

# Handwriting



‘We are not born writers. The physical ability to write requires great dexterity and muscle control which in turn takes practise’

**Alistair Bryce-Clegg**

# What does Ofsted and DfE say?

## Handwriting

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The national curriculum specifies that children should be taught to correctly form letters of the correct size and orientation. [\[footnote 70\]](#) This requires effort and attention, as well as suitable motor skills. There is evidence that repeated practice in handwriting is necessary to go beyond accuracy to fluency in letter formation. [\[footnote 71\]](#) There is no need to start the formal teaching of handwriting before Reception, but children at the end of the EYFS should be able to ‘hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases’. [\[footnote 72\]](#)

The national curriculum requires children to learn unjoined handwriting before they ‘start using some of the diagonal and horizontal strokes that are needed to join letters’. [\[footnote 73\]](#) Delaying teaching joined handwriting gives teachers and children time to focus on other aspects of the writing process, such as composition, spelling and forming letters correctly.

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### **Transcription**

Fluent transcription skills are the foundations of writing. If pupils master these, they can then focus their attention on developing, organising and communicating their ideas. If spelling and handwriting are not fluent, pupils' working memory is overloaded and it becomes difficult to focus on composition. [\[footnote 181\]](#)

An effective writing curriculum should give time for pupils to be taught and to practise the component skills of transcription, at least in the early stages of primary. Kellogg has argued that, if pupils do not develop sufficient fluency in handwriting (or typing) in primary school, this significantly affects the development of the higher-order processes, such as planning and generating ideas, and writing and reviewing texts. [\[footnote 182\]](#)

# Where does the journey start?

## Gross Motor Skills



Upper body



Shoulder



Wrist



Fine motor



Elbow

# Where does the journey start?

## Fine Motor Skills



Pincer grasp or grip



Palm arches



Thumb position



Finger isolation



In hand manipulation



Bilateral coordination



Crossing the midline

## How to Write Letters

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

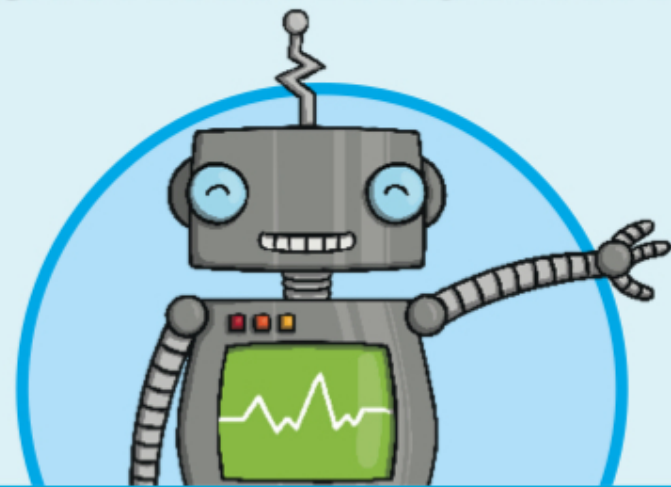
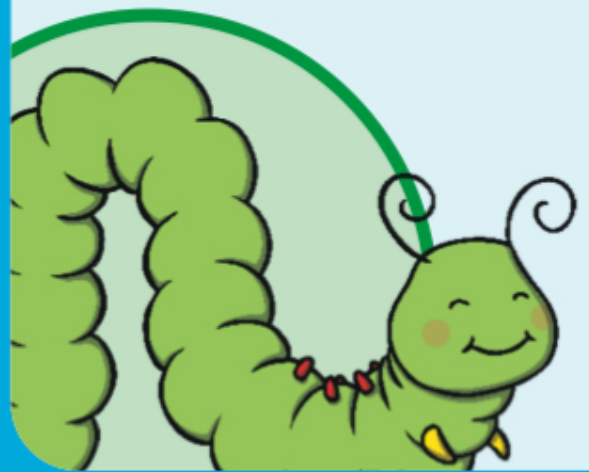


