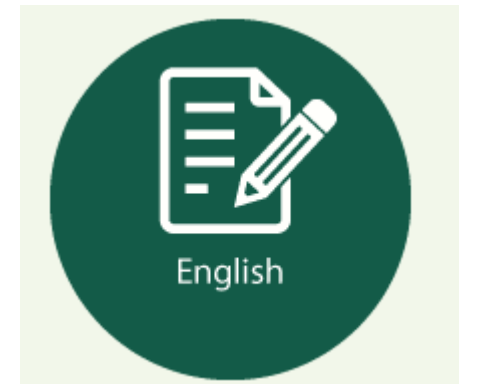




# Tanfield Lea Community Primary School Handwriting Progression Document





### Introduction:

Handwriting is an integral component of the English programmes of study for Early Years through to Key Stages 1 and 2. The programmes describe two dimensions of writing (as highlighted in the Writing Framework, June 2025):

- **Transcription** (spelling and **handwriting**)
- **Composition** (articulating ideas and structuring them in speech and writing)

The curriculum demands that teaching should develop competence in both dimensions, as writing down ideas fluently depends on effective transcription. This relationship defines the role of handwriting as a functional tool in the writing process.

### What we endeavour for our pupils:

We aim for all our children to be motivated to develop a neat, legible, and speedy handwriting style that leads to producing letters and words automatically (reducing the cognitive load) in independent writing. Our goal is to support pupils in enjoying learning and developing their handwriting with a sense of achievement and pride.

### Why practice handwriting?

Imagine drawing a faint line with a pencil. Now, imagine drawing another straight line directly over it again and again. The more frequently you draw directly over the line, the stronger the line becomes. If you keep going, eventually there will also be an indentation. Long-term memory works in a similar way. The first time we practice a skill, it moves from working memory to long-term memory. This memory, however, is very fragile, and if it is not practiced regularly, it will fade and disappear. However, if the process is repeated frequently, the memory becomes stronger. The skill no longer needs to be thought about consciously, allowing greater space in our working memory to think about new ideas for our writing.



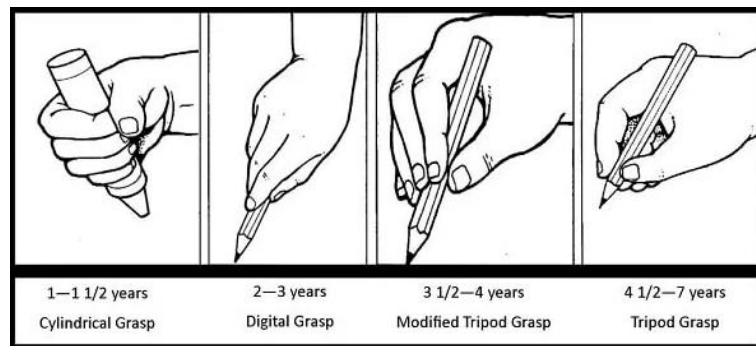
### Tripod Grip and Correct Seating Position

The tripod grip is the most efficient hold when writing. Mastering the tripod grip also helps with skills that require fine motor skills, such as fastening buttons. A good grip allows the child to make small bending and straightening movements of the fingers. Most children will use the tripod grip comfortably. However, children with hypermobility will adjust the tripod grip to suit their needs. For example, the thumb will be closer to the finger.

Learning to sit correctly at a table for handwriting-type activities is not just important for developing a physically comfortable and maintainable sitting position; it also allows the arms and hands to move freely and enables the paper to be tilted and positioned correctly, helping to improve the quality of handwriting.

Learning how to sit correctly, so that it becomes second nature, needs training and takes time. Some children find sitting correctly at a desk difficult because they have not acquired all the gross motor skills needed to sit correctly for long periods. These children may require additional posture-based and bilateral coordination games and activities to help them build the appropriate gross motor skills.

Throughout Early Years and when needed to support children across school, children undertake many physical activities to develop their fine and gross motor skills, preparing children for sitting and correctly holding a pencil. These include playdough disco, funky fingers, Squiggle Whilst You Wiggle, etc.





## Progression Overview Across School

**Pre-School** – Children are encouraged to draw and make pre writing marks, before they try letters in their names.

**Reception** – Children are taught the correct formation of both lower and upper case letters.

**Year 1** – Children consolidate correct formation of lower and upper case letters.

**Year 2** – Pre-cursive formation is introduced in autumn 1.

**Year 3/4** – Cursive formation is introduced to the children. This has been broken down into:

- Join 1
- Join 2
- Join  $\frac{3}{4}$

**Year 5/6** – Children master the cursive formation.



## Assessment Overview Across School

Assessment Sheet 0	Pre-School	Beginning, middle and end of the year	Purple English books
Assessment Sheet 1 (no lines - printed)	Reception	Midpoint (Feb)	Purple English books
Assessment Sheet 1 (on yellow lines)	Year 1	Start of Y1 (September)	Back of CW books
Assessment Sheet 2 (on yellow lines)	Year 1	Midpoint (Feb)	Back of CW books
Assessment Sheet 3 (on red/grey lines)	Year 2	Start of Y2 (September)	Back of CW books
Assessment Sheet 3 (on red/grey lines)	Year 2	Midpoint (Feb)	Back of CW books
Assessment Sheet 3	Year 3 (18mm) and 4 (12mm)	Start of (September)	Handwriting books
Assessment Sheet 4 (Join 1) ***	Year 3 (18mm) and 4 (12mm)	End of Autumn term	Handwriting books
Assessment Sheet 5 (Join 2) ***	Year 3 (18mm) and 4 (12mm)	End of Spring term	Handwriting books
Assessment Sheet 6 (Join 3/4) ***	Year 3 (18mm) and 4 (12mm)	End of Summer term	Handwriting books
Assessment Sheet 7 (all joins)	Year 5	Start of year	Handwriting books
Assessment Sheet 7 (all joins)	Year 6	Start of year	Handwriting books



# Tanfield Lea Community Primary School

## Handwriting Progression Document: Years 3-6



### Assessments 4-7

#### Letter formation assessment 4

Name \_\_\_\_\_

Date \_\_\_\_\_

This is how I formed them today.....

au, ax, ci, ex, io, ms, ne, sw, un

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

ee, ie, er, es, ss, sp, ny, sy, ep

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

sq, cy, equ, ng, ad, ed, id, nd, ud

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

ha, ho, kn, ki, tr, to, fo, fu, dr

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

dy, dg, ky, ly, lo, ty, fy, ld, dd

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

#### Letter formation assessment 6

Name \_\_\_\_\_

Date \_\_\_\_\_

This is how I formed them today.....

fr, fa, fe, fo, oi, on, op, or, ou

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

ov, oy, oa, od, og, oo, os, ox, oi

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

m, mp, it, iy, ia, re, is, vi, vy

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

va, ve, vi, vr, we, wt, ws, at, of

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

ok, ot, of, of, rt, wh, wb, wt

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

#### Letter formation assessment 5

Name \_\_\_\_\_

Date \_\_\_\_\_

This is how I formed them today.....

ab, af, ab, al, at, ch, ck, cl, ct

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

eb, ef, ek, el, et, ib, if, il, it

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

lb, ll, lt, mb, ml, mt, nb, nt

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

sh, sb, sl, st, th, tl, tt, ub

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

uf, ul, uf, ff, ff, ft

										Practise:
--	--	--	--	--	--	--	--	--	--	-----------

Copy all of the text on this page:

Complete this extract in **joined handwriting**.

#### Brand New Shoes

I bought a pair of brand new shoes.

