Corpus Christi Catholic Primary School
Handwriting progression of knowledge and skills

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Early Years	Pre writing • Gross motor - Use whole-arm movements to make marks (e.g. big circles, lines, waves) • Fine motor - Develop fine motor skills through activities (threading, playdough, tweezers) Begin to show hand preference Begin to learn the 3 friend hold and song Begin to use a range of small tools, including scissors, paint brushes and cutlery. Make random marks and give them meaning ("this says mummy")	Use more controlled movements (lines, zig-zags, circles) Copy simple patterns (vertical/horizontal lines, circles) Know the 3 friend hold and song • Reinforce with all writing implements Hold a pencil correctly in preparation for fluent writing – using the tripod grip in almost all cases. Write left to right and top to bottom. Develop use of a range of small tools, including scissors, paint brushes and cutlery. Begin to form lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Form letters from their name correctly. (N.B. the letters children can form correctly will relate to their name, phonics formation phases and other letters).	Revise the 3 friend hold and song Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Developing formation of lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Especially linked to phonics learning. Form letters from their name correctly and with increasing accuracy. (N.B. the letters children can form correctly will relate to their name, phonics formation phases and other letters). Begin to write simple CVC words Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip.	Revise the 3 friend hold and song Refining formation of lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders and descenders. Use recognisable spacing between words. Write simple phrases and/or short sentences Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip.	Revise the 3 friend hold and song Write recognisable letters, most of which are correctly formed. Know how to form clear ascenders and descenders. Write simple sentences that can be read by others. Form some capital letters correctly, including the initial letter of their name. Use finger spaces between words more consistently Write on lines with some awareness of size and placement Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip.	Revise the 3 friend hold and song Most letters formed correctly No reversals Form some capital letters correctly, including the initial letter of their name. Write simple sentences independently Use capital letters and full stops (with support) Maintain consistent size and orientation of letters Write with increasing speed and stamina Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip.

Leeanna Cain, April 2026

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<table>
<tr><td rowspan="2"><u>Year 1</u>

Assessment:
- Pencil grip
- Who is left handed?</td><td colspan="6">• Kinetic Letter style is applied
• Movement before neatness
• Posture + grip are always reinforced
• Letters taught in families based on movement, not alphabetical order
• No joins until formation is fully secure
• Use of consistent language (e.g. “bounce,” “brave monkey”)</td></tr>
<tr><td>Revise the 3 friend hold and song

Sit correctly at a table and hold a pencil correctly. Hold a stable body, ready for writing.

Hold a pencil with an effective grip.

Form most lower-case letters correctly using Kinetic Letters language.
No reversals

Use the three Kinetic Letters positions (writing hand, helping hand, paper position)

Introduce Kinetic Letter positions (Meerkat, Lizard, Gorilla, Penguin, Stone Lion) and actions (push, pull, flicks)

Introduce Kinetic Letter actions / language

Begin to distinguish between brave and scared letters

Write simple sentences independently with increasing speed and stamina

Form digits 0-9 correctly

Use yellow lines to support letter sizing</td><td>Revise the 3 friend hold and song

Regular practise of Kinetic Letter positions

Hold a pencil with an effective grip. Maintain correct posture and grip independently

Form most lower-case letters correctly using Kinetic Letters language

Start letters in the correct place (brave / scared)

Use consistent movement language (e.g. “down bump,” “flick”)

Begin to know letter families

Keep letters sitting on the line

Write simple words with mostly correct letter formation (link to phonics, labelling etc)

Write simple sentences independently with increasing speed and stamina

Consistently form digits 0-9 correctly

Use yellow lines to support letter sizing</td><td>Revise the 3 friend hold and song

Regular practise of Kinetic Letter positions

Hold a pencil with an effective grip.

