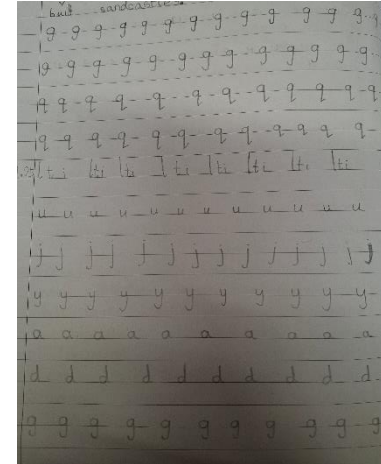
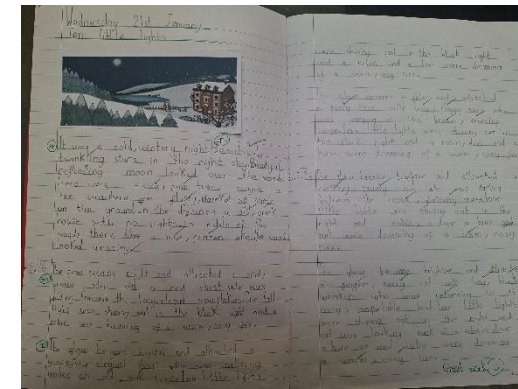
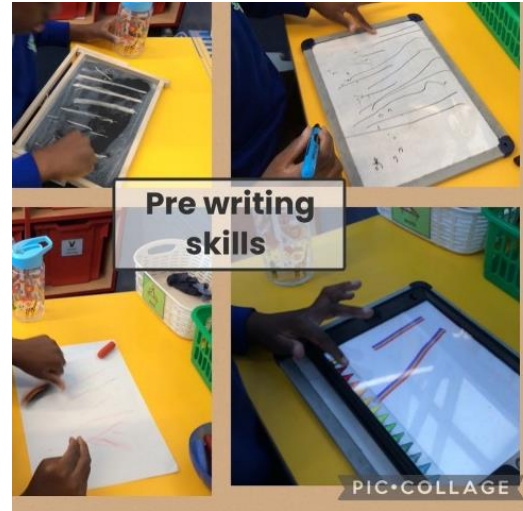
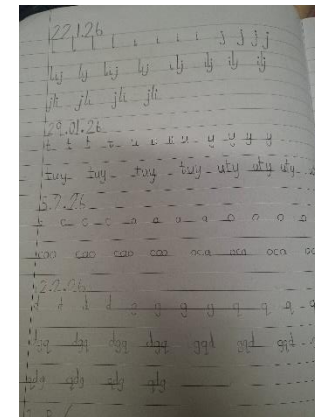


# New Invention

**I-N-F-A-N-T S-C-H-O-L**

We can...we will...together



# Handwriting Syllabus



To empower our children to be the change-makers of the future.

## #WecanWewillTogether

NII is a safe, secure and nurturing school where children develop positive relationships.

Our children are confident, articulate and resilient both in education and attitude to life.

Our staff are motivated, tenacious and committed working with integrity to ensure the best outcomes for our children and families.

We are the focal point of our community where families feel supported, respected and are partners in their children's journey.

Our high aspirations, forward thinking, innovative approach inspires our children to be change-makers of the future.

They are compassionate, empathetic and supportive of others.

They strive for excellence in all that they do.

Everyone in our school community contributes and is both heard and valued.



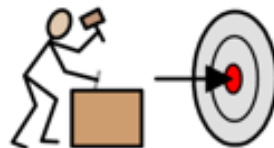
inclusivity

Diversity  
Equity  
Respect  
Acceptance



integrity

Moral  
Principles  
Honesty  
Fairness



tenacity

Resilience  
Hard working  
Perseverance  
Never give up



collaboration

Partnerships  
Working together  
Supportive  
'Families'



ambition

Excellence  
High expectations  
Creative  
Innovative  
Risk taking

# How our Mission, Vision and Values are reflected in Handwriting.



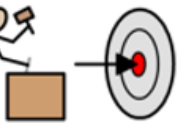
inclusivity

We demonstrate inclusivity in handwriting by ensuring that every child can access, participate in, and enjoy developing this essential skill. We adapt teaching, provide supportive resources such as different pencil tools, visual prompts and scaffolds, use of rhymes, a curriculum that can be used to support any learner depending on their developmental handwriting stage. We also celebrate each child's progress, recognising their individual starting points and needs. By creating a safe, encouraging, and flexible learning environment, we ensure that all pupils feel valued, capable, and empowered to write.



integrity

We teach handwriting with integrity by ensuring that our practice is honest, consistent, and rooted in doing what is right for every child. We uphold high standards while acknowledging each pupil's individual journey, modelling fairness, patience, and respect in every lesson. Our approach is built on evidence-informed teaching, reliable routines, and a commitment to providing the support that pupils genuinely need—not quick fixes or shortcuts. By being truthful about progress, celebrating effort, and maintaining consistency across the school, we show children that integrity means taking pride in doing things properly, practising with purpose, and always striving to be the best they can be. Through this, we help them build not only strong handwriting skills but also strong character.



tenacity

We cultivate tenacity in handwriting by encouraging every child to persevere, practise, and overcome challenges as they develop this essential skill. We celebrate effort, resilience, and steady progress, helping pupils understand that improvement comes through persistence and determination. By providing structured support, patient guidance, and opportunities for repeated practice, we foster a growth mindset, teaching children that with determination, focus, and hard work, they can achieve confidence and pride in their writing.



collaboration

We promote collaboration in handwriting by encouraging children to learn alongside one another, share ideas, and support each other's progress. Through paired activities, shared practice, and positive peer modelling, pupils experience the value of working together. Teachers and support staff collaborate closely to provide consistent guidance and tailored support, ensuring every child feels encouraged and included. By learning as a team, children develop confidence, kindness, and a shared sense of pride in their handwriting achievements.



ambition

We foster ambition in handwriting by setting high expectations for every child and believing in their potential to become confident, fluent writers. We provide a carefully sequenced curriculum, consistent modelling, and meaningful practice that encourages children to aim high and take pride in their progress. By nurturing determination, celebrating improvement, and challenging pupils to refine their skills, we help them see that ambition is about always striving to do their best. Through this approach, children learn that their efforts today lay the foundations for future success in writing and across the curriculum.

# English - Handwriting Curriculum Intent

At New Invention Infant School, we believe that confident, fluent handwriting is a vital skill for our children's future learning journey. Our intent is to provide an inclusive, engaging, and nurturing handwriting curriculum that enables all pupils—regardless of starting point, background, or need—to develop the essential fine-motor and transcription skills that support communication, creativity, and future academic success.

We are passionate about teaching handwriting as a life-long skill. Through carefully structured progression, high-quality modelling, and purposeful practice, we aim for every child to develop secure letter formation, increasing control, and pride in the presentation of their work. We ensure all learners can access the curriculum by providing adaptive teaching, tailored resources, and supportive environments that celebrate effort, perseverance, and individual achievement.

Our handwriting curriculum is designed to spark enjoyment and confidence while fostering the habits children need to become independent writers. By establishing strong foundations in Early Years and Key Stage 1, we equip pupils with the skills that unlock wider literacy learning, enabling them to express themselves clearly and take ownership of their written communication as they move forward in their education.

# Writing Framework 2025 - Handwriting

The importance of handwriting in developing pupils' writing cannot be overstated. Fluent handwriting is a significant predictor of positive writing outcomes, while a lack of such fluency can constrain pupils by:

- hindering their composition – the cognitive demands of handwriting can divert attention away from other elements of writing, such as planning, composing and revising
- reducing motivation – handwriting difficulties can make writing more effortful and frustrating, which may affect pupils' motivation, especially if they lack support or alternative strategies to express their ideas
- preventing others understanding what they have written – poor handwriting devalues the content, with a detrimental impact: texts in poor handwriting are often assessed as being of lower quality A key objective, therefore, is for pupils to achieve automaticity in handwriting.

Pupils should be taught handwriting precisely, in a clearly sequenced progression, starting from reception, to support their gradual acquisition of skills. Teachers should expect consistently high standards, making sure pupils practise handwriting regularly and consistently throughout primary school to develop and maintain fluency and legibility.

However, asking them to copy from the board or book, trace around dotted letters or practise without supervision can hinder their ability to build a strong mental model of the movement patterns that underpin letter formation: pupils may not pay attention to how letters and joins are formed and thus continue with the same poor formation.

# Writing Framework 2025 - Handwriting

Handwriting can be taught effectively to the whole class, with additional support during practice time for those who need it, including left-handed children, summer-born children and new arrivals. To avoid children practising and reinforcing incorrect letter formation, teaching should be consolidated before moving on.

Teachers' own handwriting should provide a model of high standards, across the curriculum and not just in handwriting lessons, but particularly when pupils are learning to write. To build strong foundations, handwriting instruction should start in term 1 of reception and be taught by trained teachers and practitioners. For the first few weeks, this may include building the foundations for handwriting, such as practising making the movements needed to form letters in the air.

It should be:

- daily, until pupils can write legibly and easily
- taught in small steps, with lots of opportunity for practice
- cumulative: teachers should build on what pupils have learned previously
- consolidated before teaching moves on so that pupils do not practise letters incorrectly
- revisited when further practice is needed
- demonstrated by the teacher
- additional to any handwriting that forms part of teaching phonics

# Core Pedagogical Principles in Handwriting

- **Developmentally Appropriate Practice**

Handwriting instruction should align with a child's physical and cognitive development. Formal writing is not appropriate until a child has the necessary fine and gross motor strength.

- **Multi-Sensory Learning:**

Children learn best through experience. Using touch, movement, sound, and sight helps to embed the motor patterns needed for automatic, fluent handwriting.

- **Consistency and Repetition**

Teaching methods, language, and letter formation models should be consistent across all year groups. Frequent, short bursts of practice are more effective than infrequent, long sessions.

- **Explicit Instruction and Modelling including timely feedback:**

Adults must clearly model the correct way to form letters and practice movements, providing clear verbal cues and feedback.

**Foundation & Physical Readiness** - The focus in nursery is on developing gross and fine motor skills and mark-making.

**Physical Development:** Activities that build core strength, shoulder stability, and hand muscles are essential. This includes climbing, digging, using large play equipment, and activities like using playdough, threading beads, and using tongs/tweezers in sensory trays.

•**Mark-Making:** Provide a variety of tools (crayons, paint, chalk) and surfaces (large paper, vertical easels, the ground) to encourage exploration with mark-making,

•**Pencil Grip Preparation:** Model and encourage the development of an efficient pencil grip (often using short crayons or pencils to promote the tripod grip). Use of the Chomp Chomp Chomp Bite, Crocodiles love to write rhyme to support correct pencil grip to achieve a tripod grip.

•**Pre-Writing Shapes:** Introduce and engage in drawing basic pre-writing shapes e.g. vertical and horizontal lines, circles, crosses, and squares through play and adult-led activities (e.g., in sand or shaving foam) following the sequence of teaching to develop the pre-writing patterns laid out in this syllabus. Children are to recognise shapes, lines and basic strokes. Use of green and red dots for where to start and stop

•**Letters:** Introduce and engage in recognising drawing letters for their name letter by letter only moving on when accurate – practicing in the air, on large surfaces, smaller scale

•**Adult Role:** Observe children's physical abilities and motor control. Provide a rich environment with opportunities for mark-making and support the development of a functional pencil grip using tools like short pencils or crayons. Correct modelling, feedback and additional practise of pre-writing shapes provided if not secure.

# Handwriting Knowledge and Skills

## Nursery

### Gross Motor Knowledge

Bodies need movement to become strong.  
Space awareness when moving around others.  
Basic understanding of balance and control.

### Gross Motor Skills

Walk, run and stop safely.  
Climb using large equipment.  
Begin jumping with two feet.  
Crawl, roll and move in different ways.  
Throw large balls with two hands.  
Begin kicking a ball.  
Balance briefly when standing still.  
Use ride-on toys or trikes.

### Fine Motor Knowledge

Hands and fingers help us make and create.  
Tools must be held safely.

### Fine Motor Skills

Large and small scale mark making  
(paintbrushes, chalks).  
Use whole-hand grasp moving into tripod grip.  
Build with blocks.  
Using tongs and tweezers  
Thread large and smaller beads.  
Squash and roll playdough.  
Begin snipping paper with scissors.  
Turn pages in books.  
Begin hand strength development.

### Mark Making – Knowledge

Understands how to make marks on surfaces  
Marks carry meaning  
Writing and drawings communicate ideas  
Knows language outlined in the syllabus for  
direction, size and shape

### Mark Making - Skills

Large and smaller scale marks using whole arm  
movement.  
Experiment with lines, shapes and symbols  
outlined in the syllabus  
Recognise lines, shapes and basic strokes  
Attribute meaning to marks.  
Develop shoulder and arm strength  
Experiment with tools and surfaces.  
Chomp Chomp Chomp Bite, Crocodiles love to  
write rhyme to support correct pencil grip to  
achieve a tripod grip.  
Draws/writes – top to bottom, side to side  
Starts and stops on the green and red dots

# Handwriting Implementation

## Reception

**Letter Formation & Posture** - Handwriting instruction begins formally in Reception daily in addition to phonics, with a focus on correct letter formation and posture.

•**Posture and Pencil Grip:** Explicitly teach and consistently reinforce correct sitting posture and the tripod pencil grip.

