

# Year Group Handwriting Framework Overview

Aligned with DfE Writing Framework 2025

## Reception

**Focus:** Establish foundations for transcription: secure letter formation, pencil grip, phonics-based spelling. Develop automatic transcription through oral composition and sentence construction.

**Autumn:** Daily handwriting sessions launched (LetterJoin), Phonics-spelling routines (Little Wandle Spelling), Fine motor skills baseline assessment, Oral sentence rehearsal embedded

**Spring:** Most letters formed correctly (LetterJoin), Phoneme-grapheme correspondence embedded (Little Wandle Spelling), Routine oral rehearsal of sentences

**Summer:** Independent writing of simple words/phrases, Automatic transcription habits emerging, Secure oral sentence construction transferring to writing

## Year 1

**Focus:** Secure correct letter formation and phonics-based spelling. Prioritise accuracy over speed while building automaticity.

**Autumn:** Review posture/grip (LetterJoin), Daily handwriting & spelling (LetterJoin & Little Wandle Spelling Y1), Oral sentence rehearsal continues

**Spring:** Full sentences with consistent letter sizing/spacing, Mastery of letter families (LetterJoin), Systematic application of phonics phases (Little Wandle Spelling)

**Summer:** End-of-year check: accurate formation secure, Spelling aligned to phonics phase (Little Wandle Spelling assessment), Automatic letter formation reduces cognitive load

## Year 2

**Focus:** Introduce joining strokes (where secure) and maintain transcription fluency. Develop self-checking for spelling and sentence construction.

**Autumn:** Introduce diagonal/horizontal joins (LetterJoin), Reinforce handwriting families, Little Wandle Spelling Y2 with self-checking strategies

**Spring:** Consistent application of joins (LetterJoin), Early editing of spelling errors (Little Wandle Spelling), Oral rehearsal supports more complex sentences

**Summer:** Joined handwriting with growing fluency, Independent application of spelling strategies (Little Wandle Spelling mastery), Automatic transcription enables focus on composition

## Years 3–4

**Focus:** Develop fluency and legibility in joined handwriting. Teach spelling explicitly through morphology and etymology with automatic application.

**Autumn:** Consistent joined handwriting (LetterJoin fluency programme), Morphological spelling rules (Spelling Shed Y3–4), Oral rehearsal embedded across curriculum writing

**Spring:** Fluent joined writing across curriculum, Dictionary skills introduced, Automatic handwriting supports sustained composition

**Summer:** Fluent, legible extended writing, Accurate spelling of homophones/prefixes/suffixes (Spelling Shed), Transcription automaticity evident in extended writing

## Years 5–6

**Focus:** Achieve complete automatic transcription: speed, fluency, legibility, and spelling accuracy across all contexts.

**Autumn:** Pupils select handwriting style for purpose (LetterJoin guidance), Advanced spelling patterns (Spelling Shed), Oral rehearsal for complex structures embedded

**Spring:** Fluency checks in extended writing, Independent use of morphological & etymological knowledge (Spelling Shed), Sentence construction skills automatic across writing

**Summer:** Fluent, legible, and speedy writing for independent composition, Accurate advanced spelling (Spelling Shed mastery), Complete transcription automaticity – minimal conscious effort required

## Key Resources

LetterJoin (handwriting), Little Wandle Spelling (Reception & KS1), Spelling Shed (KS2), Regular assessment checks