



WPS Progression in Handwriting & Transcription



EYFS	KS1		KS2			
Three and Four-Year-Olds Reception Early Learning Goals	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5 <i>(Non-statutory guidance)</i>	YEAR 6
Handwriting						
<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To form capital letters</p> <p>To form digits 0-9.</p> <p>To understand which letters, belong to which handwriting ‘families’ (i.e., letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To aim to use a neat, joined handwriting style with increasing accuracy, fluency and speed.</p> <p>To increase the legibility, consistency and quality of their handwriting [e.g 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].</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g 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].</p>	<p>To be clear about what standard of handwriting is appropriate for a particular task, e.g., quick notes or a final handwritten version.</p> <p>To write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>To write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -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.
Joining Letters			To begin to use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.
Joining Letters /Frequency						
	<p><i>Penpals: Y1: Units 23; 25; 27; 29</i> <i>digraphs: ch, ai,</i> Assess during Establishment Week</p> <p>1 unit per week: <i>Daily following phonics</i></p>	<p><i>Penpals - Y2</i> Assess during Establishment Week</p> <p>2 unit per week: <i>4x 20 minutes per session</i></p>	<p><i>Penpals – Y3</i> Assess during Establishment Week</p> <p>2 unit per week: <i>4x 20 minutes per session</i></p>	<p><i>Penpals – Y4</i> Assess during Establishment Week</p> <p>2 unit per week: <i>4x 20 minutes per session</i></p>	<p><i>Penpals – Y5</i> Assess during Establishment Week</p> <p>1 unit per week: <i>3x 20 minutes per session</i></p>	<p><i>Penpals – Y6</i> Assess during Establishment Week</p> <p>1 unit per week: <i>3x 20 minutes per session</i></p>

Non-negotiables:

Penpals handwriting session to be taught discreetly in all year groups Year 1-6

Handwriting to be taught each week. Expected length and number of times per week outlined in the progression of handwriting document.

Adapted curriculum – for SEND pupils (see intervention books)

Termly assessment

Handwriting Award/Pen License