



# Meanwood

## CE Primary School

Open Hearts | Open Minds | Open Arms

### **Handwriting Progression**

#### **Intent**

At Meanwood CE Primary School, we aim to develop fluent, legible, and efficient handwriting for all pupils. Through a structured progression based on the PenPals programme, children build the gross and fine motor skills, letter formation, joining techniques, and personal style required for confident written communication.

#### **Implementation**

##### **EYFS – Foundations for Handwriting (Termly Breakdown)**

###### **Autumn Term**

Focus: Gross Motor Development & Early Mark-Making

- Large-scale movements: climbing, balancing, crawling
- Movement to music and rhythm (circles, waves in the air)
- Introduction to mark-making using:
  - Paint, chalk, large pencils
  - Horizontal and vertical lines
  - Development of shoulder and core strength

###### **Spring Term**

Focus: Fine Motor Development & Controlled Patterns

- Finger strengthening activities (threading, tweezers, playdough)
- Controlled mark-making:
  - Dots and straight lines
  - Crosses and simple shapes
  - Beginning to hold writing tools with increasing control
  - Introduction to simple directional language (up, down, across)
- Dots
- Straight lines and crosses
- Circles
- Waves
- Loops and bridges
- Joined straight lines

- Angled patterns
- Eights
- Spirals
- Left-to-right orientation
- Mix of patterns
- Review of patterns
- Introducing long-legged giraffe letters: l
- Practising long-legged giraffe letters: l, i
- Practising long-legged giraffe letters: u, t
- Practising long-legged giraffe letters: j, y
- Practising all the long-legged giraffe letters: l, i, t, u, j, y
- Introducing one-armed robot letters: r
- Practising one-armed robot letters: b, n
- Practising one-armed robot letters: h, m
- Practising one-armed robot letters: k, p
- Practising all the one-armed robot letters: r, b, n, h, m, k, p
- Practising all the long-legged giraffe and one-armed robot letters
- Reviewing all the long-legged giraffe and one-armed robot letters

## **Summer Term**

Secure formation of:

- Practising curly caterpillar letters: a, d
- Practising curly caterpillar letters: o, s
- Practising curly caterpillar letters: g, q
- Practising curly caterpillar letters: e, f
- Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f
- Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters
- Introducing zig-zag monster letters: z
- Practising zig-zag monster letters: v, w, x
- Practising all the zig-zag monster letters: z, v, w, x
- Practising all the curly caterpillar and zig-zag monster letters
- Reviewing all the curly caterpillar and zig-zag monster letters

## **Year 1 – Securing Letter Formation**

### **Autumn Term**

## Teach

- Practising long-legged giraffe letters
- Writing words with ll
- Introducing capitals for long-legged giraffe letters
- Practising one-armed robot letters
- Practising long-legged giraffe letters and one-armed robot letters
- Introducing capitals for one-armed robot letters
- Practising curly caterpillar letters
- Writing words with double ff
- Writing words with double ss
- Introducing capitals for curly caterpillar letters

## Spring Term

### Teach:

- Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters
- Practising zig-zag monster letters
- Writing words with double zz
- Mixing all the letter families
- Practising all the capital letters
- Practising all the numbers 0–9
- Writing words with ck and qu
- Practising long vowel phonemes: ai, igh, oo
- Practising vowels with adjacent consonants: ee, oa, oo

## Summer Term

### Teach:

- Numbers 10–20: spacing
- Practising ch unjoined
- Introducing diagonal join to ascender: ch
- Practising ai unjoined
- Introducing diagonal join, no ascender: ai
- Practising wh unjoined
- Introducing horizontal join to ascender: wh
- Practising ow unjoined
- Introducing horizontal join, no ascender: oúw

## **Year 2 – Developing Joins**

### **Autumn Term**

Teach :

- Practising diagonal join to ascender: th, ch
- Practising diagonal join, no ascender: ai, ay
- Practising diagonal join, no ascender: ir, er
- Practising horizontal join to ascender: wh, oh
- Practising horizontal join, no ascender: ow, ou
- Introducing diagonal join to e: ie, ue
- Introducing horizontal join to e: oe, ve
- Introducing ee
- Practising diagonal join, no ascender: le
- Writing numbers 1–100

### **Spring Term**

Teach:

- Introducing diagonal join to anticlockwise letters: ea
- Practising diagonal join to anticlockwise letters: igh
- Practising diagonal join to anticlockwise letters: dg, ng
- Introducing horizontal join to anticlockwise letters: oo, oa
- Practising horizontal join to anticlockwise letters: wa, wo
- Introducing mixed joins for three letters: air, ear
- Practising mixed joins for three letters: oor, our
- Practising mixed joins for three letters: ing
- Size and spacing

### **Summer Term**

Teach:

- Building on diagonal join to ascender: ck, al, el, at, il, ill
- Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip
- Building on horizontal join to ascender: ok, ot, ob, ol
- Building on horizontal join, no ascender: oi, oy, on, op, ov
- Building on diagonal join to anticlockwise letters: ed, cc, eg,
- ic, ad, ug, dd, ag
- Building on horizontal join to anticlockwise letters: oc, og, od,
- va, vo
- Introducing joins to s: as, es, is, os, ws, ns, ds, is, ts, ks

- Practising joining ed and ing

## **Years 3 Fluency & Control**

### **Autumn Term**

Teach:

- Practising joining through a word in stages: no ascenders or descenders
- Practising joining through a word in stages: parallel ascenders
- Introducing joining from s to ascender: sh, sl, st, sk
- Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su
- Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq
- Introducing joining from r to an ascender: rb, rh, rk, rl, rt
- Introducing joining from r, no ascender: ri, ru, rn, rp
- Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro
- Introducing joining from r to e: are, ere, ure, ore, ire
- Introducing break letters: g, j, y, f, b, p, x, z

### **Spring Term**

Teach

- Introducing joining to f: if, ef, af, of
- Introducing joining from f to an ascender: fl, ft
- Introducing joining from f, no ascender: fe, fi, fu, fr, fy
- Introducing joining from f to an anticlockwise letter: fo, fa
- Introducing ff
- Introducing rr
- Introducing ss
- Introducing qu
- Revising parallel ascenders and descenders

### **Summer Term**

Teach

- Revising joins: letter spacing
- Revising joins: spacing between words
- Revising joins: consistency of size
- Revising joins: fluency
- Revising joins: parallel ascenders
- Revising joins: parallel ascenders and descenders
- Revising horizontal join from r to an anticlockwise letter: rs
- Revising break letters

- Assessment
- Revising capital letters

## **Year 4**

### **Autumn Term**

#### Teach

- Introducing diagonal join from p and b to ascender: ph, pl, bl
- Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe
- Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, be, bs
- Revising parallel ascenders and descenders: bb, pp
- Break letters: x, z
- Spacing in common exception words
- Consistent size of letters
- Relative size of capitals
- Speed and fluency

### **Spring Term**

#### Teach

- Revising parallel ascenders
- Revising parallel ascenders and break letters
- Relative sizes of letters
- Proportion of letters
- Spacing between letters
- Spacing between words
- Writing at speed
- Improving fluency
- Speed and fluency

### **Summer Term**

#### Teach

- Consistency of size
- Proportion
- Spacing between letters and words
- Size, proportion and spacing
- Fluency: writing longer words
- Speed and fluency
- Revising break letters

- Print alphabet: presentation

## **Year 5**

### **Autumn Term**

#### Teach

- Introducing sloped writing in letter families
- Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st
- Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en
- Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho
- Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of,
- Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve
- Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo
- Practising sloped writing: joining from r: ra, re, ri, ro, ru
- Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp

### **Spring term**

#### Teach

- Practising sloped writing: proportion – joining from f to ascender: fl, ft
- Practising sloped writing: size – joining from f, no ascender: fe, fa, fi, fo, fu
- Different styles for different purposes: writing a paragraph
- Practising sloped writing: speed: ff
- Practising sloped writing: speed and legibility: rr
- Practising sloped writing: size, proportion and spacing: ss
- Practising sloped writing: building speed: qu
- Different styles for different purposes: decorative alphabets
- Different styles for different purpose

### **Summer Term**

#### Teach

- Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl
- Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr
- Practising sloped writing: parallel downstrokes: pp, bb
- Practising sloped writing: all double letters
- Practising sloped writing for speed: tial, cial
- Practising sloped writing for fluency

- Personal style
- Handwriting for different purposes: print alphabet

## **Year 6**

### **Autumn Term**

- Style for speed: crossbar join from t: th, ti, tr, ta, tt
- Style for speed: looping from g:l, gi, gr, ga, gg
- Style for speed: looping from j and y: jo, je, ye, yr, yo
- Style for speed: looping from f
- Style for speed: different joins to s
- Style for speed: looping from b
- Style for speed: joining from v, w, x and z
- Handwriting for different purposes: abbreviations
- Spacing between words

### **Spring Term**

- Improving handwriting: the importance of consistent sizing
- Improving handwriting: the importance of proportion
- Improving handwriting: the importance of spacing
- Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
- Improving handwriting: the importance of closed and open letters
- Improving handwriting: pen breaks in longer words
- Handwriting for different purposes: annotations
- Handwriting for different purposes
- Choice of handwriting tools

### **Summer Term**

- Handwriting for different purposes: fast-joined and print letters
- Handwriting for different purposes: note making
- Handwriting for different purposes: neat writing
- Handwriting for different purposes: print letters for personal details
- Different styles of writing
- Handwriting for different purposes: presentation
- Handwriting for different purposes: decorated capitals
- Handwriting for different purposes: layout

## Progression of Key Skills

Stage	Focus
EYFS	Motor control and pattern formation
Year 1	Letter formation and families
Year 2	Introduction and application of joins
Years 3–4	Fluency, consistency, and control
Years 5–6	Speed, style, and personalisation

## Teaching Principles

- Handwriting is taught explicitly and regularly
- Consistent modelling by all staff
- High expectations for presentation across the curriculum
- Use of correct vocabulary (ascenders, descenders, joins)
- Early intervention for pupils who struggle

## Supporting Handwriting at Home

Parents are encouraged to support development through:

- Physical play (climbing, ball games)
- Fine motor activities (cutting, threading, construction)
- Drawing, painting, and mark-making
- Practising patterns before formal writing
- Avoiding pressure to write too small too early

## Impact

- By the end of Year 6, pupils at Meanwood CE Primary School will:
- Write fluently and legibly at speed
- Use joined handwriting consistently
- Demonstrate a clear, individual handwriting style
- Be fully prepared for the demands of secondary education

Meanwood CE Primary School – Developing confident writers through strong foundations in handwriting.