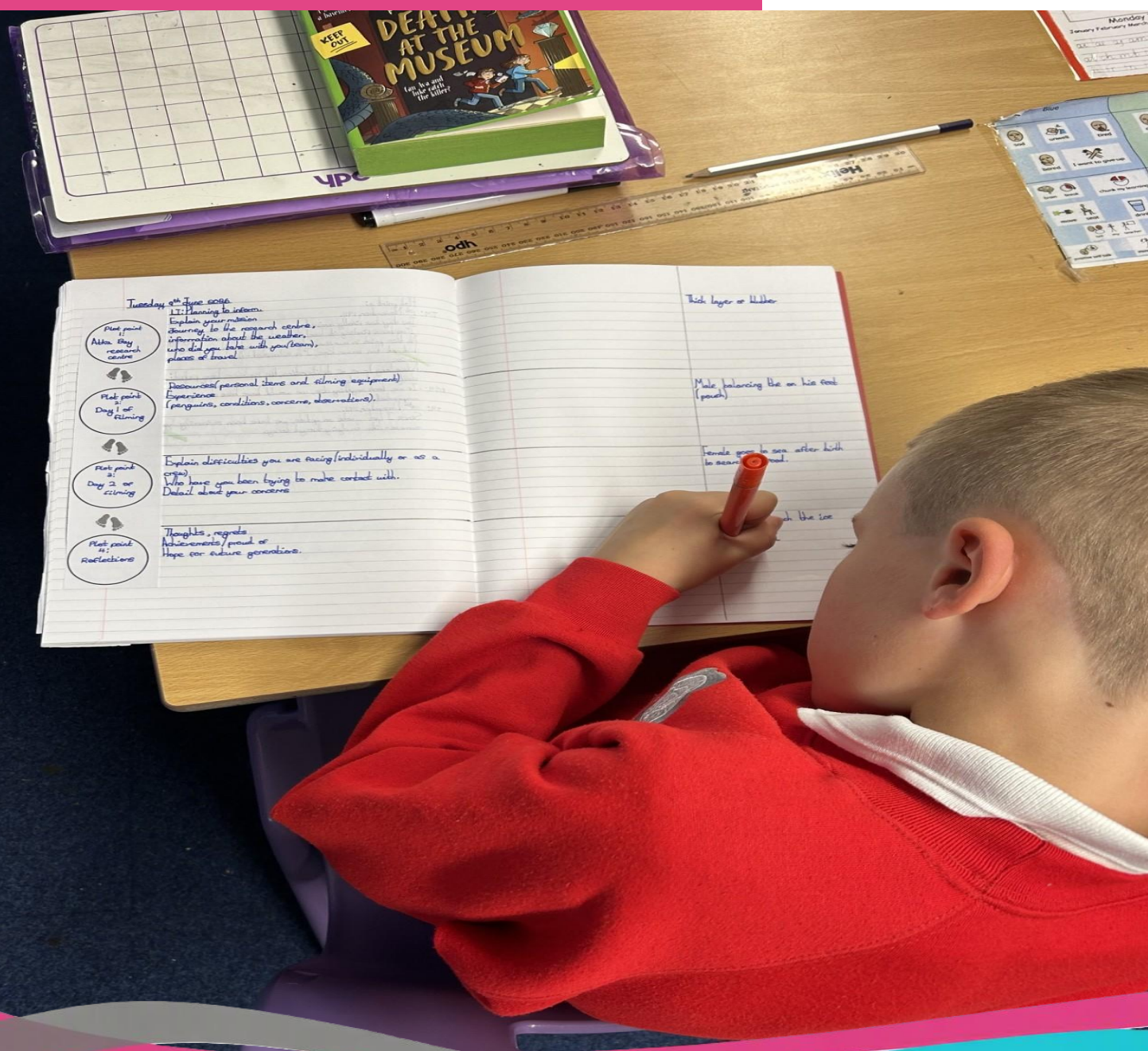


Learning Academy Partnership



Our Core Offer: Handwriting

Our rationale

- To teach children to develop legible handwriting that can be produced comfortably, at speed and with little conscious effort.
- To enable children to develop stamina for writing and develop the foundational skills necessary for this.
- To promote high expectations for presentation where children take pride in their written work and understand the importance of clear communication with their reader.
- To have a consistent formation for each letter and number across all our classrooms to reduce children's cognitive load, enable them to build a strong mental model and develop consistency in addressing misconceptions.

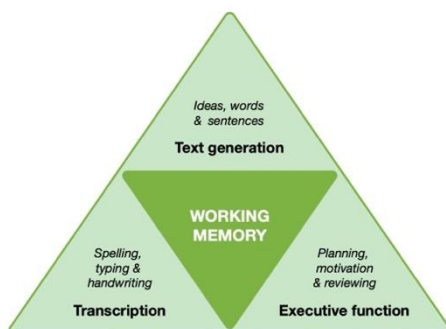
English curriculum intent

As communicators, our children will experience an English curriculum which is underpinned by oracy and language. Our children will build confidence as oral and written communicators who are fluent readers and are prepared for the next step in their education. The English curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in books and acquire knowledge across the broader curriculum. As writers, children will learn to craft texts for a variety of audiences and purposes and develop their authorial voice with an increasing knowledge of vocabulary and grammar which will equip them for the future.

