

Handwriting Curriculum Map

In Y5, I am writing at length for extended periods of time and my handwriting has become fluent. Both my top exit and bottom exit joins are precise and neat. I am able to produce a substantial amount of writing under time constraints and I am beginning to neatly edit my work. Although I am writing as speed, my writing, including my spellings, remain accurate. I am beginning to develop my own style of writing, whilst still applying the rules learnt for cursive handwriting.

In Y3, I am able to expertly grip my writing implement and write all letters in the correct direction, orientation and size. I am exercising greater control over the formation of my letters and joins. I am writing extended sentences at speed using joined-up cursive handwriting. I am able to completed timed speed challenges and draw upon prior learning when practising unfamiliar words. The formation of my capital letters is clear and I can distinguish the correct strokes to apply. I am able to write numbers and symbols correctly in relation to letters and this is apparent across all of my exercise books.

In Y1, I continue to develop my gross and fine motor skills, as well as muscle memory, in order to be able to write at length and with increased stamina. This is when I begin receive formal handwriting lessons that are timetabled into my weekly learning. I begin by learning how to form Long Ladders, Curly Caterpillars, Robot Letters and Zig-Zag Monster letters in the cursive style and in the correct direction, which includes the use of an entry point and exit point for each letter. I am also exploring the full range of Capital Letter families and practising how to form capital letters of the correct size in relation to lower-case letters. In each lesson, I practise how to use these letters in words, applying finger spaces and begin to write on the line consistently. I begin to complete timed challenges to develop my writing speed. In addition, I am also learning how to write numbers and symbols in the correct direction and size in relation to other letters.

In Y6, I present my writing in the cursive style at speed; it is joined and completely legible in its entirety. This style of handwriting allows my writing to flow expertly so that I can write at length and with endurance. I maintain an excellent level of presentation in every single exercise book. I am able to maintain the accurate spelling of all the Y5/6 spelling words despite writing at pace. I have mastered the secretarial skill of handwriting in preparation for quick note-taking, essay writing and extended assignments. I have developed my own handwriting style based on the principles of cursive handwriting and I am confident in applying it.

In Y4, I grip my pen using the tripod grip without prompt and every letter is formed perfectly, including capital letters and symbols. I am able to seamlessly perform top and bottom exit joins to all letter groups; this is ingrained in my muscle memory. I am writing a paragraph at speed in joined-up cursive handwriting and my writing is legible. I am able to confidently write unfamiliar words using the correct joins and the quality of my presentation is strong across all of my exercise books.

In Y2, I continue to practise writing letters with the correct formation and orientation using the correct sitting position and grip. I am now developing my joined-up handwriting through the explicit learning of top exit joins and bottom exit joins, which I am working to commit to muscle memory. I am also beginning to move fluidly between letters of the two joins and between top exit to top exit joins/bottom exit to bottom exit joins. My expert grip enables me to keep my pencil on the page until my word is completed and I am not joining any capital letters. I am beginning to write longer words at speed and am editing my work to improve my presentation. I am writing words in which upper-case and lower-case letters are the correct size in relation to one another and apply finger spaces to my sentences.

In Reception, I am developing the gross and fine motor skills required for successful handwriting. I am learning how to sit comfortably for writing, hold my pencil with an appropriate tripod grip, to tilt and move my page and begin to form pre-cursive letters fluidly. I am strengthening my hand and finger grip, my sensory perception and my bilateral coordination through focused play and purposeful activities. These skills will enable me develop my muscle tone, which will facilitate my ability to manipulate implements in order to form letters accurately.

