



## Handwriting Progression

Handwriting is practised daily at Ashdene to ensure all children develop the skills to maintain legibility in joined handwriting when writing at speed.

### EYFS and KS1

- Handwriting is taught and practised daily
- Children practise forming taught graphemes and using them in words, phrases and sentences throughout their daily phonics lessons
- Children practise writing irregular/high frequency words (outlined in phonics progression document)
- Writing lessons begin with a short (5-10min) handwriting practice which is visible in their English books at the beginning of each lesson
- Handwriting practice in writing lessons may focus on graphemes/words taught in phonics, words identified by teachers as useful for the day's writing activity or handwriting and/or spelling inconsistencies identified by teachers in a previous lesson and/or through marking
- Inconsistencies in letter formation are addressed promptly by teachers and intervention taken where necessary to ensure children to not practise incorrect formations

### Additional for Year 2

- In addition to the methods detailed for EYFS and Year 1, handwriting joins are taught and practised from HT3 onwards. This is detailed in the handwriting progression overview below



## LKS2

- Handwriting is taught and practised daily
- Handwriting joins are taught and practised in line with the progression overview (below) at the beginning of writing lessons and is visible in their English books at the beginning of each lesson
- Additionally, handwriting sessions address words identified by teachers as useful for the day's writing activity or handwriting and spelling inconsistencies identified by teachers in a previous lesson and/or through marking
- Additionally, within spelling lessons, correct handwriting is modelled and practised by children, in line with the joins they have been taught
- Whole sentences are modelled by teachers and practised by children to aid application of teaching into writing

## UKS2

- Handwriting is practised daily within English lessons and Spelling lessons
- Handwriting sessions address words identified by teachers as useful for the day's writing activity or handwriting and spelling inconsistencies identified by teachers in a previous lesson and/or through marking
- Handwriting practice is visible in English books at the beginning of each lesson
- Whole sentences are modelled by teachers and practised by children to aid application of teaching into writing



## Ashdene Handwriting Milestones:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can form all letters and digits in the correct orientations</p> <p>Children use the tripod grip to write</p>	<p>Using large handwriting guided books, children become more consistent in the sizing of all letters.</p> <p>All letters are correctly formed, beginning and ending in the correct place.</p>	<p>Children use diagonal joins (from HT3 onwards)</p> <p>Children move from large handwriting guided books to narrower guided lines.</p>	<p>Children use diagonal joins and horizontal joins (when taught).</p> <p>Children move from handwriting guided books to normal lines.</p>	<p>Children make choices about joining letters b, p and s, and looping descenders</p>		
			<p>Children gain their pen licence when writing is consistent</p>			
<p>Short-term intervention is used to address inconsistencies and stop children from falling behind the curriculum.</p>						



## Handwriting guided books

There are 4 types of books within school: large lined, wide handwriting guided, narrow handwriting guided and normal lined. Whilst a progression for use of these books is set out above, children use the book which is most appropriate to them individually at any given time. Handwriting guidelines support children with consistent sizing of letters and reduce the cognitive load when writing. They are also used across school for handwriting practice by the majority of pupils. Whilst the progression of guided lines is set out above, as children learn more letters and joins, they may require the scaffold of guidelines to support with sizing and reduce cognitive load for a short period, enabling them to focus on the teaching of joins.

## Pen licence

From Year 3, a pen licence is received when a child is demonstrating a neat, fluent joined handwriting style.

A pen licence is issued when a child is:

- Forming all of their letters correctly
- Consistently joining letters in line with year group expectation and applying new joins taught
- Forming all letters at the correct size in relation to one another (specifically w, s and r which are often overlooked)
- Adhering to the presentation policy when making edits and amendments to writing
- Writing in a consistent style, demonstrated over several pieces of writing and maintained across subjects

Once a child has been issued with a pen, they keep it with their personal items and do not share (as the nibs wear down). If and when a pen becomes scratchy, blunt, low on ink or leaks, children are able to replace their pen with a new one to maintain their standard of presentation. Should a child's handwriting decline below the expected standard, they are supported to return to their previous standard. Pens are not removed from children once they are issued. Children take their pen licence with them when moving years; they do not lose it at the beginning of each academic year as all staff have the same expectation of the expected standard.



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Dear Ms Draconis,  
I write to you to inform you why I must make your acquaintance and accompany you on your following voyage. I wish to continue discovering unknown species of dragons with you; I would thrive in an opportunity to study them further.