Handwriting through our Optimal Learning Approach

Our core offer for handwriting is taught through our Optimal Learning Approach and Pedagogy on a Page. Within all handwriting lessons, teachers explicitly model letter formations, drawing on the mnemonics from Read Write Inc (RWInc) to support children to create a mental model. The consistent use of these mnemonics and scaffolds throughout the school reduces children's cognitive load. Once they have practised a formation or join, children reflect upon how successfully they have completed the task and receive timely feedback, at the point of learning, from their teachers to ensure they embed good writerly habits.

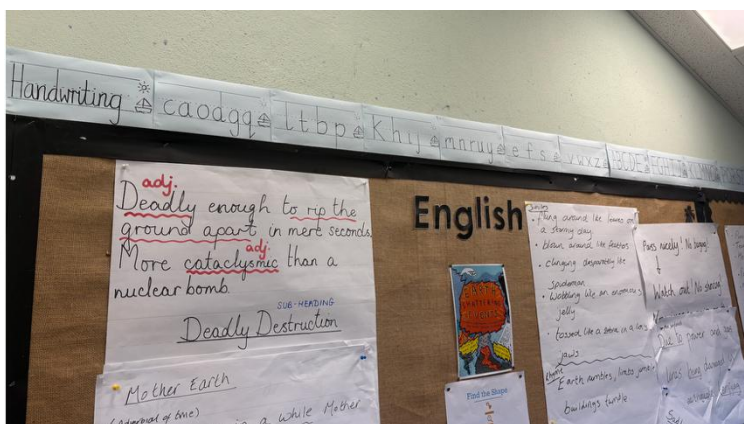
Figure 10: Based on 'The Simple View of Writing' developed by Beringer et al. (2002).⁵⁶



The impact of this core offer will be demonstratable by the increased fluency in children's transcriptional skills and how the development of their handwriting reduces their cognitive load and the subsequent impact upon children's working memory.

Modelling handwriting

In the classroom, handwriting displays support children's understanding of high expectations and presentation for written work.



Children use the self-checking strips, included within the Feedback Policy, as a scaffold to support letter formation.

Capital letter at the start of a sentence and for a name.	Who or what is my sentence about?	What do they do?	Punctuation	Read aloud to check it makes sense	Spelling
					
➤					

Monday Tuesday Wednesday Thursday Friday
January February March April May June July August September October November December

ai ae aj am ar  ic ka ko la 

al ch mb th da  wi wr wy we 

Diagnostic assessment

Each half term, teachers should assess children's ability to form letters and numbers by completing a discrete handwriting assessment. If this formation is secure, assessment should be used to track how fluently children are able to join their handwriting and its legibility. Children should be asked to write each letter of the alphabet and each digit from 0-9. Then, teachers assess the following to inform their future teaching.

- Shape - are the letters formed correctly? Are children using the correct starting points?
- Size - are halfway letters such as 'a' and 'o' a comparable size? Do children form ascenders and descenders correctly?
- Spacing - is there appropriate space between letters and words? Is the space between letters and words consistent?
- Sitting on the line - are letters sitting on the baseline? Look out for letters like 'g' which some children write floating above the line.

For older children, who are using a joined style, teachers should also consider whether writing is naturally slanted or sloped in the same direction and whether the speed of the child's writing is efficient.

Once children have progressed to joining, teachers should assess children's handwriting by asking them to write a pangram such as '*The quick brown fox jumps over the lazy dog*' at least three times in their best joined up handwriting. Children should record how long it has taken for them to write this sentence so teachers can also assess fluency and speed.

Lesson structure



Teaching steps for introducing a letter formation or join.

Prepare 4Ps

- Model and check children's pencil grip, posture, paper position.
- Ask children to complete a simple warm up activity to check pressure.

My Turn

1. Today, we are going to learn how write the letter...**g** (MTYT)
2. Model writing **g** using RWInc phrase or checklist (start at the hair bobble on top of her head...) and talk it through as you write it.

Our Turn

3. Model again asking the children to orally explain the steps/air write.
4. Model one more time but this time getting quicker.

Your Turn

5. Model handwriting signal. Then, children have a go themselves.

Teacher Review

6. Teacher to review the children's formations and identify any common errors or misconceptions. If individual errors, remodel in the child's book and watch them form the letter again.

My Turn

7. Remodel and draw children's attention to a common misconception or error (referring to the checklist)

Your Turn

8. Model handwriting signal. Children have another go and try to increase fluency. Teacher to circulate and assess in the moment/remodel where necessary.

Review

9. Swap with your partners and choose their best one or use the checklist to evaluate your formation. Discuss two best bits and one to fix.
10. Children circle or underline their best example of the formation.

How letter formation begins from the start

Planned and explicit opportunities within the EYFS curriculum are essential to developing the gross and fine motor skills that children need to physically form letters.

Objectives from 3-4 year olds: Development Matters

- Use large muscle movements to wave flags and streamers, paint and make marks.
- Use one-handed tools and equipment e.g. scissors and hammers.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Understanding directional vocabulary e.g. up, down.
- Develop small motor skills to use a range of tools competently.

To refine children's fine motor skills, they should engage in learning opportunities which develop dexterity:

- Threading and sewing
- Woodwork
- Pouring and stirring
- Dancing with scarves
- Using spray bottles
- Dressing and undressing dolls
- Planting and caring for plants
- Playing with small world toys
- Making junk models

- Construction kits
- Using malleable materials e.g. clay.

