

Handwriting progression of skills

Our vision

At Landewednack, we want all children to become confident, competent writers who enjoy writing for a range of purposes.

Mastering the physical aspects of writing (making marks, letter and number formation, neat handwriting) is an extremely important process; - children who find mark making and letter formation difficult may enjoy writing less. Research shows that children who find handwriting effortful find it harder to improve the content of their writing. (REF)

Our ambitious progression of skills, based on empirical evidence, aims to provide children with a strong foundation in mark making and handwriting. We want all children to be able to form neat letters, numbers and punctuation automatically, ensuring that more energy can then be spent on composing fantastic writing.

Our aims for all children are below. These are the minimum aims, children who have mastered their end of year group skills are encouraged to progress to their next step.

End of Nursery:

- Children can form the 9 writing readiness shapes.
- Children can trace and copy drawings using these shapes.
- Children can write their name correctly.

End of Reception:

- Children can form all lower case letters and numbers (0 - 10) correctly and fluently (ie. without undue thought or hesitation).

End of Year 1:

- Children can form all upper case letters, numbers 0-100 and punctuation (. , ! ?) can be fluently.
- Children can write the alphabet (upper and lowercase) from memory with fluency (ie. in 1 minute).

End of Year 2:

- All of the above can be written fluently and automatically in pre-cursive handwriting, as well as punctuation ' and ".

Below is a step by step progression programme we have developed based on evidence that supports children to develop their handwriting skills, which starts with mark making and finishes with fluent, automatic letter formation.

Children progress through this sequence in their "writing journey" books from when they enter school in nursery until they have mastered the final stage.

Note: This progression has been adopted from September 2020 and is in the process of becoming embedded at the above rate of progression.

Handwriting Progression

0 1 2 3 4 5 6 7 8 9 10

THROUGHOUT this progression: Children practise writing their own first name and numbers 1-10.

The Beery – Buktenica Developmental Test of Visual- Motor Integration

Writing readiness can be guided by the child's ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.

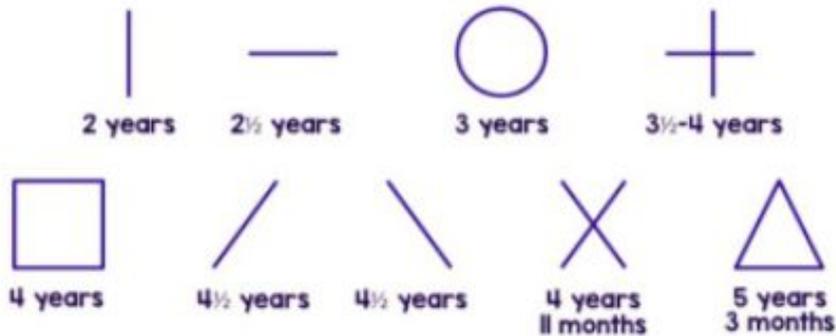


Fig. 4. From VMI Administration, Scoring and Teaching Manual. 6th Edition (Beery, 2010)

Step 1: Creating the above shapes using gross motor skills (large movements such as making these shapes in the air with their hands, writing in chalk on the playground, painting them on a wall, etc.). **BOTH DIRECTIONS, practise changing direction (ie. up/down, clockwise/anticlockwise, left/right)**

Step 2: Creating the above shapes using fine motor skills (with pencils and pens). **Both directions.**

Step 3: Practise drawing combinations of these shapes.

Step 4: Tracing simple drawings

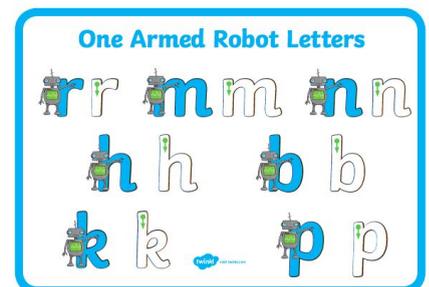
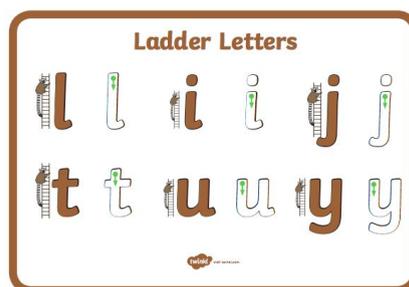
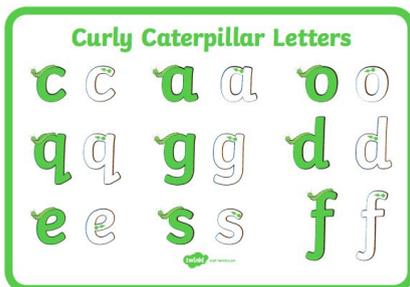
Step 5: Copying simple drawings (from books, off paper, **off the board**).

