



Monkleigh Primary School and Foundation Stage Unit

Pre-Writing Progression and Handwriting Progression

At Monkleigh Primary School we are all writers. We ensure a strong focus on precision and accuracy in mark making and handwriting from the very beginning of their writing journey. Building strong writing foundations gives our pupils the confidence and skills to be ambitious and successful writers. Through a carefully planned approach we teach children the key movements, pre-writing marks and shapes that will provide them with the skills to accurately form letters of an appropriate size and then join their letters.

Developing Strength and Fine Motor Skills:

Dexterity, strength and fine motor skills are carefully developed throughout the Foundation Stage Unit. Busy Fingers activities are planned and taught on a daily basis - detailed planning for this can be found on the weekly planning, handwriting and letter formation activities are also planned as part of Busy Fingers. Skills and activities are planned according to observations and assessments of all children.

All children from Sunflowers to Butterflies take part in a 15 minute dough gym activity every day, In the Spring Term Butterflies take turns to lead the dough gym activities for the younger pupils. This develops excellent communication and language skills. In the Spring Term, Butterflies continue with dough gym and a dedicated handwriting session, which is taught four times a week, is introduced. . Children who are identified as needing additional support with Fine Motor Skills will be identified on our Spotlight Children chart. Extra activities and experiences will be provided within the provision to provide the children with the support that they need. Pupils in

Reception and Year 1 have access to the High Five Fingers intervention - a daily intervention session taught by a trained adult in a small group.

Pre Writing Symbols:



Parents in Caterpillars are taught how to support the formation of the pre-writing shapes at home - this progression is shared with them alongside a video to model how to teach the shapes accurately. An emphasis is put on the accurate creation of these shapes on a line - joining the shapes carefully without overlap. Writing first names and surnames will be taught in Reception after all Set 1 sounds have been taught.

	NC/EYFS expectation	NC Non-statutory guidance EYFS Development Matters 2021 Curriculum Goals	End of year expectations	Teaching	Application
N1		Enjoy drawing freely Add some marks to their drawings, which they give meaning to. For examples 'that says Mummy' Make marks on their picture to stand for their name.	Able to explore vertical lines, horizontal movements from left to right and anticlockwise circles and movements in a range of situations - moving scarves, swirling water, mark making in paint, shaving foam, gloop, chalk on boards, on the ground, water and paint brushes. Enjoy drawing freely, including scribbling and colouring. Develop manipulation and control. Balanced sitting Draw Patterns	Identify opportunities to develop these movements within physical play and explore and learn time.	Use the words horizontal, vertical, anticlockwise and circle with the children on a daily basis. Bring the children's attention to horizontal movements from left to right when reading stories. A wide range of stimulating equipment is used to encourage children's mark making - large scale and sensory play, mark making in sand, paint, a tray of flour, wet sand. Sticks and leaves to mark make in Forest School. large brushes with paint or water. playground chalk, different size brushes and pens - vertical and flat surfaces.
N2		To mark make and identify marks To know that text has meaning To use some of their print and letter knowledge in their early writing.	Accurately form a vertical line from top to bottom. Have hand and finger strength Trace back from the bottom of a vertical line to the top - following the original line.	<u>Autumn Term:</u> Large movements - vertical - including tracing back up the line, horizontal, anticlockwise and the arch taught using scarves and physical challenges.	Ensure that the children are joining the shapes carefully without an overlap. Ask the children to keep trying until they can do this. Support the children with writing on the line and keep