Form all lower-case letters correctly and consistently

Control size and orientation of letters

Continuing to distinguish between brave and scared letters

Begin to know letter families

Write simple sentences with mostly accurate formation

Leave clear finger spaces between words

Write with increasing fluency (less stopping to think about each letter)

Use yellow lines to support letter sizing</td><td>Revise the 3 friend hold and song

Regular practise of Kinetic Letter positions

Hold a pencil with an effective grip.

Form capital letters correctly (separate from lower-case)

Use capitals appropriately (names, start of sentences, “I”)

Maintain consistent size (capitals clearly larger than lower-case)

Know all letter families

Write short sentences with correct orientation and spacing

Use yellow lines to support letter sizing</td><td>Revise the 3 friend hold and song

Regular practise of Kinetic Letter positions

Hold a pencil with an effective grip.

Write sentences fluently without over-reliance on prompts

Maintain correct formation at a quicker pace

Keep letters consistently sized and aligned on the line

Know all letter families

Use spacing accurately between words

Apply handwriting skills across subjects (not just handwriting lessons)

Use yellow lines to support letter sizing. Build across the curriculum.</td><td>Revise the 3 friend hold and song

Regular practise of Kinetic Letter positions

Hold a pencil with an effective grip.

Write neatly and legibly for longer pieces of writing

Maintain consistent formation without reminders

Use capitals and full stops correctly in most sentences

Know all letter families

Keep writing aligned and spaced across a page

Show confidence and stamina in writing tasks

Use yellow lines to support letter sizing. Build across the curriculum.</td></tr>
</table>

Corpus Christi Catholic Primary School
Handwriting progression of knowledge and skills

Year 2

Assessment:
- Pencil grip
- Who is left handed?
- Who needs yellow lines?

- Kinetic Letter style is applied
- **Accuracy before speed**, then build fluency
- Strong emphasis on **posture, grip, and positioning**
- Reinforcement of **correct formation at all times**
- Focus on **legibility, consistency, and independence**
- No pressure to join—clarity and control come first

Regular practise of Kinetic Letter positions Hold a pencil with an effective grip. Form all lower-case and capital letters correctly and consistently Maintain correct posture, pencil grip, and paper position independently Write on the line with clear control Use appropriate spacing between words Distinguish clearly between brave, scared letters and families Write simple sentences neatly and legibly Use yellow lines to support letter formation across the curriculum. Check pupils can form digits 0-9 correctly	Regular practise of Kinetic Letter positions Hold a pencil with an effective grip. Maintain consistent letter size and orientation Clearly distinguish between brave, scared letters and families. Keep letters evenly spaced within words Use appropriate spacing between words Write short pieces with consistent neatness Maintain correct formation without reminders Use yellow lines to support letter formation across the curriculum.	Regular practise of Kinetic Letter positions Hold a pencil with an effective grip. Write words and simple sentences fluently in print Form letters automatically without hesitation Maintain legibility at a slightly increased speed Keep writing aligned to the line across a page Use capitals and lower-case letters accurately and consistently Remove yellow lines for top writers, apply across the curriculum. Continue to review and put back in place if needed.	Regular practise of Kinetic Letter positions Hold a pencil with an effective grip. Write longer pieces while maintaining neat, legible handwriting Keep size, spacing, and alignment consistent throughout a task Avoid letter reversals and formation errors Present work clearly across a full line/page Show pride and care in presentation Remove yellow lines for top/developing writers, apply across the curriculum. Continue to review and put back in place if needed.	Regular practise of Kinetic Letter positions Hold a pencil with an effective grip. Write neatly and consistently without adult prompts Maintain clear, even spacing between words and letters Control letter size to fit different writing spaces (books, worksheets) Write at a pace that supports composition without losing legibility Apply handwriting expectations across all subjects Review who needs yellow lines across the cohort.	Regular practise of Kinetic Letter positions Hold a pencil with an effective grip. Weaker writers continue to use yellow handwriting lines **Greater depth pupils:** - Understand what a join is and why we use it - Begin using simple diagonal joins (e.g. from letters like *i, t, u*) - Use Kinetic Letters movement language to support joining (e.g. “flicks” and “leads”) - Continue to form all letters correctly while attempting joins - Write short words with some correct joins - Keep writing legible, even when attempting joining.