The Writing Framework (Department for Education, 2025) states that upon entry to Reception, teachers should identify and target children who need teaching and practice in using and manoeuvring their thumb, wrist and shoulder muscles prior to learning to form letters. This is addressed through targeted and universal provision. To build the foundations for handwriting, explicit teaching should include instruction about letter formation and the physical elements of writing. This begins in the autumn term of reception where children learn:

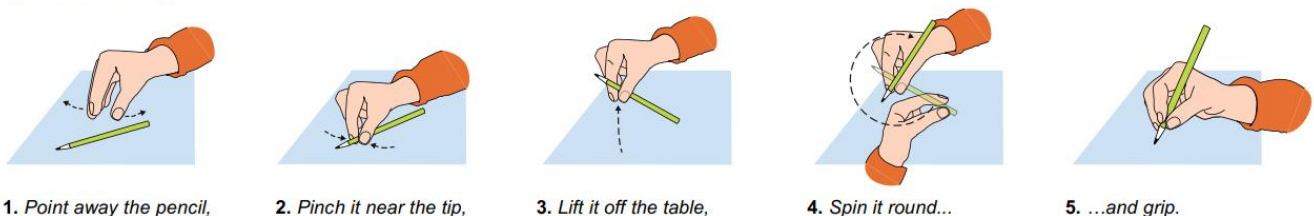
- Why sitting comfortably helps children to write easily.
- Reminding children how to sit
- Showing children what 'poor sitting' looks like: leaning forward, close to the paper, resting their head in their hand or on the table; not using non-writing arm to steady the paper
- Considering adaptations needed for children e.g. being able to see the page clearly
- How to hold a pencil

'4Ps': posture, pencil grip, paper position and pressure

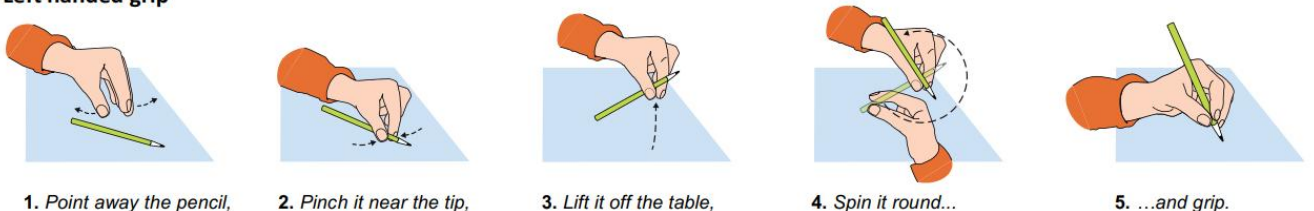
Pencil grip

We teach children to use a tripod grip. This is modelled and checked as part of the '4Ps' (posture, pencil grip, pressure and paper orientation) at the beginning of every handwriting session and children's pencil grip is checked during all writing activities.

Right handed grip



Left handed grip



Children are taught to hold a pencil using this five-step process. This enables them to develop a suitable pencil grip for fluent writing.

Children are taught to form letters during their Read Write Inc phonics lessons. This begins as soon as they start Reception. They first learn to write letters when they are learning to read Set 1 sounds. In this initial stage, additional 'handwriting' lessons focus on developing

the basic knowledge, skills and routines that children will need to be successful. This includes skills such as attending to the teacher, sitting correctly and pencil grip.

As soon as children can read Set 1 sounds, the additional handwriting lesson, which is taught outside of the phonics time, is focused on letter formation for most children.

Progression in pencil grip

Typical progression and milestones in pencil grip look like the following:

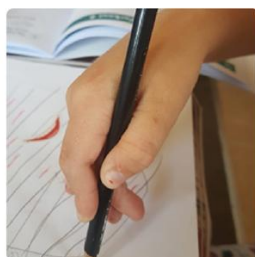
Palmar grasp

Grasping it in their fist.



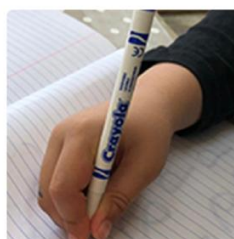
Digital pronate grasp

Holding it in the palm of their hand.



Static tripod grasp

Holding it using their thumb, index finger and middle finger. They are writing by moving their wrist or arm.

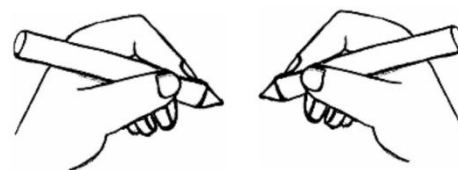


Dynamic tripod grasp

Holding it using their thumb, index finger and middle finger. They are writing by moving their fingers.



Teachers use this progression to assess children's grip and identify who needs targeted support. Children are encouraged to have a 2 cm gap between fingertip and pencil point and slightly greater for left-handed children.



Our aim is that by the end of EYFS, in almost all cases, children can hold their pencil using a tripod grip to ensure they are ready for the demands of the Year 1 curriculum. Children who have not mastered this skill are identified and information shared with Year 1 teachers to support continued transition and intervention.

Choosing the correct pencil

- Sharpened before the lesson
- Most children will use a standard HB pencil. In reception, children should use a smaller, triangular pencil to support grip.
- Some children may benefit from using a softer 2B pencil which requires less pressure.
- Some children may benefit from using a triangular rubber grip.
- Some children may benefit from holding a small object in the palm of their hand with their remaining fingers, when practising holding a pencil, to support accurate positioning.
- When children can join letters, they may choose to use a pen instead at the teacher's discretion. This should be a handwriting pen not a biro.