# Twinkl Cursive Unlooped - (Yr2) KS2

## How to Write Cursive Letters

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



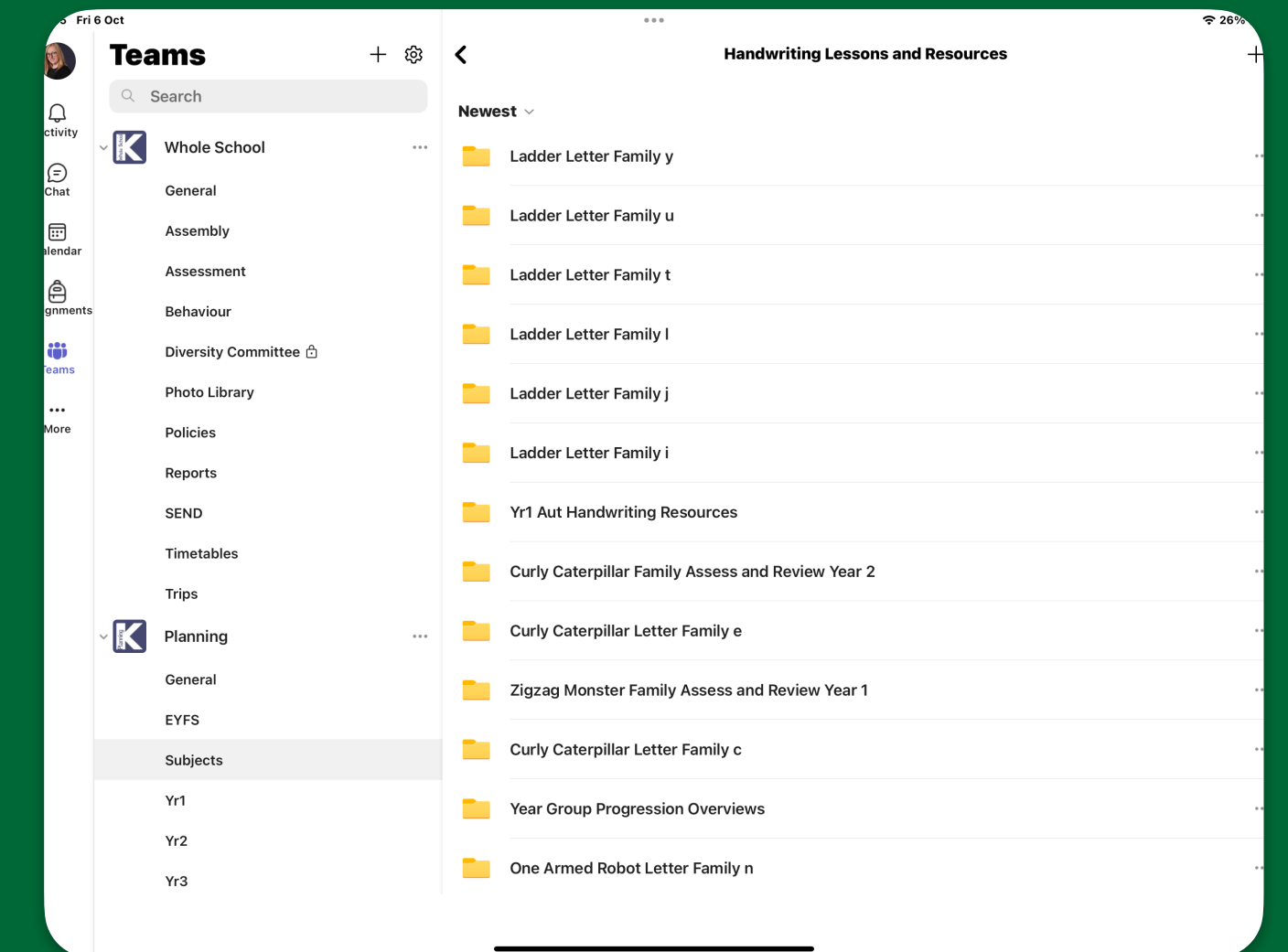


# Where are the resources!!

The logo for Kaligo, featuring the word "Kaligo" in a colorful, rounded font. The letters are: K (blue), a (orange), l (pink), i (green), g (light green), o (red). A small yellow star is positioned above the letter 'i'.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq  
Rr Ss Tt Uu Vv Ww Xx Yy Zz

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



# Book Expectations of Handwriting

## EYFS

- Handwriting whiteboards with Sky, Grass, Mud lines used for phonics. Sky, Grass, Mud lines used in provision.

## Yr1

- Handwriting whiteboards with Sky, Grass, Mud lines used for phonics.
- Handwriting line books to be used as English books from Spr1
- Pencil to be used.