You simply have to see.

They're purple, pink and pretty,

They're as long as can be.

They're topped with silver sparkles,

So they shimmer in the sun.

They're awesome when I'm walking,

And stunning when I quickly run.

The laces look like rainbows,

And the backs have jazzy lights.

The sides are lined with lightning bolts,

They're such amazing sights.

But now my friends avoid me,

When they see me on the street,

Indeed, my shoes are pretty,

But they smell like stinky feet!

By Kez Nezhix

Tanfield Lea Community Primary School  
Handwriting Progression Document: **Key Writing Objectives by Term**



Year Group	By the end of the autumn term all children should be able to...	By the end of the spring term all children should be able to...	By the end of the summer term all children should be able to...
Pre-School	I am beginning to use writing tools for a purpose	I can draw a representation of myself and I am beginning to make pre-writing marks, and hold a pencil at grip 1.	I can draw pictures to represent my ideas, write pre writing marks, and I am beginning if interested to make marks to represent my name using pencil grip 2.
Reception	I am beginning to sit at a table to write and I can make marks to represent most lower case letters using pencil grip 2/3.	I sit at a table to write and can form some lower case and some upper case letters, and I am beginning to write letters using pencil grip 3.	I sit at a table to write and can form most lower and upper case letters, and I can write letters using pencil grip 3/4.
Year 1	I sit correctly at a table to write and I can form most lower and some upper case letters correctly, using pencil grip 3/4.	I sit correctly at a table to write and I am beginning to form most lower and upper case letters correctly, using pencil grip 3/4.	I sit correctly at a table to write and I can form all lower case and upper case letters correctly, using pencil grip 3/4.
Year 2	I sit correctly at a table to write and I am beginning to write using the pre-cursive script and I can form most upper case letters. My handwriting is becoming more legible. I use pencil grip 4.	I sit correctly at a table to write and I am writing with increased motivation using the pre-cursive script and upper case letters. I use pencil grip 4.	I sit correctly at a table to write. I am a becoming a motivated writer and most of my letters are correctly formed. I use pencil grip 4.
Year 3	I sit correctly at a table to write and I am beginning to use join 1. I use pencil grip 4.	I sit correctly at a table to write and I am beginning to use join 2. I use pencil grip 4.	I sit correctly at a table to write and I am beginning to use joins 3 and 4. I use pencil grip 4.
Year 4	I sit correctly at a table to write and I am beginning to use join one with increased motivation and legibility. I use pencil grip 4.	I sit correctly at a table to write and I am beginning to use join 2 with increased motivation and legibility. I use pencil grip 4.	I sit correctly at a table to write and I am beginning to use joins 3 and 4 with increased motivation and legibility. I use pencil grip 4.
Year 5	I sit correctly at a table to write and I use joins 1-4 with motivation and legibility. Most joins are formed correctly. I use pencil grip 4.	I sit correctly at a table to write and I use joins 1-4 with motivation and legibility. Most joins are formed correctly. I use pencil grip 4.	I sit correctly at a table to write and I use joins 1-4 with motivation and legibility. Most joins are formed correctly. I use pencil grip 4.
Year 6	I sit correctly at a table to write and I use joins 1-4 with great motivation and legibility. Most joins are formed correctly. I use pencil grip 4.	I sit correctly at a table to write and I use joins 1-4 with great motivation and legibility. Most joins are formed correctly. I use pencil grip 4.	I sit correctly at a table to write and I use joins 1-4 with great motivation and legibility. Most joins are formed correctly. I use pencil grip 4.

# Tanfield Lea Community Primary School

## Handwriting Progression Document: **Weekly Timetable**



Class	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-School	Handwriting skills taught throughout the week including: funky fingers, playdough disco and Squiggle Whilst you Wiggle.				
Reception	Handwriting skills taught throughout the week including: funky fingers, playdough disco and Squiggle Whilst you Wiggle. Daily handwriting within phonics and shared reading sessions. Progressing to specific handwriting practice as the year develops.				
Year 1			Daily handwriting practice 10 minutes	Daily handwriting practice 5 minutes	Daily handwriting practice 5 minutes
Year 2			Daily handwriting practice 10 minutes longer?	Daily handwriting practice 5 minutes	Daily handwriting practice 5 minutes
Year 3			Daily handwriting practice 20 minutes	Daily handwriting practice 10 minutes	Daily handwriting practice 10 minutes
Year 4			Daily handwriting practice 20 minutes	Daily handwriting practice 10 minutes	Daily handwriting practice 10 minutes
Year 5			Daily handwriting practice 20 minutes	Daily handwriting practice 10 minutes	Daily handwriting practice 10 minutes
Year 6			Daily handwriting practice 20 minutes	Daily handwriting practice 10 minutes	Daily handwriting practice 10 minutes



**Early Years: throughout the year-** Through the teaching of Squiggly Whilst you Wiggle, children will practice making marks beginning with up and down. They will take part in Funky Finger and Playdough Disco activities to help develop their fine motor skills. The children will be encouraged to practice independent mark making, beginning to show an interest in writing letters.

When:	Song and activities:	Vocabulary and mantras to help with later formation:	Assessment points	Outcomes will help me to form the following when I am ready in Reception:
Autumn 1:	Finger rhymes-Tommy Thumb etc Body songs-heads shoulders knees and toes etc.		I know my body parts	
Autumn 2:	<b>Large movements using our bodies and then large marks:</b> -Up and Down ( <i>Venga Boys-up and down</i> ) -Side to Side ( <i>Dolly Parton 9-5</i> ) -Up and down and side to side	-up -down -from head to tail -from head to toe -side to side -left to right		i, j, l, z, y 1, 4,
Spring 1:	<b>Smaller movements using our bodies and then large marks on paper.</b> -Caterpillar (both directions). ( <i>Abba-Mamma Mia</i> ) -Circle ( <i>Dead or Alive-You Spin Me Right Round</i> ) -Arche- over ( <i>Michael Bublè-Come Fly with Me</i> ) and under ( <i>Michael Bublè-Somewhere Beyond the Sea</i> )	-curl -swing -wing -curve -curl around the caterpillar -around -over -under		a, c, d, f, g, o, q, s, e b, h, m, n, p, u, r 0, 2, 3, 5, 6, 7, 8, 9
Spring 2:	<b>Smaller movements using our bodies and then large/small marks on paper.</b> -Cross over ( <i>Real to Real-I Like to Move it Move it</i> ) -Zig zag ( <i>MC Hammer- Can't Touch This</i> )	-left to right diagonal -right to left diagonal -hand to toe this way -hand to toe that way	Consolidate the above marks and introduce 	v, w, x, z
Summer 1:	<b>Smaller movements using our bodies and paper/whiteboards</b> -Up and Down -Side to Side -Caterpillar -Circle -Arches (over and under) -Zig zag	consolidate	Consolidate above marks and encourage children to independently write their own marks for a purpose.	Children to begin to write from left to right marking marks and beginning to form some letters independently.
Summer 2:	<b>Smaller movements using our bodies:</b> -Up and Down -Side to Side -Caterpillar -Circle -Arches (over and under) -Zig zag	consolidate	Consolidate above marks, children to become motivated to write marks for a purpose.	Children to begin to write from left to right marking marks and beginning to form some letters independently.

