

Handwriting Progression grid

	Early Years Foundation Stage	KS1		KS2			
	30-50 months 40-60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<ul style="list-style-type: none"> To sometimes give meaning to marks as they draw and paint. To realise that tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To hold a pencil between their thumb and two fingers (no longer using whole-hand grasp). To hold a pencil near its point between their first two fingers and their thumb and to use it with good control. To copy some letters, e.g. letters from their name. To give meaning to marks that they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To show a preference for a dominant hand. To begin to use anticlockwise movement and to retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. To show good control and coordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing. To write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form the digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> To use a neat, joined handwriting style with increasing accuracy and speed. 	<ul style="list-style-type: none"> To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. 	<ul style="list-style-type: none"> To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task.
Joining Letters			<ul style="list-style-type: none"> To begin to use the diagonal and horizontal strokes needed to join letters. 	<ul style="list-style-type: none"> To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. 	<ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. 	<ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. 	<ul style="list-style-type: none"> To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).