

Assessment and Progression in Handwriting

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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The statements below have been derived from the Early Learning Goals 2021 and the National Curriculum 2014.

For assessment purposes, highlight aspects achieved using information/evidence gained from specific handwriting sessions, independent application in English and across the curriculum. Underlined statements are essential skills which need securing within a year group before progressing to the following year group.

Year Group	Key Learning Handwriting – End of Year Expectations				
Reception Early Learning Goals, including Key Learning for Physical Development and Writing	Use a range of small tools, including scissors, paint brushes and cutlery. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write left to right and top to bottom.	Begin to show accuracy and care when drawing. Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.	Write recognisable letters, most of which are correctly formed. Form letters from their name correctly. (N.B. the letters children can form correctly will relate to their name, phonics phases and other letters).	Know how to form clear ascenders ('tall letters') and descenders ('tails').	Form some capital letters correctly, including the initial letter of their name.
Year 1	Sit correctly at a table and hold a pencil correctly. <u>Hold a pencil with an effective grip.</u>	<u>Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</u>	Form digits 0-9 correctly. Practise forming letters in handwriting families: - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - 'Zig-zag letters' – k, v, w, x, y, z	Have clear ascenders ('tall letters') and descenders ('tails').	Form capital letters correctly.
Year 2		<u>Form lower-case letters of the correct size relative to one another.</u>	Write capital letters and digits of the correct size relative to one another and to lower case letters. Use spacing between words which reflects the size of the letters.	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 unjoined.	<u>Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i></u> Orientate capital letters correctly.
Year 3			<u>Write legibly.</u>	<u>Form and use the four basic handwriting joins.</u>	
Year 4			Write with consistency in size and proportion of letters, e.g. <u>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</u>	<u>Use a joined style throughout their independent writing.</u>	
Year 5			<u>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i></u>	Write fluently using a joined style as appropriate for independent writing.	
Year 6	Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.			Write, using a joined style, with increasing speed.	