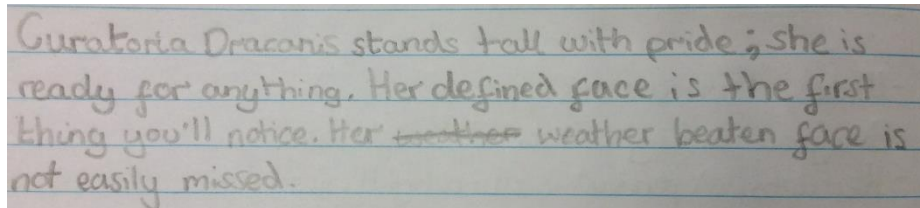
The endangerment of dragons ~~is~~ unbearable and a future without them ~~is~~ simply inconceivable. I shall never accept the extinction of these majestic creatures. Therefore, I insist you to <sup>employ</sup> ~~employ~~ me aboard the Dragon Ark and save the exquisite celestial dragon. ~~You are~~ To learn from you would be a pleasure as you are an inspiration; it ~~is~~ would be an indescribable ~~expe~~ ~~experie~~ experience to assist you on your ship.

An example of handwriting using a pen:

This writing is consistent in size, orientation and direction (slant). Also, the presentation policy is adhered to with amendments being made correctly. Whilst this is a good example of the style of handwriting expected at Ashdene (in UKS2), children's writing may meet the expectation but look different. As is detailed in the progression of handwriting, children develop their own style and make decisions on which letters to join and which to leave unjoined, enabling them individually to write legibly and neatly at speed.

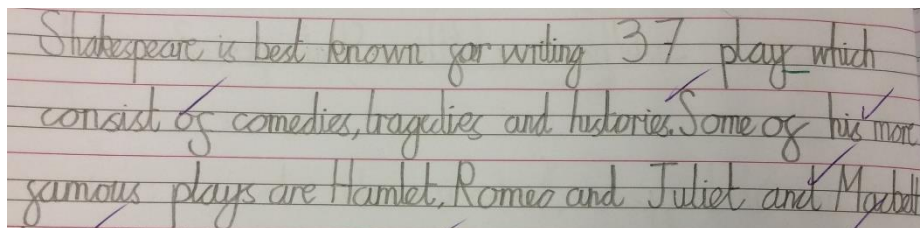


Examples of when a pen **should not yet** be issued:



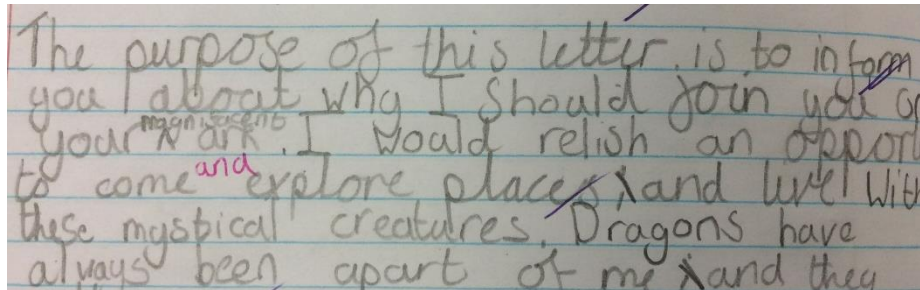
Guratoria Draconis stands tall with pride; she is ready for anything. Her defined face is the first thing you'll notice. Her ~~weather~~ weather beaten face is not easily missed.

Reason: writing is not consistently joined in line with year group expectations



Shakespeare is best known for writing 37 plays which consist of comedies, tragedies and histories. Some of his more famous plays are Hamlet, Romeo and Juliet and Macbeth.

Reason: handwriting lines are still being used to support sizing.



The purpose of this letter is to inform you about why I should join you on your <sup>magical</sup> ark. I would relish an opportunity to come <sup>and</sup> explore places and live with these mystical creatures. Dragons have always been apart of me and they

Reason: sizing is inconsistent.



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leads to the outside world. At the far end of the classroom  
was a ~~stove~~ <sup>cast iron</sup> fireplace with damp sheets scattered around.  
Wrinkly ~~old~~ <sup>orange</sup> bags come to check the sheets hanging wet ones  
and removing the dry ones to be transported back to  
the big house. The women ~~huddled~~ <sup>hung out</sup> by the fire from

Reason: incomplete formation of letters and incorrect formation of the letter b. Inconsistent sizing of letters



Progression of Handwriting						
	HT1	HT2	HT3	HT4	HT5	HT6
<b>EYFS</b>	Learning formation in line with phonics Developing the tripod grip					
<b>Year 1</b>	Developing consistency in formation and size in line with phonics and practice of common exception words					
<b>Year 2</b>	Developing consistency in formation and size	Diagonal clockwise joins (excluding ascenders)	Diagonal clockwise joins from non-ascenders to ascenders	Diagonal joins to anti-clockwise letters Joining common suffixes	Diagonal joins from ascenders to ascenders Common graphemes with diagonal joins	
<b>Year 3</b>	Retrieval of diagonal joins		Horizontal joins to non-ascenders (o, w and v)	Horizontal joins to non-ascenders (r) Horizontal joins to ascenders	Retrieval of all joins Choice to join from b, p and s	Choice to loop descenders and to loop and join descenders
<b>Year 4</b>	Retrieval and application of all joins and accurate transcription	Developing speed whilst maintaining consistency Developing a personal style	Continue with daily practice for automaticity			
<b>Year 5 and 6</b>	Continue with daily practice for automaticity					





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