Year 3 **Assessment**: - Pencil grip - Who is left handed? - Who needs yellow lines?	• Kinetic Letter style is applied • **Secure print first**, then introduce joins • Emphasis on **movement, flow, and comfort** (not forced joins) • **Legibility remains the priority** over speed or full joining • Consistent reinforcement of posture and grip • Children develop an **efficient, individual handwriting style**					
	Assess secure letter formation across all letters/families/pupils Form all lower-case and capital letters correctly and consistently Use correct posture, pencil grip, and paper positioning automatically Write neatly on the line with strong control Maintain consistent size (brave, scared letters and families Use clear spacing between words Write sentences fluently in print without hesitation Check pupils can form digits 0-9 correctly	Understand the purpose of joined handwriting (speed and efficiency) Begin using basic diagonal joins, in line with Kinetic Letter guidance and with reference to letter families Learn where joins are not appropriate (e.g. after capitals) Maintain correct letter formation while attempting joins Write simple words with some correct joins Keep handwriting legible, even when experimenting with joining	Use a range of diagonal joins accurately , in line with Kinetic Letter guidance and with reference to letter families Begin to use horizontal joins, in line with Kinetic Letter guidance and with reference to letter families Join common letter patterns and digraphs fluently, in line with Kinetic Letter guidance Maintain consistent size and alignment when joining Write sentences with increasing use of joined handwriting Keep spacing clear between words	Use joined handwriting in most words Maintain legibility while increasing writing speed Write longer pieces with consistent size, spacing, and alignment Use capitals and lower-case letters appropriately within joined writing Show increasing stamina in writing tasks	Write fluently using joined handwriting across most work Choose joins that support speed and comfort Maintain consistent presentation across a page Write at a speed that supports composition Show a clear, legible, and increasingly automatic handwriting style	Use joined handwriting consistently and independently Maintain legibility, even in longer and faster pieces Adapt handwriting slightly for purpose (e.g. neat vs quick writing) Demonstrate a confident, established handwriting style Present work clearly and consistently across subjects

Leeanna Cain, April 2026

<table>
<tr><td rowspan="2"><u>Year 4</u>

Assessment:
- Pencil grip
- Who is left handed?
- Who needs yellow lines?

Early identification of children who need to learn typing skills
- Typing interventions to begin in class

Children may use a black pen to present assessed pieces.</td><td colspan="6">• Kinetic Letter style is applied
• Joined handwriting should now be the default style
• Emphasis on fluency, efficiency, and legibility
• Continued reinforcement of posture and grip, though largely automatic
• Children refine rather than relearn—focus is on quality and consistency
• Not all joins are required—clarity always comes first</td></tr>
<tr><td>Use joined handwriting for most writing tasks

Form all letters correctly within joins (no loss of formation)

Maintain correct posture, grip, and paper positioning automatically

Keep writing aligned to the margin

Use consistent size (clear brave, scared letters)

Write sentences legibly with mostly accurate joins</td><td>Use a range of joins (diagonal and horizontal) correctly, in line with Kinetic Letter guidance

Apply joins consistently across words

Avoid inappropriate joins (e.g. after capitals or where clarity is lost)

Maintain even spacing between words

Write neatly across a line with consistent letter size

Produce work that is consistently legible to others</td><td>Write fluently using joined handwriting with minimal pauses

Maintain legibility at increased writing speed

Keep joins smooth and natural (not forced or overworked)

Write sentences and short paragraphs with consistent presentation

Maintain alignment and spacing across a page</td><td>Use joined handwriting consistently in extended writing

Maintain size, spacing, and alignment throughout longer tasks

Write at a speed that supports composition without reducing clarity

Show increasing stamina and control

Present work clearly across a full page</td><td>Use joined handwriting automatically across subjects

