Leyland St James' CE Primary School

Handwriting Progression

	Autumn	Spring	Summer
Warm up exercises	1. **Funky Fingers** 2. **Dough Disco** 3. **Ribbons Wands** 4. **Music and Movement**		
Seedlings	**Fine Motor** *Picks up and holds small objects using thumb and fingers with control. *Holds a crayon with a whole-hand (palmer) grasp with more control. *Puts objects of different sizes in and out of objects. *Begins to turn knobs and unscrew lids. *Uses hands together (bilateral coordination) to	**Fine Motor** *Inserts pegs into boards or shapes into correct holes. *Attempts basic utensil use, e.g. spoon feeding with less mess. *Manipulates simple cause and effect toys (e.g. pop up toys). *Opens and closes containers with lids. *Pulls apart and connects toys like duplo or pop beads.	**Fine Motor** *Hold crayon or marker using fingers rather than whole hand. *Starts using tools like brushes or forks with some control. *Makes intentional marks-circles, lines. *Shows preference for one hand. *Starts to manipulate clothing, e.g. pulling off socks.

	hold and manipulate objects. *Builds various construction designs in different directions. *Scribbles with more purpose (up/down, circular). **End Point** To begin to use tools with hands. To begin to make marks for a purpose.	*Begins to turn single book pages. *Starts to imitate vertical and horizontal lines in drawing. **End Point** To manipulate objects for a purpose. To begin to draw a selection of different lines.	*Turns doorknobs and fits lids on containers. *Begins to string large beads or pasta. **End Point** To begin to hold pencils using fingers. To begin to be independent using hand-eye co-ordination.
Blossoms	**Fine Motor** *Uses both hands together in co-ordinated ways (holding paper while drawing). *Builds block towers of 8+ blocks. *Begins using one hand more than the other (emerging hand dominance).	**Fine Motor** *Cuts along short, straight lines. *Screws/unscrews jar lids or nuts and bolts. *Draws people with 2-4 body parts (head, arms, legs). *Begins to draw some letters or own name (may be large and uneven).	**Fine Motor** *Buttons/unbuttons large buttons. *Manipulates zips and simple fasteners. *Turns pages one at a time. *Threads small beads with more precision. *Completes simple jigsaw (6-10 pieces).

	*Squeezes, presses, and manipulates materials like dough and foam. *Holds crayons or pencils using a thumb and two-finger (tripod) grasp (may still switch hands). *Draws lines and simple shapes (e.g. circles, crosses). *Begins to use scissors to snip paper. *Can copy some shapes or patterns. **End Point** To begin to strengthen muscles in both hands. To begin to use a variety of fine motor tools to create with.	*Imitates shapes (cross, square). *Shows interest in writing and copying words. **End Point** To begin to use scissors to snip and cut. To begin to form letters of importance to them.	*Brushes teeth, washes hands and starts dressing with less help. *Copies name or simple words (may be unrefined). *Uses tools (spoons, glue sticks, pencils, scissors) confidently in activities. **End Point** To gain more control when using tools independently. To independently write their name.
Lesson warm up exercises	**1. Rub hands together -** Rub hands together until they feel warm. Move them up and down, or in circular motions to stimulate blood flow. **2. Push palms together -** Push the palms firmly together and hold for five seconds. Repeat a few times. **3. Finger stretches-** Open hands wide, stretching fingers as far apart as you can. Then make a tight fist, hiding fingers away inside the palm. **4. Drumming fingers-** Drum fingers on the table, one finger at a time. This can be extended to tapping a rhythm.		