Step 6. Single letter formation in the following order (simplest strokes first, letters grouped together)

A) *On handwriting paper*

B) *On plain paper*

C) *Correctly positioned on lined paper.*



Step 7. Copying lower case words and captions correctly.

Step 8. Copying the alphabet correctly in 1 minute.

Step 9. Writing the lowercase alphabet correctly from memory in 1 minute.

Step 10. Transcribing lowercase words and captions correctly (focus on letter formation, not spelling).

Step 11. Forming capital letters correctly (write lowercase letter with the capital letter to show the connection and sizing) <https://www.teachhandwriting.co.uk/capital-letters-beginners.html>

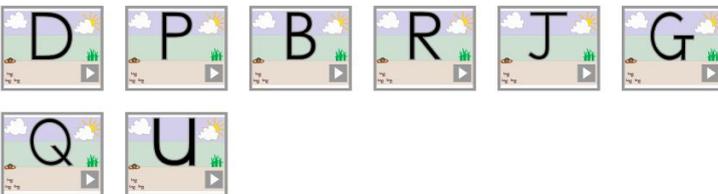
Curly line - Capital Letters



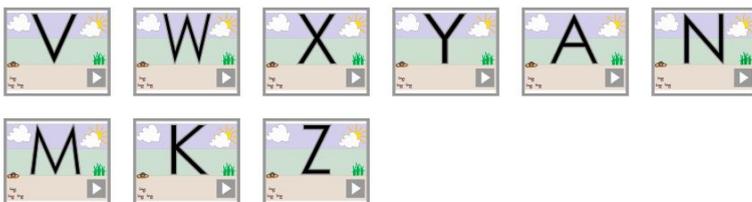
Straight line - Capital Letters



Straight and curly line - Capital Letters



Straight and slant line - Capital Letters



Step 12. Copy the upper case alphabet in 1 minute.

Step 13. Write the upper case alphabet correctly from memory in 1 minute.

Step 14. Correctly form punctuation on the line: . , ! ? ‘

Step 15: Correctly copy sentences, including capital letters and punctuation, focusing on neat, consistent letter formation.

Year 2 (cursive)

<https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html>

Step 16: Practise individual letter formation with cursive lead in.

Step 17: Copy cursive alphabet in 1 minute.

Step 18: Write the cursive alphabet from memory in 1 minute.

Step 19: Practise joins in the below order (copy → transcribe)

Continuous Cursive Letter - bottom joins



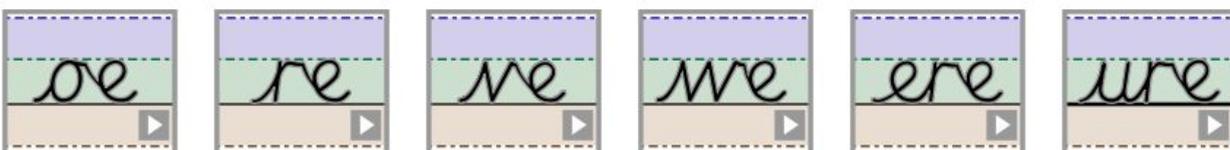
Continuous Cursive Letter - bottom to c shaped letter joins