Around the apple and down the leaf	Down the bat and around the ball	Curly around the caterpillar
Around his back then head to toe	Under his ears and around his trunk	Down the flower and across the leaves
Left around the girl, down her plait and curl	From head to toe and over his back	Down the insect, lift and dot
Down Jane's back, up to her toes, jump to the ball	From head to toe, arm up, kick out	Down the long, long leg

# Tanfield Lea Community Primary School

## Handwriting Progression Document: **Early Years, Reception**



**Early Years:** Autumn term- children are taught the following lower case letter formations, following the phonic scheme Success for All. The children practice these daily in workbooks.

GPC	Phonics Phrase	Letter Formation Cue
/s/	'The snake slides and slithers.'	'Left around, right around, from head to tail.'
/a/	'Alphie asks for apples.'	'Around the apple and down the leaf.'
/t/	'Tap the tall tower.'	'Down the tower, lift and cross.'
/p/	'Peek at the proud parrot.'	'From head to tail then right around the parrot.'
/i/	'Imagine itchy insects.'	'Down the insect, lift and dot.'
/n/	'Ned is near the net.'	'From head to toe and over the net.'
/m/	'The man marches on mountains.'	'From the man go down, climb one mountain then the other.'
/d/	'Don't disturb the dinosaur.'	'Around his back then head to toe.'
/g/	'The girl is glad.'	'Left around the girl, down her plait and curl.'
/o/	'The octopus observes olives.'	'From the top of the head and all the way round the octopus.'
/c/	'The curly caterpillar crawls.'	'Curl around the caterpillar.'
/k/	'The kangaroo keeps kicking.'	'From head to toe, arm up, kick out.'
/ck/	'The chick pecks.'	'Curl around the caterpillar.'
/e/	'Every elephant enters.'	'Under his ear and around his trunk.'
/u/	'The upside-down umbrella is unusual.'	'Under the umbrella, up and down.'
/r/	'The rapid rabbit races.'	'From head to tail then up and over along his ears.'
/h/	'The happy horse hops.'	'From head to toe and over his back.'
/b/	'Bat before the ball.'	'Down the bat and around the ball.'
/f/	'The floppy flower falls.'	'Down the flower and across the leaves.'
/ff/	'Huff and puff.'	'Down the flower and across the leaves.'
/l/	'The long leg leaps.'	'Down the long, long leg.'
/ll/	'Bill is ill.'	'Down the long, long leg.'
/ss/	'Less mess, Jess.'	'Left around, right around, from head to tail.'
/j/	'Jane jumps for joy.'	'Down Jane's back, up to her toes. Jump to the ball.'
/v/	'The vulture veers over valleys.'	'Down one wing and up the other.'
/w/	'Watch the worm wiggle.'	'Wiggle down, wiggle up, down and up.'
/x/	'The excited fox exercises.'	'Hand to toe this way, hand to toe that way.'
/y/	'Yank the yellow yo-yo.'	'Down one string and way down the other.'
/z/	'Zip the zig-zag zip.'	'Zig, zag, zig.'
/zz/	'The fuzzy bee buzzes'	'Zig, zag, zig.'
/qu/	'The queen is quite quiet.'	'Right around the queen and way down her staff.'
		'Under the umbrella, up and down.'



Left around, right  
around, from head to  
tail.

Lesson 1i

Lesson 1i

s s



Lesson 1i - 4i

Lesson 1i

s s



Lesson 2i

a a





**Early Years: Spring term-** children are taught capital letter formations. These are practiced daily into workbooks.



a A

**Summer term-** children are re-taught the lower and upper case letter formations and the letter families are introduced: children now practice on the same lined paper as the Year 1 books.

**Monkey letters:**

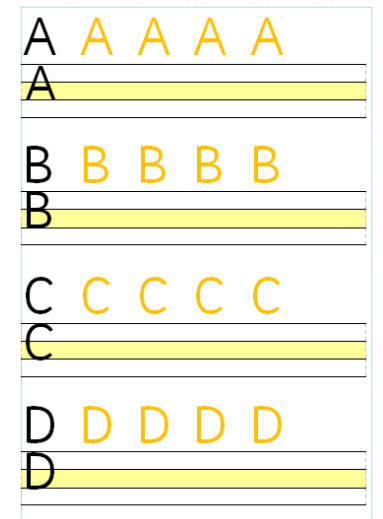
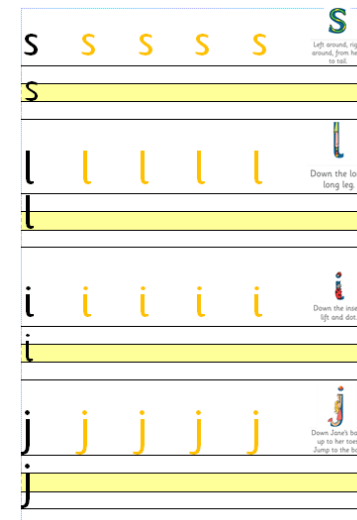
-those with descenders e.g., **g, j, p, q, y**

**Tiger letters:**

-mid-size e.g., **a, c, e, i, m, n, o, r, s, u, v, w, x, z**

**Giraffe letters:**

-those with tall ascenders e.g., **b, d, f, h, k, l, t**





**Year 1: Autumn and Spring term-** children are re-taught lower case letter formations (from Reception). Children focus on mastering letter formations; writing letters in the correct place and size. These are practiced in English books.

**Monkey letters:**

-those with descenders e.g., **g, j, p, q, y**

**Tiger letters:**

-mid-size e.g., **a, c, e, i, m, n, o, r, s, u, v, w, x, z**

**Giraffe letters:**

-those with tall ascenders e.g., **b, d, f, h, k, l, t**

Children are also re-taught upper case letter formations.

Summer term- Following assessment teachers will work on misconceptions of formation and practise letters that the children are not yet forming correctly.

This sheet provides practice for lowercase letters. It is divided into three sections. The first section is for the letter 'c', showing five examples of the letter in yellow, followed by a row of five yellow lines for writing. A small illustration of a caterpillar is next to the text 'Curl around the caterpillar.' The second section is for the letter 'o', showing five examples in yellow, followed by a row of five yellow lines. A small illustration of an octopus is next to the text 'From the top of the head and all the way round the octopus.' The third section is for the letter 'a', showing five examples in yellow, followed by a row of five yellow lines. A small illustration of an apple is next to the text 'Around the apple and down the leaf.'

This sheet provides practice for uppercase letters. It is divided into five sections. The first section is for the letter 'A', showing five examples in yellow, followed by a row of five yellow lines. The second section is for the letter 'B', showing five examples in yellow, followed by a row of five yellow lines. The third section is for the letter 'C', showing five examples in yellow, followed by a row of five yellow lines. The fourth section is for the letter 'D', showing five examples in yellow, followed by a row of five yellow lines. The fifth section is for the letter 'D', showing five examples in yellow, followed by a row of five yellow lines.

# Tanfield Lea Community Primary School Handwriting Progression Document: Year 2



Year 2: Throughout the year- children begin to focus on pre-cursive letter formations. On most occasions they correctly form lower and upper case letters in the correct place and size. These are practiced in English books.

