



Peover Superior Endowed Primary School

Handwriting Progression 2026-2027

National Handwriting Association – Good Practice for Handwriting

As a school, we follow the National Handwriting Association good practice guide for handwriting. Before every handwriting session begins, teachers should use the 4 P's check:



Assessment for Learning

Teachers make regular assessments of children's handwriting, in order to identify gaps and plan next steps using the 7 S Factors for Success:





Handwriting Overview – Ready to Write Routines

Before beginning a taught handwriting session, teachers will rehearse the 'Ready to Write' routines with the children, ensuring good posture, paper position, pencil grip and pressure.





Handwriting Overview

Pencil Grip Assessment

As part of developing strong foundational learning, children across EYFS, KS1 and into KS2 (where appropriate) will be carefully monitored to ensure that they develop a secure pencil grip. In EYFS and KS1, these posters will be displayed, so that all staff know what stage of pencil grip a child is at in order to support their next steps.

Digital Pronate Grip



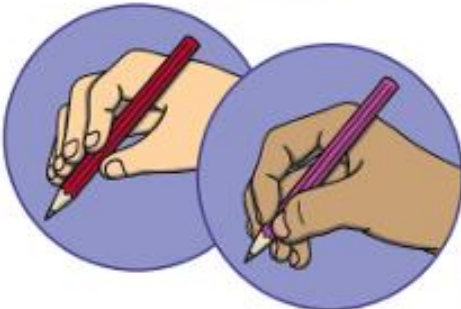
- All of my fingers are holding the pencil.
- My wrist is turned so that my palm is facing down towards the paper.
- Most of the pencil movement comes from my elbow and not my shoulder.
- I can now copy horizontal, vertical and circular lines.

Fisted Grasp or Palmar Supinate Grasp



- I am grasping my pencil in my hand.
- I am using all of my fingers and my thumb.
- My arm and elbow may stay rigid with the pencil movement coming from my shoulder.

Static Tripod and Quadrupod Grasp



- I am using three fingers (thumb, index finger and middle finger) together. This is called a Static Tripod Grasp.
- If I am adding a fourth finger, then this is called a Quadrupod Grasp.
- The pencil movement is coming from my wrist.
- I can now copy triangles, circles and squares.

Dynamic Tripod Grasp



- I am now holding the pencil between my thumb, index finger and middle finger.
- My ring and little fingers are bent, and rest comfortably on the table.
- The pencil movement now comes from my fingertips.
- This pencil grip will help me with letter formation.



Curriculum

Handwriting Overview – Formation Phrases

Lower case

Letter mnemonic	Formation phrase
	Curl around the cat.
	Around the astronaut's helmet and down into space.
	Around the duck's body, up to its head and down to its feet.
	Around the goat's face and curl under its chin.
	All around the octopus.

Letter mnemonic	Formation phrase
	Around the queen's face, down her robe and a flick at the end.
	Around the elephant's eye and curl down its trunk.
	Down the snake from head to tail.
	Down the flamingo to its foot and across its wings.

Letter mnemonic	Formation phrase
	Down the lollipop stick.
	Down the iguana and dot the leaf.
	Down the tiger and across its neck.

Letter mnemonic	Formation phrase
	Down the jellyfish and dot its head.
	Down and around the umbrella and back to the ground.
	Down, around the yo-yo and curl around the string.



Curriculum

Handwriting Overview – Formation Phrases

Lower case

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Down, up and over the mouse's ears.		Down the bear's back, up and around its tummy.		Down to the bottom of the volcano and back up to the top.		Across the top of the zebra's head, zig-zag down its neck and along.
	Down, up and over the net.		Down the penguin's back, up and around its head.		Down and up and down and up the waves.		Down the kite, up to the top corner and down to the bottom corner.
	From the cloud to the ground and over the rainbow.		Down, up and over the helicopter.		From the top, across the box to the bottom. From the top again, across the box to the bottom.		



Curriculum

Handwriting Overview – Formation Phrases

Capitals

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.	G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.	H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
C	From the top, curl around to the left to sit on the line.	I	From the top to the bottom and stop.
D	From the top, down, back to the top. Curve right, down to the bottom.	J	From the top, all the way down, then short curl to the left.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.	K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.	L	From the top, down and across the line.



