



Handwriting Progression

Squiggle Whilst You Wiggle

From our Bright Beginners (2 year old's) we follow the Squiggle Whilst you Wiggle program to teach mark-making, which then progresses into writing as they move through our Early Years. Squiggle Whilst You Wiggle is an early writing program created by a Shonette Bason-Wood, who also created the program Dough Disco. Squiggle Whilst You Wiggle incorporates dance, music and large movements to help children develop the fine muscle control they need for writing. Each week they will learn a new gross motor movement to a piece of music while dancing along to the music. The children then transfer these movements to floor level and use writing tools (crayons) to make marks on paper.

These sessions are great fun, but most importantly help our children to be confident mark makers. Once children join reception they will progress through the letters as part of the program.

**Squiggle me into a Writer
- the letters and moves order**

m a s d
t i n p g
c o k u
b f e l
h r j
v y w z x
q u
sh ch th wh



Emergent writing process

1. Squiggle stages
Starting randomly using squiggle whilst you wiggle
make marks that lead to letter formation

2. Squiggling into a writer
with an awareness of letters going left to right to make sentences

3. Letters begin to appear within squiggle strings

4. Letters come left to right and progressively downwards

5. Letter huddles (with spaces to resemble words)

6. Picture labelling using initial letters to label

7. Beginning letters only (use 1st letter of a word to represent word)

8. Simple word formation (beginning & end)

9. Copy writing. Copying words written in the environment

10. I can read what you've written

11. I can read what you've written

12. You are an independent writer

MAKE MACE
I WTN S
(I went Shopping)I LIK To dane
Fish in The sea
This cake is MIN

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Handwriting Progression

	Early Years Foundation Stage	Year 1	Year 2	Year 3	Year 4
Letter Formation, Placement & Positioning	<p style="text-align: center;">Three and Four-Year-Olds Reception Early Learning Goals</p> <ul style="list-style-type: none"> •Use large-muscle movements to wave flags and streamers, paint and make marks. •Use one-handed tools and equipment, for example, making snips in paper with scissors. •Use a comfortable grip with good control when holding pens and pencils •Shows a preference for a dominant hand. •Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. •Write some letters accurately. •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. •Develop the foundations of a handwriting style which is fast, accurate and efficient. •Form lower case and capital letters correctly. <p>•Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none"> •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 sit correctly at a table, holding a pencil comfortably and correctly. •To form the digits 0-9. •To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> •To write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters. •To form lower case letters of the correct size, relative to one another. •To use spacing between words that reflects the size of the letters. <p>-Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>-Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>
Joining Letters			<ul style="list-style-type: none"> •To begin to use the diagonal and horizontal strokes needed to join letters. 	<p>-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>

Joins are taught from Year 2 in the following order:

- ❖ Diagonal joins to letters without ascenders, e.g. ai, ar, us.
- ❖ Horizontal joins to letters without ascenders, e.g. ou, vi, wi.
- ❖ Diagonal joins to letters with ascenders, e.g. ab, ul, it.
- ❖ Horizontal joins to letters with ascenders, e.g. ol, wh, ot.