Select joins that improve fluency and comfort
Maintain neat, legible presentation with minimal effort

Adapt handwriting slightly depending on task (e.g. drafting vs final copy)

Show control over size and spacing in different contexts</td><td>Write fluently and legibly using joined handwriting at all times

Maintain consistent size, spacing, and alignment independently

Demonstrate a secure, personal handwriting style

Be fully prepared for upper KS2 expectations

Produce clear, well-presented work across extended pieces</td></tr>
</table>

Leeanna Cain, April 2026

Corpus Christi Catholic Primary School
Handwriting progression of knowledge and skills

<table>
<tr><td><u>Year 5</u>

Assessment:
- Pencil grip
- Who is left handed?
- Who needs yellow lines?

Early identification of children who need to learn typing skills
Typing interventions to begin/continue in class

Lots of opportunities to present / type writing

Children may use a blue pen when writing

Children may use a black pen to present assessed pieces.</td><td colspan="6">• Kinetic Letter style is applied
• Handwriting should be fully joined and automatic
• Emphasis on speed, stamina, and legibility together
• Children develop a personal, efficient style (not identical writing)
• Continued expectation of high presentation standards
• Handwriting supports composition—not a barrier to it</td></tr>
<tr><td>Write fluently using joined handwriting across all subjects

Maintain consistent letter formation within joins

Use clear, even spacing between words

Keep writing aligned to the margin across a page

Demonstrate correct posture and grip automatically

Produce neat, legible work at a steady pace</td><td>Maintain consistent size (brave, scared letters and letter families

Use joins appropriately and consistently

Avoid unnecessary or unclear joins

Write neatly in both short and extended pieces

Maintain presentation standards without reminders

Ensure handwriting is consistently legible to others</td><td>Write more quickly while maintaining legibility

Use joins to support speed and flow naturally

Write extended sentences and paragraphs fluently

Maintain spacing and alignment at increased speed

Show reduced need to think about letter formation</td><td>Adapt handwriting for different purposes (e.g. quick notes vs best presentation)

Maintain a neat, joined style for final pieces

Use a faster, efficient style for drafting while remaining legible

Control size and spacing depending on the task or format

Apply handwriting expectations consistently across subjects</td><td>Write with a consistent, personal handwriting style

Choose joins that maximise fluency and comfort

Maintain neat, legible presentation with minimal effort

Write extended pieces with consistent quality throughout

Demonstrate confidence and independence in handwriting</td><td>Write fluently and legibly at speed using joined handwriting

Maintain consistent size, spacing, and alignment independently

Produce well-presented work across all subjects

Sustain handwriting quality over longer periods of writing

Demonstrate a fully established, efficient handwriting style</td></tr>
</table>

<table>
<tr><td rowspan="2"><u>Year 6</u>

Assessment:
- Pencil grip
- Who is left handed?
- Who needs yellow lines?

Typing interventions to begin/continue in class

Lots of opportunities to present / type writing

Children may use a blue pen when writing

Children may use a black pen to present assessed pieces.</td><td colspan="6">• Kinetic Letter style is applied
• Handwriting is fully automatic and embedded
• Strong balance of speed, legibility, and presentation
• Pupils confidently adapt style to suit purpose and audience
• Emphasis on independence and consistency across all work
• Handwriting is no longer taught in isolation—it is applied across the curriculum</td></tr>
<tr><td>Write fluently using joined handwriting across all subjects

Maintain consistent letter formation within joins

Use clear, even spacing between words

Keep writing aligned to the margin across a page

Demonstrate correct posture and grip automatically

Produce neat, legible work at an appropriate pace</td><td>Maintain consistent size (brave, scared letters and families)

Use joins appropriately and consistently

Ensure handwriting is always legible to others

Maintain high presentation standards in all books

Write neatly across longer pieces without deterioration

Show independence in maintaining quality</td><td>Write quickly and fluently without losing legibility