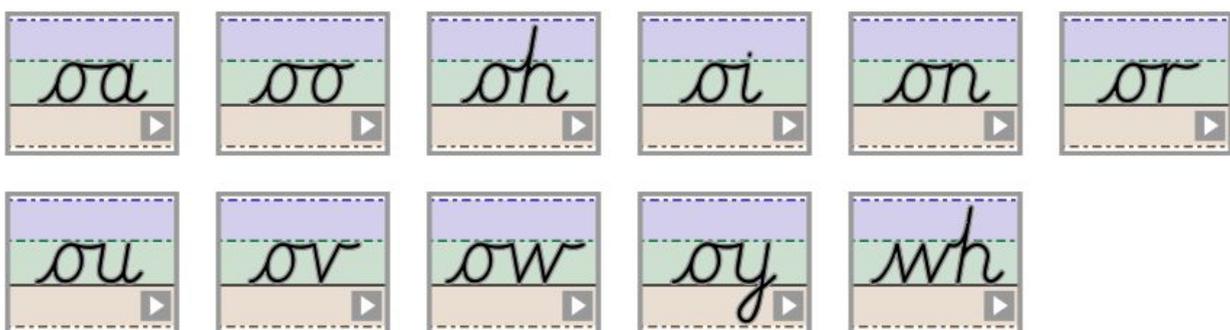
Continuous Cursive Letter - bottom e letter joins



Continuous Cursive Letter - top e letter joins



Continuous Cursive Letter top letter joins



Step 20: Copy continuous cursive alphabet in 1 minute.

Step 21: Write a continuous cursive alphabet from memory in 1 minute.

Step 22. Correctly and fluently copy sentences (including punctuation) in continuous cursive.

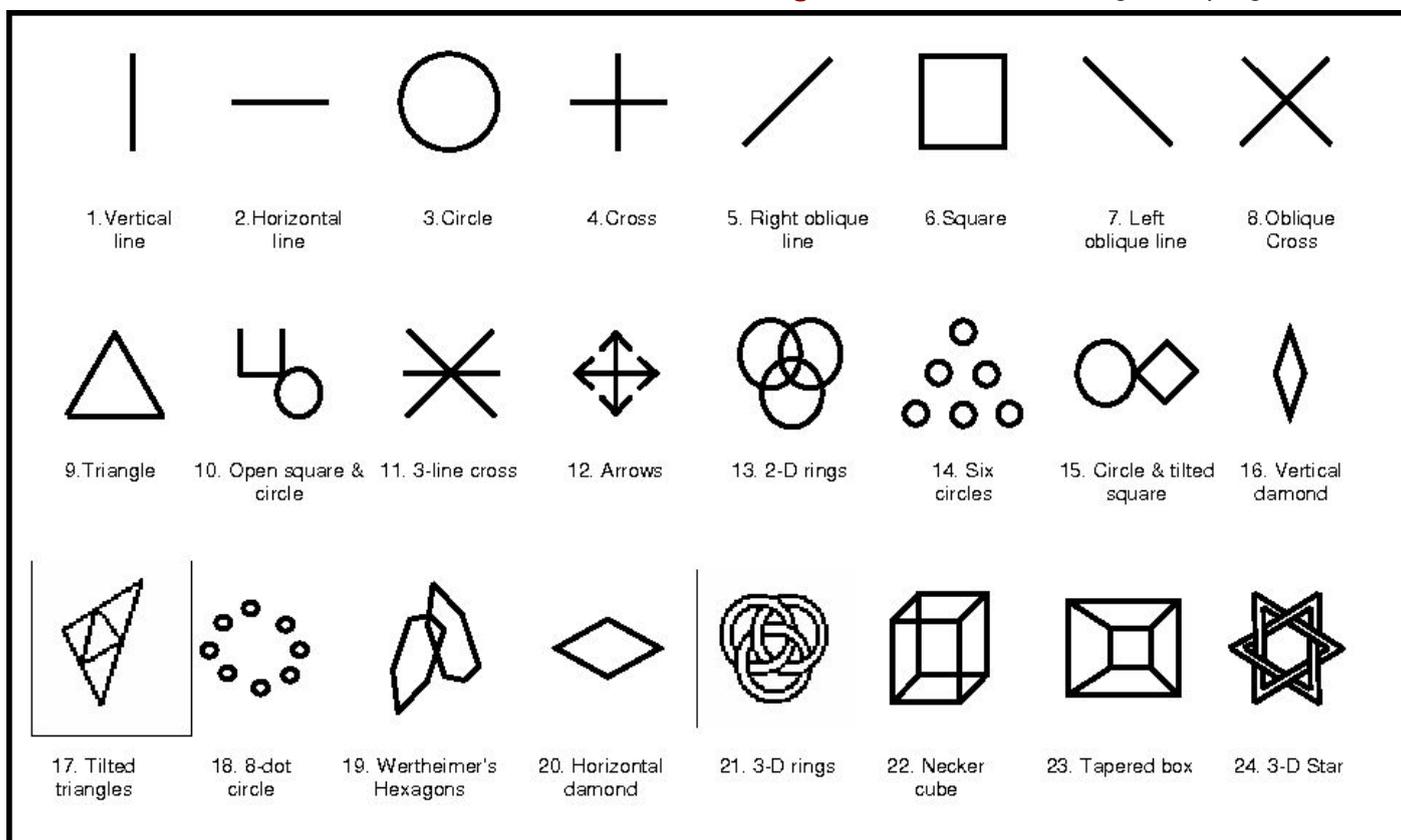
Step 23. Transcribe any text (not in continuous cursive) into continuous cursive.