•**Letter Formation:** Teach lowercase letters in "families" based on their movement patterns (e.g., all "curly caterpillar" letters together like c, a, d, o, g, q) to build muscle memory and prevent reversals.

•**Directionality:** Emphasize the correct starting point and directional flow for each letter (e.g., starting letters at the top). Use verbal cues or rhymes to aid memory. Green and red spots used to

•**Multi-Sensory Practice:** Continue using multi-sensory activities like "air writing", tracing in sand, or using the "wet-dry-try" method to reinforce formation.

•**Legibility over Speed:** The focus is on forming recognizable letters correctly, not speed or producing extended pieces of writing.

•**Adult Role:** Model correct formation with clear verbal prompts (e.g., "down the robot' back, up and over his arm"). Provide immediate feedback and practise to prevent the development of poor habits (like starting letters from the bottom). Provide interventions for those who need additional support with formation or fine motor.

# Handwriting Knowledge and Skills

## Reception

### **Gross Motor Knowledge**

Movement can be controlled and purposeful.  
Awareness of direction and speed.  
Understanding safety during movement.

### **Gross Motor Skills**

Hop, skip and jump with increasing control.  
Balance along lines or low beams.  
Climb confidently and safely.  
Catch large balls consistently.  
Begin aiming throws.  
Pedal bikes confidently.  
Move with coordination in games and dance.  
Correct posture for writing

### **Fine Motor Knowledge**

Fingers can work independently.  
Tools help us draw and write carefully.

### **Fine Motor Skills**

Completes tripod grip activities with independence.  
Cut along simple lines.  
Thread smaller objects.  
Use smaller tweezers and small tools.  
Draws recognisable shapes.  
Developing controlled colouring within boundaries.  
Manipulate construction materials that are decreasing in size precisely.  
Increased writing stamina.  
Control small detailed drawing.

### **Handwriting Knowledge**

Letters represent sounds.  
There is a correct way to write letters.  
Begins to understand that letters belong to families based on how they are written.

### **Handwriting Skills**

.  
Writes own name correctly.  
Formation of basic letters and practising correct letter shapes  
Sit correctly for writing.  
Hold pencil using tripod grip.  
Form most lowercase letters correctly.  
Begin orientation and directionality use of green and red dots to support with this.  
Writing simple words correctly .  
Writes with increasing control over letter size and spacing.  
Letter formations are consistent but some might still be uneven for reversals/formation

# Handwriting Implementation

## Year One

**Consolidation, consistency and readiness for fluency** - The focus shifts to consolidating letter formation, ensuring consistency of sizing for letters e.g. tall, short, ascenders and descenders.

**Posture and Pencil Grip:** Consistently reinforce correct sitting posture, including tilting paper based on dominant writing hand and the consistent use of a tripod pencil grip.

**Consistency and Size:** Ensure children form letters and numbers 0-9 of the correct relative size and position them correctly on the writing line (e.g., understanding ascenders and descenders).

**Regular, Discrete Sessions:** Implement frequent, short (e.g., 5-10 minute daily) adult-led handwriting lessons.

**Independent Application:** Encourage children to apply their handwriting skills across the curriculum in meaningful writing tasks, such as simple sentences, simple non-chronological reports or short stories.

**Adult Role:** Ensure every child can form all letters correctly and with accurate sizing. Model effectively and provide timely accurate feedback and additional practise in the moment. Provide targeted support for common issues like letter reversals or inconsistent sizing.

# Handwriting Knowledge and Skills

## Year One

### Gross Motor Knowledge

Movement requires coordination and strength.

Understanding teamwork and spatial awareness.

### Gross Motor Skills

Change direction and speed confidently.

Jump and land safely with control.

Throw and catch smaller balls.

Develop hand–eye coordination.

Balance for longer periods.

Begin simple team games.

### Fine Motor Knowledge

Hand control supports writing quality.

Correct grip improves stamina.

### Fine Motor Skills

Secure consistent tripod grip.

Improved pencil pressure control.

Accurate cutting for shapes.

Manipulate small objects confidently.

Increased writing stamina as pieces lengthen.

Control when completing smaller detailed drawings.

### Handwriting Knowledge

Letters and numbers start and finish in specific places for capital and lower case letters

Writing should be legible.

To sit at the table correctly.

To tilt paper and use non-writing hand to support

Understand that letters belong to families based on how they are written

Some letters have ascenders and descenders

### Handwriting Skills

Correct formation of all lower-case in the correct direction starting and finishing in the right place.

Able to form capital letters

Consistent size and orientation.

Forming ascenders and descenders

Write on lines.

Control spacing between words.

Improved writing fluency

Forms digits 0-9

Practises writing letters that are formed in similar ways.

# Handwriting Implementation

## Year Two

**Accuracy, fluency, legibility and automaticity** - The goal in Year 2 is to secure legible consistent, handwriting increasing in fluency and speed. Children will begin to learn horizontal and diagonal joins when their printed handwriting is accurate and consistent for formation and letters are consistently sized relative to one other and with accurate and consistent spacing between words and letters based on the size of the children's handwriting.

•**Size and Spacing:** Focus on consistent letter size, regular spacing between letters and words, and ensuring ascenders/descenders are appropriate lengths.

•**Fluency and Speed:** Provide opportunities to increase writing speed, so that the physical act of writing does not impede composition.

•**Self-Assessment:** Encourage children to assess their own handwriting against established success criteria.

•**Introducing Joins (Pre-Cursive):** Begin introducing the diagonal and horizontal strokes needed to join letters, but only once individual letter formation and sizing is secure and consistent.

**Securing Joins learnt:** Model and teach the specific types of joins, including which "break letters" are best left un-joined.

**Adult Role:** Model and teach specific techniques including joins when ready and give accurate, timely feedback and additional practise/interventions when required. Provide a clear end-goal for handwriting and encourage children to assess themselves and their peers. Motivate children and ensure the physical act of writing is automatic, freeing up cognitive capacity for composition.

# Handwriting Knowledge and Skills

## Year Two

### Gross Motor Knowledge

Control improves performance.  
Movement patterns can be refined.

### Gross Motor Skills

Combine movements (run + jump + balance).  
Accurate throwing and catching.  
Improved agility and coordination.  
Maintain balance during movement.  
Control body position in PE activities.

### Fine Motor Knowledge

Fine motor control improves presentation and fluency.

### Fine Motor Skills

Sustained pencil control.  
Precise tool use (rulers, scissors).  
Detailed drawing and accurate colouring.  
Consistent letter size and spacing control.  
Increased endurance for longer writing tasks.

### Handwriting Knowledge

Handwriting accuracy supports fluency in composition.  
Knows which letters are ascenders and descenders.  
Knows the sizing of each letter of the alphabet including capitals

#### Children ready to join:-

Joined writing improves speed  
Some letters are joined diagonally  
Some letters are joined horizontally  
Some letters are best left un-joined  
Learn joins in order in the syllables

### Handwriting Skills

Even, accurate letter formation and sizing including ascenders and descenders and capital letters  
Letters within words should be close but not overlapping  
Spacing between words is relative to the size of their handwriting  
Maintain legibility as speed and fluency increase over longer pieces.

#### Children ready to join also:-

As above and mostly consistent joins for the joins they know.

# Supporting Fine Motor

(for use alongside the teaching sequences and for children with fine motor difficulties)

# FINE MOTOR SKILLS IN

# PLAY



## Finger Isolation Ideas

- Finger games (Tom Thumb, Incy Winy Spider)
- Finger puppets
- Finger painting
- Fingerprint art
- Making Animal hand shadows on a wall
- Count on individual fingers one at a time
- Paper Football played with fingers



**Motoric Separation of the Two Sides of the Hands** – This is important for tasks like holding a pencil while stabilising the hand along the table, cutting with scissors, tying shoes, holding multiple items in the palm of the hand, and managing coins.

## Separation of the Hand Play Ideas:

Flip coins

Roll play dough into small balls

Squeeze a spray bottle with the pointer and middle fingers

Pick up small items and “squirrel them away” into the hands: mini marshmallows, cereal, small beads, coins, water beads. (This is also called translation toward the palm.)

Release the items (This is also called translation away from the palm.) Place coins into a piggy bank or beads into a cup.

Hold a cotton ball in the palm with the ring and middle fingers while coloring, writing, or cutting with scissors.



## Hand Dominance Play Ideas:

- Using tools like a hammer or screwdriver
- Threading beads
- Scrubbing and “cleaning” with a towel on walls and windows
- Driving cars on a floor mat
- Scooping beans and beads with spoons, shovels, or scoops
- Catching and throwing bean bags into a target
- Opening and shutting plastic zip-lock bags



**Open Thumb Web Space-** An open thumb web space is essential for true opposition of the thumb to the precision side of the hand. A round “O” shape allows the thumb to rotate and oppose the pointer finger in pincer grasp activities. When kids write or colour with that web space area squashed shut, it’s a sign of problems.

## Open Thumb Web Space Play Ideas-

- Beading - threading plastic beads on a string, placing cereal O’s onto toothpicks, and stringing straws onto wool.
- Pick-Up-Sticks
- Wind up toys.
- Push coins into a piggy bank.
- Tweezers activities are great for an open web space.



## Open Thumb Web Space Play Ideas continued-

- If handwriting and poor pencil grasp is an issue, try a pencil grip.
- Roll play dough into small balls using the pads of the thumb and index finger. This is a great activity for developing arches of the hands and opening the thumb web space.
- Pop bubble wrap.
- Screw and unscrew nuts and bolts.
- Fold and crease origami. Crease the paper between the thumb and pointer finger.
- Pinching clothes pegs.
- Lacing cards - Prompt children to keep their thumb web space open while managing the thread.



**Precision** - Precision skills allow a person to manipulate and release small objects. Precision provides efficient grading movements in very small dexterity patterns like threading a string through a needle.



**Precision in grasp** is related to the picking up of items. A graded lateral grasp is needed to cut with scissors and only squeeze the scissors halfway shut for accurate cutting lines in some situations.

**Precision release** is needed for stacking blocks without toppling them over, placing cards on a pile, opening scissors just a small amount, or placing small beads into a bowl.

**Precision in rotation** is another task that children develop around age 5. Rotation is a portion of in-hand manipulation and seen when turning a coin on the edges and the child rotates it in a circular motion. Precision in rotation also occurs when holding a pencil between the fingers and the child rotates it over and over.

## Precision Fine Motor Play Ideas-

- Beads with Pegboards
- Stamp sets
- Tweezer games and activities
- Avalanche Fruit Stand
- Manipulating beads or pegs on an inclined surface.
- Jenga
- Pick-Up Sticks
- Stacking toy
- Blocks are perfect for simple block building and stacking while working on precision of grasp and release.
- Slide puzzles for precision of the thumb's movements.



**Neat Pincer Grasp-** Neat Pincer Grasp is a precision grasp using the very tips of the thumb and the pointer finger to pick up and hold very small items. Sometimes, the fingernails are used in the grasp of items.

## Neat Pincer Grasp Play Ideas-

- Threading string into a needle for embroidery art.
- Beading with string
- Sort small items
- Art or play with tape



## Pinch Strengthening and Control of Grasp Patterns Play Ideas-

- Paint with Pom Poms (Fantastic Fun and Learning)
- Write letters on each clothes pin and match them to letters written along the edge of a piece of paper like we did to spell sight words.
- Pinch clothes pegs onto a ruler. Encourage pretend play like hanging clothes on a line.
- Use clothes pegs to pinch and grab small items like pom poms, small erasers, or crumbled up pieces of tissue paper.
- Paint wooden clothes pegs different colours and clip them to matching paper scraps.
- Wrap clothes pegs in coloured string and match them to crafting pom poms.
- Butterfly clothes peg, paper and pipe cleaner crafting.



## **Gross Hand Grasp and Strength Play Ideas-**

- Squeeze spray bottles
- Squeeze sponges
- Cut resistive materials with scissors.
- Use a hole punch
- Tug of war
- Hand grippers



## **Thumb Joint Flexion Play Ideas-**

- Games that require the thumb to bend
- Tommy thumb where are you hand play songs
- Thumbprint Artwork

## **Thumb Opposition Play Ideas-**

- Pegboard activities
- Wind up toys
- Stringing beads
- Peeling stickers from a sheet
- Spinning tops
- Pegboards
- Squeezing small glue bottles in crafts



## Palmer Arch Development Play Ideas-

- Finger and hand games like Incy Wincy Spider
- Cupping water with the hands in water play
- Shaking dice in the hand
- Using tools to cut play dough
- Pouring and scooping sand
- Tongs games
- Tweezer games
- Squeezing spray bottles



## In-Hand Manipulation Play Ideas:

- Manipulating coins is such a great way to work on in-hand manipulation. A coin bank is a fun bank to practice with!
- Spinning tops
- Ker Plunk Game
- Roll play dough into small balls using only the fingertips.
- Tear newspaper into strips, crumble it, and stuff an empty teddy bear casing
- Use tweezers to pick up small items.
- Lacing cards
- Coin or button matching, sorting, and stacking.



## **In-Hand Manipulation Play Ideas Continued:-**

- Pegboards
- Dropping small items into bottles with a small opening
- Pick up beads from the floor and drop into ice cube trays.
- Pick-up sticks.
- Games with small counters.
- Beading
- Twisting lids on/off water bottles.



**Bilateral Coordination-** Bilateral coordination is the functional use of the two hands together in a coordinated manner.

