



Handwriting Curriculum Map

INTENT

"Neat handwriting helps others read your brilliant ideas."

Our intent is for all pupils to develop a **fluent, legible cursive handwriting style** that they can use confidently across all areas of the curriculum. We teach handwriting because it is a fundamental skill that supports writing fluency, composition, and overall communication. When pupils can write automatically and clearly, they are better able to focus on the content and quality of their ideas rather than the mechanics of forming letters.

Through consistent teaching and practice, pupils develop strong letter formation, appropriate joins, and good writing habits. While pupils are taught a clear cursive model, our aim is that over time **each child develops their own personal cursive style** that remains neat, legible, and efficient. This ensures pupils leave school able to write quickly, comfortably, and clearly for a range of purposes.

IMPLEMENTATION

Handwriting is taught daily across the school to develop fluent, legible writing. Instruction follows a structured approach where letters are introduced in **letter families** based on similar formation patterns (e.g., curly letters, ladder letters, zig-zag letters). This grouping supports pupils in recognising common movement patterns and applying them consistently.

Teachers provide **explicit instruction** in letter formation, including correct starting points, direction of movement, pencil grip, posture, and letter size. Teachers model the formation using visualisers or large demonstrations, pupils practise with guided support, and opportunities are provided to apply handwriting skills in wider writing tasks.

Regular practice ensures pupils build **automaticity, consistency, and confidence** in their handwriting, supporting overall writing fluency across the curriculum.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning						
Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example,	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant;	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.	To write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding

<p>making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To form lower-case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>		<p>that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>whether or not to join specific letters;</p> <p>- choosing the writing implement that is best suited for a task</p>
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Joining Letters

		<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra)</p>
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			another; are best left unjoined.			and capital letters (e.g. for filling in a form).
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IMPACT

On leaving our school, pupils will have developed their own personal cursive handwriting style that remains neat, consistent, and legible, enabling them to write comfortably and effectively for a range of purposes and audiences.