

Woodlands Infant School



Handwriting Curriculum Progression

Handwriting is supported by the Little Wandle Handwriting Programme.

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Nursery		
Autumn Term	Spring Term	Summer Term
Main Focus: building the body before building letters Building the body before building letters Gross motor strength, balance and coordination Shoulder and elbow stability Bilateral coordination and crossing the midline Hand strength and finger isolation Developing an interest in mark-making Making large movements and big marks in different directions What this looks like: climbing, crawling, sweeping, pushing, pulling, carrying ribbon sticks, scarves, painting on easels, large chalking outside dough disco, squeezing, rolling, pinching, threading, pegging, using tongs big circular, vertical and horizontal movements mark-making in sand, foam, paint and chalk giving meaning to marks Outcome by end of autumn: children are beginning to control large arm movements children enjoy making marks children can use a range of one-handed tools with increasing control children are not yet being pushed into formal letter formation unless clearly ready.	Main Focus: refining control and introducing pre-handwriting patterns Continue gross and fine motor daily Strong focus on posture, core strength and shoulder stability Develop wrist rotation and hand control Begin repeated pre-writing shapes and movement patterns Encourage left-to-right movement Increase control with tools What this looks like: anticlockwise and clockwise circles lines down, lines across dips, humps, waves and simple zig-zags tracing roads, paths and shapes short guided mark-making sessions name recognition and possibly first letter recognition for some children lots of talk: up, down, across, round, zig-zag, curl Outcome by end of spring: children can copy and create simple pre-writing patterns children show better control in small movements children can sustain a short adult-led mark-making task some children may begin to form parts of letters from their name, but this is not the main goal	Main Focus: secure readiness for Reception handwriting Consolidate fine and gross motor foundations Increase accuracy, control and stamina Secure pre-handwriting patterns linked to later letter families Develop pencil/tool grip towards an effective grasp Begin simple letter-like forms for children who are ready Begin name-writing journey in a developmentally appropriate way What this looks like: circles and curls that prepare for Curly Caterpillar letters straight down and up movements that prepare for Long Ladder letters bounce, dip and zig-zag patterns through play smaller-scale mark-making as well as large-scale tracing and copying simple patterns writing name cards, self-registration, labels, purposeful writing in play for ready children only: forming some letters in their name with strong modelling. Outcome by end of summer: children have the physical readiness to begin Reception's formal sequence children can control tools more consistently children can make recognisable patterns and letter-like shapes many children can attempt their name or parts of it the priority remains readiness, not rushing all children onto full letter families

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Reception		
Autumn Term	Spring Term	Summer Term
Autumn 1 Unit 1: Practising patterns - Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) - Up curves, Down curves, Mixed-height curves, Letter C (Week 2) - Spirals, Crosses, Turrets, Diagonals (Week 3) - Zig-zags, Sideways V, Letter X, Triangles (Week 4) Autumn 2 Teach lower-case letter formation in families: Unit 2: Curly letter family - c, a, d, g, o, q (1 letter focus a week)	Spring 1 Teach lower-case letter formation in families: Unit 2: Curly letter family - e (week 1) - s, f (week 2) Unit 3: Long ladder family - l, I (week 3) - t, j (week 4) - u, y (week 5)	Summer 1 Teach capital letter formation (reviewing lower-case letters alongside capitals) - Cc, Aa (week 1) - Dd, Gg (week 2) - Oo, Qq (week 3) - Ee, Ss, Ff (week 4) - Ll, Ii (week 5) - Tt, Jj (week 6)
	Spring 2 Teach lower-case letter formation in families: Unit 4: Bouncy letter family - m, n (week 1) - r, b (week 2) - p, h (week 3) Unit 5: zig-zag letter family - v, w (week 4) - x, z (week 5) - k (week 6)	Summer 2 Teach capital letter formation (reviewing lower-case letters alongside capitals) - Uu, Yy (week 1) - Mm, Nn (week 2) - Rr, Bb (week 3) - Pp, Hh (week 4) - Vv, Ww (week 5) - Xx, Zz, Kk (week 6)