## **Bilateral Coordination Play Ideas-**

- Lacing cards
- Combining chain links
- Threading beads
- Ball passing games
- LEGO play
- Pop beads
- Colouring
- Tearing paper crafts
- Weaving activities



## **Wrist and Hand Development Play Ideas-**

- Painting on a chalkboard or easel
- Vertically positioning an Etch a Sketch, or pegboard

# Handwriting Teaching Sequence

(Based on the stages of  
handwriting)

# Pre-writing



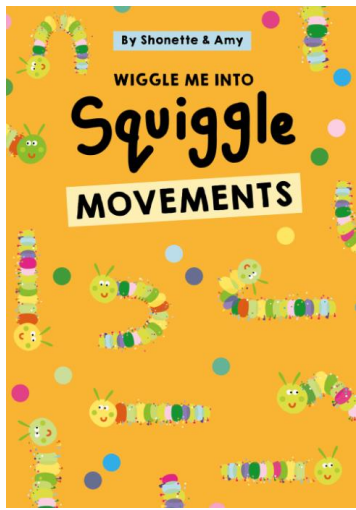
## Core Strength/Movements

‘Wiggle me into a Squiggle’

Core strength (assessment links)	Core movements	Songs	Vocabulary	Adult-led activities (see Wiggle me into a squiggle movements)	Continuous provision
Crawling (PD: 6-9 months) ½ week	Movement 10 WmiS	Crawl like a Caterpillar – Noodle and Pals  The crabs go crawling – super simple songs	Hands, knees, crawl, floor, move Forward, crawl like a dog/cat	Crawling around on the floor, crawling through tunnels, Simon says, jump to the...	Put out adult-led as independent provision once taught
Jump (PD: GM Base N and 36-48 months) ½ week	Movement 7 Wmis	Jump (for my love) – Pointer sisters Jump – Van Halen Jump around – House of Pain Jump – Criss Cross	Jump, feet, together, floor, bend, knees, up, spot, two	Dancing to the music including jumping, jumping outside, Simon says,	Dancing, jumping games, jumping spots, jump to the...,
Flip and roll (PD: 6-9 months) 1 week	Movement 9 WmiS	Proud Mary – Tina Turner Hey Baby Let's Rock and Roll – Children love to sing I love Rock and Roll – Britney Spears	Tummy, heads, feet, up, roll, over, back, fish, sausage roll, hands by your sides like a soldier	Lying on tummy on floor lifting head and feet up then rolling over and back	Flip and roll in the soft play area
Hopping (PD: 36-48 months) 1 week	Movement 6 WmiS	Sleeping Bunnies At the the hop – Danny and the Juniors Hopping skipping song – Have fun teaching	Hop, one foot, stand, up, bend, knee, hold onto	Encourage children to hop to the music holding onto something and hopping.	Hopping games, on spots, hopping into hoops etc.
Curl and Stretch 1 week	Movement 8 WmiS	Firework – Katy Perry Big Stretch – Puppy songs Hokey cokey	Curl, stretch, knees, squeeze, give your knees a cuddle,	Lying on the floor on their backs pulling their knees into their chest	Tunnel and bridge play, lines on the wall and floor to curl and stretch to, yoga studio role play, climbing frame

**Mini assessment - putting all of the movements together can the children copy the adults movements**

# Pre-writing



# Gross Motor Movement Patterns

‘Wiggle me into a Squiggle’

<b>Pre-step to Handwriting pattern gross motor ( Assessment links)</b>	<b>Core movements</b>	<b>Songs</b>	<b>Vocabulary</b>	<b>Adult-led activities</b>	<b>Continuous provision</b>
Straight lines up 1 week	Movement 1 of WmiS	The only way is up – Yazz Reach for the stars – S Club 7 Word up - Cameo Stand up Sit Down - YouTube	Up, bottom, top, arms, hands, in the air, stretch, reach the ceiling/point to the ceiling, up tall, straight, start, finish	Dancing to music and following the actions	Reaching up to build a tall tower
Straight lines up and then down 1 week	Movement 2 WmiS	The grand old duke of York Up and Down – Vengaboys Never gonna give you up – Rick Astley Don't bring me down – ELO Autumn leaves are falling down	Up, bottom, top, arms, hands, in the air, stretch, reach the ceiling/point to the ceiling, up tall, down low, point to the floor, straight, start, finish	Dancing to music and following the actions	Putting cars and balls down ramps and gutter
Straight lines left and right 1 week	Left to right arm movements	Mr Roboto - Styx I'm your man – Wham I'm Walking on Sunshine – Katrina and the Waves	Side to side, out to the side, across, straight, like a robot, sideways, start	Dancing to music and following the actions	Using the dustpan and brush, straight train tracks
Wiggly lines up and down 1 week	Movement 5 Wmis	The wiggle dance – Danny go! Twist and Shout – Beatles The Twist – Chubby Checker	Up, bottom, top, arms, hands, in the air, stretch, reach the ceiling/point to the ceiling, up tall, down low, point to the floor, wiggle , start, finish	Dancing to music and following the actions	Wiggly train tracks
Wiggly lines side to side left and right 1 week	Movement 4 WmiS	Wiggle – Cosmo Sheldrake Twist and Shout – Beatles The Twist – Chubby Checker	Side to side, out to the side, across, wiggle, like a robot, sideways, start	Dancing to music and following the actions	Wiggly train tracks
Circles clockwise and anticlockwise 1 week	Movement 3 WmiS	You Spin me Right Round – Dead or Alive The Wheels on the Bus Round and Round – Imagine Dragons Round and Round the Garden	Top, round, forwards, backwards, circle, hand, arm, round round round, like a wheel, all the way round,	Dancing to music and following the actions	Train track in a circle taking the trains around the track, jack in the boxes,

**Mini assessment - putting all of the movements together can the children copy the adults movements**

# Stage 1 – Pre-writing Handwriting Patterns

# Teach Handwriting - [www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk)

Learning pre-handwriting patterns is the important first step in handwriting.

Pre-handwriting patterns help a child to learn the shapes and directional pushes and pulls of the writing tools required to form letters. All letters are a combination of these shapes and lines.

Young children's first experience on the handwriting route involves mark making and simple drawings, whether it is with finger paints, writing in sand or with pencils and crayons. From about the age of 2, children start to move from a simple grasping (primitive) grip to one that secures the writing tool between the fingers and the thumb. In the early stages of writing young children will try different holds, which is part of their normal grip development for handwriting and drawing.

It has been widely acknowledged that a child who is forced to hold a writing tool using the correct grip, before they are developmentally ready, can be turned off engaging in the writing/drawing process as well as developing a poor pencil grip later on. Remember some children do not develop the ability to use the tripod grip until the age of 5/6 years old.

As young children's body's (gross motor skills), hand strength and dexterity (fine motor skills) are developing they need a range of pencil, crayon and paint brush thickness'. Young children tend to prefer the thicker drawing tools as they can grip them more easily, helping them to mark make. If the pencil is too thin they find it difficult to grasp and control, making the drawing experience unsuccessful, which can lead to frustration and discourage them from trying again.

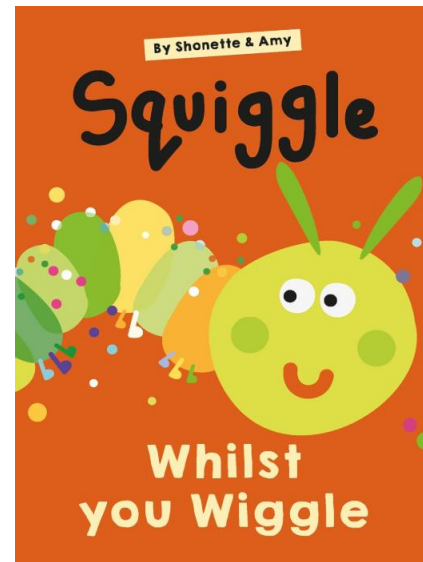
Vertical drawing and painting surfaces are important in helping young children to develop the wrist strength and flexibility they will need later on to hold a pencil correctly for handwriting. Using plain rather than lined paper is considered best as many children find it less restrictive. Young children due to the stage of their physical development use large movements to draw (from the shoulder rather than the wrist) which often creates larger shapes and lines. As their gross and fine motor skills develop so does their pencil grip and ability to draw and write at a small scale, moving more from the elbow and wrist.

Young children learn many of these directional pushes, pulls and changes in direction on a much larger scale, long before they pick up a pencil, through playing with cars or pretending to cook. These movements become the drawings/scribbles which young children form once they start mark-making, initially as big uncontrolled movements then becoming more controlled and smaller as their gross and fine motor skills develop.

These handwriting patterns are initially taught through activities such as drawing pictures and patterns in sand, paint and with other writing tools and materials. These activities are introduced based on large scale movements to help store them in the motor memory to be recalled later when the child is learning to refine their line and shape drawing skills. Then through more focused formal approaches such as worksheet activities as they help a child to experience how writing tools feel when drawing different types of line and shapes, which they may not otherwise use.

Once the pre-handwriting patterns have been mastered a child will have the skill base necessary, and be more confident, to form letters, numbers, symbols and later on the join strokes required for a joined fluid and speedy handwriting style.

# Stage 1 – Pre-writing



## Handwriting Patterns

‘Squiggle Whilst you Wiggle’

<b>Handwriting patterns</b>	<b>Core movements</b>	<b>Songs</b>	<b>Vocabulary</b>	<b>Adult-led activities</b>	<b>Continuous provision - Taught activities to go into provision – other ideas below such as</b>
Straight vertical lines top to bottom and back 1 week	SwyW – Move 1	The grand old duke of York Up and Down – Vengaboys Mr Roboto - Styx Never gonna give you up – Rick Astley Don't bring me down - ELO	Top, down, bottom, up, straight, line, pencil, draw, write, pinch, "Chomp, chomp, chomp, bite crocodiles love to write", green, red, go, stop, start, finish	Drawing lines from top to bottom lying on their tummy on the floor Leaves falling from trees drawing activity Clever touch fireworks	Reaching up to build a tall tower, putting cars and balls down ramps and gutter, threading sticks, Draw the pattern on the playground for children to walk along
Straight horizontal lines side to side left and side to side right 1 week	SwyW – Move 1	Mr Roboto - Styx The other side – The greatest showman Making straight lines – Jack Hartmann	Side to side, sideways, cross, pencil, draw, write, pinch, "Chomp, chomp, chomp, bite crocodiles love to write", green, red, go, stop, start, finish	Drawing lines from side to side lying on their tummy on the floor Drawing patterns on teapots Clever touch tea pots	Using the dustpan and brush, straight train tracks, sweeping and Hoovering, cars on roads, Draw the pattern on the playground for children to walk along
Criss cross – Putting it all together (GDS Nursery)	SwyW – Move 1	Making straight lines – Jack Hartmann Follow the leader – The Soca Boys	Top, down, bottom, up, straight, line, side to side, sideways, cross, pencil, draw, write, pinch, "Chomp, chomp, chomp, bite crocodiles love to write", green, red, go, stop, start, finish	Drawing crosses using gross movement on paper on tummy on floor Decorating baubles, pattern on stockings, shopping baskets, trolleys in the aisles	Painting and decorating rollers, crosses on shopping baskets/shopping trolleys, Draw the pattern on the playground for children to walk along
Wiggly lines up and down 1 week	SwyW – Move 2	Wriggle – Cosmo Sheldrake Twist and Shout – Beatles The Twist – Chubby Checker	Wiggle, side to side, draw, pencil, write, top, bottom, up, down, green, red, go, stop, start, finish	Drawing wiggly lines on rolls of paper on tummy on floor Decorating shopping bags Following the police cars/ambulance/fire truck track Following the food down your throat	Wiggly roads and tracks, ribbons, snakes wiggle up and down trees, snowflakes falling down from clouds, Draw the pattern on the playground for children to walk along
Wiggly lines side to side left and right 1 week	SwyW – Move 2	The wiggle dance – Danny go! Twist and Shout – Beatles The Twist – Chubby Checker	Wiggle, side to side, draw, pencil, write, top, bottom, up, down, green, red, go, stop, start, finish	Drawing wiggly lines on rolls of paper on tummy on floor Following the food around your intestines, Follow the hosepipe	Hula dancing, snakes wiggling across the ground, Draw the pattern on the playground for children to walk along
Wiggly criss cross – Putting it all together (GDS Nursery)	SwyW – Move 2	The wiggle dance – Danny go! Twist and Shout – Beatles The Twist – Chubby Checker	Wiggle, side to side, draw, pencil, write, top, bottom, up, down, green, red, go, stop, start, finish	Wiggle, side to side, draw, pencil, write, top, bottom, up, down, green, red, go, stop, start, finish	Ribbons or Streamers: Make huge wiggly and criss-cross shapes in the air. Outdoor Chalk Trails: Draw long wiggly roads; add X marks to show "treasure spots." Dance & Movement: "Wiggle high, wiggle low; cross your arms and go, go, go!" Car Track Play: Use toy cars to drive along taped wiggly lines and over taped crosses., Draw the pattern on the playground for children to walk along