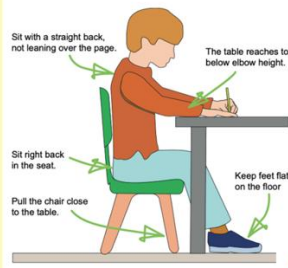


Posture

Perfect handwriting position

Left handed children

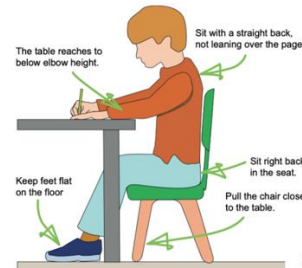
How to sit correctly to be comfortable for handwriting.



Left hand

Right handed children

How to sit correctly to be comfortable for handwriting.



Right

Children do not write on whiteboards to practise handwriting and sit at tables to write. Teachers identify who is left and right-handed and adjust seating plans to reflect this.

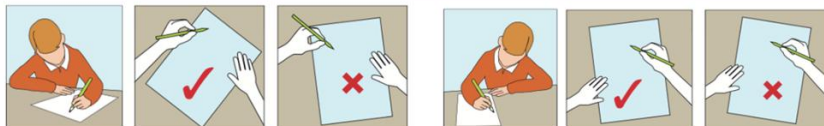
We teach children that posture for writing involves the following:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip.

Also, ensure that the table and chair height is appropriate for children and where writing slopes may be beneficial for individuals.

Paper positioning and pressure

How to hold and position the paper



Too light

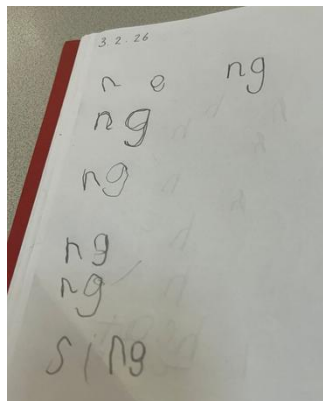
Just right

Too hard

- Tilt and offset the paper according to the writing hand.
- Move the paper up or down to facilitate a comfortable reach and keep it in place with the non-writing hand.
- Consider glare from paper and overhead lighting.
- The correct pressure supports fluency when writing.

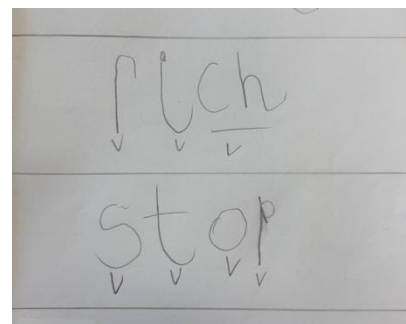
The '4Ps' are a strand on Pedagogy on a Page and should be modelled and checked at the beginning of every handwriting lesson and writing opportunity. This ensures that children develop the correct routines and habits to be writers.

What should children write on?

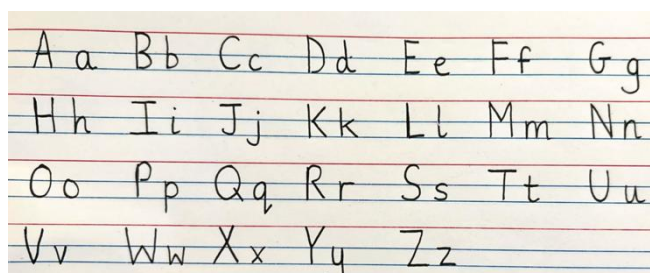
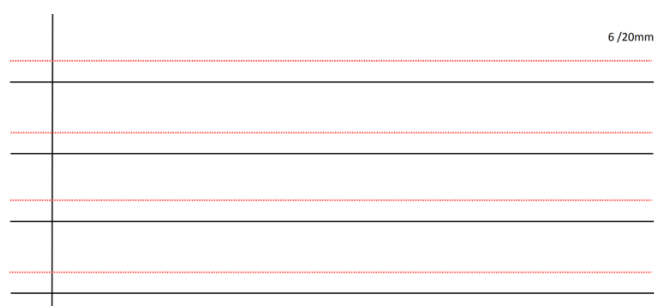


To begin, Reception children using blank paper to allow them to practise letter formation.

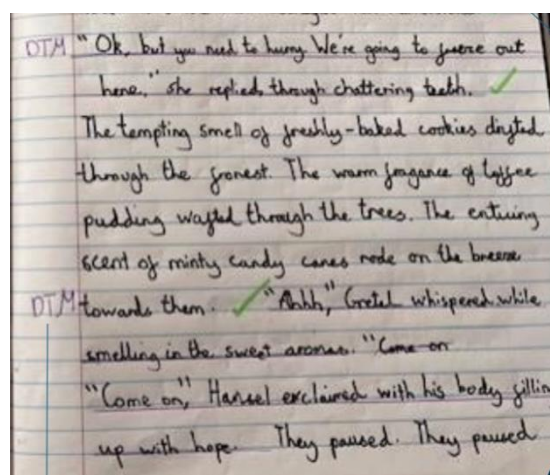
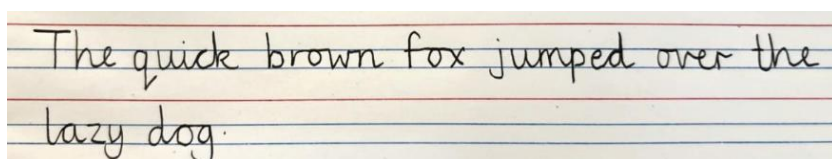
When children are ready, teachers rule the page into three chunks to support the progression towards forming smaller letters.



In Year 1, children write on wide lined paper (15mm) or use handwriting lines (6mm inside lines, 20mm outside lines).