## Yr 2/3

- Narrow handwriting line whiteboards for phonics.
- Handwriting line books to be used as English books.
- Pencil to be used (Pen in Yr3)

## KS2 (Yr4+)

- Normal writing lines to be used in English books.
- Pen to be used.

# End of Year Expectations

	Emerging	Expected	Exceeding
Nursery	<p>Beginning to write their own first name, with prompting.</p> <p>Is moving towards a five finger pencil grasp.</p>	<p>Can write their own first name correctly.</p> <p>Have a secure five finger pencil hold.</p>	<p>Can write their own first name correctly and beginning to write some other words.</p> <p>Have a secure five finger pencil hold. And moving towards a tripod grip (three finger pencil hold).</p>
Reception	<p>Beginning to form lower case letters correctly.</p> <p>Uses a five finger pencil grasp, moving towards a tripod grip (three finger pencil grip).</p>	<p>Mostly forms lower case letters correctly.</p> <p>Holds pencil in tripod grip, comfortably.</p>	<p>Forms lower case letters consistently correctly, with some awareness of handwriting families and beginning to practise these.</p> <p>Have a secure tripod grip (three finger pencil hold.)</p>
Year One	<p>Letters are usually clearly shaped and correctly orientated.</p> <p>Mostly writes with spaces between words.</p>	<p>Consistently forms lower-case letters in the correct direction, starting at and finishing in the right place.</p> <p>Form capital letters and digits 0-9</p> <p>Understand which letters belong to the handwriting 'families' and practise these.</p>	<p>Fluently forms lower-case letters in the correct direction, starting at and finishing in the right place. Spaces between words are of a consistent size.</p> <p>Holds a pencil comfortably and correctly</p> <p>Form capital letters and digits 0-9</p> <p>Understand which letters belong to the handwriting 'families' and practise these.</p>
Year two	<p>Lower case letters are formed and orientated accurately, starting and finishing in the correct place. They are mostly of a correct size and relative to one another.</p> <p>Capital letters and digits 0-9 are mostly formed and orientated accurately.</p> <p>Some consistency in the size and spacing of digits and letters is maintained throughout the writing.</p>	<p>Consistently forms lower case letters of the correct size relative to one another.</p> <p>Uses diagonal and horizontal strokes needed to join letters.</p> <p>Mostly joins letters correctly in a cursive style.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Upper and lower case letters not mixed within words.</p>	<p>Consistently joins letters in an appropriate cursive style.</p>

	Emerging	Expected	Exceeding
Year three	<p>Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined.</p> <p>The children should be moving towards a joined style of handwriting.</p>	<p>Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined.</p> <p>The children should consistently be using a joined style of handwriting.</p>	<p>Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left un-joined.</p> <p>The children should be using a fluent, joined, legible style of handwriting.</p>
Year four	<p>Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left un-joined.</p> <p>The children should be using a fluent, joined, legible style of handwriting.</p>	<p>Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left un-joined</p> <p>The children should be using a fluent, joined, legible style of handwriting. The legibility, consistency and quality of their handwriting should be moving towards higher presentation.</p>	<p>Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left un-joined</p> <p>The children should be using a fluent, joined, legible style of handwriting. The legibility, consistency and quality of their handwriting should be moving towards higher presentation.</p> <p>Beginning to choose when not to use joined letters for particular tasks. E.g. labelling a diagram, writing an email address or use of capital letters.</p>
Year five	<p>Handwriting is usually legible and fluent.</p> <p>This is beginning to include appropriate choice of letter shape, and whether or not to join letters.</p> <p>The children should be using a joined, legible style of handwriting.</p>	<p>Handwriting is legible and fluent.</p> <p>This usually includes appropriate choice of letter shape and whether or not to join letters.</p> <p>The children should be using a joined, legible style of handwriting.</p>	<p>Legible, fluent handwriting is usually maintained when writing at an efficient speed.</p> <p>The children should be using a joined, legible style of handwriting.</p>
Year six	<p>Legible, fluent handwriting is usually maintained when writing at an efficient speed.</p> <p>Beginning to develop a personal legible style.</p> <p>Chooses the writing implement style of handwriting that is best suited for the task.</p>	<p>Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement.</p>	<p>Legible, fluent handwriting is consistently maintained when writing at sustained, efficient speed.</p>