



Eastling Primary School

Progression of Knowledge and Skills – Handwriting & Presentation

Phase	Knowledge	Skills and application	Curriculum links	Readiness
EYFS	Know that marks carry meaning; understand posture, grip and direction; recognise taught grapheme shapes.	Develop gross/fine motor control; form taught Basics 2/3 letters; practise name writing, capitals where appropriate and digits; write dictated words/captions.	SSPF Firm Foundations → Basics 2/3; oral sentence rehearsal; early word/sentence concepts.	Ready to Progress 1–2
Year 1	Know the five formation families; distinguish capitals/lower-case, ascenders/descenders, spaces and baseline.	Accurately form lower-case letters, capitals and 0–9; build consistency, size, spacing and speed in words and dictated sentences.	SSPF consolidation and spelling GPCs; CEWs; grammar punctuation and sentence dictation; The Write Stuff modelling.	Secure criterion 2 before formal joining
Year 2	Know which letter pairs can be joined and when letters should remain separate.	Consolidate legible unjoined script; begin diagonal/horizontal joins only when ready; write phrases/sentences with appropriate size and spacing.	Spelling Shed patterns; morphology; dictation, sentences and extended writing.	Criteria 2–4 as appropriate
Year 3	Know how different joins preserve letter shape, baseline and spacing.	Practise secure joining and writing stamina; improve consistency and quality in different subjects.	Spelling patterns, grammar and increasingly extended composition.	Criteria 3–6 as appropriate
Year 4	Know how to monitor legibility and adapt size, spacing and joining to context.	Consolidate fluent joined writing where appropriate;	Morphology, punctuation and text organisation; editing and purposeful presentation.	Criteria 4–7 as appropriate



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		maintain legibility and control across longer tasks.		
Year 5	Know how speed, writing tool and letter choices affect clarity.	Maintain readable writing during sustained composition; correct habitual inaccuracies; choose suitable presentation.	Increasingly complex grammar, spelling and independent composition.	Criterion 7 with responsive support
Year 6	Know how to adapt handwriting for notes, drafting, polished work and different audiences.	Write legibly and fluently at useful speed; make informed decisions about joining and implements.	Independent transcription, revision, editing and preparation for secondary writing demands.	Criterion 7 with responsive support