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Year 1		
Autumn Term	Spring Term	Summer Term
Autumn 1 Lower-case Letters (unit 1) (6 weeks) - Introduce narrower lines - Revisit lowercase letters: Week 1: c, a, d, g, Week 2: o, q, & sentences Week 3: e, s, f, l Week 4: i, t, & sentences Week 5: j, u, y, m Week 6: n, r, & sentences - Reinforce correct starting points and anti-clockwise movement - Daily formation practice reminders using LW phrases during phonics lessons - Dictation of sentences using taught lower-case letters	Spring 1 Capital Letters & Application (5 weeks) - Recap and secure capital letter formation - Apply capitals correctly: - start of sentences - names and proper nouns - Maintain correct lower-case formation alongside capitals - Capital letters: Week 1: E, F Week 2: G, H Week 3: I, J Week 4: K, L Week 5: M, N	Summer 1 Useful Words (unit 5) (6 weeks) Week 1: and, go, his, be, Week 2: her, full, he, into, Week 3: push, pull, she, put, Week 4: the, me, is, as, Week 5: we, to, all, are, Week 6: by, my, I, was Fluency & Automaticity - Increase speed without losing accuracy - Reduce cognitive load of letter formation Maintain: - consistent size - correct orientation - clear spacing Application: - Independent sentence writing - Writing across the curriculum
Autumn 2: Complete lower-case letters (unit 1) (4 weeks) Revisit all remaining families: Week 1: b, p, h, v Week 2: w, x, & sentences Week 3: z, k & sentences Week 4: Sentences Correct orientation (no reversals) - Consistent entry/exit points - Dictation of decodable words using these letters Applying capital letters (Unit 2) (2 weeks) - Recap and secure capital letter formation - Apply capitals correctly: Week 5: A, B, Week 6: C, D - start of sentences - names and proper nouns - Maintain correct lower-case formation alongside capitals	Spring 2 Capital Letters & Application (5 weeks) - Recap and secure capital letter formation - Apply capitals correctly: - start of sentences - names and proper nouns - Maintain correct lower-case formation alongside capitals Week 1: O, P Week 2: Q, R Week 3: S, T Week 4: U, V, Week 5: W, X, Y, Z	Summer 2 Useful Words (unit 5) (4 weeks) Week 1: they, said, you, come, Week 2: do, have, here, like, Week 3: love, little, has, one, Week 4: some, there, so, today Days of the week (unit 7) (2 weeks) Week 5: Monday, Tuesday, Wednesday, Thursday, Week 6: Friday, Saturday, Sunday Consolidation & Readiness for Year 2 - Consistent handwriting in longer pieces of writing - Reinforce all letter families (quick daily revisits) Ensure no reversals, stable sizing, neat presentation

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Year 2

In Year 2, pupils work towards the National Curriculum expectation to begin using some of the diagonal and horizontal strokes needed to join letters and to understand which letters, when placed next to one another, are best left unjoined. The priority remains clear, accurate and increasingly fluent handwriting. Joining is introduced progressively once pupils can form unjoined letters correctly and consistently, with the pace and extent of joining reflecting each pupil's handwriting development.

Autumn Term	Spring Term	Summer Term
Autumn 1 Focus on clear letter formation, ensuring children are forming all letters in the right size, formation and direction. Recapping on ascenders, descenders and capital letters. Introduce Pre-cursive patterns and entry/exit strokes	Spring 1 Introduce pre-cursive joins for the long ladder family (straight down/up strokes) and The bouncy letter family (arching strokes) - l, i, t, u, j, y - Focus on vertical downstrokes and simple joins. - r, n, m, h, b, p - Teach the bouncing/arching motion	Summer 1 Cursive joins using diagonal and horizontal joins. Teach joins in stages: diagonal joins (e.g. <i>ai, er</i>) horizontal joins (e.g. <i>ou, oa</i>)
Autumn 2 Introduce pre-cursive joins for the Curly letter family (anti-clockwise movement): - c, a, d, g, o, q, e, s - These all start with a "c" shape or curve.	Spring 2 Introduce pre-cursive joins for the "zigzag" family v, w, x, z These are often more angular and trickier Children who demonstrate confidence are encouraged to use cursive joins in their daily writing.	Summer 2 Consolidate taught joins and apply them appropriately in words and short sentences.