Evidence for our approach

'Bold Beginnings', Ofsted, November 2017 - *children need to master writing printed letters before moving on to cursive. Children should learn letters in order of formation.*

The Beery-Buktenica Developmental Test of Visual-Motor Integration, VMI Administration, Scoring and Teaching Manual, 6th Edition (Beery, 2010) - *Children need to master drawing a progression of pre writing shapes before they are ready to form letters .*

<https://www.semanticscholar.org/paper/Modulating-population-granularity-for-improved-of-Hoque-Fairhurst/51812a5b7fa62f6c6ae601b45137277a66262130/figure/0> - *Visual motor integration progression.*



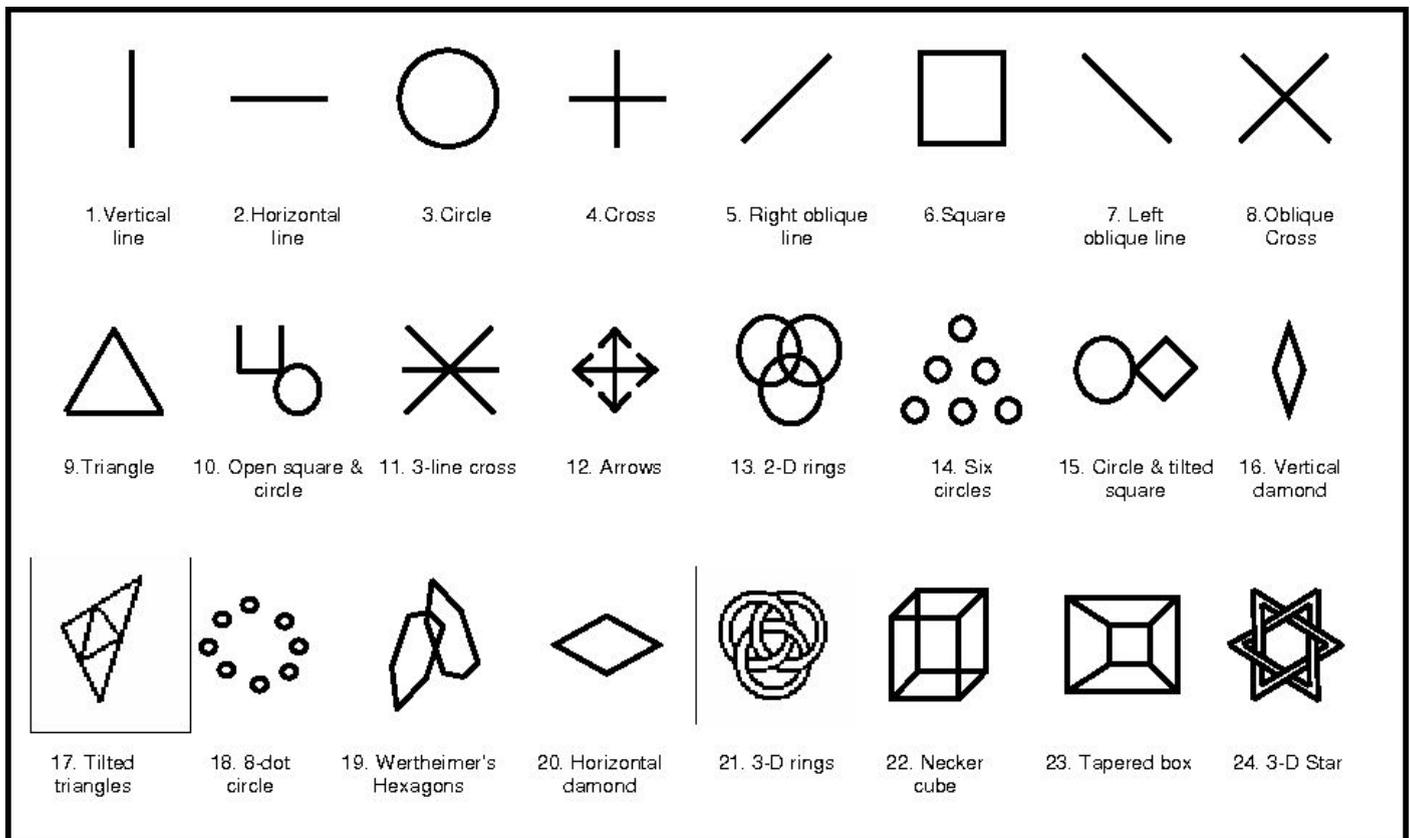
References

The Beery-Buktenica Developmental Test of Visual-Motor Integration, VMI Administration, Scoring and Teaching Manual, 6th Edition (Beery, 2010)

van Rooyen (2019). Start right, write well: laying sufficient foundations for handwriting