		To enjoy and access a variety of busy finger activities. Building up hand and whole-body strength and co-ordination, to be able to enjoy mark making readily; use some of their print and letter knowledge to write some or all of their name and in early writing, with a confident grip. To accurately draw horizontal and vertical lines; anticlockwise circles and arches.	Accurately form a horizontal line from left to right Accurately form an anticlockwise circle - starting with your pencil at the top - joining the circle back up carefully without a cross over. Accurately form a cross using a horizontal and vertical line. Accurately form an arch or a letter 'n' by drawing a vertical line, tracing carefully back up and over the net. Position lines and shapes on lines in a RWI wide lined exercise book. Adopt seating position	Controlled marks in sand, shaving foam, large chalk and paint easel Children to grip writing implements - palmar grip or five finger grip. Begin to establish dominant hand <u>Spring Term:</u> Mark Making to create all of the lines and shapes - mark making using a range of materials. Encourage use of two finger and thumb grip <u>Summer Term:</u> Introduction of RWI blue book - wide lines. Teach how to form each shape while writing on the lines in the RWI book. Teach the children how to identify their RWI book by looking for their name label. Teach the children how to find the page they are next working on by opening their book correctly and moving through the pages.	revisiting this until they have achieved it. Ensure that children are tracing back up a vertical line without creating a loop.
YR	Hold a pencil effectively in preparation for fluent writing	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Write first name and surname with accurate letter formation	<u>Autumn Term:</u>	Pupils write in a blue RWI book with wide lines.

	- using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	Examples of how to support this: Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time. Form lower-case and capital letters correctly. Examples of how to support this: Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.	All letters are accurately formed All letters are of correct and consistent size. Writing is positioned on the line. All capital letters are formed accurately and are of an appropriate size. Hold a pencil with a tripod grip. Adopt a seating position.	During the introductory week of RWI, children recap on horizontal, vertical (including tracing back up the line, anticlockwise circle and cross and arch) any children requiring extra intervention are identified. Letters are taught according to RWI order: m a s t d i n p g o c k u b f e l h r j v y w z x Children learn the RWI saying and write the letter in their RWI book on the lines. Daily Speed Write allows for the practice of writing 3 letters. Children to understand left and right orientation when writing on paper. Children to be modelled and acquire the correct tripod grip.	Pupils are reminded to write on the lines. All adults intervene and model correct letter formation every time they spot incorrect formation. Adults model writing on the line on the board. Adults model careful letter formation on the board.
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				<u>Spring Term:</u> Discrete handwriting sessions take place as part of Busy Fingers 3 times a week - extending to 4 x 15 minute sessions a week. RWI Handwriting Stage 1a (Letter Formation) the Handwriting Stage 2 'mature approach sayings' are referred to. Handwriting is taught in the following order: 'Around' letters: c o a d g q 'Down' letters: i r n m l t h b p k u y j 'Curly' letters: e f s 'Zigzag' letters: v w z x. Capital letter formation and size is taught alongside the lower case letter - for example 1 session on lower case c then the next session on capital C. <u>Summer Term:</u> RWI Handwriting Stage 1b is taught - Relative size. Follow the same order as outlined in the Spring Term.	Pupils are reminded of the correct letter formation in RWI lessons and asked to rewrite letters or sentences if they need to show correct letter formation. Pupils are taught to ensure that they are tracking back over the lines - in letters like 'b' rather than forming a loop. RWI Tracing Sheets from Oxford Owl. All adults ensure that pupils are writing letters of a consistent and accurate size on the handwriting lines and in
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				Capital letter formation and size is taught alongside the lower case letter - for example 1 session on lower case c then the next session on capital C. NUmbers 1-9 on a line - correct formation Recap ascenders and descenders and correct placement on the line. Time to consolidate, improve and work on size of letters. Embed handwriting by writing three letter words using handwriting techniques - See Handwriting Stage 1b for words.	RWI books. Pupils to correct any letters that are not of the correct size. Writing on boat/sun line sheets - 2 letters per week - 4 sessions a week (approx 15 minutes per session) Session 1 - line of lower case letter, Session 2 line of capital letter and line of alternating lower case and capital.
Y1	Sit correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters and digits 0-9. Understand which letters belong to which handwriting 'families' and to practise these. Leave spaces between words.	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.	All joins taught in Handwriting Stage 3 are being used accurately. Maintain correct letter formation when writing sentences independently.	<u>Autumn Term:</u> 3 x Handwriting sessions [er week - 1 to teach and 2 to practise <u>Flashback:</u> Focus on the following outcomes from the end of Year R: All letters are accurately formed All letters are of correct and consistent size. Writing is positioned on the line.	RWI Boat and sun paper. 3 letters per day, 1 line of each letter Boat and sun lines on speed sound boxes for Fred Spelling Pupils write in a blue RWI book with wide lines. Pupils are reminded to write on the lines. All adults intervene and model correct letter