When children can accurately form letters and use the correct sizing, we begin to teach horizontal and diagonal joins. Children may then move to narrow lined (8mm) paper or 5mm handwriting lines.



How frequently is handwriting taught?

In Reception, handwriting is taught daily, in addition to the children's Read Write Inc session, to ensure that children have sufficient practice in forming letters to enable automaticity, fluency and efficiency. Furthermore, targeted children should have extra practice in addition to the universal offer. This may include children who are left-handed or summer born.

In KS1 and in Years 3 and 4, handwriting continues to be taught daily in addition to children's Read Write Inc lesson or English session.

In Years 5 and 6, handwriting should be taught 3x a week, but this session may have a greater focus on practising spelling. However, if letter formation is a weakness, handwriting should continue to be taught daily as it is a foundational skill.

Inclusive practice for left handed pupils

All teachers need to be aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Adjustments for left-handed pupils:

- having space to write
- sit to the left of any right-handed pupil
- slant their paper to the right
- use softer pencils that require less pressure
- grip the pencil at a slightly higher point so they can see around their fingers
- do not hold the pencil too tightly or press down too hard.

Progression in letter formation

In alignment with our Core Reading Offer, our chosen SSP, Read Write Inc, is used to teach children to form letters correctly. Children are taught set phrases when learning to form letters for the first time. These are the same mnemonics that children are taught when they are learning Set 1 sounds. Children should write on plain paper and sitting at tables. The phrases below indicate the correct starting and exit points for each letter. All children will learn these letter formations in the EYFS, but this starting point will also be applicable for children if they have additional needs and cannot form letters securely.



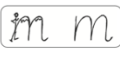
Progression, at a glance, in letter formation

Write set 1 letters and numbers	Blank paper
---------------------------------	-------------

Secure letter formation in letter families including relative sizing Secure number formation Introduce capital letters	Wide lined paper/handwriting lines Sun/boat/water
Teach horizontal and diagonal joins - Arm to boat - Arm to sun - Arm to sister - Washing line to boat - Washing line to sun - Washing line to sister	Narrow lined paper/handwriting lines
Develop a mature joined style and practise maintaining this at length.	
Teach letters which can be left unjoined	

Set 1 lesson plans (used when children are learning to read and write Set 1 letters)

Individual letter formation plans

Speed Sound Card	Letter	Picture name	Phrase
		mountain	Maisie, mountain, mountain
		apple	Round the apple, down the leaf
		snake	Slither down the snake
		dinosaur	Round the dinosaur's bottom, up its tall neck, down to the feet
		tower	Down the tower, across the tower
		insect	Down the body, dot the head
		net	Down Nobby, over his net
		pirate	Down the plait and over the pirate's face
		girl	Round her face, down her hair and give her a curl

Speed Sound Card	Letter	Picture name	Phrase
		orange	All around the orange
		caterpillar	Curl round the caterpillar
		kangaroo	Down the kangaroo's body, tail and leg
		umbrella	Down and under, up to the top and draw the puddle
		boot	Down the laces to the heel, round the toe
		flower	Down the stem and draw the leaves
		egg	Lift off the top and scoop out the egg
		leg	Down the long leg
		horse	Down the head to the hooves and over its back

Speed Sound Card	Letter	Picture name	Phrase
		robot	Down its back, then curl over its arm
		jack-in-a-box	Down its body, curl and dot
		vulture	Down a wing, up a wing
		yak	Down a horn, up a horn and under its head
		worm	Down, up, down, up
		zip	Zig-zag-zig
		x ray	Down the arm and leg and repeat the other side
		queen	Round her head, up past her earrings and down her hair

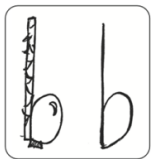
Once most children have learnt to read Set 1 sounds, we teach letters in their formation families during handwriting practice.

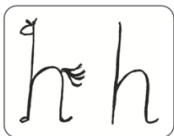
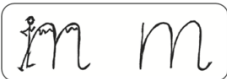
Around letters	c a o d g q
Down letters	l t b p k h i j m n r u y
Curly letters	e f s
Zig zag letters	v w z x

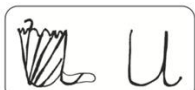
Around letters checklist and lesson plans

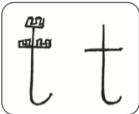
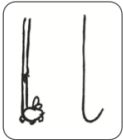
Letter	Handwriting Phrase	Checklist
	Round the apple, down the leaf	✓ start at the stalk ✓ go round the apple ✓ go back up to the stalk, then down ✓ curl the leaf at the bottom
	Round the dinosaur's bottom, up its tall neck, down to the feet	✓ go round his bottom ✓ up the tall neck ✓ down the straight line to the feet ✓ make a curl for the feet
	Round her face, down her hair and give her a curl	✓ start at her bobble ✓ go round her face ✓ go back to her bobble ✓ go down her straight hair ✓ draw a curl
	All around the orange	✓ start at the stalk ✓ go around orange back to the stalk
	Curl round the caterpillar	✓ start at the caterpillar's head ✓ curl round the body
	Round her head, up past her earrings and down her hair	✓ start at the back of her crown ✓ go round her face ✓ go back up to her crown ✓ go down her hair ✓ give it a sharp flick

Down letters checklist and lesson plans

Letter	Handwriting Phrase	Checklist
	Down the laces to the heel, round the toe	✓ start at the top of the boot ✓ go straight down the boot ✓ go up over the toe ✓ back to the heel
	Down the plait and over the pirate's face	✓ start at the top of the plait ✓ go down the plait ✓ go over the face ✓ finish under the chin