**Mini Assessment for movement and patterns on paper.**

<b>Handwriting patterns</b>	<b>Core movements</b>	<b>Songs</b>	<b>Vocabulary</b>	<b>Adult-led activities</b>	<b>Continuous provision - Taught activities to go into provision – other ideas below such as</b>
Anti-clockwise circles 1 week	SwyW – Move 3	You Spin me Right Round – Dead or Alive The Wheels on the Bus Round and Round – Imagine Dragons Round and Round the Garden	Top, round, forwards, backwards, circle, hand, arm, round round round, like a wheel, all the way round, , “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	Drawing wheels on trolleys/PWHU vehicles Drawing faces of the PWHU Drawing circles on stethoscopes	Parachute Circles: Move the parachute in slow anti-clockwise circles, then change direction. Dance Circles: Move in a circle as a group, holding hands and going anti-clockwise while singing “Ring-a-Ring o’ Roses”. Water brushes, ribbon dancing, Playdough Circles: Roll and flatten balls, then draw anti-clockwise circles on top with a finger or tool. Chalk Circles: Draw large circles on mini chalkboards or paper plates. Pom-Pom Paths: Use tongs to place pom-poms along a pre-drawn anti-clockwise spiral. Build a car track that loops around in anti-clockwise/clockwise circles. Add circular mats or plates for cars or animals to move “round and round”. Create a train track loop — drive trains anti-clockwise/clockwise. Bike or Trike Paths: Add arrows showing anti-clockwise travel around the playground. Chalk Spirals: Draw giant spirals for children to follow with their feet or sticks. Nature Circles: Arrange sticks, stones, or leaves in an anti-clockwise spiral pattern. Circle Songs: “Wind the Bobbin Up”(anti-clockwise wind) “Ring a Ring o’ Roses”(move anti-clockwise) “The Wheels on the Bus”(circle arms anti-clockwise for “go round and round”). Scarf Dance: Move scarves in anti-clockwise circles to slow music. Drumming Circles: Tap around the edge of a drum, following anti-clockwise direction. Draw the pattern on the playground for children to walk along
Clockwise circles 1 week	SwyW – Move 3			Drawing wheels on trolleys/PWHU vehicles Drawing faces of the PWHU Drawing circles on stethoscopes	
Left side and right side circles 1 week	SwyW – Move 3			Drawing wheels on trolleys/PWHU vehicles Drawing faces of the PWHU Drawing circles on stethoscopes	

**Mini Assessment for movement and patterns on paper.**

Handwriting patterns	Core movements	Songs	Vocabulary	Adult-led activities	Continuous provision - Taught activities to go into provision – other ideas below such as
Humps left and split the hump left 1 week	SwyW – Move 4	I can sing a rainbow Somewhere over the rainbow - Israel "IZ" Kamakawiwo‘ole I am a rainbow – Dolly Parton Over and Over Mmbop Polly Put the Kettle On	Up and over, down, straight, curved “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	Drawing and painting rainbows Drawing and painting hills Role playing the polly put the kettle on rhyme Teaching activities to go out into provision	Use scarves, ribbons, or streamers in an open space. Large tray with sand, rice, or glitter Up the hill, over the hump, down we go, Up, over, down — stop! Lift your finger/hand — start a new hump. Water and large paintbrushes Pattern paths with cars and trains Flatten playdough and use a finger or tool to press continuous humps into it. Finger painting humps/with cotton buds Draw the pattern on the playground for children to walk along
Humps right and split the hump right 1 week	SwyW – Move 4	Alice the Camel – Kids songs and Nursery Rhymes Humpty Dumpty Camel - Pinkfong Hump de Bump chorus – RHCP Over and Over Mmbop Polly Put the Kettle On			
Move the hump – Left and right 1 week possibly 2	SwyW – Move 4	Alice the Camel – Kids songs and Nursery Rhymes Humpty Dumpty Camel - Pinkfong Hump de Bump – RHCP –Just the chorus Over and Over Rhythm is a Dancer			
Under hump – left and split the hump left 1 week	SwyW – Move 4	Under the Sea – The Little Mermaid Sia – Chandelier All American Rejects – Swing, swing, swing C'est La Vie - Bewitched	Down, under, up, straight, curved “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	Use ribbons or scarves to make under-hump / wavy movements in the air Model large “smiley” shapes in the air, drawing smiles on faces, Drive toy fire engines along under-hump roads drawn on paper Drawing under hump roads for PWHU vehicles Mixed media sensory formation practise including with tools as well as fingers.	
Under hump – right and split the hump right 1 week	SwyW – Move 4	Under the Sea – The Little Mermaid Sia – Chandelier All American Rejects – Swing, swing, swing (just the chorus) C'est La Vie - Bewitched			
Move the under hump – Left and right 1 week possibly 2	SwyW – Move 4	Under the Sea – The Little Mermaid Sia – Chandelier All American Rejects – Swing, swing, swing (just the chorus) C'est La Vie - Bewitched			

**Mini Assessment for movement and patterns on paper.**

<b>Handwriting patterns</b>	<b>Core movements</b>	<b>Songs</b>	<b>Vocabulary</b>	<b>Adult-led activities</b>	<b>Continuous provision - Taught activities to go into provision – other ideas below such as</b>
Hook up left	SwyW – Move 5	You are a pirate – Lazytown 5 a day pirates – Youtube Portside Pirates song – Youtube	Up, “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	<p>Make <i>hook</i> motions with fingers in the air/with scarves/ribbons etc</p> <p>Paint “hook” patterns in water on the playground or on chalkboards</p> <p>Create rollercoaster tracks for toy cars to follow (on paper or sand tray)</p> <p>Drawing hooks for pirates</p> <p>Mixed media hooks</p>	<p>Sand or Salt Trays: Provide a shallow tray filled with sand, salt, or flour and encourage children to use their fingers, a stick, or a paintbrush to draw large hook shapes.</p> <p>Play Dough/Modelling Dough: Children can roll and bend play dough into sausage shapes and then curve them into hook or ‘c’ shapes. Provide tools like plastic knives or rolling pins to enhance the experience.</p> <p>Pipe Cleaner Bending: Offer pipe cleaners for children to bend into the specific hook pattern. This provides a tactile way to practice the shape and helps build hand strength.</p> <p>Tracing Activities: Use laminated pattern cards (with dotted lines showing the hook shape) for children to trace over with whiteboard markers, chalk, or even their fingers. They can do this on a flat surface or a vertical whiteboard for added challenge.</p> <p>Bead Mazes that go up and over</p> <p>Water Painting: In an outdoor area, provide brushes and a bucket of water. Children can “paint” large hook patterns onto a wall, the ground, or a fence.</p> <p>Cotton Bud Painting: Use cotton buds and paint for children to create small, precise hook patterns within a designated area, enhancing hand-eye coordination</p> <p>Draw the pattern on the playground for children to walk along</p>
Down back up and over left	SwyW – Move 5	You are a pirate – Lazytown 5 a day pirates – Youtube Portside Pirates song - Youtube	Down, back up, over, “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish		
Hook up right	SwyW – Move 5	You are a pirate – Lazytown 5 a day pirates – Youtube Portside Pirates song - Youtube	Up, “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish		
Down back up and over right	SwyW – Move 5	You are a pirate – Lazytown 5 a day pirates – Youtube Portside Pirates song - Youtube	Down, back up, over, “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish		
Hook down left	SwyW – Move 5	Happy Birthday- Altered Images Return of the Mack – Mark Morrison Things can only get better – D-Ream	Down, “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	<p>Singing 1, 2, 3, 4, 5 and drawing hooks to catch the fish</p> <p>Drawing pirate hooks</p>	
Hook down right	SwyW – Move 5	Happy Birthday- Altered Images Return of the Mack – Mark Morrison Things can only get better – D-Ream	Down, “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish		

**Mini Assessment for movement and patterns on paper.**

<b>Handwriting patterns</b>	<b>Core movements</b>	<b>Songs</b>	<b>Vocabulary</b>	<b>Adult-led activities</b>	<b>Continuous provision - Taught activities to go into provision – other ideas below such as</b>
Gentle Wave Down	SwyW – Move 7	Under the Sea Africa – Toto It's raining it's pouring Rain rain go away	Wave, down, top, bottom wiggly, wavy, “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	Streamers, ribbons, drawing, painting wavy lines, drawing and painting wavy ribbons/strings on balloons/kites	<p>Playdough: Use playdough to roll out “snakes” or “worms” and then shape them into wave patterns. This is excellent for strengthening hand muscles.</p> <p>Cutting and Sticking: Provide strips of paper with drawn wave lines for children to practise cutting along, or encourage them to cut out wave shapes from different coloured paper to create a collage.</p> <p>Painting: Provide opportunities for children to paint large wave patterns using thick paintbrushes or even their fingers on large paper, potentially in an outdoor setting.</p> <p>Pipe Cleaners: Encourage children to bend and shape pipe cleaners into the wave form, promoting finger dexterity.</p> <p>Draw the pattern on the playground for children to walk along</p>
Gentle Wave Up	SwyW – Move 7	Wiggly woo song Fireman Sam theme We didn't start the fire – Billy Joel	Wave, up, wiggly, wavy, bottom, top “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	Streamers, ribbons, drawing, painting wavy lines, drawing and painting wavy ribbons/strings on balloons/kites	
Horizontal Wave Left	SwyW – Move 7a	He Mele No – Lilo and Stitch Hikilau Hula song – YouTube Hula Lula song – YouTube Surfin USA – The Beach Boys	Wave, sideways, side, across wiggly, wavy, “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	Hula dancing, drawing and painting waves, drawing and painting wavy lined roads/mud tracks on the frame, painting with mud to create wavy lines	
Horizontal Wave Right	SwyW – Move 7a	He Mele No – Lilo and Stitch Hikilau Hula song – YouTube Hula Lula song – YouTube Surfin USA – The Beach Boys	Wave, sideways, side, across wiggly, wavy, “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	Hula dancing, drawing and painting waves, drawing and painting wavy lined roads/mud tracks on the frame, painting with mud to create wavy lines	
<b>Mini Assessment for movement and patterns on paper.</b>					

Handwriting patterns	Core movements	Songs	Vocabulary	Adult-led activities	Continuous provision - Taught activities to go into provision – other ideas below such as
Laid Down 8	SwyW – Move 8	The lion sleeps tonight The lazy song – Kidz Bop Lazy Town theme tune – YouTube Don't Stop me Now - Queen	sideways, side, curve, across, round, up, back “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	Drawing butterfly wings, draw/paint lazy 8 tracks to go around farm building and then drive the famer’s tractor/move farm animals along the track	Lazy 8 train tracks and trains, Making grand prix race tracks – drawing/painting them, Using cars along pre-made race tracks, Malleable Materials: Have children form the “lazy 8s” shape using playdough, clay, or other malleable materials in the malleable area. Provide them with a visual prompt of the shape. Sand or Salt Trays: Add the “lazy 8s” as a pattern card in the sand or salt tray area, and encourage children to use their fingers or a stick/stylus to draw the pattern. Paint Bags: Put a small amount of paint inside a zip-lock bag and seal it. Children can use their fingers to trace the “lazy 8s” pattern on the outside of the bag Draw the pattern on the playground for children to walk along
Straight 8	SwyW – Move 8a	Stand – REM Stand By Me – Ben E King/The Tunies I’m Still Standing- Elton John I’m so Excited – The Pointer Sister	Curve, back, down, round, up “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	Tracing a curve like an ‘S’, and then continuing the curve back up to the starting point to close the shape. Adult-led sessions should model this continuous motion. Floor Tracing: Using masking tape, lay a large figure 8 on the floor. The adult guides children to walk, tiptoe, or “drive” a toy car along the path, ensuring they follow the correct continuous direction and cross in the middle. Playdough “Ropes”: The adult works with children to roll long “snakes” of playdough. They then guide the children to curve the playdough into the figure 8 shape, focusing on the continuous line and the crossover point. Providing a number 8 mat for them to place their creation on top can be helpful.	Sand or Salt Trays: Include the number 8 as a pattern card in sensory trays. Children can use their fingers, a stick, or a paintbrush to form the shape in the sand or salt. Playdough Mats: Provide number 8 outline mats and encourage children to roll “snakes” of playdough to form the figure eight shape, reinforcing muscle strength and shape recognition. Threading Activity: Create a large figure 8 outline on a piece of cardboard and punch holes along the line. Children can thread yarn or string through the holes in the correct sequence to build the shape. Shaving Foam/Finger Paint: On a tray or table, spread out shaving foam or finger paint. Children can practice the continuous figure 8 movement using their whole hand or just a finger. Draw the pattern on the playground for children to walk along
The Precursive Spiral up and down.	SwyW – Move 6	Keep on Movin – Five You’re My Number One – S Club 7 Everybody Dance Now – C+C Music Factory Spring into Action Spring is Here – The Learning Station Springtime for Children – Early Years Emily	Curve, back, round, down, up, “Chomp, chomp, chomp, bite crocodiles love to write”, green, red, go, stop, start, finish	Drawing pigs tails, “Dance” the Spiral: The adult models a large spiral movement with their whole arm, starting in the centre and moving outwards, or starting on the outside and moving in. Children can copy this motion, using scarves or ribbons to visualize the flow, perhaps set to music. This engages large muscle groups, building foundational strength for fine motor control. Drawing spirals, “Wet-Dry-Try” Technique: The adult can use a small chalkboard, a wet sponge, a dry sponge, and chalk.The adult writes the spiral shape with the wet sponge. The child traces over the wet line with the dry sponge. The child then writes the spiral with chalk. This repetitive, sensory process helps embed the motor skill.	Playdough Spiral Mats: The adult provides children with laminated spiral mats The children roll long “snakes” of playdough and place the playdough along the spiral line, ensuring a continuous flow. Giant Floor Tracing: The adult draws a large spiral on the floor with chalk or tape. Children, guided by the adult, walk along the line, focusing on the continuous path and smooth turning motion without stopping. Draw the pattern on the playground for children to walk along