## Monkey letters:

-those with descenders e.g., g, j, p, q, y

## Tiger letters:

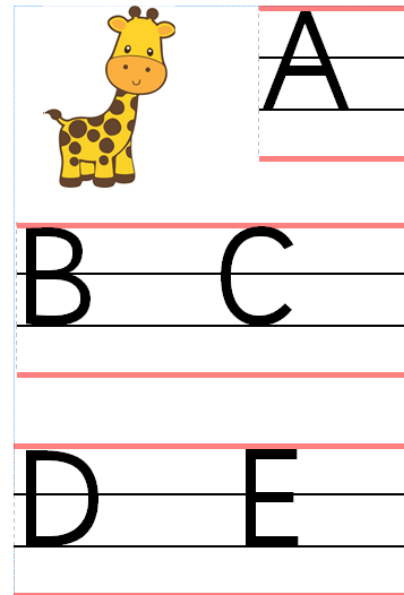
-mid-size e.g., a, c, e, i, m, n, o, r, s, u, v, w, x, z

## Giraffe letters:

-those with tall ascenders e.g., b, d, f, h, k, l, t

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z



a b c d e f g h i j k l m n o  
p q r s t u v w x y z



**Years 3/4:** Throughout the year- children practice cursive letter formations. On most occasions they correctly form lower and upper case letters in the correct place and size. These are practiced in English books. Joins are grouped in lines. On the Wednesday-all joins to be covered in the session – longer has been allowed for this. Then Thursday/Friday, focus on more difficult joins.

**Join 1** –easiest but lots of letters to cover. Tiger / giraffe into tiger / monkey letters.

**Join 2** – trickier joins.

**Join 2: (Spring Term)**

**Week 16** ab af ak al at  
**Week 17** ch ck cl ct  
**Week 18** eb ef ek el et  
**Week 19** ib if il it  
**Week 20** lk ll lt  
**Week 21** mb ml mt nk nt  
**Week 22** sh sk sl st  
**Week 23** th tl tt  
**Week 24** ub uf ul ut  
**Week 25** ff fl ft

**Join 3** – join at mid-height.

**Join 3: (Summer Term)**

**Week 26** fi fr fu fy fa fe fo  
**Week 27** oi om on op or ou ov ow oy  
**Week 28** oa oc od oe og oo os ox  
**Week 29** ri rm rn rp rr ru ry  
**Week 30** ra re ro rs  
**Week 31** ni nu ny na ne no  
**Week 32** wi wr wu wa wd we wo ws

**Join 4** – join at mid-height into giraffe letters.

**Join 1: (Year 3/4 Autumn term)**

**Week 1** ai au aw av ay am an ap ar  
**Week 2** ac ad ag aqu as ax  
**Week 3** ci cy cr ca cc co ce cs  
**Week 4** di dy dr da dd dg do de ds  
**Week 5** ei eu ew ev en ep er ea ec ed  
eg equ ee es ex  
**Week 6** hi hu ha ho he hs  
**Week 7** iv in ip ir ia ic id ig io ie is ix  
**Week 8** ki ky kn ke ks  
**Week 9** li ly lm lp la ld lo le ls  
**Week 10** mu my mm mp mr ma mo me  
ms  
**Week 11** ni ny nn np na nd ng no ne  
ns  
**Week 12** su sw sy sm sp sr sa sc so  
squ se ss  
**Week 13** ti tu tw ty tr ta tc to te ts  
**Week 14** ui un up ur uc ud ug ue us  
**Week 15** fi fu fy fr fa fo fe fs

**Join 4: (Summer Term)**

**Week 33** ob of ok ol ot  
**Week 34** rb rf rh rk rl rt  
**Week 35** wh wk wt



**Years 5/6:** Throughout the year- In the autumn term, children begin to continue (from Y3/4) to practice joins 3 and 4 (these are usually the trickier joins). Then as Y5/6 don't have as full a programme, they can also use assessments to work on other joins (joins 1 and 2, and even pre-cursive where necessary).

The children continue to master cursive letter formations. On most occasions they correctly form lower and upper case letters in the correct place and size. These are practiced in English books.