Letter	Handwriting Phrase	Checklist
	Down the head to the hooves and over its back	✓ start at the horse's head ✓ go down its straight neck ✓ go down to its feet ✓ go round its back ✓ draw a back leg ✓ add a little curl of dust as the horse runs away
	Down Nobby, over his net	✓ start at the top of Nobby's head ✓ go straight down Nobby ✓ go over the net ✓ add a curve for the grass
	Maisie, mountain, mountain	✓ start at Maisie's head ✓ go straight down Maisie ✓ go over the mountains ✓ check the mountains are the same height as Maisie ✓ add a small curl for the grass
	Down its back, then curl over its arm	✓ start at the robot's head ✓ go straight down its body ✓ go over the robot's arm

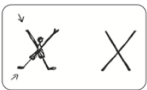
Letter	Handwriting Phrase	Checklist
	Down and under, up to the top and draw the puddle	✓ start at the handle ✓ go down the straight handle ✓ go underneath the umbrella and back up the other side ✓ go down the umbrella ✓ add a little curl for the puddle
	Down a horn, up a horn and under its head	✓ start at the top of the first horn ✓ go down the straight line for the first horn ✓ go underneath the horns ✓ draw a straight line up for the second horn ✓ go down and curl under its head

Letter	Handwriting Phrase	Checklist
	Down the tower, across the tower	✓ start at the top of the tower ✓ go straight down the tower ✓ add a curve ✓ make a straight line across the tower
	Down the kangaroo's body, tail and leg	✓ start at the kangaroo's head ✓ go down its body ✓ draw a tail to the body ✓ draw a straight back leg
	Down the long leg	✓ start at the top of his leg ✓ go down his long leg ✓ add a curl for the shoe
	Down its body, curl and dot	✓ start at the top of the jack-in-a-box's neck ✓ go down the long straight body ✓ draw a smooth curl for the legs ✓ add a dot for the head
	Down the body, dot the head	✓ start at the top of the insect's neck ✓ go down the body ✓ draw a tail ✓ add a dot for the head

Curly letters checklist and lesson plans

Letter	Handwriting Phrase	Checklist
	Lift off the top and scoop out the egg	✓ go up around the shell that needs to be cut off the egg ✓ draw underneath the egg
	Slither down the snake	✓ start at the snake's head ✓ curl one way ✓ curl the other
	Down the stem and draw the leaves	✓ start at the top of the flower ✓ go round and down the flower stem – then lift the pencil off the page ✓ draw a straight line across the leaves

Zig zag letters checklist and lesson plans

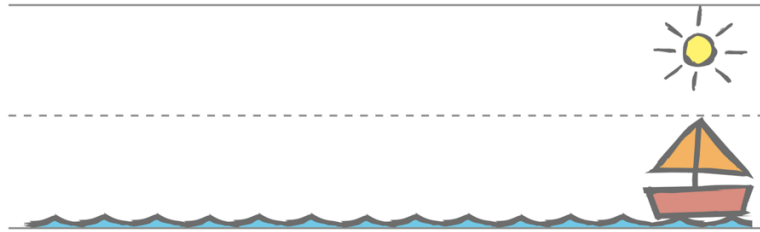
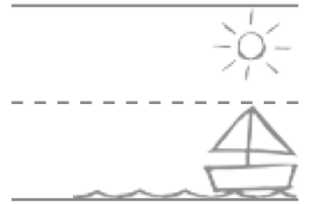
Letter	Handwriting Phrase	Checklist
	Down a wing, up a wing	✓ draw two straight lines for the wings – down, up
	Down, up, down, up	✓ draw four lines, all the same length – down, up, down, up
	Down the arm and leg and repeat the other side	✓ start at the top left ✓ go to the feet ✓ start at the bottom left ✓ go up to the arms
	Zig-zag-zig	✓ draw three straight lines – across, down, across

The handwriting phrases and checklists support consistency in teacher modelling and feedback.

Teaching relative sizing

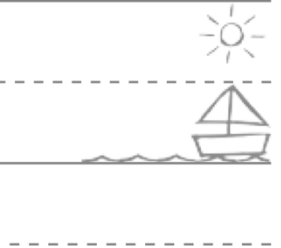
Once children can form letters, we teach the relative sizing using the visualisation of a sun, boat and water. In handwriting, children will write simple words using around, down, curly and zig zag letters alongside practising individual letter formations.

- ‘Sun letters’: **b d h k l** (f and t are just a little bit smaller)
- ‘Boat letters’: **a c e i m n o r s u v w x z**
- ‘Water letters’: **g j p q y**.