				All capital letters are formed accurately and are of an appropriate size. Numbers 1-9 - correct sizing in boxes. Flashback - Handwriting Stage 2 - teach a mature style of handwriting for the following letters: a d g o c q u y b p and corresponding capital letters (six sisters) <u>Autumn and Spring Term:</u> 3 x Handwriting sessions [er week - 1 to teach and 2 to practise	formation every time they spot incorrect formation. Adults model writing on the line on the board. Adults model careful letter formation on the board. RWI Boat and sun paper. Boat and sun lines on speed sound boxes for Fred Spelling All adults intervene and model correct letter joining every time they spot incorrect joins that have been taught.. Adults model correct joins on the board. ** join from v and w - straight line across
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				Handwriting Stage 3; a) Arm to boat join, use for joining: 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 b) Arm to Sun join use for joining a e i d h k l m n t u c to b h k l t c) Arm to Sister join, use for joining: a c d e h i k l m n t u to a d g c o q d) Washing Line to Boat join, use for joining: v w r f o to i j m n p r u v w x y z e e) Washing Line to Sun join, use for joining: v w r f o to b h k l t f) Washing Line to Sister join, use for joining:	** we will not join the following letters b q g j s y z onto the following letter.
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				v w r f o to a d g c o q <u>Summer Term:</u> 3 x Handwriting sessions [er week - 1 to teach and 2 to practise Small group interventions for focus children according to need.	
Y2	Form lower-case letters of the correct size relative to one another. (...in some of their writing. End of KS1 WTS) 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. (End of KS1 GDS) Write capital letters and digits of the correct size, orientation and relationship	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.	Accurately use all of the joins taught in Handwriting Stage 3. Ensure relative size and size of capital letters is accurate when writing on normal English book lines.	<u>Autumn Term:</u> Flashback to joins taught in Year 1 Small group interventions for focus children according to need after Flashback teaching. Teach the joins according to order in Year 1 on normal lines. Teach relative size of letters and capital letters.	RWI blue books wide lines. Writing directly onto wide lines 3 joins a day, 1 line of each join All adults intervene and model correct letter joining every time they spot incorrect joins that have been taught.. Adults model correct joins on the board.

	to one another and to lower-case letters. (End of KS1 EXS) Use spacing between words that reflects the size of the letters. (End of KS1 EXS)				
Y3/4	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.	Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.	Pupils can use joined up writing consistently and independently. Pupils ensure that Capital letters and ascenders and descenders are all of an accurate relative size.	<u>Autumn Term:</u> Flashback: d) Washing Line to Boat join, use for joining: v w r f o to i j m n p r u v w x y z e e) Washing Line to Sun join, use for joining: v w r f o to b h k l t f) Washing Line to Sister join, use for joining: v w r f o to a d g c o q Teach pupils how to use joined up writing consistently and independently on lined paper. <u>Spring and Summer Terms:</u> Handwriting Intervention - small groups	English writing book narrow lines 3 joins a day, 1 line of each join on normal narrow lined paper in books. All adults intervene and model correct letter joining every time they spot incorrect joins that have been taught.. Adults model correct joins on the board. <u>Autumn Term:</u> 4 x 15 minute sessions per week - pupils work on independently and consistently joining by copying out a paragraph of text from their reading book.

Y5/6	Write legibly, fluently and with increasing speed. Maintain legibility in joined handwriting when writing at speed. (End of KS2 EXS)	Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.	Pupils can maintain legibility in joined handwriting when writing at speed	Flashback - Pupils show that they can join fluently and independently by writing out a passage from their reading book. Time challenges - focus on maintaining legibility when writing out a given amount of text within a specified time frame.	
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