**Mini Assessment for movement and patterns on paper.**

Handwriting patterns	Core movements	Songs	Adult-led activities	Continuous provision	
Diagonal lines up	The movement goes from the bottom-left starting point to the top-right finishing point. Then practise from bottom right to top left	"The Lines Song" by Scratch Garden	Sticker Placement (Fine Motor): Provide strips of paper with a starting point (e.g., a dot) and an ending point. Children place a line of small stickers along the diagonal path. Drawing diagonal lines to make the roof on barns	Large Chalking (Gross Motor): Draw large starting and finishing points on the ground with chalk. Children use large arm movements to connect the points diagonally. Sand Trays (Tactile): Place pattern cards with the diagonal lines in a sensory tray. Children use their fingers or a stick to trace the lines in the sand, salt, or rice. Draw the pattern on the playground for children to walk along	
Diagonal lines down	The movement goes from the top-left starting point to the bottom-right finishing point.				
'X'	Begin the first stroke at the top-left of the writing space. Direction: Move in a straight, diagonal line down to the bottom-right. Lift the pencil and move back to the top-right of the writing space. Direction: Draw the second straight, diagonal line down, intersecting the first line in the middle and ending at the bottom-left.	"The Lines Song" by Scratch Garden Bubble Guppies – X marks the spot	Giant Floor Tracing/Obstacle Course: Create a large 'X' on the floor using masking tape or chalk. The adult guides children to walk, tip-toe, or "drive" a toy car along the lines, making sure they stop at the intersection and lift their feet (or the car) to start the second line from the top. Drawing X's onto a treasure map, Wet-Dry-Try" Technique: Using a small chalkboard or a laminated sheet, the adult demonstrates the 'X' with a wet sponge, the child traces over it with a dry sponge, and then the child writes it independently with chalk.	Dot-to-Dot for "X": The adult provides dot-to-dot activities where the dots form an 'X' (four dots in the corners of a square). The children connect the correct dots in the two-stroke sequence Sand or Shaving Foam Trays: In a small group setting, the adult demonstrates forming the 'X' in a tray of sand, salt, or shaving foam using their index finger. Children immediately copy the movement, receiving instant tactile feedback and individual adult guidance. Playdough "Ropes": The adult works with children to roll long "snakes" of playdough. They then guide the children to form the 'X' shape with two separate pieces of playdough, focusing on the starting points and the clear intersection in the middle. Draw the pattern on the playground for children to walk along	
Zig-Zag left to right	Starting at a top-left point, slide the writing tool down to the bottom-right point. Immediately, without lifting the tool, change direction at the sharp bottom corner and slide the line back up to the next top-right point. Repeat this alternating "down-up" pattern is repeated across the page to create the continuous zigzag.	"Zig-Zag Ziggety Zee" by Jack Hartmann Alesso – Zig-Zag Clarx – Zig Zag	Water Painting on Walls/Floor: Using large brushes and buckets of water, the adult demonstrates painting a large, continuous zigzag on an outdoor wall or the ground. This encourages large, controlled arm movements on a vertical or horizontal plane. Drawing scarecrow's clothing: The edge of a scarecrow's patched clothing or the frayed edges of straw sticking out from its arms can be drawn with short, sharp zigzag lines. Drawing lightening for a stormy farm picture, Drawing hay bale staircases	"Obstacle Course" Walking: The adult sets up a clear zigzag path on the floor using masking tape, cones, or ropes. <b>Playdough "Mountains and Valleys"</b> : The adult works with children to form a long "snake" of playdough and then guides them to pinch the playdough at regular intervals to create the "mountains" (top points) and "valleys" (bottom points) of the zigzag pattern. Sticker Placement Along the Line: The adult draws a faint zigzag line on a strip of paper. The children use small stickers (which require a pincer grip) to place along the line, focusing on the sharp turns at the corners Draw the pattern on the playground for children to walk along	
Straight line up down diagonal zig-zag left (stairs)	SwyW – Move 9				Stairs to Anywhere – Mickey Mouse Walk up the Stairs – GoNoodle Energy – Disclosue Ice Ice Baby – Vanilla Ice
Straight line up down diagonal zig-zag right (stairs)	SwyW – Move 9				Stairs to Anywhere – Mickey Mouse Walk up the Stairs – GoNoodle Energy – Disclosue Ice Ice Baby – Vanilla Ice

**Mini Assessment for movement and patterns on paper.**

# Nursery Writing Overview

OT – Pre-Writing shapes, handwriting patterns, dough disco, write dance, pencil grip, key vocabulary, other provision ideas, writing



# Nursery Autumn term Writing Overview

Controlled scribbles with meaning - Typically children between 18 months and 2 1/2 years

2 years      2½ years

At this stage children will develop their ability to copy/imitate a horizontal and vertical line

3 years

At this stage children will develop their ability to copy/imitate a circle

3½-4 years

At this stage children will develop their ability to copy/imitate a cross

**Key vocabulary**  
 Round and round  
 circle, line, top, bottom, side to side, cross, bump, bridge, big, small, crayon, pencil, chalk, paper, duck fingers, forwards, backwards, red, blue, green, yellow

**Digital-pronate grasp**

- Hold crayon/pencil with the palm of the hand facing down towards the paper
- Held by all fingers and the thumb
- Movement comes from the shoulder and elbow
- Vertical surface is preferred

Handwriting patterns to practise at this stage:

Dough disco

<p>Step 1 <b>Squeeze</b></p>	<p>Step 2 <b>Ball it!</b></p>	<p>Step 3 <b>Smack it!</b></p>
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Write dance focuses

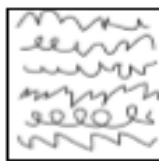
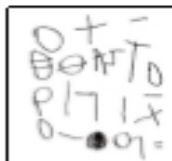
- Movements up and down
- Movements from top to bottom and back
- Movements from top to bottom and back to the middle
- Movements from side to side
- Large circles starting at the top in an anti-clockwise motion
- Bumps and bridges from left to right
- Upside down bumps and bridges

Other provision

- Train tracks (straight pieces and circles for children to move trains around)
- Walking along a line outside to model language

**Four finger and thumb grip**

- Hold crayon/pencil between the thumb and four fingers
- Held in a vertical upright position
- movement comes from the elbow and wrist



## Nursery Spring term Writing Overview

Symbol writing—controlled symbols that represent letters and having meaning.

Scribble writing—written in a linear fashion to mimic real writing

Pictures that look more like what the child is trying to draw

**4½ years      4½ years**

At this stage children will develop their ability to copy/imitate a diagonal line

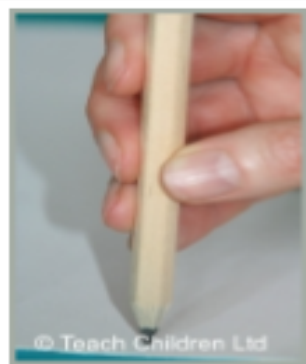
**3½-4 years**

At this stage children will develop their ability to copy/imitate a cross

Write dance focuses

- Bumps and bridges from left to right
- Upside down bumps and bridges
- Cross lateral movements in a diagonal pattern
- Circles in anti-clockwise motion to include stick motion at end (mimicking a,d,g)

**Key vocabulary**  
 Draw, picture, round, cross, writing, writing pencil, across, sideways, detail, curved, wavy, upside down, waves, diagonal, point, zig zag,



### Four finger and thumb grip

- Hold crayon/pencil between the thumb and four fingers
- Held in a vertical upright position

Handwriting patterns to practise at this stage:

Dough disco

<p>Move 4 <b>Single Fingers</b></p>	<p>Move 5 <b>Sausage</b></p>	<p>Move 6 <b>Diving</b></p>
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### Other provision

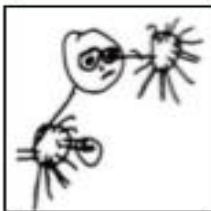
- Patterning boards (writing)
- Writing tracks including drawing between lines and following a line
- More detailed colouring pictures on smaller scales



### Static quadruped or tripod

- Hold pencil in nearly the correct position however web space is narrower
- Movement comes from the wrist and large finger movements

APRIEDI  
ALPOIE  
ATPIED  
APPIEM



## Nursery Summer term Writing Overview

Children use letter strings to represent writing, especially those from their name. Some attempts at writing initial sounds with support.

More detail is added to pictures which are recognisable



4 years

At this stage children will develop their ability to copy/imitate a square

Write dance focuses

Cross lateral movements in a diagonal pattern

Circles in anti-clockwise motion to include stick motion at end (mimicking a.d.g)

Zig zag patterns

Swirls

Dough disco



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Static quadruped or tripod

- Hold pencil in nearly the correct position however web space is narrower
- Movement comes from the wrist and large finger movements

Key vocabulary

Writing, word, letter, sound, top, bottom, middle, around, forward, backwards, name, writing, first,



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Mature/ dynamic tripod grip

- Most appropriate way for both hands
- Hold pencil between the thumb and index finger with support from middle finger
- Ring and little finger are curled inwards

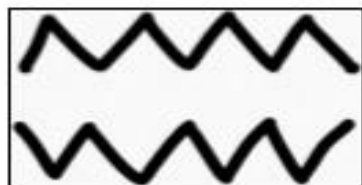
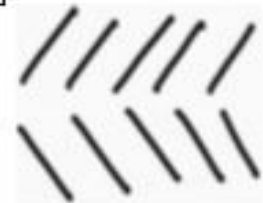
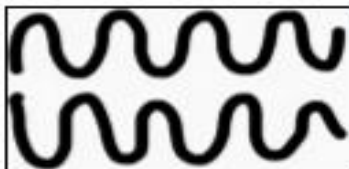


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Adaptive tripod grip

- Useful for those children who struggle with

Handwriting patterns to practise at this stage:



Letters to practise forming correctly:

Curly Caterpillar Letters

c c a a o o d d

Ladder Letters

l l i i t t

One Armed Robot Letters

r r m m n n

By the end of Nursery children should be forming most letters from their name correctly

Other provision:

Letter tracks, stones

Name cards

Large letter formation outside including spray bottles, on chalk boards, walking around letters on the play-ground

# Stage 2 – Single letter and number formation

## Teach Handwriting - [www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk)

Initially learning to form letters is a less formal affair, using a range of media and game type activities e.g. drawing letters with paints or in sand. The important thing is to model and explain how to make the letter shapes with the correct start point, directional flow of the tool, or hand, and finish point.

Letters are created through joining lines and curve shapes in a particular way. They have a designated start point and set directional pushes and pulls of the pencil to reach the designated finish point. This is why we teach letter formation in groups/families rather than in alphabetical order. Certain groups use the same, or similar, shape and directional pushes and pulls of the pencil to form the letter, for instance the letter c has the same start point and anti-clockwise directional movement shape that is needed to create the letters a, d, g, o and, though a little more complicated, the letters s and e. Teaching letters in groups and families can also help to limit letter reversals such as b and d.

To begin with learning to write letters or numbers is about learning to move a pencil in the correct directional sequence of movements; size is not important at this stage, big is beautiful (Beginners animations and worksheets). Once the letters can be formed, a child can then focus on the size and position of the letters in relation to each other (Refiners). The size and accuracy of the letter shapes decrease and improves as a child's gross and fine motor skills (Key Strengths) develop.

Once a child is ready to start a more focused formal approach to learning how to form single letters or numbers it is important to also introduce the other Key Ability skills required for handwriting:

- sitting correctly at a desk - it is important to ensure that their sitting position and table height are correct for them.
- pencil grip - that it is appropriate for the child's developmental stage and age.
- paper position - for younger children this may still be on a vertical surface allowing them to make big movements in-line with their pencil grip stage.

Usually at this stage a child will have a definite hand preference, being left or right handed (hand dominance). At the beginning of foundation stage (age 4 years) not showing a preferred hand dominance is not an issue, however as they come to the end of foundation stage (age 5 years) it can make life a little more difficult for them. Again by this stage if a child is swapping hands through a handwriting task they may need a little help in developing their hand dominance.

It is important to learn how to form letters correctly to begin with as this makes the transition from single letter formation to joined letter handwriting much easier.

Once a child has mastered and is able to form lower-case letters of a consistent size, and have them correctly positioned in relation to one another, they are ready to learn how to join their writing.

## Skills developed:

Correct pencil grip and posture  
 Controlled vertical and diagonal strokes  
 Awareness of starting points, direction,  
 and size  
 Muscle memory for tall letters

## Long Ladder Letter Family

Ladders go up, ladders come down,  
 Straight and tall — don't fall down!

## Children will:

Make tall, straight lines for long ladder letters.  
 Start and finish letters in the correct place.  
 Recognise letters that are “long ladders” and  
 when secure practise them in words.