Use joined handwriting automatically (no conscious effort)

Maintain spacing and alignment at speed

Write extended pieces with consistent presentation

Ensure handwriting supports, rather than slows, composition</td><td>Adapt handwriting style depending on task (e.g. notes, drafting, final pieces)

Maintain a neat, joined style for presentation work

Use a quicker, efficient style for note-taking while remaining legible

Adjust size and spacing appropriately for different formats

Apply handwriting expectations consistently across the curriculum</td><td>Demonstrate a clear, consistent personal handwriting style

Use joins selectively to maximise fluency and clarity

Maintain neat, legible writing with minimal effort

Write extended pieces with sustained quality

Show confidence and independence in presentation</td><td>Write fluently, legibly, and at speed in all contexts

Maintain consistent size, spacing, and alignment independently

Produce well-presented work across a range of subjects

Sustain handwriting quality over longer, more demanding tasks

Adapt handwriting effectively for different teachers, subjects, and purposes

Leave Year 6 with a secure, efficient, and personal handwriting style</td></tr>
</table>

Appendix 1

Gross Motor Skills Activities	Fine Motor Skills Activities
Crawling	Threading beads onto string
Animal walks (bear, crab, frog, bunny hops)	Playdough rolling, squeezing and pinching
Obstacle courses	Sewing and lacing
Climbing frames and ladders	Peg boards and peg games
Balance beams or taped lines on the floor	Using tweezers to pick up small objects
Scooter boards	Cutting along lines with scissors
Throwing and catching beanbags	Snipping paper with scissors
Ball games (rolling, bouncing, kicking)	Lacing cards and sewing activities
Skipping ropes	Finger painting
Dancing and action songs	Cotton bud painting
Stretches for children	Building with Lego or Duplo
Wheelbarrow walks	Construction toys (Magformers, K'Nex)
Crawling through tunnels	Jigsaw puzzles
Parachute games	Finger puppets
Hopscotch	Sticker activities
Relay races	Tracing shapes and patterns
Beanbag balance challenges	Colouring within boundaries
Simon Says with large movements	Dot-to-dot activities
Balance on one foot games	Hole punching paper
Climbing over and under equipment	Using tongs during sorting activities
Outdoor treasure hunts	Picking up pom-poms with tweezers
Marching to music	Pipe cleaners into colanders
Jumping between hoops	Posting coins/buttons into slots
Target throwing games	Opening and closing containers
Tug of war	Turning nuts and bolts
Ribbon dancing	Water spray bottles
Balloon volleyball	Sponge squeezing in water trays
Tricycle or balance bike riding	Using eyedroppers or pipettes

Rolling large therapy balls	Finger gym exercises
Beanbag toss into hoops	Weaving activities
Running games (e.g. Traffic Lights)	Simple origami and paper folding
Cross-body movement games	Finger rhymes and action songs
Star jumps, lunges and squats	Finger isolation games ("Finger Olympics")
Climbing stairs safely	Using stamps and ink pads
Cosmic Kids-style movement breaks	Unscrewing bottle lids
Stretch bands and resistance activities	Keyboard and mouse practice
Large chalk drawing outdoors	Sand tray mark making
Sweeping and raking outdoors	Drawing in shaving foam or sand
Carrying weighted objects safely	Using stamps, stencils and rulers
Tugging ropes	Mosaics with small tiles
Playground climbing equipment	Buttoning, zipping and fastening practice

Appendix 2

Activities that develop both gross and fine motor skills

Gardening	Digging, carrying, pinching seeds, watering
Cooking	Stirring, pouring, kneading, chopping (with supervision)
Forest School	Climbing, collecting, tying knots, tool use
Den building	Lifting, tying, fastening
Water play	Pouring, squeezing, lifting containers
Mud kitchen	Mixing, scooping, transporting
Construction projects	Carrying materials and precise assembly
Painting at an easel	Shoulder stability and pencil grip preparation