Curriculum

Handwriting Overview – Formation Phrases

Capitals

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.	T	From the top, down and stop. Lift up and from the left, make a line across the top.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.	U	From the top, down and curve right, then straight up to the top.
O	From the top – all around the o.	V	From the top diagonally right to the bottom, then diagonally up to the top.
P	From the top, down then back up. Curve right to halfway down.	W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
Q	From the top – all around the o. Lift off. Short line diagonally down.	X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.	Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
S	From the top, curl around to the left. Then curl around to the right to make a snake shape.	Z	From the top go across, diagonally down to the left and across the bottom.



Curriculum

Handwriting Overview – Physical Warm-ups

1. Rub hands together

Rub hands together until they feel warm. Move them up and down, or in circular motions to stimulate blood flow.

2. Push palms together

Push the palms firmly together and hold for five seconds. Repeat a few times.

3. Finger stretches

Open hands wide, stretching fingers as far apart as you can. Then make a tight fist, hiding fingers away inside the palm.

4. Drumming fingers

Drum fingers on the table, one finger at a time. This can be extended to tapping a rhythm.

5. Squeeze forearms and hands

Use the left hand to squeeze the right forearm and hand firmly, applying gentle pressure to stimulate the muscles and increase awareness. Swap hands.

6. Pulling fingers (like taking off a glove)

With one hand, grasp each finger of the other hand in turn and gently pull downward, as if taking off a glove. Repeat for the other hand.

7. Oppose thumb to each fingertip

Touch the thumb to each fingertip of the same hand in turn. For more challenge, this can be done with both hands at the same time, or with your eyes closed.

8. Finger circle tug

Form a circle with the thumb and index finger. Then form another circle with the other hand, within that circle, and try to pull them apart.



Curriculum

Handwriting Overview – Willow (EYFS)

Autumn Term

Unit	Week	Objective
Unit 1: Practising patterns	1	Horizontal lines, Vertical lines, Wavy lines, Circles
	2	Up curves, Down curves, Mixed-height curves, Letter C
	3	Spirals, Crosses, Turrets, Diagonals
	4	Zig-zags, Sideways V, Letter X, Triangles
Unit 2: Curly letter family	5	c, a, d
	6	g, o, a
	7	e, s, f
Unit 3: Long letter family	8	l, i, t
	9	j, u, y
Unit 4: Bouncy letter family	10	m, n, r
	11	b, p, h
Unit 5: Zig-Zag letter family	12	v, w, x
	13	z, k
Assess and review	14	Review lower-case letters as needed



Curriculum

Handwriting Overview – Willow (EYFS)

Spring Term

Unit	Week	Objective
Unit 6: Capital letters	15	Cc, Aa, Dd
	16	Gg, Oo, Qq
	17	Ee, Ss, Ff
	18	Ll, Ii, Tt
	19	Jj, Uu, Yy
Assess and review	20	Assess and review before or after half-term
Unit 6: Capital letters	21	Mm, Nn, Rr
	22	Bb, Pp, Hh
	23	Vv, Ww, Xx
	24	Zz, Kk
Assess and review	25	Review lower-case letters as needed



Curriculum

Handwriting Overview – Willow (EYFS)

Summer Term

Unit	Week	Objective
Unit 7: Digraphs and trigraphs	26	ff, ll, ss
	27	zz, ck, qu
	28	ch, sh, th
	29	ng, nk, ai
	30	ee, igh, oa
Assess and review	31	Assess and review before or after half-term
Unit 7: Digraphs and trigraphs	32	oo, ar, or
	33	ur, ow, oi
	34	ear, air, er
Assess and review	35+	Review all letters as needed.



