriculum statutory requirements
<p><b>Physical development</b> Use large-muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p><b>Literacy</b> Write some letters accurately.</p>	<p><b>Early Learning Goals</b> <b>Physical Development- Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases.</p> <p><b>Literacy- Writing</b> Write recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none"> <li>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>To sit correctly at a table, holding a pencil comfortable and correctly.</li> <li>To form capital letters.</li> <li>To form digits 0-9.</li> <li>To understand which letters belong to which handwriting 'families' (i.e letters that are formed in similar ways) and to practise these.</li> </ul>
Penpals progression overview	Penpals progression overview	Penpals progression overview
<p>Children will be focusing on developing the necessary fine and gross motor skills in readiness for handwriting.</p>	<p>Children will be focusing on developing the necessary fine and gross motor skills in readiness for handwriting. Initially, children practise a range of patterns including dots, waves and zig zags and then progress to practice forming individual letters.</p>	<p>In Year One, correct letter formation should become an automatic habit. Children should not be encouraged to write too small or too quickly. At the end of the year, children will begin to join some pairs of letters within words.</p>
Sequence of teaching by term	Sequence of teaching by term	Sequence of teaching by term
<p>Fine and gross motor development opportunities are planned for throughout the year and interwoven within the curriculum. Provocations and enhancements within continuous provision, as well as more structured activities such as 'dough disco' and 'write dance' develop children's vital fine and gross motor control ready for writing.</p> <p><b>Term 1</b> Developing gross motor skills 1 Whole body responses to the language of movement 2 Large movements with equipment 3 Large movements with malleable materials 4 Body responses to music</p> <p><b>Term 2</b> Developing the fine motor skills 5 Hand and finger play 6 Making and modelling 7 Messy play 8 Links to art 9 Using one-handed tools and equipment 10 Hand responses to music</p> <p><b>Term 3</b> Developing patterns 11 Pattern-making 12 Investigating dots 13 Investigating straight lines and crosses 14 Investigating circles 15 Investigating curves, loops and waves 16 Investigating joined straight lines and angled patterns 17 Investigating eights and spirals</p>	<p>Fine and gross motor development opportunities are planned for throughout the year and interwoven within the curriculum. Provocations and enhancements within continuous provision develop children's vital fine and gross motor control ready for writing. Children use Penpals workbooks to support their handwriting practise.</p> <p><b>Term 1</b> 1 Dots 2 Straight lines and crosses 3 Circles 4 Waves 5 Loops and bridges 6 Joined straight lines 7 Angled patterns 8 Eights 9 Spirals 10 Left-to-right orientation 11 Mix of patterns 12 Review of patterns</p> <p><b>Term 2</b> 13 Introducing long-legged giraffe letters: l 14 Practising long-legged giraffe letters: l, i 15 Practising long-legged giraffe letters: u, t 16 Practising long-legged giraffe letters: j, y 17 Practising all the long-legged giraffe letters: l, i, t, u, j, y 18 Introducing one-armed robot letters: r 19 Practising one-armed robot letters: b, n 20 Practising one-armed robot letters: h, m 21 Practising one-armed robot letters: k, p 22 Practising all the one-armed robot letters: r, b, n, h, m, k, p 23 Practising all the long-legged giraffe and one-armed robot letters 24 Reviewing all the long-legged giraffe and one-armed robot letters</p> <p><b>Term 3</b> 25 Introducing curly caterpillar letters: c 26 Practising curly caterpillar letters: a, d 27 Practising curly caterpillar letters: o, s 28 Practising curly caterpillar letters: g, q 29 Practising curly caterpillar letters: e, f 30 Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f 31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters 32 Introducing zig-zag monster letters: z 33 Practising zig-zag monster letters: v, w, x 34 Practising all the zig-zag monster letters: z, v, w, x 35 Practising all the curly caterpillar and zig-zag monster letters 36 Reviewing all the curly caterpillar and zig-zag monster letters</p>	<p>Following Penpals:</p> <p><b>Term 