**Join 3:**

**Week 26** fi fr fu fy fa fe fo

**Week 27** si sm sn sp sr su sv  
sw sy

**Week 28** sa sc sd se sg so ss  
sx

**Week 29** ri rm rn rp rr ru ry

**Week 30** ra re ro rs

**Week 31** vi vu vy va ve vo

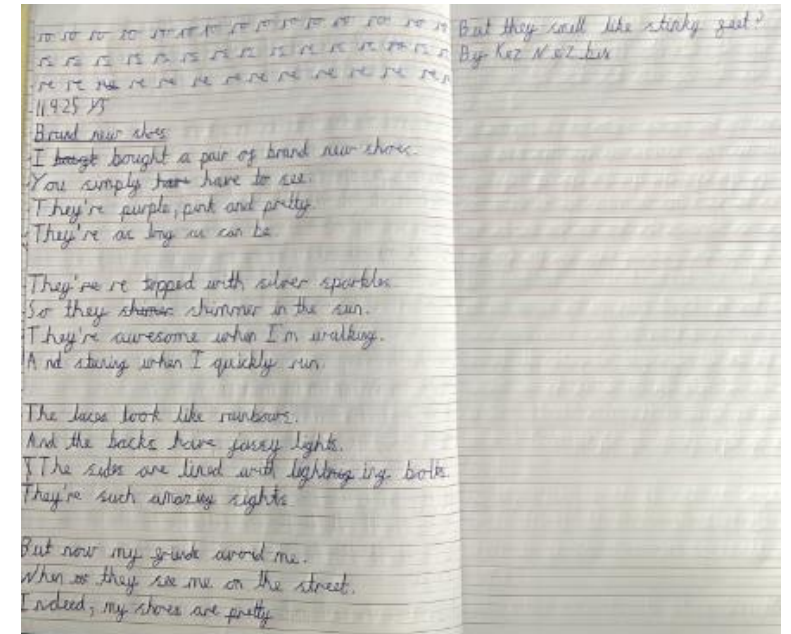
**Week 32** wi wr wu wa wd we  
wo ws

**Join 4:**

**Week 33** ob of ok ol ot

**Week 34** rb rf rh rk rl  
rt

**Week 35** wh wk wt



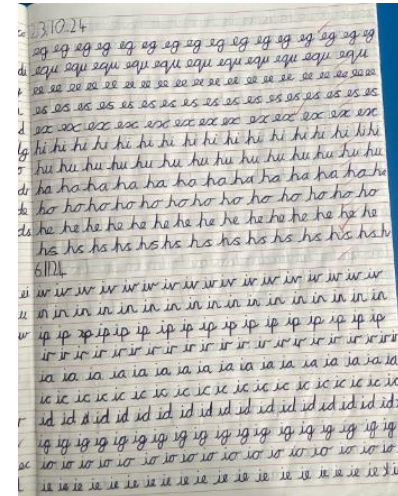
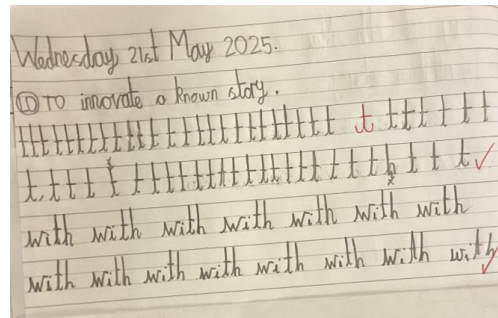
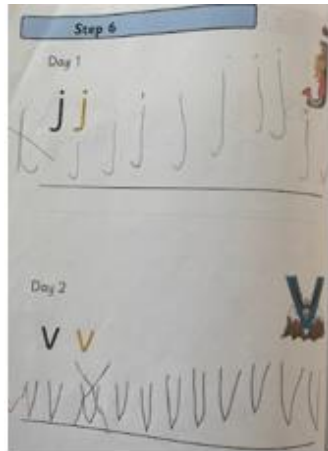
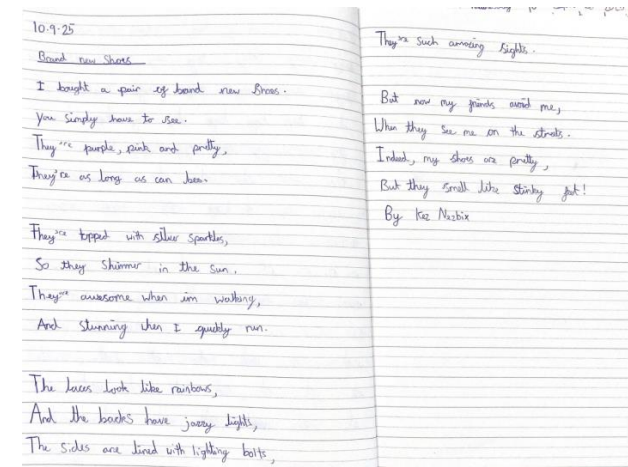
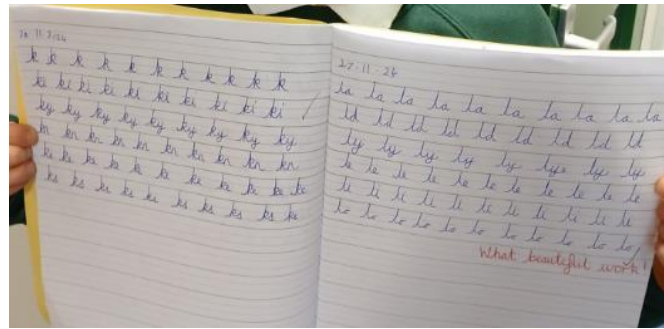
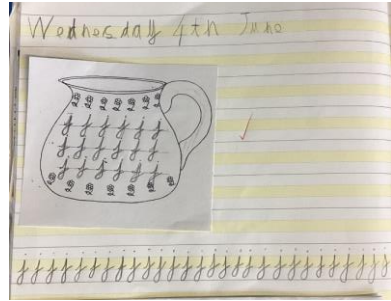


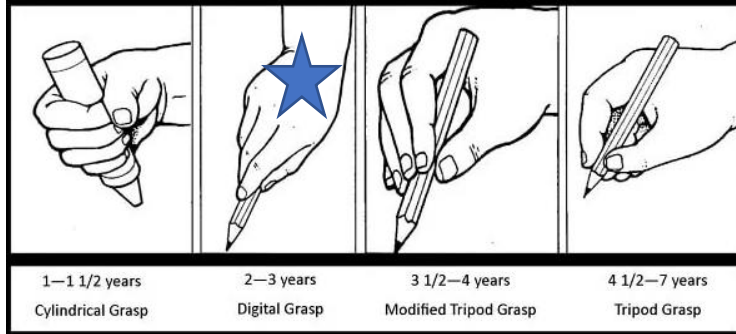
# Look what you can achieve!

Pre-School

Y6

*"High achievement always takes place in the framework of high expectation." — Charles Kettering*





### Handwriting (Literacy and Physical Development)

I can hold a pencil effectively (at least pencil grip 2) and I am beginning to show an interest in mark making.  
 I am beginning to show accuracy and care when drawing/ mark making.  
 I can form some pre-writing marks, and when ready some recognisable letters when writing my name.  
 I represent the weeks GPC by drawing a picture (sun for 's' etc.) or by making a recognisable mark.  
 Handwriting takes place: in paint, sand, flour, whiteboards, chalk boards, and on paper.

### Squiggle Whilst You Wiggle



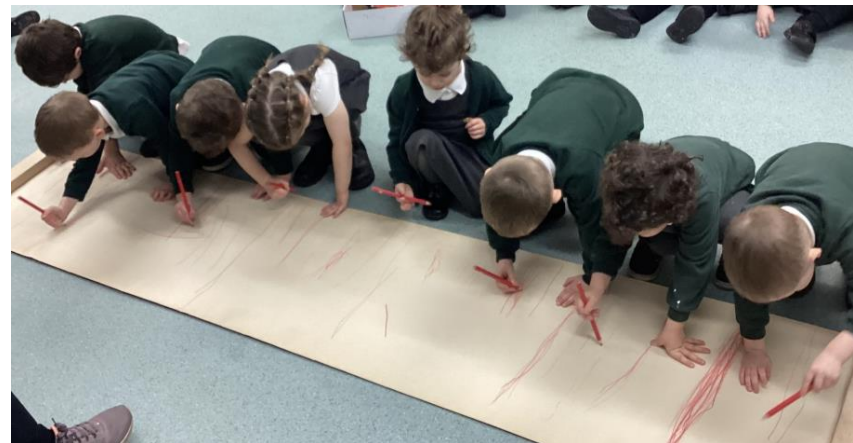
Last week, we began our Squiggle Whilst You Wiggle program. It is an early writing program which incorporates dance, music and large movements to help us develop our fine muscle control which we need for writing.

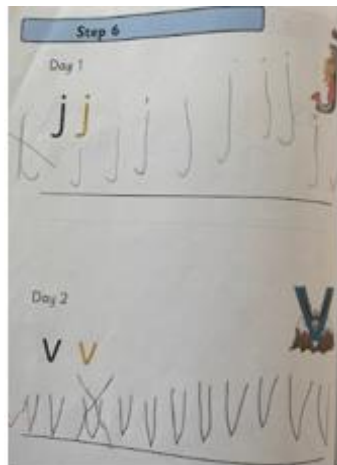
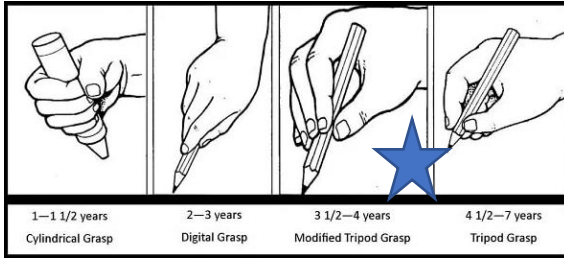
We made up and down movements to the music. Then, we made up and down marks on a large piece of paper.



Today, we made side to side movements, whilst moving to the music. Then, made side to side marks with chalk.

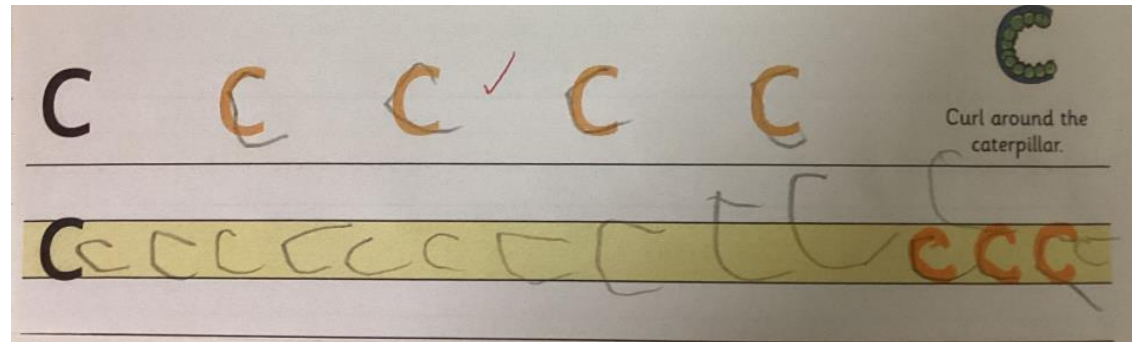
PIC-COLLAGE



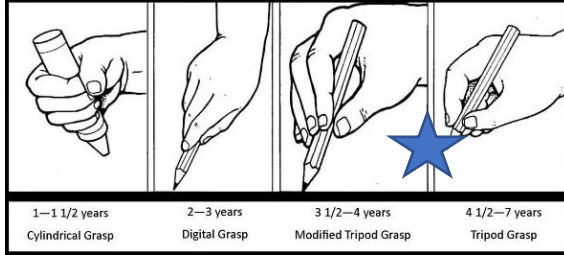


### Handwriting (Literacy and Physical Development)

I am beginning to sit at a table to write.  
I can hold a pencil effectively (at least pencil grip 3) in preparation for fluent writing.  
I am beginning to show accuracy and care when drawing/ mark making.  
I can write recognisable letters, some of which are correctly formed, using the correct formation rhyme.  
I am beginning to understand which letters belong to which handwriting families (tiger letters etc.).  
Handwriting takes place in workbooks, my purple Literacy book, and by the end of the year, on the same lined paper as the Y1 English book.