Curriculum

Handwriting Overview – Sycamore (Y1/2)

Autumn Term

Unit (Year 1)	Week	Objective	Word	Sentence
Unit 1: Lower-case letters	1	c, a, d, g, o, q	can, act, dog, good, cool, quack	A duck can quack. He is a good dog.
	2	e, s, f, l, i, t	goes, seed, flag, left, igloo, sit	A cat gets on a log. A soft dog can dig.
	3	j, u, y, m, n, r	jug, just, yum, may, run, train	A doll is under my bed. I see red jam.
	4	b, p, h, v, w, x	bump, beep, hover, vanish, box, wind	The car horn went beep. The fox is at the vets.
	5	z, k and assess and review	zebra, kick	The zookeeper fed the panda. Arlo had a backpack.
Unit 2: Applying capital letters	6	A, B, C, D	Anna, Ash, Ben, Bolt, Carlos, Cora, Dora, Dash	
	7	E, F, G, H	Eric, Elm, Flora, Fin, Glen, Gail, Helen, Holly	
	8	I, J, K, L	Inez, Indi, Jay, Jordan, Kiran, King, Len, Lee	
	9	M, N, O, P	Mr Mack, Mrs Mack, Nisha, Newton, Olivia, Oak Patrick, Pippa	
	10	Q, R, S, T	Quinn, Queen, Riya, Rocco, Safa, Sid, Tara, Tess	
	11	U, V, W, X, Y, Z	Ultan, Upton, Varun, Violet, William, Winter, Xavi, X-cat, Yoko, York, Zain, Zara	
Assess and review	12	Assess and review		
Unit 3: Forming digits	13	0, 1, 2, 3, 4, 5	0, 1, 2, 3, 4, 5	0, 1, 2, 3, 4, 5
	14	6, 7, 8, 9 Review formation of digits	6, 7, 8, 9 Review formation of digits	6, 7, 8, 9 Review formation of digits



Curriculum

Handwriting Overview – Sycamore (Y1/2)

Spring Term

Unit (Year 1)	Week	Objective	Words
Unit 4: Digraphs and trigraphs	15	ll, ff, ss, zz, qu, ck, ch, sh	will, off, miss, buzz, quit, luck, chest, shop
	16	th, ng, nk, ai, ee, igh, oa, oo	moth, ring, pink, rain, sheep, light, soap, moon
	17	ar, or, ur, ow, oi, ear, air, er	star, fork, curl, owl, coin, year, chair, digger
Assess and review	18	Assess and review	
Unit 5: Useful words	19	and, go, his, be, her, full, he, into	Sam will go and play. I will be his pal. Her glass is full. He got into bed.
	20	push, pull, she, put, the, me, is, as	Push and pull the swing. She put the light on. Pass the box to me. Sam is as tall as me.
	21	we, to, all, are, by, my, i, was	We had to run fast. We are all smart. Wait by my desk. I was trying my best.
	22	they, said, you, come, do, have, here, like	They said we can play. You must come back. I do have a bag. We like to play here.
	23	love, little, has, one, some, there, so, today	I love my little dog. She has one ribbon. I see some bats there. It is so hot today.
Assess and review	24	Assess and review	
	25	Assess and review	



Curriculum

Handwriting Overview – Sycamore (Y1/2)

Summer Term

Y2 pupils only to join, when teacher is sure they can form all the letters correctly.
Y1 pupils practice un-joined letter patterns

Unit (Year 2)	Week	Objective	Practice	Sentence
Unit 1: Diagonal joins from baseline to short letters.	26	joining from k; joining from i; joining from a	ki, kn, kin, knee, im, in, Kim, bin, am, ar, jam, bar	Our jam in a jar.
	27	joining to r; joining from u; joining from t	ur, ir, our, sir, um, un, gum, bun, ti, tu, tip, tuna	Sir Tim in a bin. I tip in a bun.
	28	joining from l; joining to i; joining to e	li, lu, lip, lump, hi, di, hippo, dip,	A glum hippo in a dip. A plum in a tin
	29	joining from e; joining from s; joining to s	he, ie, hen, pie, en, ee, pen, bee, su, se, sun, seem	See a hen in a tie. Jess guesses in a game.
Unit 2: Diagonal joins from the baseline to tall letters	30	joining to h; joining from c; joining from s	sh, th, ship, think, ch, cl, chip, clip, sl, st, sleep, nest	The sheep cluster in the pen. Ashley bathes her chimp.
	31	joining to t; joining from a; joining from u	nt, et, get, Janet, al, at, bat, palm, ut, ub, put, tub	I get the best sleep in my tent. Nate put lip balm in a tub.
	32	joining double l and double t; joining from i	ll, tt, pull, mitt, if, it	Jill likes a little sleep if she is ill. Fill the butter dish if it is empty.
Unit 3: Diagonal joins from the baseline to curly letters	33	joining to a; joining to d; joining to g	ca, ma, canal, mail, ed, ad, red, made, ag, ig, tag, big	Oscar made a red car. The man had a black cat.
	34	joining to c; joining to o; joining to q	ac, uc, back, duck, do, to, dots, into, iq, eq, equal, liquid	The big duck quacks again. Please do cut the cake into equal slices.
Unit 4: Horizontal joins from the mid-line to short letters	35	joining from o	oi, or, coil, torn, ow, on, crown, lion, ou, oe, pour, goes	Lorna the spoilt lion has a shiny crown.
	36	joining from r; joining from w; joining from f	ri, ru, tried, run, we, wi, went, winter, fe, fr, fruit, fewer	The clown tried to run in his silly shoes. The wise fruit bat ate fewer insects.