Letters	Core Warm Up Movements	Handwriting Chant	Songs	Adult-led activities
Letter l	Straight down from the top	Straight down the ladder from the top and curl.	Don't bring me down – ELO Autumn leaves are falling down Up and Down – Vengaboys Making straight lines – Jack Hartmann	-Adult modelling – I do, we do, you. -Modelling using the visualiser. -Tracks, highlighted letters and dotty letters with green and red spots to start and stop. -Writing letters in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter t	Straight down from the top Horizontal side to side	Straight down the ladder, curl, pencil off, straight across.		
Letter i	Straight down	Straight down the ladder, curl, pencil off and dot.		
Letter u	Straight down Under hump	Straight down the ladder, curl, go up the ladder, back down and flick.	Song as listed above plus - Under the Sea – The Little Mermaid	
Letter j	Straight down	Straight down the ladder and curl under the line, pencil off and dot	Songs as listed in the top box	
Letter y	Straight down Under hump	Straight down the ladder, curl, go up the ladder, back down and curl under the line.	Song as listed above plus - Under the Sea – The Little Mermaid	

**Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.**

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

**Skills developed:**

- Controlled circular movements
- Awareness of starting points, direction, and shape
- Smooth continuous strokes
- Letter recognition and early word formation

**Curly Caterpillar Letter Family**

Curly caterpillars curl around,  
They twist and twirl without a sound

**Children will:**

- Making round shapes for curly caterpillar letters.
- Start and finish letters in the correct place.
- Control a pencil to form continuous curves.
- Recognise letters that are “curly caterpillars” and when secure practise them in words.

Letters	Core Warm Up Movements	Handwriting Chant	Songs	Adult-led activities
Letter c	Circular movements, loops, spirals	Curl backwards around the caterpillar’s back	You Spin me Right Round – Dead or Alive The Wheels on the Bus Round and Round – Imagine Dragons Round and Round the Garden  As above and Up and Down – Vengaboys	-Adult modelling – I do, we do, you. -Modelling using the visualiser -Tracks, highlighted letters and dotted letters with green and red spots to start and stop. -Writing letters in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter o	Circular movements, loops, spirals	Curl backwards around caterpillar’s back and close the circle		
Letter a	As above and up and down	Curl backwards around caterpillar’s back go up, back down and flick		
Letter d	As above	Curl backwards around caterpillar’s back go up to the top, back down and flick	As above	
Letter g	As above	Curl backwards around caterpillar’s back, go up, back down and curl under the line	As above	
Letter q	As above	Curl backwards around caterpillar’s back go up, down under the line and flick back	As above	
Letter e	Circular movements, loops, spirals	Go across curl backwards around caterpillar’s back and sit him on the line.	You Spin me Right Round – Dead or Alive The Wheels on the Bus Round and Round – Imagine Dragons Round and Round the Garden	
<b>Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.</b>				

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

**Skills developed:**

- Controlled circular movements
- Awareness of starting points, direction, and shape
- Smooth continuous strokes
- Letter recognition and early word formation

# Curly Caterpillar Letter Family

Curly caterpillars curl around,  
They twist and twirl without a sound

**Children will:**

- Making round shapes for curly caterpillar letters.
- Start and finish letters in the correct place.
- Control a pencil to form continuous curves.
- Recognise letters that are “curly caterpillars” and when secure practise them in words.

Letters	Core Warm Up Movements	Handwriting Chant	Songs	Adult-led activities
Letter s	Circular movements, loops, spirals	Curl backwards around caterpillar’s back, forwards round his tummy and backwards	You Spin me Right Round – Dead or Alive The Wheels on the Bus Round and Round – Imagine Dragons Round and Round the Garden	-Adult modelling – I do, we do, you. -Modelling using the visualiser -Tracks, highlighted letters and dotted letters with green and red spots to start and stop.
Letter f	Circular movements, loops, spirals, down straight and horizontal side to side	Curl backwards around caterpillar’s back, go down under the line and curl backwards, pencil off and straight across	As above and Up and Down – Vengaboys  Making straight lines song – Jack Hartmann	-Writing letters in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
<b>Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.</b>				

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

**Skills developed:**

- Shoulder & arm strength for vertical and curved movement
- Smooth down-up-and-over movements

# R Robot Arm Letter Family

Robots go down, then lift an arm,  
Up and over — steady and calm

**Children will:**

- Making round shapes for curly caterpillar letters.
- Start and finish letters in the correct place.
- Control a pencil to form continuous curves.
- Recognise letters that are “curly caterpillars” and when secure practise them in words.

Letters	Core Warm Up Movements	Handwriting Chant	Songs	Adult-led activities
Letter r	Vertical up and down and curved movements	Down the robot's back, up and over his arm.	You are a pirate – Lazytown 5 a day pirates – Youtube Portside Pirates song – Youtube	-Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotted letters with green and red spots to start and stop. -Writing letters in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter n	Vertical up and down and curved movements	Down the robot's back, up and over his arm, down and flick		
Letter m	Vertical up and down and curved movements	Down the robot's back, up and over, up and over and flick		
Letter h	Vertical up and down and curved movements	Down the robot's back from the top go up, over and down		
Letter p	Vertical up and down and curved movements	Down the robot's back go under the line, then up and round, your p will be fine.		

**Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.**

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

**Skills developed:**

- Shoulder & arm strength for vertical and curved movement
- Smooth down-up-and-over movements

# R Robot Arm Letter Family

Robots go down, then lift an arm,  
Up and over — steady and calm

**Children will:**

- Making round shapes for curly caterpillar letters.
- Start and finish letters in the correct place.
- Control a pencil to form continuous curves.
- Recognise letters that are “curly caterpillars” and when secure practise them in words.

Letters	Core Warm Up Movements	Handwriting Chant	Songs	Adult-led activities
Letter b	Vertical up and down and curved movements	Down the robot's back, go up and round. Make his tummy touch the ground.	You are a pirate – Lazytown 5 a day pirates – Youtube Portside Pirates song – Youtube	-Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotty letters with green and red spots to start and stop. -Writing letters in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter k	Vertical up and down and curved movements	Down the robot's back, go up quick, over his arm, round and diagonal down to kick.		

**Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.**

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

**Skills developed:**

- Shoulder and arm strength for straight, including diagonal movements
- Awareness of starting points, direction, and shape
- Straight, diagonal movements
- Letter recognition and formation

# Zig-Zag Monster Family

**Zig-zag monsters, sharp and quick,  
Down and up — their corners stick!  
No curly tails or loops today,  
Zig-zag monsters lead the way!**

**Children will:**

- Form the zig-zag family letters (v, w, x, z) starting and finishing in the correct place.
- Control a pencil to form diagonal and straight movements
- To recognise that zig-zag letters have straight, sharp corners (not curves)

Letters	Core Warm Up Movements	Handwriting Chant	Songs	Adult-led activities
Letter v	Diagonal movements	Diagonal down, diagonal up to make Monster's fang	Alesso – Zig-Zag Clarx – Zig Zag	-Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotted letters with green and red spots to start and stop. -Writing letters in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter w	Diagonal movements	Diagonal down, up, down, up, to make Monster's fangs		
Letter x	Diagonal movements	Diagonal forward, diagonal back, here is Monster's treasure!		
Letter z	Diagonal and horizontal movements	Go straight back, diagonal down, straight back again it's Zig-zag monster!		

**Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.**

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

**Skills developed:**

- Shoulder & arm strength for vertical, horizontal, diagonal and curved movement
- Correct pencil grip and posture
- Awareness of starting points, direction, and size
- Muscle memory

# Numbers 0-9

Top to bottom, round and straight, neat numbers are really great!

**Children will:**

- Start and finish letters in the correct place.
- Control a pencil to form straight, diagonal and curved movements
- Recognise the shapes of different numbers and how to form them.

Number	Core Warm Up Movements	Handwriting Chant	Songs	Adult-led activities
0	Circular movements, loops, spirals	Start at the top and around we go, that's the way we make a zero.	Number songs relating to 0 You Spin me Right Round – Dead or Alive The Wheels on the Bus Round and Round – Imagine Dragons Round and Round the Garden	-Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotted numbers with green and red spots to start and stop. -Writing numbers in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
1	Vertical up and down	Number 1 is like a stick. A line straight down that was quick!	Number songs relating to 1 Up and Down – Vengaboys Making straight lines – Jack Hartmann	
2	Curved and horizontal movements	Curve around diagonal back and across the railway track – two two! two two!	Number songs relating to 2 Round and Round – Imagine Dragons Making straight lines - Jack Hartmann	
3	Curved , looped movements	Curve forwards and round and round. There a number three is found.	Number songs relating to 3 You Spin me Right Round – Dead or Alive Round and Round – Imagine Dragons Round and Round the Garden	
4	Vertical up and down and horizontal movements	Straight down, go across, then down some more. Now you have written number 4.	Number songs relating to 4 Up and Down – Vengaboys Making straight lines – Jack Hartmann	

**Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.**

**When secure – Work on controlling the size and spacing of numbers including sizing relative to each other .**

**Skills developed:**

•Shoulder & arm strength for vertical, horizontal, diagonal and curved movement  
 Correct pencil grip and posture  
 Awareness of starting points, direction, and size  
 Muscle memory

# Numbers 0-9

Top to bottom, round and straight,  
 neat numbers are really great!

**Children will:**

Start and finish letters in the correct place.  
 Control a pencil to form straight, diagonal and curved movements  
 Recognise the shapes of different numbers and how to form them.

Number	Core Warm Up Movements	Handwriting Chant	Songs	Adult-led activities
5	Circular movements, loops, hooks	A short stick down, curl round a belly fat. Number 5 has a horizontal hat.	Number songs relating to 5 You are a pirate – Lazytown 5 a day pirates – Youtube Portside Pirates song – Youtube Making straight lines - Jack Hartmann	-Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotted numbers with green and red spots to start and stop. -Writing numbers in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
6	Curved, looped movements	Curve back going down then loop around until it sticks. That's how you write number 6.	Number songs relating to 6 You Spin me Right Round – Dead or Alive The Wheels on the Bus Round and Round – Imagine Dragons Round and Round the Garden	
7	Horizontal and diagonal movements	Go across the top, make a diagonal line back, your number 7 will be right on track	Number songs relating to 7 Alesso – Zig-Zag Clarx – Zig Zag Making straight lines - Jack Hartmann	
8	Circular, curved, looped, lazy and vertical 8s	Write a s and then don't wait curve back up to make number 8.	Number songs relating to 8 You Spin me Right Round – Dead or Alive The Wheels on the Bus Round and Round – Imagine Dragons Round and Round the Garden Stand By Me – Ben E King/The Tunies I'm Still Standing- Elton John	
9	Vertical up and down and curved, looped movements	Curve backwards and join it up to make a circle. Go down writing a line. Now you have made a number nine.	Number songs relating to 9 You Spin me Right Round – Dead or Alive The Wheels on the Bus Making straight lines - Jack Hartmann	

**Mini Assessments before moving on to the next number to ensure that children are secure before moving on to a new number.**

**When secure – Work on controlling the size and spacing of numbers including sizing relative to each other .**

# Reception Writing Overview

OT – Pre-Writing shapes, handwriting patterns, letter formation, write dance, pencil grip, key vocabulary, writing – spellings, sentence stems etc.

## Reception Autumn term Writing Overview

### Sound writing

Children will be practising writing initial and end sounds to pictures they have drawn and objects.

### Squiggle and wiggle time

During this time children will engage in write dance style activities including:  
Completing gross motor movements for handwriting patterns  
Practising handwriting patterns on paper lying on stomachs on floor, at tables, in sand, shaving foam and glitter.  
When this is moving into practising letter formation children are sat at the table writing with a grown up modelling the correct formation.

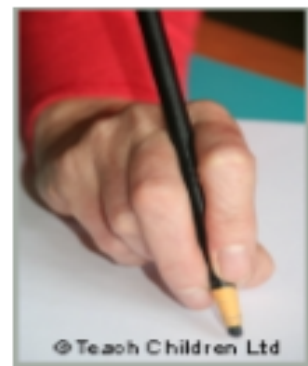


#### Mature / dynamic tripod grip

- Most appropriate way for both hands
- Hold pencil between the thumb and index finger with support from middle finger
- Ring and little finger are curled inwards
- Gives an open wide web space so movement comes from fingers

Practising writing their names using the correct formation

Simple sentence writing—It is a... It is the...



#### Adaptive tripod grip

- Useful for those children who struggle with the tripod grip.

Describing what they can see in a picture in preparation for writing



Genres of writing used in adult-led:

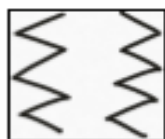
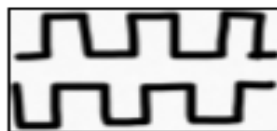
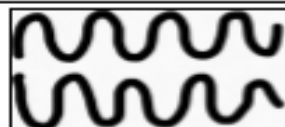
Lists



Cards



Handwriting patterns to practise at this stage:



5 years  
3 months

At this stage children will develop their ability to copy/imitate a triangle

Letters that should be formed correctly

#### Curly Caterpillar Letters



#### Ladder Letters



#### One Armed Robot Letters



By the end of the Autumn term children should be forming all letters from their name correctly

Common exception word  
writing

The, a  
Sentence start:  
It is a, It is the

## Reception Spring term Writing Overview

### Sound writing

Children will be practising CVC words and using digraphs they have learned in phonics when writing words.

### Squiggle and wiggle time

During this time children will engage in write dance style activities including:

Practising handwriting patterns on paper lying on stomachs on floor, at tables, in sand, shaving foam and glitter.

Completing gross motor movements for letter formation

When this is moving into practising letter formation children are sat at the table writing with a grown up modelling the correct formation.