1</b> 1 Practising long-legged giraffe letters 2 Writing words with ll 3 Introducing capitals for long-legged giraffe letters 4 Practising one-armed robot letters 5 Practising long-legged giraffe letters and one-armed robot letters 6 Introducing capitals for one-armed robot letters 7 Practising curly caterpillar letters 8 Writing words with double ff 9 Writing words with double ss 10 Introducing capitals for curly caterpillar letters</p> <p><b>Term 2</b> 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters 12 Practising zig-zag monster letters 13 Writing words with double zz 14 Mixing all the letter families 15 Practising all the capital letters 16 Practising all the numbers 0-9 17 Writing words with ck and qu 18 Practising long vowel phonemes: ai, igh, oo 19 Practising vowels with adjacent consonants: ee, oa, oo 20 End-of-term check</p> <p><b>Term 3</b> 21 Numbers 10-20: spacing 22 Practising ch unjoined 23 Introducing diagonal join to ascender: ch 24 Practising ai unjoined 25 Introducing diagonal join, no ascender: ai 26 Practising wh unjoined 27 Introducing horizontal join to ascender: wh 28 Practising ow unjoined 29 Introducing horizontal join, no ascender: ow 30 Assessment</p>



## Handwriting: progression document

Year 2	Year 3	Year 4
<b>National Curriculum statutory requirements</b>	<b>National Curriculum statutory requirements</b>	<b>National Curriculum statutory requirements</b>
<ul style="list-style-type: none"> <li>To form lower-case letters of the correct size relative to one another.</li> <li>To 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 un-joined.</li> <li>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>To use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>To 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). (Years 3 &amp; 4)</li> </ul>	<ul style="list-style-type: none"> <li>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>To 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). (Years 3 &amp; 4)</li> </ul>
<b>Penpals progression overview</b>	<b>Penpals progression overview</b>	<b>Penpals progression overview</b>
<p>In Year Two, children will learn all of the basic handwriting joins. However, if they aren't confident forming their letters yet, they should concentrate on this first before joining. Children will gradually be introduced to more pairs of letters that are joined in the same way.</p> <p>At first, children are only asked to copy joins they have seen before but then gradually they explore and experiment joining more and more letters with the joins they know.</p>	<p>During Years Three and Four, children will be introduced to the idea of joining most of the letters in a word and to trickier joins such as joining from r, s and f.</p> <p>As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing.</p>	<p>During Years Three and Four, children will be introduced to the idea of joining most of the letters in a word and to trickier joins such as joining from r, s and f.</p> <p>As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing.</p>
<b>Sequence of teaching by term</b>	<b>Sequence of teaching by term</b>	<b>Sequence of teaching by term</b>
<p>Following Penpals:</p> <p><b>Term 1</b></p> <ol style="list-style-type: none"> <li>1 Practising diagonal join to ascender: th, ch</li> <li>2 Practising diagonal join, no ascender: ai, ay</li> <li>3 Practising diagonal join, no ascender: ir, er</li> <li>4 Practising horizontal join to ascender: wh, oh</li> <li>5 Practising horizontal join, no ascender: ow, ou</li> <li>6 Introducing diagonal join to e: ie, ue</li> <li>7 Introducing horizontal join to e: oe, ve</li> <li>8 Introducing ee</li> <li>9 Practising diagonal join, no ascender: le</li> <li>10 Writing numbers 1–100</li> </ol> <p><b>Term 2</b></p> <ol style="list-style-type: none"> <li>11 Introducing diagonal join to anticlockwise letters: ea</li> <li>12 Practising diagonal join to anticlockwise letters: igh</li> <li>13 Practising diagonal join to anticlockwise letters: dg, ng</li> <li>14 Introducing horizontal join to anticlockwise letters: oo, oa</li> <li>15 Practising horizontal join to anticlockwise letters: wa, wo</li> <li>16 16 Introducing mixed joins for three letters: air, ear</li> <li>17 Practising mixed joins for three letters: oor, our</li> <li>18 Practising mixed joins for three letters: ing</li> <li>19 Size and spacing</li> <li>20 End of term check</li> </ol> <p><b>Term 3</b></p> <ol style="list-style-type: none"> <li>21 Building on diagonal join to ascender: ck, al, el, at, il, ill</li> <li>22 Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip</li> <li>23 Building on horizontal join to ascender: ok, ot, ob, ol</li> <li>24 Building on horizontal join, no ascender: oi, oy, on, op, ov</li> <li>25 Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag</li> <li>26 Building on horizontal join to anticlockwise letters: oc, og, od, va, vo</li> <li>27 Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks</li> <li>28 Practising joining ed and ing</li> <li>29 Assessment</li> <li>30 Capitals</li> </ol>	<p>Following Penpals:</p> <p><b>Term 1</b></p> <ol style="list-style-type: none"> <li>1 Practising joining through a word in stages: no ascenders or descenders</li> <li>2 Practising joining through a word in stages: parallel ascenders</li> <li>Introducing joining from s to ascender: sh, sl, st, sk</li> <li>4 Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su</li> <li>5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq</li> <li>6 Introducing joining from r to an ascender: rb, rh, rk, rl, rt</li> <li>7 Introducing joining from r, no ascender: ri, ru, rn, rp</li> <li>8 Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro</li> <li>9 Introducing joining from r to e: are, ere, ure, ore, ire</li> <li>10 Introducing break letters: g,j,y,,f,b,p,x,z</li> </ol> <p><b>Term 2</b></p> <ol style="list-style-type: none"> <li>11 Introducing joining to f: if, ef, af, of</li> <li>12 Introducing joining from f to an ascender: fl, ft</li> <li>13 Introducing joining from f, no ascender: fe, fi, fu, fr, fy</li> <li>14 Introducing joining from f to an anticlockwise letter: fo, fa</li> <li>15 Introducing ff joined</li> <li>16 Introducing rr joined</li> <li>17 Introducing ss joined</li> <li>18 Introducing qu joined</li> <li>19 Revising parallel ascenders and descenders</li> <li>20 End-of-term check</li> </ol> <p><b>Term 3</b></p> <ol style="list-style-type: none"> <li>21 Revising joins: letter spacing</li> <li>22 Revising joins: spacing between words</li> <li>23 Revising joins: consistency of size</li> <li>24 Revising joins: fluency</li> <li>25 Revising joins: parallel ascenders</li> <li>26 Revising joins: parallel ascenders and descenders</li> <li>27 Revising horizontal join from r to an anticlockwise letter: rs</li> <li>28 Revising break letters</li> <li>29 Assessment</li> <li>30 Revising capital letters</li> </ol>	<p>Following Penpals:</p> <p><b>Term 1</b></p> <ol style="list-style-type: none"> <li>1 Introducing diagonal join from p and b to ascender: ph, pl, bl</li> <li>2 Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe</li> <li>3 Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs</li> <li>4 Revising parallel ascenders and descenders: bb, pp</li> <li>5 Break letters: x, z</li> <li>6 Spacing in common exception words</li> <li>7 Consistent size of letters</li> <li>8 Relative size of capitals</li> <li>9 Speed and fluency</li> <li>10 End-of-term check</li> </ol> <p><b>Term 2</b></p> <ol style="list-style-type: none"> <li>11 Revising parallel ascenders</li> <li>12 Revising parallel ascenders and break letters</li> <li>13 Relative sizes of letters</li> <li>14 Proportion of letters</li> <li>15 Spacing between letters</li> <li>16 Spacing between words</li> <li>17 Writing at speed</li> <li>18 Improving fluency</li> <li>19 Speed and fluency</li> <li>20 End-of-term check</li> </ol> <p><b>Term 3</b></p> <ol style="list-style-type: none"> <li>21 Consistency of size</li> <li>22 Proportion</li> <li>23 Spacing between letters and words</li> <li>24 Size, proportion and spacing</li> <li>25 Fluency: writing longer words</li> <li>26 Speed and fluency</li> <li>27 Revising break letters</li> <li>28 Print alphabet: presentation</li> <li>29 Assessment</li> <li>30 Capital letters: presentation</li> </ol>



# Handwriting: progression document

Year 5	Year 6
National Curriculum statutory requirements	National Curriculum statutory requirements
<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <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>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <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>
Penpals progression overview	Penpals progression overview
<p>In Year Five, children are working on a more sloped style to enable speedier writing. All of the letters and joins taught previously will be revisited to enable children to practise the slope in familiar contexts. We will also focus on issues of proportion, size, legibility, and different styles for different purposes.</p>	<p>The emphasis this year is on developing a personal, fast, fluent and legible handwriting style. Children are given opportunities to practise a range of ways of joining, with the expectation that they will develop a style that 'works' for them. Additionally, children continue to focus on key issues for legibility and speed as well as styles and writing tools for different purposes.</p>
Sequence of teaching by term	Sequence of teaching by term
<p>Following Penpals:</p> <p><b>Term 1</b></p> <ol style="list-style-type: none"> <li>1 Introducing sloped writing in letter families</li> <li>2 Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st</li> <li>3 Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en</li> <li>4 Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho.</li> <li>5 Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob</li> <li>6 Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve</li> <li>7 Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo</li> <li>8 Practising sloped writing: joining from r: ra, re, ri, ro, ru</li> <li>9 Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp</li> <li>10 End-of-term check</li> </ol> <p><b>Term 2</b></p> <ol style="list-style-type: none"> <li>11 Practising sloped writing: proportion – joining from f to ascender: fl, ft</li> <li>12 Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu</li> <li>13 Different styles for different purposes: writing a paragraph</li> <li>14 Practising sloped writing: speed: ff</li> <li>15 Practising sloped writing: speed and legibility: rr</li> <li>16 Practising sloped writing: size, proportion and spacing: ss</li> <li>17 Practising sloped writing: building speed: qu</li> <li>18 Different styles for different purposes: decorative alphabets</li> <li>19 Different styles for different purposes</li> <li>20 End-of-term check</li> </ol> <p><b>Term 3</b></p> <ol style="list-style-type: none"> <li>21 Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl</li> <li>22 Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr</li> <li>23 Practising sloped writing: parallel downstrokes: pp, bb</li> <li>24 Practising sloped writing: all double letters</li> <li>25 Practising sloped writing for speed: tial, cial</li> <li>26 Practising sloped writing for fluency</li> <li>27 Personal style</li> <li>28 Handwriting for different purposes: print alphabet</li> <li>29 Assessment</li> <li>30 Capitals</li> </ol>	<p>Following Penpals:</p> <p><b>Term 1</b></p> <ol style="list-style-type: none"> <li>1 Style for speed: crossbar join from t: th, ti, tr, ta, tt</li> <li>2 Style for speed: looping from g: gl, gi, gr, ga, gg</li> <li>3 Style for speed: looping from j and y: je, jo, ye, yr, yo</li> <li>4 Style for speed: looping from f</li> <li>5 Style for speed: different joins to s</li> <li>6 Style for speed: looping from b</li> <li>7 Style for speed: joining from v, w, x and z</li> <li>8 Handwriting for different purposes: abbreviations</li> <li>9 Spacing between words</li> <li>10 End-of-term check</li> </ol> <p><b>Term 2</b></p> <ol style="list-style-type: none"> <li>11 Improving handwriting: the importance of consistent sizing</li> <li>12 Improving handwriting: the importance of proportion</li> <li>13 Improving handwriting: the importance of spacing</li> <li>14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders</li> <li>15 Improving handwriting: the importance of closed and open letters</li> <li>16 Improving handwriting: pen breaks in longer words</li> <li>17 Handwriting for different purposes: annotations</li> <li>18 Handwriting for different purposes</li> <li>19 Choice of handwriting tools</li> <li>20 End-of-term check</li> </ol> <p><b>Term 3</b></p> <ol style="list-style-type: none"> <li>21 Handwriting for different purposes: fast-joined and print letters</li> <li>22 Handwriting for different purposes: note making</li> <li>23 Handwriting for different purposes: neat writing</li> <li>24 Handwriting for different purposes: print letters for personal details</li> <li>25 Different styles of writing</li> <li>26 Handwriting for different purposes: presentation</li> <li>27 Handwriting for different purposes: decorated capitals</li> <li>28 Handwriting for different purposes: layout</li> <li>29 Assessment</li> <li>30 Handwriting for different purposes: handwriting patterns</li> </ol>