# Tanfield Lea Community Primary School Handwriting Progression Document: **Year 1**



## Handwriting:

I am beginning to sit correctly at a table to write.

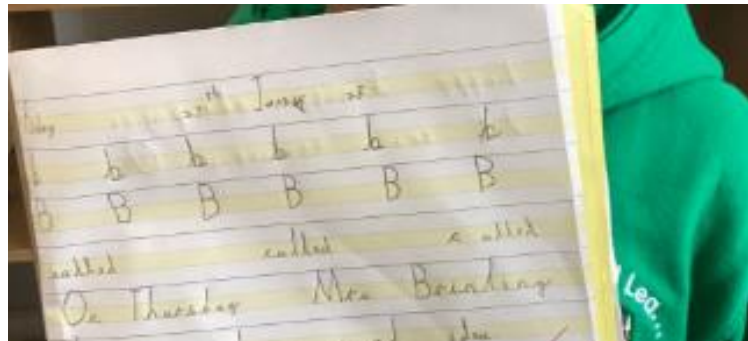
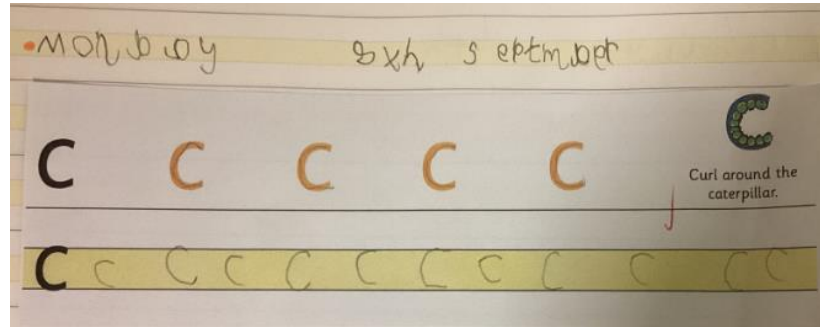
I can hold a pencil effectively (at least pencil grip 3) in preparation for fluent writing.

I can form most lower-case letters in the correct direction, starting and finishing in the correct place.

I can form capital letters correctly.

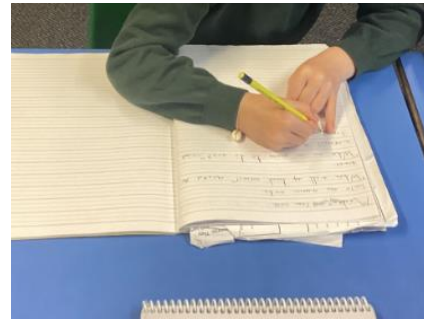
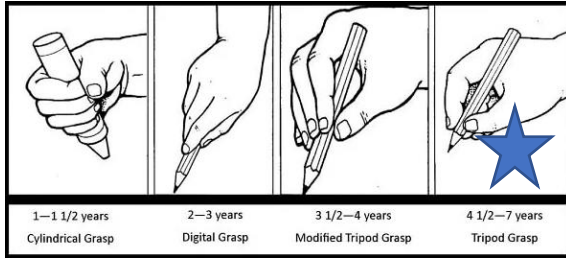
I understand which letters belong to which handwriting families (tiger letters etc.).

Handwriting takes place in my English book with yellow highlighted lines.



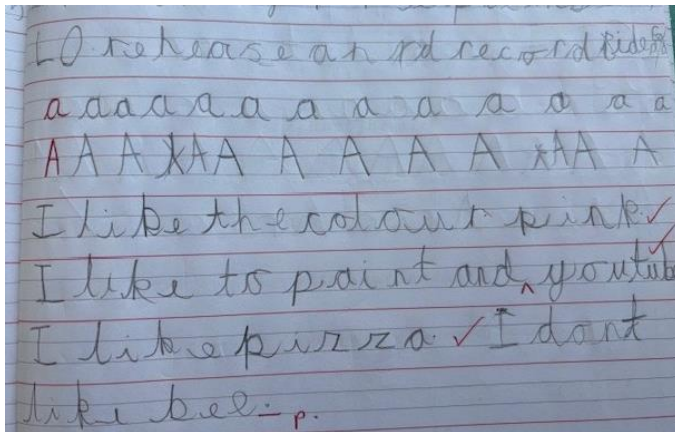
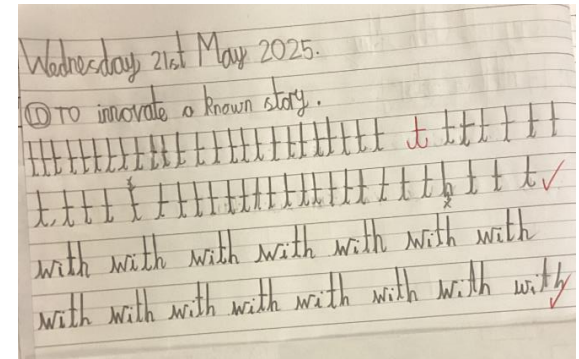
# Tanfield Lea Community Primary School

## Handwriting Progression Document: **Year 2**



### Handwriting:

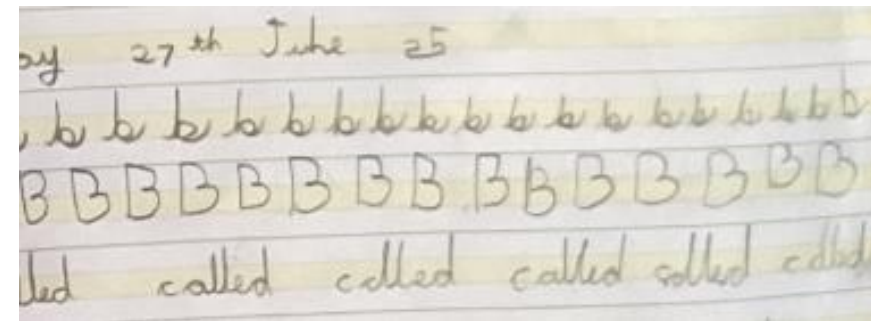
I can sit correctly at a table to write.  
 I can hold a pencil effectively (pencil grip 4).  
 I can form lower-case letters (pre-cursive) of the correct size relative to one another, and I know which letters belong to which handwriting families (tiger letters etc.).  
 I can write capital letters of the correct size, orientation and relationship to one another and to lower case letters.  
 Handwriting takes place in my English book with 18mm grey/red lines.



