

Year 2: Handwriting Progression

Key Framework Delivery Principles

- **Frequency:** Short, dedicated daily sessions lasting **10–15 minutes** (separate from phonics).
- **Paper Style:** Ensure narrower lines to support letter sizing and alignment.
- **No Unsupervised Tracing:** The Framework advises against unguided dot-to-dot tracing, emphasizing instead that the teacher must explicitly model the physical movement pattern.
- **The "3 Ps":** Every session must begin by establishing correct **P**osture (feet flat, back straight), **P**aper position, and a dynamic **P**encil tripod grip.

Half Term	Focus Area		Half Term	Focus Area
Autumn 1	Capital letter and digit review; relative sizing.		Spring 2	Joins to ascenders.
Autumn 2	Diagonal joins to non-ascenders.		Summer 1	Joins from the letter 'f' and trickier combinations.
Spring 1	Horizontal joins to non-ascenders.		Summer 2	Consistency, stamina, and independent application.

Autumn 1: Sizing, Capitals, and Digits

Focus: Ensure all lowercase letters are formed correctly and sit on the line. Review the clear size distinction between lowercase letters, capital letters, and ascenders/descenders.

Week 1	Reviewing letter families (Break letters: b, p, h, m, n, r). Dictation: A big pig ran. (Focus: 'b' and 'p' orientation).
Week 2	Reviewing letter families (Curly caterpillar letters: c, a, d, g, q, o, e, s, f). Dictation: The cat can dig. (Focus: 'c' and 'd' height).
Week 3	Reviewing letter families (Long ladder and zigzag letters: l, i, t, u, j, y, v, w, x, z). Dictation: Six lazy foxes. (Focus: 'y' descending below the line).
Week 4	Capital letter formation (A–Z) and matching them to lowercase equivalents. Ensuring capitals do not join lowercase letters. Dictation: Ben and Sam went to London. (Focus: Capitals do not join to the next letter).
Week 5	Form digits 0–9 correctly, focusing on orientation (preventing reversals of 2, 3, 5, and 7) Dictation: I have 7 red pens and 3 blue books. (Focus: Digit orientation and sizing).
Week 6	Relative sizing: Ensuring small letters (e.g., a, c, e) are half the height of tall letters (e.g., b, d, h). Dictation: The tall giraffe ate a leaf. (Focus: Pronounced height difference between 't/l/g/h' and 'a/e')

Autumn 2: Diagonal Joins to Non-Ascenders

Focus: Introducing the first basic join. Starting from the line/bottom loop and joining diagonally to letters without ascenders.

Week 1	Joining from i and t (e.g., in, it, is, to). Dictation: It is in the tin. (Focus: Smooth diagonal entry strokes into 'n' and 's').
Week 2	Joining from m and n (e.g., me, ma, no, ne). Dictation: Come to me now. (Focus: Keeping 'm' and 'n' loops consistent).
Week 3	Joining from a and c (e.g., am, an, ce, ci). Dictation: An ant ran past. (Focus: 'a' joining fluidly into 'n' and 'm')
Week 4	Joining from h and k (e.g., he, hi, ke, ki). Dictation: He kept the key. (Focus: Leaving the loop of 'h' and 'k' to join diagonally).
Week 5	Joining from d and e (e.g., ed, ea, er). Dictation: We had red meat. (Focus: Joining from the exit loop of 'd' into 'e').
Week 6	Consolidating diagonal joins in common Year 2 exception words (e.g., the, and, children). Dictation: The children saw many people. (Focus: Maintaining joins under a heavy cognitive spelling load).

Spring 1: Horizontal Joins to Non-Ascenders

Focus: Joining from the top of "washing line" letters (**o, w, v, r**) straight across to the next lowercase letter.

