

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Handwriting

Features		
<ul style="list-style-type: none"> <li>• At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters</li> <li>• At key stage 1 and 2, the key knowledge progression documents take full account of the National Curriculum’s writing strand and the Progression Through Genres document</li> <li>• The transcription strand (spelling and handwriting), the composition strand and the grammar and punctuation strand of the national curriculum are outlined discretely and not within each genre</li> <li>• If a statement does not appear in every year group, this does not mean it is not relevant to the subsequent year groups. Teachers need to take note of earlier statements and ensure children are still given the opportunity to practice, embed and master the knowledge or skill.</li> </ul>		
Early Years Framework		
Early Years Statutory Framework: Educational Programme <b>Literacy</b>	Early Learning Goal <b>Literacy – Writing</b>	
<p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</i></p>	<ul style="list-style-type: none"> <li>▪ <i>Write recognisable letters, most of which are correctly formed</i></li> <li>▪ <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i></li> <li>▪ <i>Write simple phrases and sentences that can be read by others.</i></li> </ul>	
Early Years Statutory Framework: Educational Programme <b>Physical Development</b>	Early Learning Goal <b>Physical Development – Fine Motor</b>	
<p><i>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</i></p>	<ul style="list-style-type: none"> <li>▪ <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></li> <li>▪ <i>Use a range of small tools, including scissors, paint brushes and cutlery.</i></li> <li>▪ <i>Begin to show accuracy and care when drawing.</i></li> </ul>	

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Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<ul style="list-style-type: none"> <li>• Know how to sit upright without leaning or resting on a support.</li> <li>• Know how to sit appropriately on a chair with their feet on the floor for short periods of time.</li> <li>• Know how to copy a simple sequence with ease, using both sides of my body to support bi-lateral movement.</li> <li>• Know how to effectively complete activities that cross the midline with increased ease.</li> <li>• Know and use tables effectively to complete short tasks.</li> <li>• Know and become comfortable holding different mark making tools.</li> <li>• Know and practise holding a pencil with the correct grip (tripod)</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to complete activities that cross the midline with confidence.</li> <li>• Know how to use both sides of my body to complete tasks with confidence. (bi-lateral movements)</li> <li>• Know how to sit without resting, or leaning for a longer period of time with ease.</li> <li>• Know how to sit correctly at a table for a short period of time, with increased comfort.</li> <li>• Know how to hold a pencil with comfort, with the ideal tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>• H1.1 Know how to sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>						
<ul style="list-style-type: none"> <li>• Know how to trace lines.</li> <li>• Know how to copy an adult to practice both clock-wise and anti-clockwise movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to retrace lines.</li> <li>• Know and use both clockwise and anti-clockwise movements.</li> <li>• Know how to form lower-case letters,</li> </ul>	<ul style="list-style-type: none"> <li>• H1.2 Know how to form lower-case letters in the correct direction, starting and finishing in the right place with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• H2.1 Know how to form lower-case letters of the correct size relative to one another</li> <li>• H2.2 Know how to start using some of the diagonal and horizontal strokes</li> </ul>	<ul style="list-style-type: none"> <li>• H3.1 Know how to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel</li> </ul>		<ul style="list-style-type: none"> <li>• H5.1 Know how to write legibly, fluently and with increasing speed by knowing whether or not to join specific letters</li> </ul>		

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<ul style="list-style-type: none"> <li>Know how to form some letter shapes with increased accuracy. (Usually letters within their name)</li> </ul>	<p>with some accuracy, increasingly applying the correct direction.</p>		<p>needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <ul style="list-style-type: none"> <li>H3.2 Know how to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>				
<ul style="list-style-type: none"> <li>Know that numbers have different formations, and some rhymes that accompany.</li> <li>Know how to trace number formation.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to form digits with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>H1.3 Know how to form capital letters</li> <li>H1.4 Know how to form digits 0-9</li> </ul>	<ul style="list-style-type: none"> <li>H2.3 Know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>			<ul style="list-style-type: none"> <li>H5.2 Know how to write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices</li> </ul>		
<ul style="list-style-type: none"> <li>Know that not all letters look the same and take interest in their formation.</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between ascending and descending letters.</li> </ul>	<ul style="list-style-type: none"> <li>H1.5 Know which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and how to practise these</li> </ul>						
<ul style="list-style-type: none"> <li>Know to practice following words with their fingers, whilst an adult read.</li> <li>Know that letters make up words.</li> <li>Know that words work in a sequence, with spaces between them, when observing an</li> </ul>	<ul style="list-style-type: none"> <li>Know that finger spaces are used to separate words.</li> <li>Know how to increasingly apply finger spaces to writing.</li> </ul>	<ul style="list-style-type: none"> <li>H1.6 Know how to use spaces to separate words</li> </ul>	<ul style="list-style-type: none"> <li>H2.4 Know how to use spacing between words that reflects the size of the letters</li> </ul>					

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adult modelling writing.								
							<ul style="list-style-type: none"><li>• H6.1 Know how to choose the writing implement that is best suited for a task</li></ul>	