A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o  
 p q r s t u v w x y z





### Join 1: (Year 3/4 Autumn term)

Week 1 ai au aw av ay am an ap ar

Week 2 ac ad ag aqu as ax

Week 3 ci cy cr ca cc co ce cs

Week 4 di dy dr da dd dg do de ds

Week 5 ei eu ew ev en ep er ea ec ed eg  
equ ee es ex

Week 6 hi hu ha ho he hs

Week 7 iv in ip ir ia ic id ig io ie is ix

Week 8 ki ky kn ke ks

Week 9 li ly lm lp la ld lo le ls

Week 10 mu my mm mp mr ma mo me ms

Week 11 ni ny nn np na nd ng no ne ns

Week 12 su sw sy sm sp sr sa sc so  
squ se ss

Week 13 ti tu tw ty tr ta tc to te ts

Week 14 ui un up ur uc ud ug ue us

Week 15 fi fu fy fr fa fo fe fs

### Join 2: (Spring Term)

Week 16 ab af ak al at

Week 17 ch ck cl ct

Week 18 eb ef ek el et

Week 19 ib if il it

Week 20 lk ll lt

Week 21 mb ml mt nk nt

Week 22 sh sk sl st

Week 23 th tl tt

Week 24 ub uf ul ut

Week 25 ff fl ft

### Handwriting:

I can sit correctly at a table to write.

I can use diagonal and horizontal strokes that are needed to join letters cursively using joins 1,2, 3 and 4, using the handwriting books with 18mm grey/red lines

I can increase the legibility, consistency and quality of my handwriting

I use pencil grip 4.

### Join 3: (Summer Term)

Week 26 fi fr fu fy fa fe fo

Week 27 oi om on op or ou ov  
ow oy

Week 28 oa oc od oe og oo os  
ox

Week 29 ri rm rn rp rr ru ry

Week 30 ra re ro rs

Week 31 vi vu vy va ve vo

Week 32 wi wr wu wa wd we  
wo ws

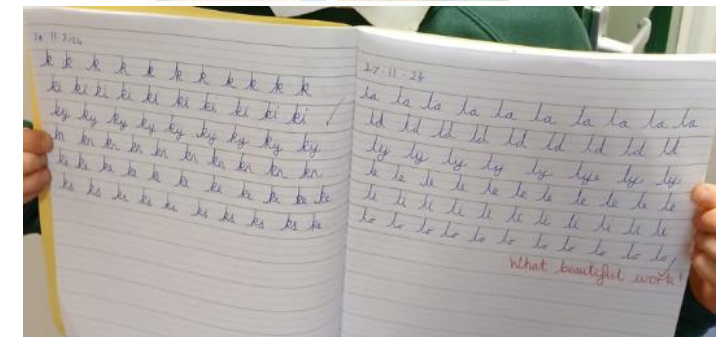
### Join 4: (Summer Term)

Week 33 ob of ok ol ot

Week 34 rb rf rh rk rl rt

Week 35 wh wk wt

3K have shown real determination to improve their handwriting this half term. Just look at some of those beautiful joins!



# Tanfield Lea Community Primary School

## Handwriting Progression Document: Year 4



### Join 1: (Year 3/4 Autumn term)

Week 1 ai au aw av ay am an ap ar

Week 2 ac ad ag aqu as ax

Week 3 ci cy cr ca cc co ce cs

Week 4 di dy dr da dd dg do de ds

Week 5 ei eu ew ev en ep er ea ec ed eg equ ee es ex

Week 6 hi hu ha ho he hs

Week 7 iv in ip ir ia ic id ig io ie is ix

Week 8 ki ky kn ke ks

Week 9 li ly lm lp la ld lo le ls

Week 10 mu my mm mp mr ma mo me ms

Week 11 ni ny nn np na nd ng no ne ns

Week 12 su sw sy sm sp sr sa sc so squ se ss

Week 13 ti tu tw ty tr ta tc to te ts

Week 14 ui un up ur uc ud ug ue us

Week 15 fi fu fy fr fa fo fe fs

### Join 2: (Spring Term)

Week 16 ab af ak al at

Week 17 ch ck cl ct

Week 18 eb ef ek el et

Week 19 ib if il it

Week 20 lk ll lt

Week 21 mb ml mt nk nt

Week 22 sh sk sl st

Week 23 th tl tt

Week 24 ub uf ul ut

Week 25 ff fl ft

### Handwriting:

I can sit correctly at a table to write.

I can use diagonal and horizontal strokes that are needed to join letters cursively using joins 1, 2, 3 and 4-using the handwriting books with narrower 12mm grey/red lines

I can increase the legibility, consistency and quality of my handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

I use pencil grip 4.

### Join 3: (Summer Term)

Week 26 fi fr fu fy fa fe fo

Week 27 oi om on op or ou ov ow oy

Week 28 oa oc od oe og oo os ox

Week 29 ri rm rn rp rr ru ry

Week 30 ra re ro rs

Week 31 vi vu vy va ve vo

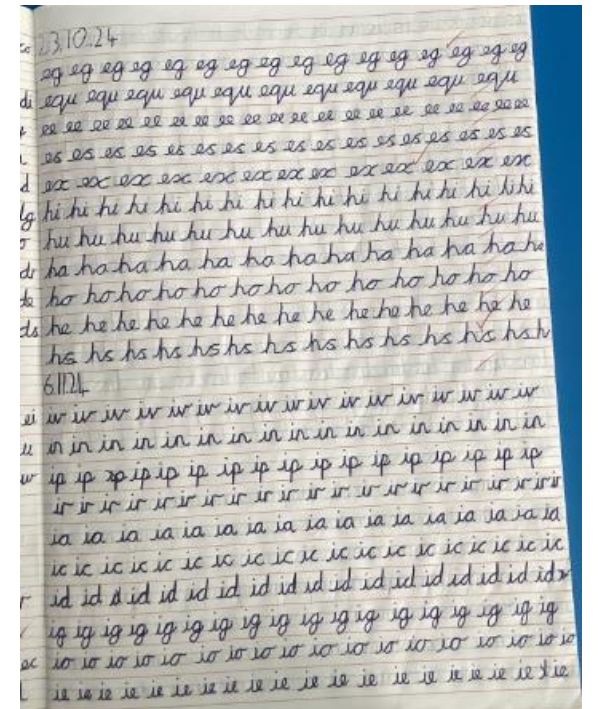
Week 32 wi wr wu wa wd we wo ws

### Join 4: (Summer Term)

Week 33 ob of ok ol ot

Week 34 rb rf rh rk rl rt

Week 35 wh wk wt



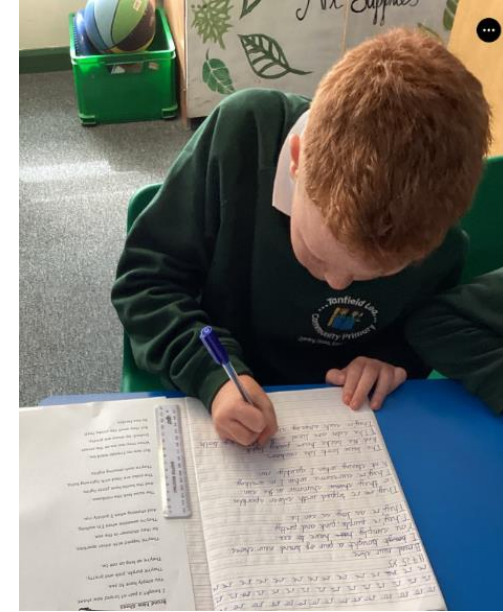
# Tanfield Lea Community Primary School

## Handwriting Progression Document: **Year 5**



### Handwriting:

- I sit correctly at a table
- I can use diagonal and horizontal strokes that are needed to join letters cursively using joins 1,2, 3 and 4-using the grey lined handwriting books.
- I can write legibly, fluently, with increasing speed by: choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited for the task.
- I use pencil grip 4