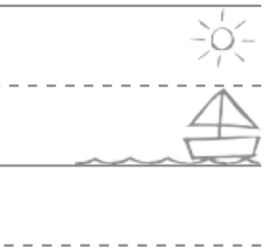
‘Around’ letters

a d g c o q

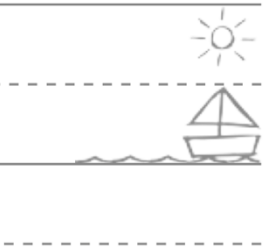


‘Down’ letters

l h k b i j m



n p r t u y



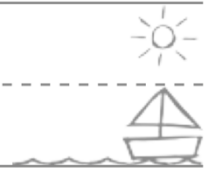
‘Down’ letters with ‘around’ letters

Example words

at lad log had

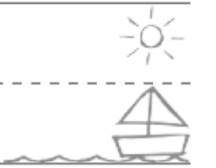


big bad mad



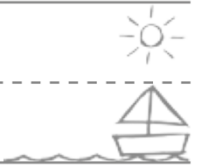
‘Curly’ letters with ‘down’ letters

e f s



Example words

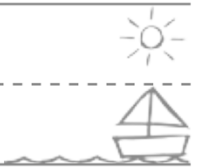
let bet sit set



‘Curly’ letters with ‘around’ letters

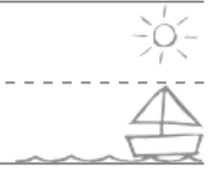
Example words

sag cost sad



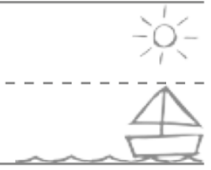
'Zigzag' letters with all other letters

V W Z X



Example words

zap fox win



Capital letters

Children are introduced to lower case letters when learning phonics and reading words with capital letters in Storybooks.

Children learn that capital letters are never joined to lower case letters. The formation chart below, from the RWINc portal, shows how each capital letter should be formed. Children should be taught explicitly how to form each capital letter before learning how to join.

Read Write Inc.
Phonics

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

Number formation

To secure the expected standard for the handwriting statements in Year 1, children need to be able to form the digits 0-9 accurately. Handwriting assessments should check children's letter formation alongside numbers.

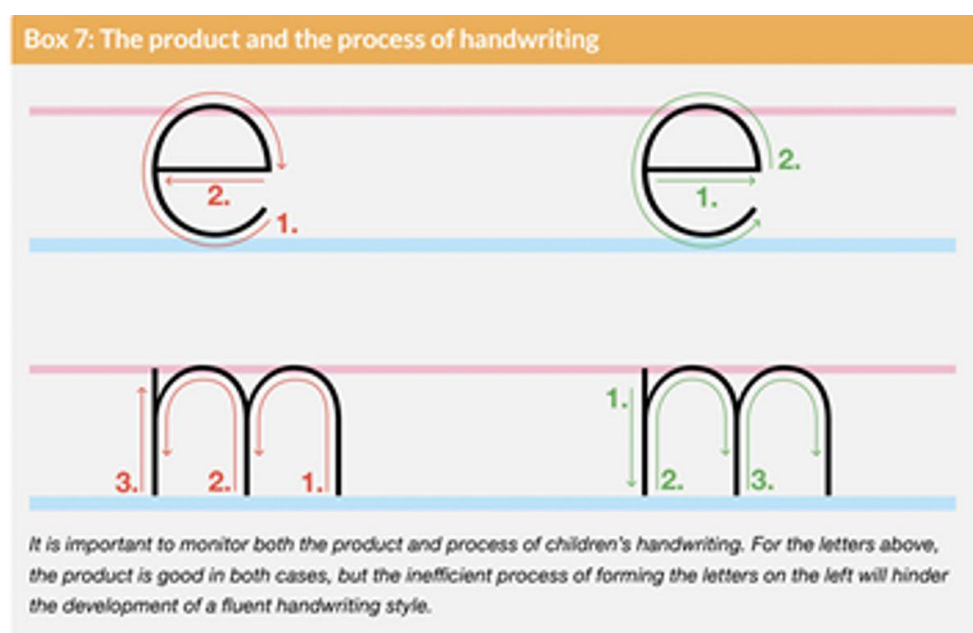
In mathematics lessons, teachers model accurate number formation and continually check that children are not embedding an inaccurate formation or misconception by giving immediate feedback. To enable children to develop fluency, children need plenty of practice with their transcriptional skills. Therefore, handwriting lessons also include explicit modelling, independent practice, and feedback for number formation as well as letter formation. It is vital that incorrect formation is addressed through feedback at the point of learning, whether this is in a mathematics lesson or a handwriting session.

We teach the following number formations:

zero 0 five 5
one 1 six 6
two 2 seven 7
three 3 eight 8
four 4 nine 9

Handwriting joins

When children can accurately form letters and correctly size them in relation to each other, we teach the six diagonal and horizontal joins. Typically, this begins in Year 2. Prior to joining, it is essential that children have secured the correct starting and exit points as this significantly inhibits their ability to join as shown below in this EEF diagram.



Diagonal and horizontal joins

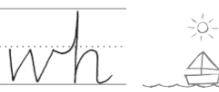
There are two basic joins and six variations that children need to learn to master joined handwriting.

- Arm join (diagonal)
- Washing line join (horizontal)

The arm join has three variations.

- **a. arm to boat** 
- **b. arm to sun** 
- **c. arm to sister.** 

The washing line join also has three variations.

- **d. washing line to boat** 
- **e. washing line to sun** 
- **f. washing line to sister.** 

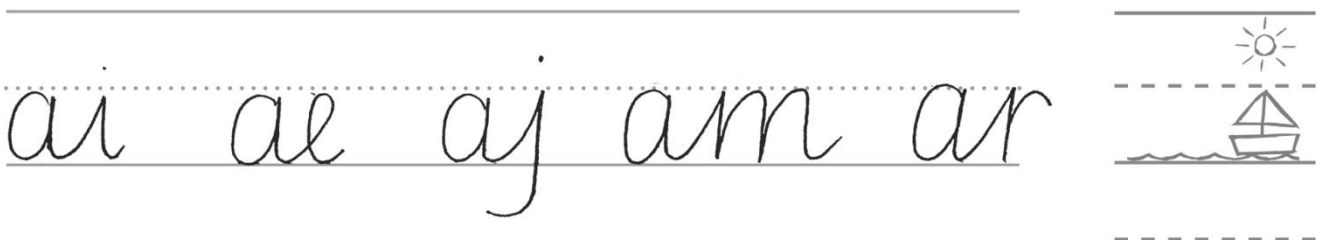
The arm to boat join

This is used for joining the following letters together. When learning to join for the first time, children should learn this join as a starting point.

a c d e h i k l m n t u

to:

e i j m n p r u v w x y z



The arm to sun join

This is used for joining the following letters together. The arm should meet the next letter just over halfway up. It should sweep smoothly into the sun letter.