	5. Squeeze forearms and hands- Use the left hand to squeeze the right forearm and hand firmly, applying gentle pressure to stimulate the muscles and increase awareness. Swap hands. **6. Pulling fingers (like taking off a glove) -** With one hand, grasp each finger of the other hand in turn and gently pull downward, as if taking off a glove. Repeat for the other hand. **7. Oppose thumb to each fingertip -** Touch the thumb to each fingertip of the same hand in turn. For more challenge, this can be done with both hands at the same time, or with your eyes closed. **8. Finger circle tug -** Form a circle with the thumb and index finger. Then form another circle with the other hand, within that circle, and try to pull them apart.		
Reception	**Unit 1: Practising patterns** • Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) • Up curves, Down curves, Mixed-height curves, Letter C (Week 2) • Spirals, Crosses, Turrets, Diagonals (Week 3) • Zig-zags, Sideways V, Letter X, Triangles (Week 4) **Unit 2: Curly letter family** • c, a, d (Week 5) • g, o, q (Week 6)	**Unit 6: Capital letters** • Cc, Aa, Dd (Week 15) • Gg, Oo, Qq (Week 16) • Ee, Ss, Ff (Week 17) • Ll, Ii, Tt (Week 18) • Jj, Uu, Yy (Week 19) Assess and review week (Week 20 – before or after half-term) • Mm, Nn, Rr (Week 21) • Bb, Pp, Hh (Week 22) • Vv, Ww, Xx (Week 23) • Zz, Kk (Week 24)	**Unit 7: Digraphs and trigraphs** • ff, ll, ss (Week 26) • zz, ck, qu (Week 27) • ch, sh, th (Week 28) • ng, nk, ai (Week 29) • ee, igh, oa (Week 30) Assess and review week (Week 31 – before or after half-term) • oo, ar, or (Week 32) • ur, ow, oi (Week 33) • ear, air, er plus Assess and review (Week 34)

	• e, s, f (Week 7) **Unit 3: Long letter family** • l, i, t (Week 8) • j, u, y (Week 9) **Unit 4: Bouncy letter family** • m, n, r (Week 10) • b, p, h (Week 11) **Unit 5: Zig-zag letter family** • v, w, x (Week 12) • z, k (Week 13)		
Letter Families	**Letter Family 1** *l i t j u y* **Letter Family 2** *m n r b p h k* **Letter Family 3** *c a d o q g e f s* **Letter Family 4** *v w x y* **z**		
Year 1	**<u>Autumn 1</u>** Revisit the letter families above in order to consolidate learning from EYFS. (3 x letters per week) Use the tricky words in order to spell –	**<u>Spring 1</u>** Teach the capital letters in order – C G O Q S Teach the numbers – 0-9 Words – days of the week Saturday, Sunday	**<u>Summer 1</u>**

	The, to, into Words – can, dog, log, flag, left, train, beep, **<u>Autumn 2</u>** Teach the capital letters in order – B D E F H K L M N V P R U V W X Y Z Words – days of the week Friday, Wednesday, Monday Months of the year – February, March, May, November, December	Months of the year – September October **<u>Spring 2</u>** Teach the capital letters in order – A I J T Words – days of the week Tuesday, Thursday Months of the year – January, April, June, July, August	**<u>Summer 2</u>**
Year 2	**First join – diagonal join to letters without ascenders or descenders:** ai, am, an, ao, ar, au, ca, ci, co, cu, sa, se, si, sm, sn, so, ss, st, su, sw, ia, im, in, io, ir, iu	**First join – diagonal join to letters without ascenders, and then with ascenders and descenders:** ma, mi, mm, mo, mu na, nc, ne, ni, nn, no, nu, ua, ui, um, un, uo, ag, aj, ab, ah, ak, al, at, ch, ck, cl, ct	**First join – diagonal join to letters with ascenders and descenders:** sb, sh, sk, sl, st, sp, el, eb, eh, ek, el, et, ih, ik, ill, it, ig, ip, mp, np, nd, ug, up, ub, uh, uk, ul, ut
Lesson warm up exercises	**Wrist strength and flexibility – doorknob turns** – stretch arms in front of you with elbows slightly bent and palms facing upwards. Keep your fingers together and your thumbs		