#### Mature/ dynamic tripod grip

- Most appropriate way for both hands
- Hold pencil between the thumb and index finger with support from middle finger
- Ring and little finger are curled inwards
- Gives an open wide web space so movement comes from fingers



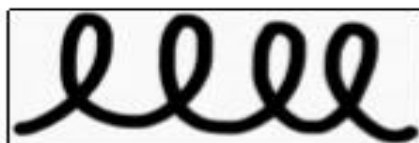
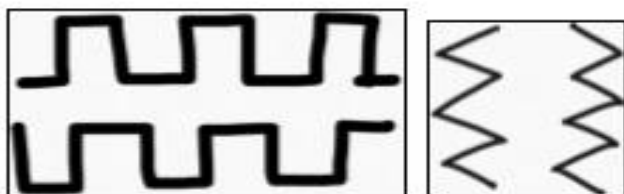
#### Adaptive tripod grip

- Useful for those children who struggle with the tripod grip.

We wn to the s  
(We went to the store.)

I can see a table.  
It has four legs.  
It is brown.  
I can see the legs.  
It is brown.

Handwriting patterns to practise during this term:



Genres of writing used in adult-led:

Simple sentence writing about a story

Simple sentences to instruct

Simple opinion piece e.g. I like...



5 years  
3 months

At this stage children will develop their ability to copy/imitate a triangle

Letters that should be formed correctly:

#### Curly Caterpillar Letters

c c a a o o  
q q g g d d  
e e s s f f

#### One Armed Robot Letters

r r b b n n  
h h m m  
k k p p

#### Ladder Letters

l l i i  
t t u u  
j j y y

#### Zigzag Monster Letters

v v w w  
x x z z

Dictates a sentence using a simple sentence start to write.



Common exception word writing

I, to, go, no, into, he, she, we, my, you

## Reception Summer term Writing Overview

### Sound writing

Children will be practising writing words with more sounds using their phonics knowledge.

### Squiggle and wiggle time

During this time children will engage in write dance style activities including:  
Completing gross motor movements for handwriting patterns  
Practising handwriting patterns on paper lying on stomachs on floor, at tables, in sand, shaving foam and glitter.  
When this is moving into practising letter formation children are sat at the table writing with a grown up modelling the correct formation.



#### Mature/ dynamic tripod grip

- Most appropriate way for both hands
- Hold pencil between the thumb and index finger with support from middle finger
- Ring and little finger are curled inwards
- Gives an open wide web space so movement comes from fingers



#### Adaptive tripod grip

- Useful for those children who struggle with the tripod grip.

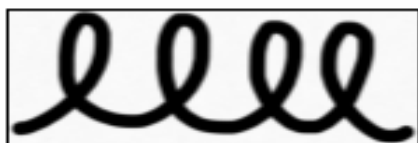
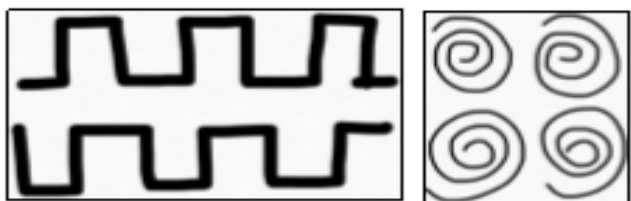
Practising writing their names using the correct formation

Dictates and can remember a simple sentence of their own to write.

### Genres of writing used in adult-led:

- Simple sentences to recount an event or activity
- Simple factual sentences about a minibeast

### Handwriting patterns to practise during this term:



cetapilots et  
lets. They  
hav lots  
e los. He  
moo a ceoat.  
To daye i was  
to play witht the  
white board and  
the shapes) and  
I won to piny  
with my fen  
(Today I went to play with the white board and the shapes, and I went to play with my friend.)

3/10/2020  
The carbon has things with  
it is a little chunky  
the plastic has a little  
the soft one  
XXXXXX

### Letters that should be formed correctly:



During this phase of writing children should be sitting their letters on the line with the correct sizing. Children will develop their ability to use the correct ascenders and descenders in relation to the lines on their paper.



### Common exception word writing

I, to, go, no, into, he, she, we, my, you, like, said,

# Capital Letters

(Children will work on recognising and matching lower-case and capital letters first)

**Skills developed:**

Correct pencil grip and posture  
 Controlled vertical and horizontal strokes  
 Awareness of starting points, direction,  
 and size  
 Muscle memory for capital letters with  
 straight lines

**Straight Capital Letter Family****Children will:**

Make tall, straight lines for straight letter capitals.  
 Start and finish letters in the correct place.  
 Use correct pencil grip

Letters	Core Warm Up Movements	Handwriting rhyme	Songs	Adult-led activities
Letter L	Straight down from the top to the bottom	Straight down from top to bottom and a line across	Don't bring me down – ELO Autumn leaves are falling down Up and Down – Vengaboys Making straight lines – Jack Hartmann	Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotty numbers with green and red spots to start and stop. -Writing numbers in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter T		Straight down from top to bottom, pencil off and a line across the top		
Letter I	Horizontal lines from side to side	Straight down from top to bottom, pencil off line across the top and line across the bottom		
Letter F		Straight down from top to bottom, pencil off line across the top and line across the middle		
Letter E		Straight down from top to bottom, pencil off line across the top, line across the middle and line across the bottom		
Letter H		Straight down from top to bottom, pencil off, line across the middle and a line from top to bottom		
<b>Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.</b>				

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

**Skills developed:**

- Shoulder and arm strength for straight, including diagonal movements
  - Straight, diagonal movements
- Awareness of starting points, direction, and size
- Muscle memory for capital letters with straight lines

# Straight and Diagonal Capital Letter Family

**Children will:**

- Make tall, straight lines for straight letter capitals.
- Make straight diagonal lines
- Start and finish letters in the correct place.
- Use correct pencil grip

Letters	Core Warm Up Movements	Handwriting rhyme	Songs	Adult-led activities
Letter V	Diagonal lines from top to bottom and bottom to top	Start at the top diagonal down, diagonal up	Up and Down – Vengaboys Making straight lines – Jack Hartmann Alesso – Zig-Zag Clarx – Zig Zag	Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotted numbers with green and red spots to start and stop. -Writing numbers in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter W		Start at the top diagonal down, diagonal up, Diagonal down, diagonal up		
Letter X	Straight down from the top to the bottom	Start at the top diagonal down, pencil off, diagonal back		
Letter Y		Start at the top diagonal down halfway, pencil off, diagonal back from top to bottom		
Letter A		Start at the top, diagonal down, pencil off back to the top diagonal back, pencil off and a line across the middle		
Letter N	Horizontal lines from side to side	Straight down from top to bottom, pencil off, go to the top diagonal down, pencil, straight down from top to bottom		
<b>Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.</b>				

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

## Skills developed:

- Shoulder and arm strength for straight, including diagonal movements
  - Straight, diagonal movements
- Awareness of starting points, direction, and size
- Muscle memory for capital letters with straight lines

# Straight and Diagonal Capital Letter Family

## Children will:

- Make tall, straight lines for straight letter capitals.
- Make straight diagonal lines
- Start and finish letters in the correct place.
- Use correct pencil grip

Letters	Core Warm Up Movements	Handwriting rhyme	Songs	Adult-led activities
Letter M	Diagonal lines from top to bottom and bottom to top	Straight down from top to bottom, pencil off, go to the top diagonal down to the middle, diagonal up and down straight from top to bottom.	Up and Down – Vengaboys Making straight lines – Jack Hartmann Alesso – Zig-Zag Clarx – Zig Zag	Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotty numbers with green and red spots to start and stop. -Writing numbers in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter K	Straight down from the top to the bottom	Straight down from top to bottom, pencil off, go back to the top jump your pencil across, diagonal back to the middle, diagonal forwards to the bottom		
Letter Z	Horizontal lines from side to side	Go straight back, diagonal down and straight back again		

Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

**Skills developed:**

Correct pencil grip and posture  
 Controlled vertical, horizontal, diagonal and curved strokes  
 Awareness of starting points, direction, and size  
 Muscle memory for capital letters with straight and curved lines

# Straight and Curved Capital Letter Family

**Children will:**

Make tall, straight lines for straight letter capitals.  
 Make curved lines.  
 Make straight diagonal lines  
 Make straight horizontal lines  
 Start and finish letters in the correct place.  
 Use correct pencil grip

Letters	Core Warm Up Movements	Handwriting rhyme	Songs	Adult-led activities
Letter D	Straight down from the top to the bottom	Straight down from top to bottom, pencil off go back to the top and curve round from top to bottom	Don't bring me down – ELO Up and Down – Vengaboys Making straight lines – Jack Hartmann Round and Round – Imagine Dragons You Spin me Right Round – Dead or Alive	Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotted numbers with green and red spots to start and stop. -Writing numbers in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter P		Straight down from top to bottom, pencil off go back to the top and curve round from the top to the middle		
Letter B	Curved lines	Straight down from top to bottom, pencil off go back to the top and curve round from the top to the middle and round again to the bottom		
Letter R	Horizontal lines from side to side	Straight down from top to bottom, pencil off go back to the top and curve round from the top to the middle and diagonal line down		
Letter J	Diagonal lines	Straight down from top to bottom and curve, pencil off go back to the top and draw a line across		
Letter G		Curve backwards and round go up to the middle, pencil off and draw a line across		
<b>Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.</b>				

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

**Skills developed:**

Correct pencil grip and posture  
 Controlled vertical, horizontal, diagonal and curved strokes  
 Awareness of starting points, direction, and size  
 Muscle memory for capital letters with straight and curved lines

# **Straight and Curved Capital Letter Family**

**Children will:**

Make tall, straight lines for straight letter capitals.  
 Make curved lines.  
 Make straight diagonal lines  
 Make straight horizontal lines  
 Start and finish letters in the correct place.  
 Use correct pencil grip

Letters	Core Warm Up Movements	Handwriting rhyme	Songs	Adult-led activities
Letter Q	Straight down from the top to the bottom	Curve backwards from the top, go all the way round. Pencil off, jump to the bottom and draw a diagonal line	Don't bring me down – ELO Up and Down – Vengaboys Making straight lines – Jack Hartmann Round and Round – Imagine Dragons You Spin me Right Round – Dead or Alive	Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotty numbers with green and red spots to start and stop. -Writing numbers in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter U	Curved lines  Diagonal lines	Straight down from top to bottom, curve round and go straight back up to the top		

**Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.**

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

**Skills developed:**

Correct pencil grip and posture

- Controlled circular movements

- Smooth continuous strokes

Awareness of starting points, direction, and size

Muscle memory for capital letters with curved

lines

# Curved Line Capital Letter Family

**Children will:**

Make tall, curved shapes for curved capital letters.

Make curved lines.

Start and finish letters in the correct place.

Control a pencil to form continuous curves.

Use correct pencil grip

Letters	Core Warm Up Movements	Handwriting rhyme	Songs	Adult-led activities
Letter C	Curved lines	Curve backwards from the top and round	You Spin me Right Round – Dead or Alive The Wheels on the Bus Round and Round – Imagine Dragons Round and Round the Garden	Adult modelling – I do, we do, you. -Modelling using a visualiser -Tracks, highlighted letters and dotty numbers with green and red spots to start and stop. -Writing numbers in a box/wide lines using a pencil. -Mixed media formation practise e.g. chalk, shaving foam, glitter and paintbrushes etc. Tummy time – core strength on rolled out paper. Writing repeater app
Letter O		Curve backwards from the top and go all the round.		
Letter S		Curve backwards, curve forwards, curve backwards		

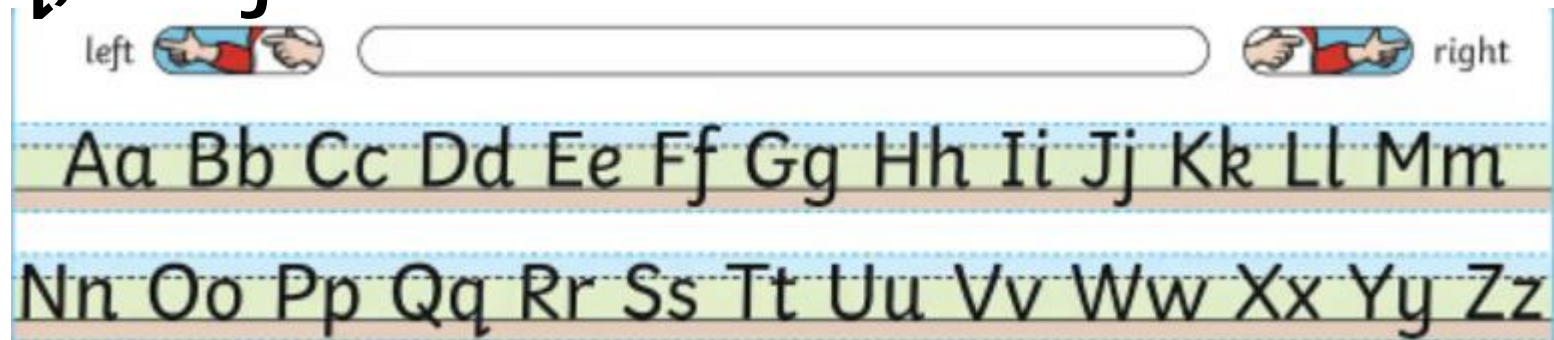
**Mini Assessments before moving on to the next letter to ensure that children are secure before moving on to a new letter.**

**When secure – Work on controlling the size and spacing of letters including sizing relative to each other .**

# Letter Sizing

**Letter sizing refers to helping children understand the relative height and placement of letters.**

- **Tall letters (ascenders):** These extend to the top line and include letters like **b, d, f, h, k, l,** and **t** – (**t is taller than 'small' letters but does not reach the top of the line**).
- **Small letters (midline letters):** These letters stay within the middle portion of the lines/line, such as **a, c, e, i, m, n, o, r, s, u, v, w, x,** and **z**.
- **Falling/tail letters (descenders):** These letters have parts that hang below the bottom line, like **g, j, p, q,** and **y**.