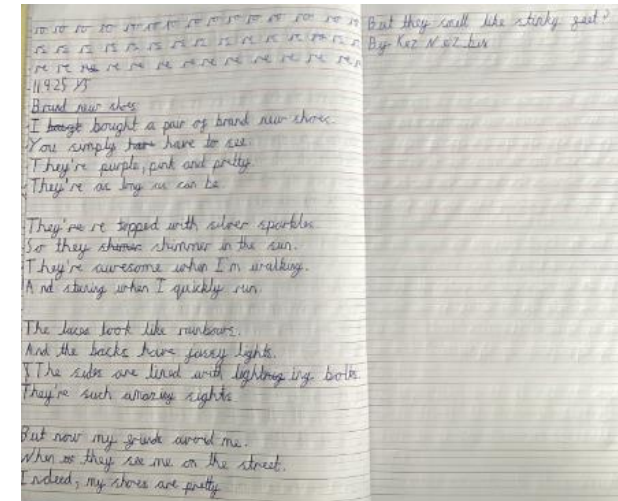


### Join 3:

**Week 26** fi fr fu fy fa fe fo  
**Week 27** si sm sn sp sr su sv  
sw sy  
**Week 28** sa se sd se sa so ss  
sx  
**Week 29** ri rm rn rp rr ru ry  
**Week 30** ra re ro rs  
**Week 31** ni nu ny na ne no  
**Week 32** wi wr wu wa wd we  
wo ws

### Join 4:

**Week 33** sh sf sk sl st  
**Week 34** rh rf rh rk rl  
rt  
**Week 35** wh wk wt



# Tanfield Lea Community Primary School

## Handwriting Progression Document: Year 6



### Handwriting:

- I sit correctly at a table
- I can use diagonal and horizontal strokes that are needed to join letters cursively using joins 1,2, 3 and 4-using the grey lined handwriting books.
- I can write legibly, fluently, with increasing speed by: choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited for the task.
- I use pencil grip 4

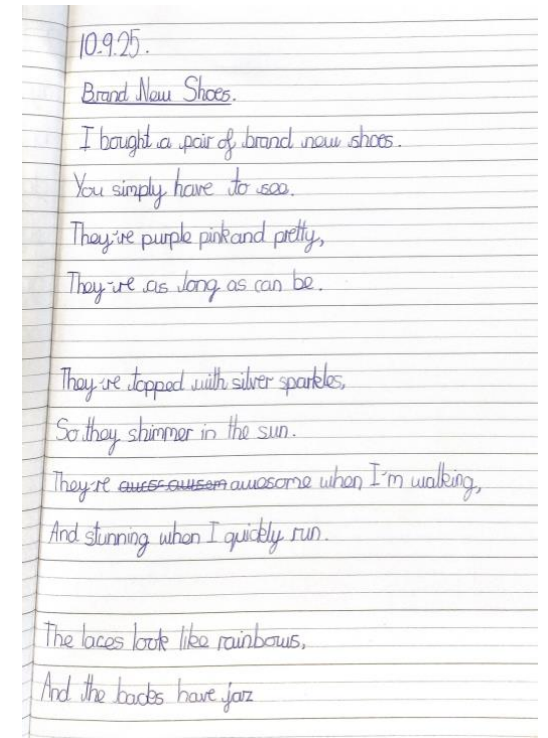
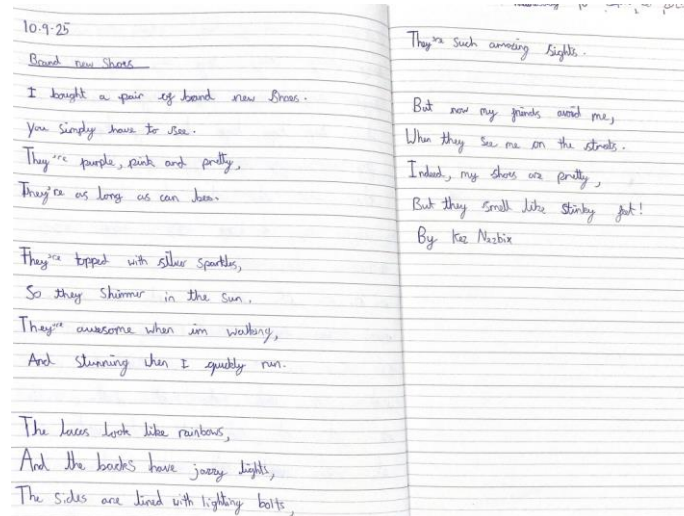


### Join 3:

- Week 26** fi fr fu fy fa fe fo  
**Week 27** si sm sn sp sr su sv  
 sw sy  
**Week 28** sa sc sd se sg so ss  
 sx  
**Week 29** ri rm rn rp rr ru ry  
**Week 30** ra re ro rs  
**Week 31** ni nu ny na ne no  
**Week 32** mi mr mu ma md me  
 mo ms

### Join 4:

- Week 33** ob of ok ol ot  
**Week 34** rh rl rh rk rl  
 rt  
**Week 35** wh wk wt

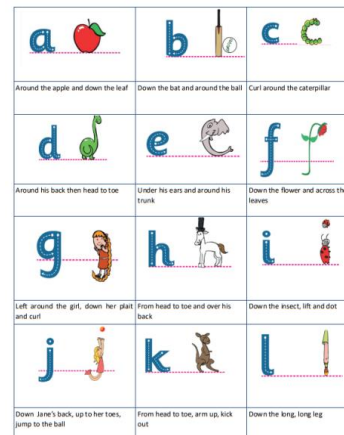
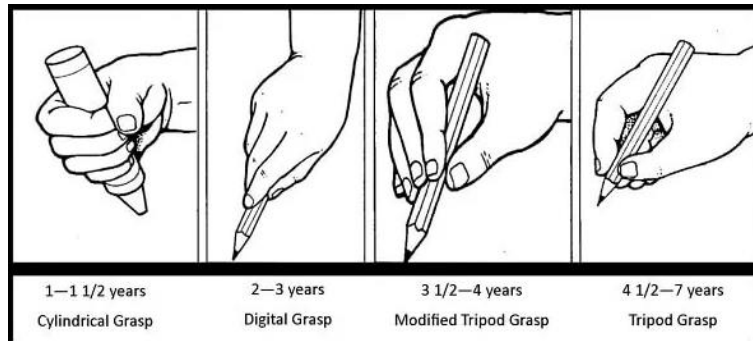




## Parents/Carers Guide to Supporting Children's Development with Handwriting at Home.

### Support children with their home learning:

- Familiarise yourself with the **Handwriting Policy** and the methods used in school to support handwriting (these can be found in your child's organiser), including letter formation rhymes, etc.
- Encourage and praise your child/ren even when they find this tricky. Keep trying!
- Use your child/ren's organiser and learn the formation rhymes.



A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o

p q r s t u v w x y z



## Links to the English Statutory Curriculum:

### **Early Years:**

[EYFS statutory framework for group and school-based providers](#)

### **National Curriculum in England: English programmes of study:**

[National curriculum in England: English programmes of study - GOV.UK](#)

### **National Curriculum in England: English programmes of study: key stage 1 and 2**

[English programmes of study: key stages 1 and 2](#)

### **National Curriculum Writing Framework:**

[The writing framework](#)