Curriculum

Handwriting Overview – Sycamore (Y1/2)

Summer Term Continued

Y2 pupils only to join, when teacher is sure they can form all the letters correctly.
Y1 pupils practice un-joined letter patterns.

Unit (Year 2)	Week	Objective	Practice	Sentence
Unit 5: Horizontal joins from the mid-line to tall letters	37	joining from o; joining to h; joining from f; joining to l	ol, ot, hole, spot, rh, wh, rhino, white, ff, ft, puff, gift, fl, wl, flew, owl	Colin the white rhino dances on the spot. The owl flew over the soft fluffy rabbit.
Unit 6: Horizontal joins from the mid-line to curly letters	38	Joining to a; joining to d; joining to g	ra, wa, oa, va, raven, water, od, rd, body, card, oc, rc, sock, torch	The van was racing down the road. The guard dog charged at the rodent.



Curriculum

Handwriting Overview – Chestnut (Y3/4)

Autumn Term

Unit	Week	Warm up	Objective	Word
Unit 1: Reviewing diagonal joins to mid-line letters	1	Vertical lines	diagonal joins	ki, kn, im, in, am, ar, ir
	2		diagonal joins	um, un, ti, tu, li, lu, hi, di
	3	Horizontal lines	diagonal joins	he, ie, en, ee, ca, ma,
	4		diagonal joins	do, to, ac, uc
Unit 2: Diagonal joins from s	5	Diagonal lines	joining from s to ascenders	sh, sl, st, sk
	6		joining from s to mid-line	sw, si, se, sm, sn
	7		joining from s to anti-clockwise letters	sc, sa, so, sq,
Assess and review	8	Assess and review		
Unit 3: Reviewing horizontal joins to mid-line letters	9	Spirals	horizontal joins	oo, or, ow, on, ou, oe, ol, ot
	10	Vertical lines	horizontal joins	wa, we, wi, fe, fr, od, oc, rd
Unit 4: Horizontal joins from r	11		joining from r to ascenders	rk, rl, rt, rh, rb
	12	Horizontal lines	joining from r to mid-line	ri, ru, rn,
	13		joining from r to anti-clockwise letters	ro, rg, ra, rd
Assess and review	14	Assess and review		



Curriculum

Handwriting Overview – Chestnut (Y3/4)

Spring Term

Unit	Week	Warm up	Objective	Word
Unit 5: Days of the week	15	Vertical lines	Days of the week	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Unit 6: Months of the year	16	Horizontal lines	Months of the year	January, February, March, April, May, June, July, August, September, October, November, December
Unit 7: Joining to and from f	17	Diagonal lines	joining to f; joining from f to an ascender	if, ef, af, of, fl, ft
	18		joining from f to a midline	fe, fi, fu, fr,
	19		joining f to descenders; joining from f to an anti-clockwise letter	fy, fo, fa,
Assess and review	20	Assess and review		
Unit 8: Double letters	21	Vertical lines	joining double letters	ff, rr, ss, nn,
	22		joining double letters	oo, ll, tt, pp
Unit 9: Prefixes and Suffixes	23	Horizontal lines	prefix 're-' 'dis-' 'mis-'	
	24		prefix 'in-' 'il-' 'im-'	
	25	Diagonal lines	prefix 'ir-' 'sub-' 'inter-'	