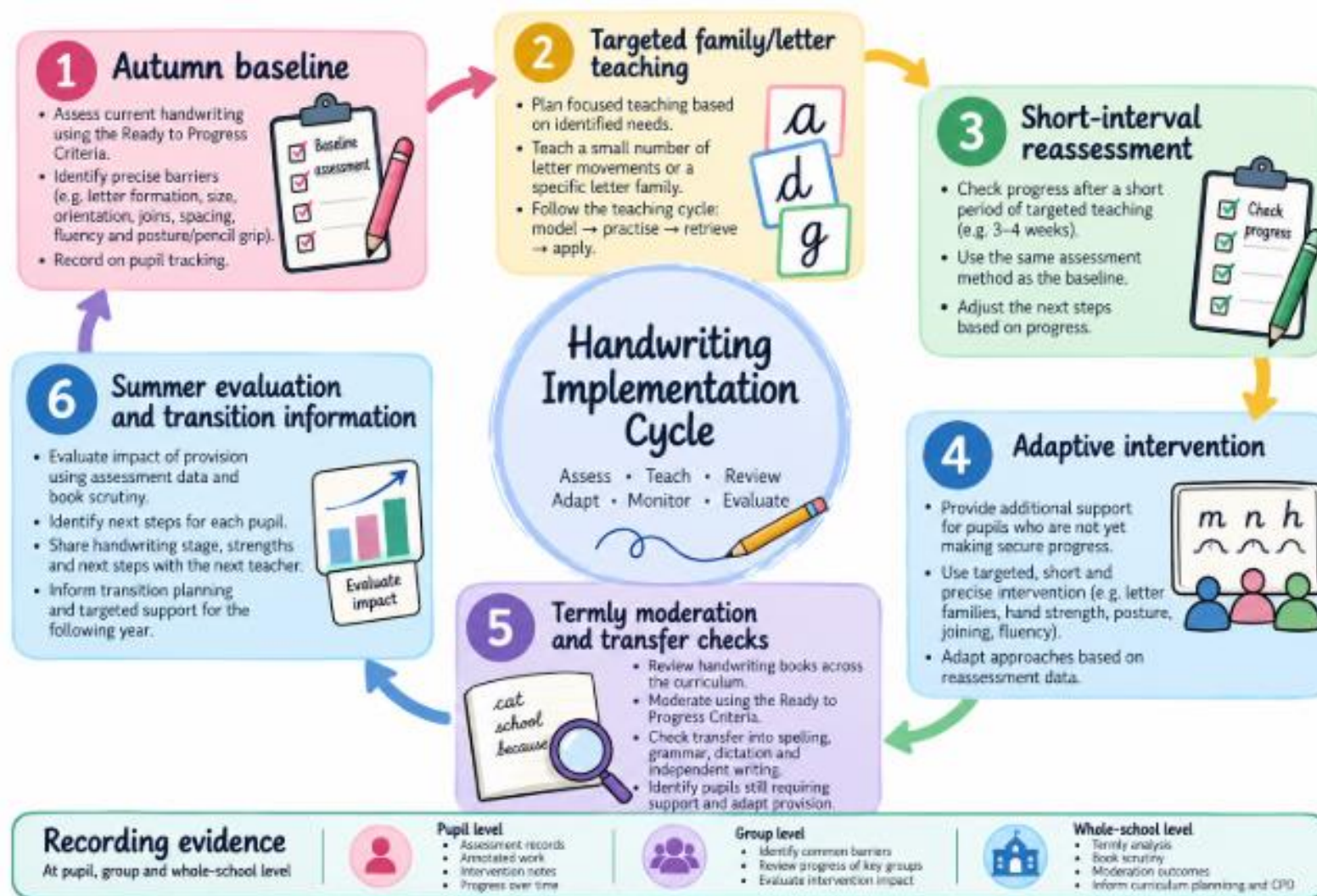
Planning and assessment expectations

The class teacher checks the termly writing map, SSPF sequence, Spelling Shed objectives and grammar plan when selecting letter/word/sentence practice. The precise letter teaching order may respond to baseline assessment and does not need to duplicate phonics order. Assess formation, line position, proportion, spacing, fluency and transfer separately. Revisit any insecure prerequisite at any age.



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Implementation cycle





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Whole-school handwriting model

Twinkl Print is the agreed teaching font in EYFS and Year 1; Twinkl Looped is the agreed teaching font from Year 2 onwards. The model used in class does not override individual Ready to Progress judgements. Pupils secure unjoined formation before being expected to join.

Lower-case formation is organised by curly caterpillar (c, a, d, g, o, q), long ladder (l, i, t, y, u, j), one-armed robot (r, n, m, h, b, k, p), sliding (v, w, z), and tricky letters (e, f, s, x). Capital letters and digits 0–9 are explicitly taught and revisited. Use the Eastling formation crib sheet to maintain exact strokes and joins.

Curriculum integration and assessment by phase

EYFS: introduce letter shapes in line with SSPF Basics 2 and Basics 3, with Twinkl Print, fine-motor development, oral rehearsal, initial dictation and supported transcription. Check formation and position before expecting extended recording.

Year 1: consolidate Basics 2/3 letter shapes and positioning using Twinkl Print. Teach families explicitly; use taught graphemes and common exception words in dictation; check capitals, digits, spaces and punctuation as sentence writing develops. Use baseline and follow-up checks to identify precise formation and positioning errors.

Year 2: model with Twinkl Looped; introduce appropriate joins for pupils who meet the readiness criteria. Continue accurate unjoined practice for pupils who need it. Integrate familiar words and sentences from phonics, spelling and grammar; assess legibility and fluency in independent writing.

Years 3–4: secure appropriate joining, letter proportion, baseline alignment and consistent spacing; build fluency in the context of increasingly complex spelling and sentence construction. Revisit unjoined formation where assessment identifies gaps.

Years 5–6: increase sustainable speed, stamina, legibility and adaptability across subjects; teach deliberate choices about when to join and which implement suits the task. Check that transcription remains sufficiently automatic to support planning, drafting and editing.

Assessment: use a common record of formation (F), positioning (P), size, spacing, joins, speed and transfer into dictated and independent writing. Review impact of targeted intervention through repeated comparable tasks, work scrutiny and pupil voice. Record readiness independently of chronological year group.



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Guidance

EYFS: Provide opportunities for the child to hold a range of writing implements correctly, using the tripod grip, before the muscle memory becomes fixed. Develop shoulder movements to encourage upper body strength.

Year 1 Non statutory: Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement should allow the pupil to hold it easily and correctly, to avoid forming bad habits. • Left handed pupils should receive specific teaching to meet their needs.

Year 2 Non statutory: Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

LKS2 Non statutory: Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

UKS2 Non statutory: Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.



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Letter Formation Stages

EYFS

a b c d e f g h i j k l m n o p q r
s t u v w x y z

KS1

a b c d e f g h i j k l m
n o p q r s t u v w x y z

KS1/ KS2

abcdefghijklmnopqrstuvwxyz