# Supporting letter sizing

## Start with Gross Motor and Visual Awareness

Before using paper, get children to:

- Draw **tall, small, and falling letter tail shapes** in the air using arms or scarves.
- Use **chalk on playgrounds** or **finger tracing in sand**.
- Compare **everyday objects** (e.g., “tall like a tree,” “small like a flower,” “tail down like a monkey’s tail”).

This builds a physical understanding of *space* and *proportion*.

# Supporting letter sizing

## 2. Introduce the Handwriting Lines/Visuals to support spacing on lines

- Wide-lined paper is essential at this stage. Mid-line guides can also help pupils to position letters. Pupils should be introduced to paper with narrower lines once they can write legibly and easily on wide-lined paper. – Writing Framework July 2025
- Highlight the bottom half of the writing space. This is where the small letters are placed. Explain to the child that the tall/capital letters start in the white, and the little letters start the grey (photocopied paper or yellow highlighted area). – The OT Toolbox

- When ready introduce a **three-line handwriting guide**

**Top line** = sky

**Middle line** = grass

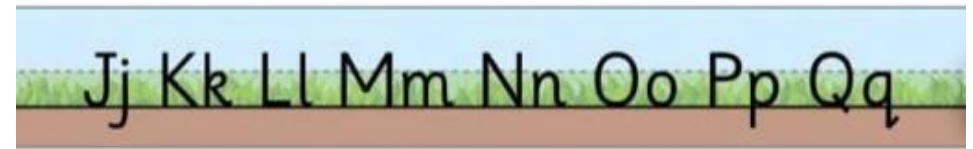
**Bottom line** = ground

Use **prompts**:

-Tall letters reach to the sky

-Small letters sit on the grass

-Falling/Tail letters go underground



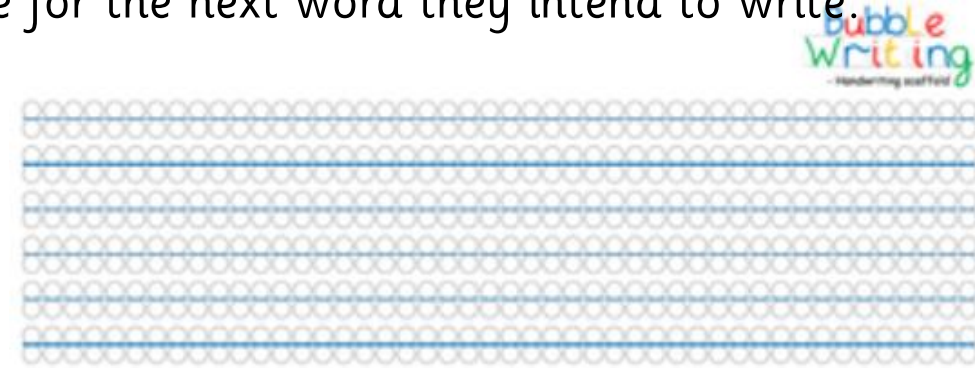
# Supporting letter sizing

- Boxes and Dots – The sized boxes of this handwriting strategy allow children to form letters with appropriate spacing, giving them a definite visual cue for spatial awareness between letters and words. This can be used on regular paper, squared paper, or worksheets. When children start to demonstrate better understanding on letter characteristics, the boxes and/or dots can be faded out and eventually removed. - The OT Toolbox



- Bubble Writing Scaffold – This simple scaffold provides a guide to consistently form letters and ensure each letter is uniform in both height and width. Children are able to leave equal spaces between words and see clearly whether or not there is enough space at the end of each line for the next word they intend to write.

-Steve Phillips



# Stage 3 – Joining Letters

# Teach Handwriting - [www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk)

Handwriting styles which allow all the lower-case letters to join are best for children as they make their handwriting fluent and quick, by reducing the strain on their hand, wrist and fingers. Children generally begin to join letters from the age of 6 to 7 years old, if taught a cursive letter font style.

As a child's fine motor skills develop it enables them to form smaller more refined versions of the letters and it is more appropriate to use lined paper.

A child is ready to join letters when:

- They have learnt to form all the lower-case letters correctly.
- Letters are of a consistent and suitable size (for younger children these may be large in size but consistent).
- Letters are positioned appropriately on the writing line as well as in relation to one another.

Using a systematic approach to teaching letter joins, is important.

Teaching the different join types in specific groups helps a child to understand the directional pushes and pulls required to successfully join the different letter combinations.

# Teach Handwriting - [www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk)

## Moving from Cursive Single Letters to Joining

There are five join strokes to be taught. Most children will find the bottom joins the easiest to achieve, as it only requires the extension of the exit stroke they already put on the letters. So teaching these first helps to build a child's confidence in their ability before moving on to more tricky join groups. The bottom to "c" shape joins can be tricky at first but soon mastered. The joins that tend to cause the most confusion and difficulty are the letter "e" joiners and top exit letter joins.

The ultimate aim is for a child to develop a good handwriting style, which means;

They can produce and maintain a good speed.

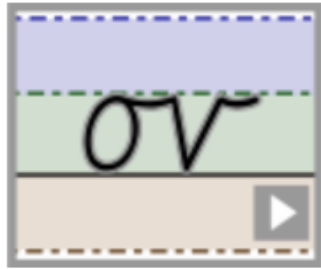
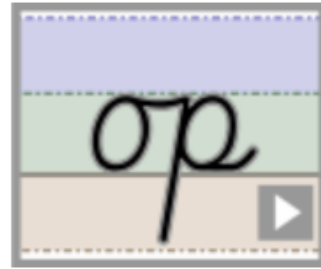
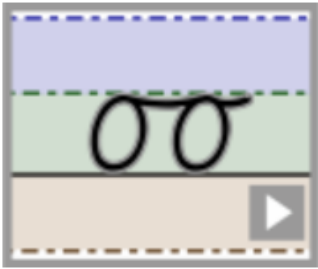
Have a fluid hand movement that is comfortable.

Letters are of a consistent and appropriate size, positioned correctly.

Handwriting is legible (so others can read it easily).



# Cursive Letter - top joins



# Cursive Letter - bottom to c shaped joins



# Cursive Letter - top e joins



# Cursive Letter - bottom to e joins



# Questioning

## Nursery/The Hub

### Fine Motor Questions

“Can you show me how you use your fingers to pinch this?” (Checks pincer grip and finger isolation.)

“Which hand feels better for drawing or holding things?” (Observes early hand preference.)

“Can you stack these blocks or thread this bead? How did you do it?” (Looks for control, coordination, bilateral use.)

“Can you roll this playdough into a ball or a snake?” (Checks hand strength and manipulation.)

### Pre-Writing / Mark-Making

“Can you make marks that go round and round? What about up and down?” (Assesses basic pattern formation.)

“Can you show me how you hold your crayon?” (Useful for grip development.)

“What shapes or lines can you draw?”

(Early visual-motor skills.)

“Can you copy the lines I make?”

(Checks imitation and control.)

## Reception

### Fine Motor Questions

“Can you use your fingers to open and close this peg? How about picking up small objects?” (Strength, coordination.)

“Can you cut along this line? What makes it easy or hard?” (Scissor control and bilateral coordination.)

“Does your pencil feel comfortable in your hand? Can you show me where your fingers sit?” (Grip refinement.)

### Handwriting Questions

“Can you show me how you sit when you’re writing?” (Posture, stability.)

“Can you copy these shapes: zigzag, wavy, circle, cross?” (Pre-letter shapes.)

“Can you write your name? What letters do you know?” (Letter formation knowledge.)

“Can you start your letters in the right place? Which ones feel tricky?” (Letter start points and control.)

## Year One

### Fine Motor Questions

“Can you use your fingers to fasten, twist, or tie this?”

(Finger dexterity.)

“How steady can you keep your pencil when you trace this line?”

(Control and precision.)

### Handwriting Questions

“Can you show me how you form each letter? Which ones are hardest?”

(Formation accuracy.)

“Are your letters sitting on the line? How can we make them neater?”

(Baseline awareness.)

“Can you keep your tall letters the same size?” “Can you keep your short letters the same size?”

(Size consistency.)

“Can you leave finger spaces? How do you check?”

(Spatial awareness.)

## Year Two

### Fine Motor Questions

“How do your hands feel after writing? Do they get tired quickly?”

(Stamina, grip pressure.)

“Can you show control in small movements—like tracing, colouring inside small shapes, or joining dots?”

(Precision and endurance.)

### Handwriting Questions

“Can you show me which letters you can join confidently?”

(Joining accuracy.)

“Are your tall and small letters the right heights compared to each other?”

(Size proportion.)

“Are your letters spaced evenly and sitting on the line?”

(Presentation.)

“Can you write a full sentence neatly and read it back to me?”

(Fluency + legibility.)

“What helps you write neatly? What gets in the way?”

(Self-awareness and strategy use.)

# Assessment

# Pre-Nursery and Nursery

Physical  
Development  
Fine Motor









Writing









# Reception

Physical  
Development  
Fine Motor



# Working TOWARDS EARLY LEARNING GOAL

Names

**Holds a pencil and is able to draw a range of pre-handwriting pattern, using clockwise and anti-clockwise movements and retracing lines**

**Uses some small tools appropriately and knows which tool fits which job**

**Uses a knife and fork to cut food, scissors to cut round a circle and a paintbrush to paint pictures appropriately.**

**Independently draws a range of simple pictures**

# Working AT EARLY LEARNING GOAL

Names						
<b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</b>						
<b>Use a range of small tools, including scissors, paintbrushes and cutlery</b>						
<b>Begin to show accuracy and care when drawing</b>						

Writing

**Expected for END OF NURSERY and baseline for Reception**

**Names**

**Writes some letters and copies letters from their name (not with the correct formation)**

**Uses symbols and some letters to represent writing, sometimes with use of initial sound when supported by a teacher.**

**Uses 'writing' when role playing.**


# Working TOWARDS EARLY LEARNING GOAL

Names

**Writes some letters including the letters from their name with the correct formation**

**Write CVC and two letter words using the sounds that they know**

**Writes a simple repeated phrase using CVC/VC words**

# Working AT EARLY LEARNING GOAL

<b>Names</b>						
<b>Write recognisable letters, most of which are formed correctly</b>						
<b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b>						
<b>Write simple phrases and sentences that can be read by others.</b>						
<b>(School statement) Write two follow on sentences that link together</b>						

**Year One**

# National Curriculum/Writing Framework Year One Expectations for Handwriting

Names					
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 One – WRITING - Working AT THE EXPECTED STANDARD

Names

Write simple sentences including those with the conjunction 'and', and write narratives about personal experiences and those of others (real or fictional)

Uses some adjectives and/or adverbs appropriate to the task.

Begin to demarcate some sentences in their writing with capital letters, full stops, question marks and exclamation marks

Uses capital letters for names and the personal pronoun 'I' and some proper nouns (e.g. days of the week, people's names etc.)

Spells most words using previously taught graphemes including some of the suffixes -s, -es, -ing, -er and -ed and the prefix -un where there is no change in the spelling of the root word.

# Year One – WRITING - Working AT THE EXPECTED STANDARD

Names

**Spells many Yr1 common exception words and high frequency words accurately**

**Form capital letters in the correct direction and in the correct size**

**In the majority of writing, forming lower-case letters and digits 0-9 in the correct direction, starting and finishing in the correct place**

**Uses spacing between words**

Year Two

# National Curriculum/Writing Framework Year Two Expectations for Handwriting

Names					
<b>Form lower-case letters of the correct size relative to one another</b>					
<b>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</b>					
<b>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</b>					
<b>Use spacing between words that reflects the size of the letters, so that later joins do not create extra, confusing shapes</b>					

## Year Two – WRITING - Working TOWARDS THE EXPECTED STANDARD

Names					
<b>Write sentences that are sequenced to form a short narrative (real or fictional)</b>					
<b>Demarcate some sentences with capital letters and full stops</b>					
<b>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others</b>					
<b>Spell some common exception words*</b>					
<b>Form lower-case letters in the correct direction, starting and finishing in the right place</b>					
<b>Form lower-case letters of the correct size relative to one another in some of their writing</b>					
<b>Use spacing between words.</b>					

## Year Two – WRITING - Working AT THE EXPECTED STANDARD

Names					
<b>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</b>					
<b>Write about real events, recording these simply and clearly</b>					
<b>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</b>					
<b>Use present and past tense mostly correctly and consistently</b>					
<b>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</b>					

## Year Two – WRITING - Working AT THE EXPECTED STANDARD

Names

**Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others**

**Spell many common exception words\***

**Form 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.**

# Year Two – WRITING - Working AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

<b>Names</b>					
<b>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</b>					
<b>Make simple additions, revisions and proof-reading corrections to their own writing</b>					
<b>Use the punctuation taught at key stage 1 mostly correctly CL FS ? ! , in lists ‘ omission ‘ possession</b>					
<b>Spell most common exception words*</b>					
<b>Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</b>					
<b>Use the diagonal and horizontal strokes needed to join some letters.</b>					