Curriculum

Handwriting Overview – Chestnut (Y3/4)

Summer Term

Unit	Week	Warm up	Objective
Unit 9: Prefixes and Suffixes	26	Lazy eight (clockwise and anti-clockwise)	suffix 'ed' 'ing'
	27	Train of joining c's	suffix '-ly' '-ure'
	28		suffix '-er' '-est'
	29	Spirals	suffix '-ate' '-ion'
	30		suffix '-less' '-ful'
Assess and review	31	Assess and review	
Unit 10: Developing fluency and speed	32	Lazy eight (clockwise and anti-clockwise)	capital letters
	33		revising parallel ascenders and descenders
	34	Train of joining c's	revising joins: letter spacing
	35		revising joins: consistency of size
	36	Spirals	speed
	37		fluency
Assess and review	38	Assess and review	



Curriculum

Handwriting Overview – Oak (Y5/6)

Autumn Term

Unit	Week	Warm up	Objective	Word
Unit 1: Introducing sloped writing	1	Vertical lines	diagonal joins to ascenders	th, sh, nd, st
	2		diagonal joins to no ascenders	ai, ay, kn, er, ie, en
	3		diagonal joins to anti-clockwise letters	ac, sc, bo, da, ea,
	4	Horizontal lines	horizontal joins to ascenders	wh, wl, oh, el
	5		horizontal joins to no ascenders	oi, oy, ou, of
	6	Diagonal lines	horizontal joins to anti-clockwise letters	oo, oa, wa, wo, va, vo
	7		joining from r	ra, re, ri, ro, ru,
Assess and review	8	Assess and review		
Unit 1: Introducing sloped writing	9	Spirals	joining from s	sh, sc, sl, sw
	10		joining from f	fl, ft, fa, fe, fi, fo, fu
	11	Vertical lines	practising sloped writing: speed	final consonant doubled before suffix
	12		practising sloped writing: speed and legibility	words ending in 'able/ably' and 'ible/ibly'
	13	Horizontal lines	practising sloped writing: proportion and spacing	words with /i/ sound spelt 'ei' after c
Assess and review	14	Assess and review		



Curriculum

Handwriting Overview – Oak (Y5/6)

Spring Term

Unit	Week	Warm up	Objective	Word
Unit 2: Style for speed	15	Horizontal zig zags	joining from p	ph, pl, pe, pu, pi, pr
	16		joining from b	bl, bu, bi,
	17		crossbar joins from t	th, ti, tr, ta, tt
	18	Vertical zig zags	looping from g	gi, gr, ga, gg,
	19		looping from j and y	je, jo, ye, yo, ya
Assess and review	20	Assess and review		
Unit 3: Improving handwriting	21	Horizontal zig zags	consistent sizing	adding suffixes to words beginning with vowels
	22		proportion	silent letters
	23		spacing	the suffix '-ly'
	24	Vertical zig zags	pen breaks	'-tion' '-sion' '-ssion' '-cian'
	25		speed	'ou', words with the /k/ sound spelt ch



Curriculum

Handwriting Overview – Oak (Y5/6)

Summer Term

Unit	Week	Warm up	Objective	Word
Unit 3: Improving handwriting	26	Lazy eight (clockwise and anti-clockwise) Train of joining c's Spirals	consistent spacing	words ending with the /g/ sound spelt –gue; /k/ sound spelt –que
	27		speed	the /i/ sound spelt y
	28		legibility	The /s/ sound spelt ‘sc’
Assess and review	29	Assess and review		
Unit 4: Developing handwriting styles	30	Lazy eight (clockwise and anti-clockwise) Train of joining c's Spirals	notetaking	
	31		writing for different purposes	
	32		capital letters	
	33		revising parallel ascenders and descenders	
	34		revising joins: letter spacing	
			revising joins: consistency of size	
	35		speed	
	36		fluency	
	37			
Assess and review	38	Assess and review		