English – Handwriting (Transciption) Progression

Taken from Development Matters, the Early Years Foundation Stage Statutory Framework and the National Curriculum for English

Handwriting is an integral component of the English programmes of study for Key Stages 1 and 2. The National Curriculum for English places high importance on handwriting but does not provide guidance on **how** it should be taught. At Mapperley Plains, we teach children to use a continuous cursive style of handwriting using the MSL scheme. Please also refer to the whole school handwriting progression overview and the MSL scheme progression and coverage overview (years 1-6) for handwriting for more school-specific information.

Curriculum area of study	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes		ELG (Fine Motor Skills): Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ELG (Writing): Write recognisable letters, most of which are correctly formed.	Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0–9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Pupils should be taught to: • form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters	Pupils should be taught 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 • increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the 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)		Pupils should be taught 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 • choosing the writing implement that is best suited for a task	

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Non-statutory notes and guidance	*Development Matters 3-4 year olds* Write some letters accurately	*Development Matters – Reception* Form lower-case and capital letters correctly	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.	Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.	Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra; and capital letters, for example, for filling in a form.