(to music)	open. Turn both hands inwards at the wrist so that your thumbs point down towards the floor and return to start position. (Repeat 10-15 times) **Thumb and finger strength and dexterity – Finger Bend** – Extend arms and fingers straight out in front of you at chest height in a 'mummy' position. Keeping the knuckles and wrists straight, and palms facing upwards, bend the fingers until they face your body and then straighten them out. Do not create a fist while bending your fingers. (Repear 5-10 times) **Whole hand strength and dexterity – Hand Gym**		
Year 3	First join – diagonal join from letters with ascenders: da, di, do, du, dy First join – diagonal join from letters with ascenders: ha, he, hi, ho, hu, ka, ke, ki, ko, ku First join – diagonal join from letters with ascenders: la, le, li, lm, lo, lp, lu, bu, ba, be, bi, bo, br, bs	First join – diagonal join to the letter 'c': ac, ec, ic, lc, uc First join – diagonal join to the letter 's': as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us First join – diagonal join to the letter 'e': ae, ce, de, ee, he, ie, ke, le, me, ne, ue,	First join – diagonal join from letters with descenders: qu, pu, pa, pe, pi, pl, po, pr, ps Second join – horizontal join: oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz
Year 4	Second join – horizontal join: ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu, wa, wi, wn, wo, ws, wu, wy	Third join – diagonal join from a letter with an ascender/descender to a letter with an ascender/descender: ib, kl, ll, ph, pl, pt, bl, th, tt	Fourth join – join to letters with hooks, lines and loops: ga, ge, gi, gl, go, gr, gs, gu, wh, ya, ye, yi, yo, yu Practise writing words with capital letters.

	Second join – horizontal join to the letter 'e': oe, re, ve, we	Third join – horizontal join from or to a letter with an ascender: ob, oh, ok, ol, ot, rt Fourth join – join to letters with hooks, lines and loops: ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu	Practise combining all 4 joins when writing sentences. Final consolidation of all joins
Year 5	**Diagonal join to letters** – accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity. **Horizontal joins using the statutory word list** – Recognise, recommend, relevant, restaurant, vehicle, vegetable, variety	**Diagonal joins with an ascender to descender-** Rhyme, rhythm, identity, harass, hindrance, identity, immediate, immediately, individual, interfere, interrupt, language, leisure, lightning, embarrass, environments, equip, equipped, especially, exaggerate, excellent, existence, explanation, bargain, bruise, define, desperate, determined, develop, dictionary, disastrous, shoulder, stomach, temperature, thorough,	**Join to letters with hooks, lines and loops** – Government, guarantee, yacht, queue, Statutory words to join – Marvellous, mischievous, muscle necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, sacrifice, secretary, signature, sincere, sincerely, soldier, sufficient, suggest,

		Horizontal join from or to a letter with an ascender – Physical, rhyme, rhythm, shoulder, **Join to letters with hooks, lines and loops.** Familiar, foreign, forty, frequently, symbol, system	twelfth, variety, vegetable, vehicle.
Year 6	**Joining with words ending in -tious and -cious** Delicious, precious, conscious, spacious, vicious, suspicious, infectious, cautious, ambitious, scrumptious, superstitious, nutritious. **Joining with words ending in -tial and -cial** Essential, potential, residential, confidential, initial, martial, official, special social, crucial, financial, artificial.	**Joining with words ending in -ible and -able** Incredible, terrible, invisible, legible, edible, sensible, available, capable, inflatable, comfortable, suitable. **Joining with words containing -ie and -ei** Piece, relieved, shriek, believe, mischief, achieve, foreign, height, veins, weight, ceiling, neighbour. **Joining with words ending in -ent and -ant** Different, ancient, excellent, patient, violent, parliament reluctant, restaurant, fragrant, vacant, distant, hesitant,	**Joining with words containing silent k and w** Knee, knight, knowledge, knock, knife, knuckles, wrinkles, wrong, write, wriggle, answer, sword **Joining with words containing silent b and t** Bomb, climb, debt, doubt, plumber, lamb, listen, castle, wrestle, fasten, whistle **Joining with words containing silent g and u** Sign, design, foreign, campaign, biscuit, guess, guide, guilty, build, disguise