

Handwriting Progression of Skills at Tansley Primary School



Key Learning by year group in our school following the schools' handwriting scheme- ISHA

Please note that the objective in bold is non-negotiable for that year group.

Foundation:

Formally teach the correct pencil grip.

Model both cursive (use the term lead-in stroke) and printed letters.

Form digits 0-9.

Develop motor skills across the curriculum as part of the children's physical development.

Displays feature both cursive and printed writing. Promote writing and reading in all areas.

Allow the children to practise letter formation in a variety of ways eg. writing in the air, writing over highlighter pen.

Model well-formed handwriting, pointing out that your letters are rounded, sitting on the line etc. Encourage the children to verbalise what they are doing as they write.

Year 1.

To leave a finger space between words.

Focus on the correct posture for writing (sitting up straight, not slouching). Teach the children to make sure that their table is clear and that they don't have their book at an awkward angle (left-handed children may need to turn their book).

Ensure that all children are using the tripod grip.

Begin to form lower-case letters in the correct position, sitting on the line, starting and finishing in the right place.

Form capital letters.

Form digits 0-9.

Understand which letters are in handwriting 'families' (i.e. letters that are formed in similar ways such as a,g,d) and to practise these.

Introduce simple joins and link to common spelling patterns.

Year 2

Form lower-case of the correct size relative to one another.

Explicitly teach how to join the letters that finish at the top r,o,v,w, or to leave them as a break letter according to which letter comes next.

Word spacing monitored and any issues addressed.

Introduce the idea of break letters, which are best left un-joined.

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Year 3.

Ensure that letters that join from the top are being correctly joined, or left as break letters (r, o, v, w).

Explore letter combinations that occur frequently in English spelling and practise joining those letter strings.

Insist on evenly sized lower case letters.

Ensure that letters such as 'o' and 'a' are being fully formed.

All displays and label to be printed using cursive font.

Year 4.

Ensure that the down strokes on letters are parallel and equidistant.

Insist on evenly sized lower case letters.

Ensure that letters that join from the top are being correctly joined, or left as break letters (r, o, v, w).

Explore letter combinations that occur frequently in English spelling and practise joining those letter strings.

Ensure that letters such as 'o' and 'a' are being fully formed.

Ensure that the ascender on a 't' is the correct height.

Year 5.

Write legibly, fluently and with increasing speed by:

- Ensuring that the children are doing all of the above.
- Developing fluency.

Start to understand that it is acceptable to vary handwriting according to the task in hand and to bear in mind who will be reading what they have written. Eg. Work in a jotter need not be written with such care if you will be the only one to read it.

Year 6.

Write legibly, fluently and with increasing speed by:

- **Understand that it is acceptable to vary handwriting according to the task in hand and to bear in mind who will be reading what they have written. Eg. Work in a jotter need not be written with such care if you will be the only one to read it.**
- Choose the writing implement that is best suited to a task.
- Ensuring that the children are doing all of the above.
- Developing fluency, ie expect a greater volume of written work.
- Supporting the children in developing their own handwriting style.