<https://www.schofieldandsims.co.uk/start-right-write-well-laying-sufficient-foundations-for-handwriting/b82>

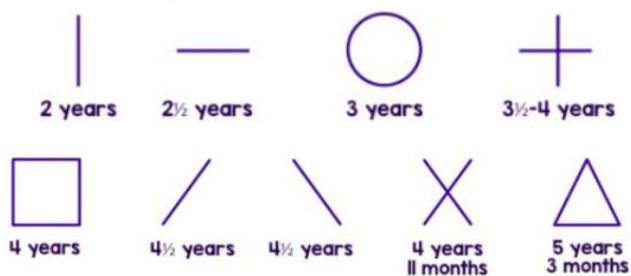
Appendix A - Visual motor progression



<https://www.semanticscholar.org/paper/Modulating-population-granularity-for-improved-of-Hoque-Fairhurst/51812a5b7fa62f6c6ae601b45137277a66262130/figure/0>

MY HANDWRITING SKILLS

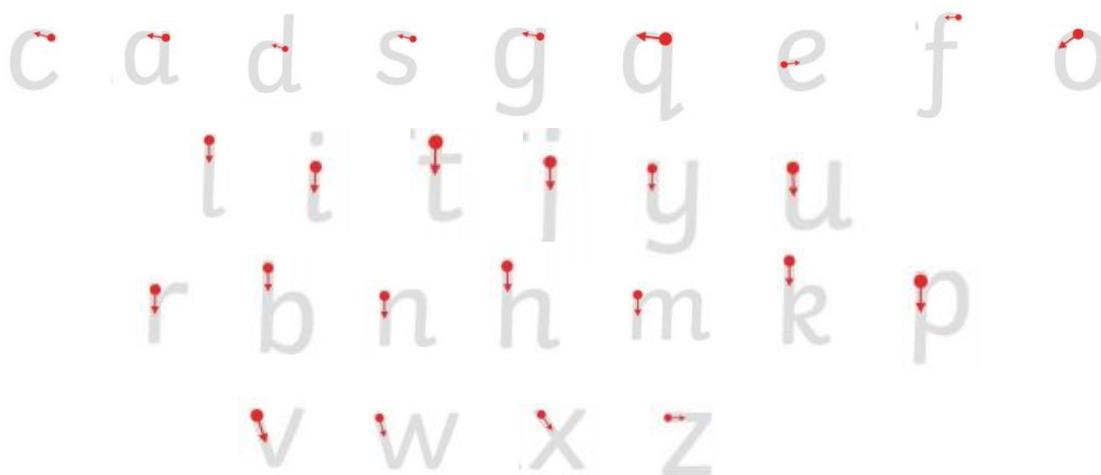
I can copy these shapes (both directions)



I can form numbers 1-10 correctly when asked:



I can form these letters correctly when asked:



I can copy the lowercase alphabet in 1 minute

I can write the alphabet *from memory* in 1 minute

I can form these uppercase letters correctly when asked:



I CAN COPY THE UPPERCASE ALPHABET IN 1 MINUTE

I CAN WRITE THE UPPERCASE ALPHABET FROM MEMORY IN 1 MINUTE

I can form this punctuation correctly when asked:

