****Pensilva Handwriting Progression ****Document

*Refer also to the Handwriting and Presentation Assessment Documents A to I*

EYFS

# EYFS Assessment Statements: Letter formation

Most children should be able to:

**ELG: Gross Motor Skills:**

* Negotiate space and obstacles safely, with consideration for themselves and others;
* Use core muscle strength to achieve a good posture when sitting at a table.

**ELG: Fine Motor Skills**

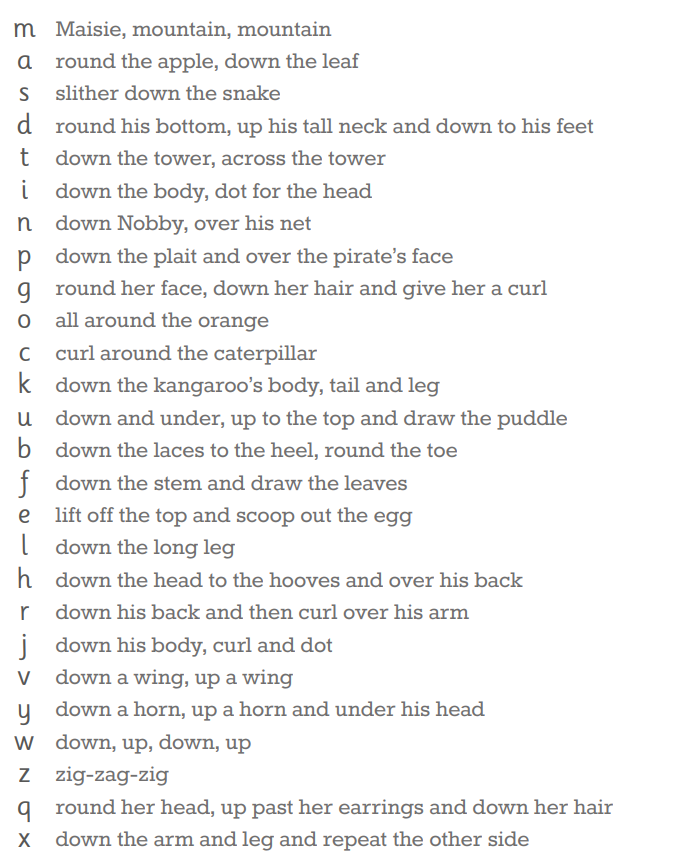
* Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
* Develop the foundations of a handwriting style which is fast, accurate and efficient.

**ELG: Writing**

* Write recognisable letters, most of which are correctly formed;
* ***[Begin to form lower case letters in the correct direction, starting and finishing in the right place using the RWI rhymes for letter formation]***



Suggested teaching order in Handwriting and Presentation documents



Years 1-6

# Year 1 Assessment Statements: Letter formation accuracy and transitioning to pre-cursive

Most children should be able to:

* understand which letters belong to which handwriting ‘families’ (letters that are formed in similar ways) and to practise these.
* Sit correctly at a table and hold a pencil correctly and comfortably.
* To form lower-case letters in the correct direction, starting and finishing in the right place [adding lead ins and lead outs to move to a pre-cursive style]
* Form capital letters.
* Form digits 0-9.

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| Autumn | **Assess and Target Setting** | **Straight Letter Family: Form correctly with lead ins and lead outs**  (l, i, u, t, y and j) | | | | | | **The One-Armed Robot Family: Form correctly with lead ins and lead outs**  (n, m and h) | | | Handwriting Practice | **Assess and Review** |
| Spring | **The One-Armed Robot Family: Form correctly with lead ins and lead outs**  (k, b, p and r) | | | | | **The Curly Letter Family: Form correctly with lead ins and lead outs**  (c, a, d, e, s and g) | | | | | Handwriting Practice | **Assess and Review** |
| Summer | **The Curly Letter Family: Form correctly with lead ins and lead outs**  (f, q and o) | | | **The Zigzag Letter Family: Form correctly with lead ins and lead outs**  (z, v, w and x) | | | | Handwriting  Practice: Capital letters and numbers | | | | **Assess and Review** |

# Year 2 Assessment Statements: Positioning and Sizing of Letters / Pre-cursive consistency and transitioning to continuous cursive style

By the end of these lessons, most children should be able to:

* form lower case letters with lead ins and lead outs of the correct size relative to one another;
* use spacing between words that reflects the size of the letters.
* Use some of the diagonal and horizontal strokes needed to join letters.
* Begin to join letters.
* Write capital letters and digits of consistent size.

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| Autumn | **Assess and Target Setting** | **Straight Letter Family** [Upper and Lower case: l, i, u, t, y and j]  **Introduce joins (along the line** for example at, ai, au, aw, ay, ch, ck, er, ew, ff, ir, kn, ll, qu, sh) | | | | | | **The One-Armed Robot Family**  [Upper and Lower case: n, m and h]  **Introduce joins (diagonally upwards**, for example ea, as, ed, igh, ing, ng, squ, ss’, ee) | | | Handwriting Practice | **Assess and Review** |
| Spring | **The One-Armed Robot Family**  [Upper and Lower case: k, b, p and r] | | | | | **The Curly Letter Family**  [Upper and Lower case: c, a, d, e, s and g]  **Introduce joins (diagonally up to a tall letter**, for example el, et, he, te, le, it,) | | | | | Handwriting Practice | **Assess and Review** |
| Summer | **The Curly Letter Family**  [Upper and Lower case: f, q and o]  **Introduce joins (horizontally**, for example oa, oh, or, oi, on, ou, ow, oo, op, ov) | | | **The Zigzag Letter Family**  [Upper and Lower case: z, v, w and x] | | | | Focus on the four joins:   1. **along the line** for example ‘a’ to ‘t’ 2. **horizontally**, for example ‘o’ to ‘a’ 3. **diagonally upwards**, for example ‘e’ to ‘a’ 4. **diagonally up to a tall letter**, for example ‘e’ to ‘l’ | | | | **Assess and Review** |

**Year 3 and Year 4 Assessment Statements: Positioning and Sizing of Letters** **/ Use of Continuous Cursive to Join**

Most children should be able to:

• use the diagonal and horizontal strokes that are needed to join letters

• increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel

and equidistant

* increase the legibility, consistency and quality of their handwriting.
* Space lines of writing sufficiently so that the ascenders and descenders of letters do not touch.

**Adapt Coverage below as appropriate to meet needs of class as identified in assessment:**

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| Autumn | **Assess and Target Setting** | **Straight Letter Family** [Upper and Lower case: l, i, u, t, y and j]  **Revisit joins (along the line** for example at, ai, au, aw, ay, ch, ck, er, ew, ff, ir, kn, ll, qu, sh) | | | | | | **The One-Armed Robot Family**  [Upper and Lower case: n, m and h]  **Revisit joins Introduce joins (diagonally upwards**, for example ea, as, ed, igh, ing, ng, squ, ss’, ee) | | | Handwriting Practice | **Assess and Review** |
| Spring | **The One-Armed Robot Family**  [Upper and Lower case: k, b, p and r] | | | | | **The Curly Letter Family**  [Upper and Lower case: c, a, d, e, s and g]  **Revisit joins (diagonally up to a tall letter**, for example el, et, he, te, le, it,) | | | | | Handwriting Practice | **Assess and Review** |
| Summer | **The Curly Letter Family**  [Upper and Lower case: f, q and o]  **Revisit joins (horizontally**, for example oa, oh, or, oi, on, ou, ow, oo, op, ov) | | | **The Zigzag Letter Family**  [Upper and Lower case: z, v, w and x] | | | | Focus on the four joins:   1. **along the line** for example ‘a’ to ‘t’ 2. **horizontally**, for example ‘o’ to ‘a’ 3. **diagonally upwards**, for example ‘e’ to ‘a’ 4. **diagonally up to a tall letter**, for example ‘e’ to ‘l’ | | | | **Assess and Review** |

**Year 5 and Year 6 Assessment Statements: Fluency, Style and Speed**

Most children should be able to:

* Write fluently, joined and legibly with increasing speed.
* To develop own personal style (join/not join specific letters – loops).
* To choose the writing implement that is best suited for a task (e.g. quick notes, letters).

**Adapt Coverage below as appropriate to meet needs of class as identified in assessment:**

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| Autumn | **Assess and Target Setting** | **Straight Letter Family** [Upper and Lower case: l, i, u, t, y and j]  **Revisit joins (along the line** for example at, ai, au, aw, ay, ch, ck, er, ew, ff, ir, kn, ll, qu, sh) | | | | | | **The One-Armed Robot Family**  [Upper and Lower case: n, m and h]  **Revisit joins Introduce joins (diagonally upwards**, for example ea, as, ed, igh, ing, ng, squ, ss’, ee) | | | Handwriting Practice | **Assess and Review** |
| Spring | **The One-Armed Robot Family**  [Upper and Lower case: k, b, p and r] | | | | | **The Curly Letter Family**  [Upper and Lower case: c, a, d, e, s and g]  **Revisit joins (diagonally up to a tall letter**, for example el, et, he, te, le, it,) | | | | | Handwriting Practice | **Assess and Review** |
| Summer | **The Curly Letter Family**  [Upper and Lower case: f, q and o]  **Revisit joins (horizontally**, for example oa, oh, or, oi, on, ou, ow, oo, op, ov) | | | **The Zigzag Letter Family**  [Upper and Lower case: z, v, w and x] | | | | Focus on the four joins:   1. **along the line** for example ‘a’ to ‘t’ 2. **horizontally**, for example ‘o’ to ‘a’ 3. **diagonally upwards**, for example ‘e’ to ‘a’ 4. **diagonally up to a tall letter**, for example ‘e’ to ‘l’ | | | | **Assess and Review** |