Use for joining:

a e i d h k l m n t u c

to:

b h k l t

ab ah ak al



The arm to sister join

The arm should touch the sister letter's forehead and then go to the back of the head as though resting a hand.

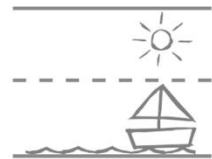
Use for joining:

a c d e h i k l m n t u

to:

a d g c o q

ic ka ko la



The washing line to boat join

The washing line should not be too droopy (the clothes get dirty) or too tight (the line breaks in the wind).

Use for joining:

v w r f o

to:

i j m n p r u v w x y z e

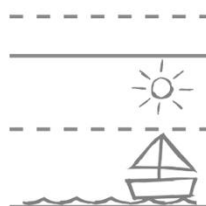
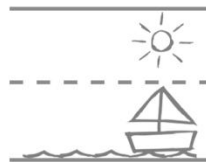
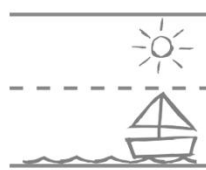
mi vu

wi wr wy we

ri rr ry re

drop
further

drop
further



Children should take the pencil off and cross the join for the letter 'f'. When children join, we use a 'curly' rather than a straight k.

fi fr fn

The washing line to sun join

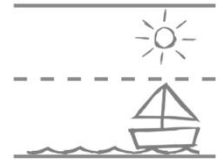
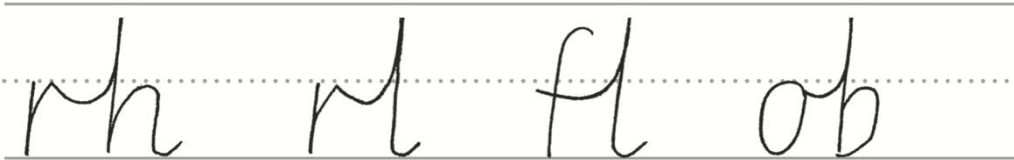
The washing line should meet the next letter just over halfway up. It should sweep smoothly into the tall letter.

Use for joining:

v w r f o

to:

b h k l t



The washing line to sister join

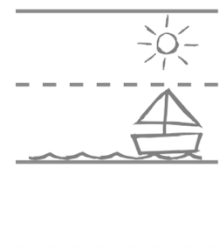
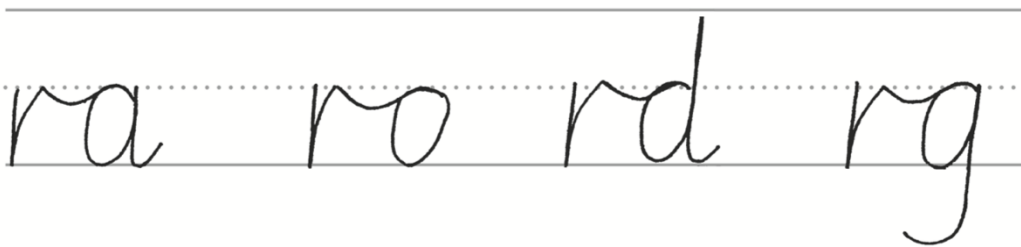
The washing line should touch the sister letter's forehead and then go to the back of the head – as though stroking back the sister's hair.

Use for joining:

v w r f o

to:

a d g c o q

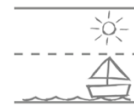


Letters which are left unjoined

Until children have developed a mature and fluent style of joined handwriting, they should be taught to leave these letters unjoined. Capital letters are always left unjoined.

b q g j s

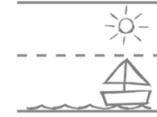
y z p



If deemed ready, children (typically from Y5 onwards) can begin to add loops to join letters.

bi gi ji si

yi pi



Importance of practice

“The National Curriculum specifies that children should be taught to correctly form letters of the correct size and orientation. 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**. 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**.”

There is also evidence that repeated practice in handwriting, going beyond accuracy to fluency, leads to **success in higher-level writing tasks**. Skilful handwriting has an impact on composition. According to 2 meta-analyses of research on handwriting instruction, teaching handwriting is closely associated with the quality, length, and fluency of writing. As these meta-analyses showed, teaching handwriting can improve writing because the pupil can spend more time planning, thinking about content and constructing the sentences.” *Ofsted Research Review: English, 2022*

National Curriculum Handwriting Expectations

Year 1 (All objectives below taken from National Curriculum)

- *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.

Year 2

- 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 unjoined
- 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.

Children should be taught a joined style as soon as they can **securely write all letters with the correct formation.**

Years 3 and 4

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency, and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Children should use a joined style in independent writing.

Years 5 and 6

- 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.

In Upper Key Stage Two, children continue to practise handwriting to increase their speed, accuracy, and presentation.

"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 unjoined 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." *Non-statutory guidance English National Curriculum Y5/6.*