Week 1	Joining from o (e.g., on, or, ou, ow). Dictation: Go out on the boat. (Focus: 'o' join stays high, does not drop to the line).
Week 2	Joining from w (e.g., we, wi, wa, wo). Dictation: We went to the woods. (Focus: Top horizontal exit from 'w').
Week 3	Joining from v and r (e.g., ve, vi, re, ri, ro). Dictation: Drive the red van. (Focus: Distinct top-joins for 've' and 're')
Week 4	The trickier or and ow joins in words (e.g., for, look, town, down). Dictation: Look at the brown owl. (Focus: Horizontal bridge between two top-starting letters).
Week 5	Combining diagonal and horizontal joins in short phrases Dictation: The wind blew the old door open. (Focus: Alternating between bottom and top joins).
Week 6	Reviewing word spacing (using a "finger space" visual anchor) so writing remains legible. Dictation: A small mouse hid inside the wall. (Focus: Consistent finger-space gaps between words).

Spring 2: Joins to Ascenders

Focus: Extending both diagonal and horizontal joins upwards to reach tall letters (**b, d, h, k, l, t**).

Week 1	Diagonal join to l and t (e.g., il, al, at, el). Dictation: The tall boy sat on the wall. (Focus: Reaching all the way to the top line for 'l' and 't').
Week 2	Diagonal join to h and k (e.g., ch, sh, th, ck). Dictation: The thick cloth was on the desk. (Focus: Fluent execution of digraph joins like 'ch' and 'sh').
Week 3	Diagonal join to b and d (e.g., ab, ad, ed, id). Dictation: The bad dog hid under the bed. (Focus: Ensuring 'b' and 'd' loops face the correct way when joined).
Week 4	Horizontal join to ascenders from o and w (e.g., ob, oh, ol, wh, wl). Dictation: Who saw the white robin? (Focus: High loop transition from 'w' to 'h').
Week 5	Practising double consonants with ascenders (e.g., ll, tt, dd). Dictation: The little kitten dropped the ball. (Focus: Equal height for double letters).
Week 6	Reviewing clear descender loops (g, j, p, q, y) ensuring they do not tangle with lines below Dictation: The happy puppy played in the muddy grass. (Focus: Tail loops staying clear of the line below).

Summer 1: Joins from 'f' and Tricky Combinations

Focus: Managing break letters and specific complex joins, preparing for fluent, automatic writing.

Week 1	Joins from the letter f (e.g., fi, fl, fe, fr). Dictation: The clever fox found five fine fish. (Focus: Crossbar join of the 'f').
Week 2	Words ending in -ing (practising the i-n-g diagonal sequence). Dictation: Running and jumping is fun. (Focus: 'i' to 'n' to 'g' fluidity).
Week 3	Words ending in -ed and -er (practising suffix joins) Dictation: The teacher shouted and cheered. (Focus: Parallel slant on suffix joins).
Week 4	Words ending in -ly and -ment (e.g., badly, payment). Dictation: He quickly made the payment. (Focus: Seamless tail transitions).
Week 5	Re-enforcing break letters that do not join onwards (b, g, j, p, q, x, z, s). Dictation: The zebra saw a bright star in the sky. (Focus: Lifting the pencil cleanly after a break letter).
Week 6	Maintaining consistent letter slant and neatness across whole sentence Dictation: Every day we learn something new and exciting. (Focus: Uniform angle of writing).

Summer 2: Fluency, Stamina, and Application

Focus: Meeting "Expected Standard" or "Greater Depth". Children apply their cursive automatically during independent writing tasks.

Week 1	Copying short poems or jokes to focus on aesthetic presentation. Dictation: The wind may blow, the rain may fall, but we can write, best of all! (Focus: Punctuation placement).
Week 2	Dictation exercises to practice speed and accuracy under time pressure. Dictation: Quickly pack the blue box with five dozen large oranges. (Pangram focusing on every letter join).
Week 3	Self-assessment: Children circle their best joins and identify letters that need resizing Dictation: The pretty wild plant grew because it had water, warmth and good soil. (Focus: Self-monitoring).
Week 4	Writing on various line sizes (transitioning from wide Year 2 lines to standard lined paper). Dictation: Should we go to the park or stay school to finish our work? (Focus: Adapting size to narrower lines).
Week 5	Practising the Year 2 Common Exception Word list in full cursive. Dictation: Because the water was cold, it was most beautiful to look at. (Focus: TAF evidence checking).
Week 6	Final celebration of neat writing (creating a showcase piece of work) Dictation: I can write beautifully, neatly, and quickly all by myself! (Focus: Perfect showcase handwriting).