

Skills Progression Grid: Handwriting

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Objectives	<p>30 – 50 months</p> <ul style="list-style-type: none"> *To sometimes give meaning to marks as they draw and paint. *To realise that tools can be used for a purpose. *To draw lines and circles using gross motor movements. *To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. *To hold a pencil between their thumb and two fingers (no longer using whole-hand grasp). *To hold a pencil near its point between their first two fingers and their thumb and to use it with good control. *To copy some letters, e.g. letters from their name. 	<p>40 – 60 months</p> <ul style="list-style-type: none"> *To give meaning to marks that they make as they draw, write and paint. *To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. *To show a preference for a dominant hand. *To begin to use anticlockwise movement and to retrace vertical lines. *To begin to form recognisable letters. *To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goals</p> <ul style="list-style-type: none"> * To show good control and coordination in large and small movements. *To move confidently in a range of ways, 	<ul style="list-style-type: none"> * Revise Reception *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. * Understand which letters belong to which handwriting 'families' and to practise these. 	<ul style="list-style-type: none"> *Revise Year 1 *Form lower case letter of the correct size relative to one another *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 *Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters *Using spacing between words that reflects the size of the letters *Pupils should begin writing in a joined style as soon as they can form letters securely with the correct orientation. 	<ul style="list-style-type: none"> *Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined *Increase legibility, consistency and quality of handwriting *Pupils should be joining when writing independently at all times with the aim of increasing fluency 	<ul style="list-style-type: none"> *Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined *Increase legibility, consistency and quality of handwriting *Pupils should be joining when writing independently at all times with the aim of increasing fluency 	<ul style="list-style-type: none"> *Write legibly, fluently and with increasing speed *Pupils should be taught when is best to leave writing unjoined for example for a diagram, email address, algebra, capital letters and filling out a form *Pupils should continue to practise handwriting and encouraged to increase the speed of it. 	<ul style="list-style-type: none"> *Write legibly, fluently and with increasing speed *Pupils should be taught when is best to leave writing unjoined for example for a diagram, email address, algebra, capital letters and filling out a form *Pupils should continue to practise handwriting and encouraged to increase the speed of it.

		<p>safely negotiating space.</p> <p>*To handle equipment and tools effectively, including pencils for writing.</p> <p>*To write simple sentences which can be read</p> <p>*Begin to form lower case letters in the correct direction, starting and finishing in the right place introducing flicks (in preparation for joining)</p> <p>*Form digits 0-9</p> <p>*Form capital letters</p>						
Terminology for Pupils	<p>Drawing</p> <p>Mark making</p> <p>Letters</p> <p>Sounds</p> <p>Grip</p>	<p>Capital letter</p> <p>Digits</p> <p>Ascenders</p> <p>Descenders</p> <p>Flicks</p> <p>Lowercase</p>	<p>Capital letter</p> <p>Digits</p> <p>Ascenders</p> <p>Descenders</p> <p>Flicks</p> <p>Lowercase</p>	<p>Capital letter</p> <p>Digits</p> <p>Ascenders</p> <p>Descenders</p> <p>Flicks</p> <p>Lowercase</p> <p>Horizontal</p> <p>Diagonal</p>	<p>Capital letter</p> <p>Digits</p> <p>Ascenders</p> <p>Descenders</p> <p>Flicks</p> <p>Lowercase</p> <p>Horizontal</p> <p>Diagonal</p> <p>Joining</p> <p>Legible</p>	<p>Capital letter</p> <p>Digits</p> <p>Ascenders</p> <p>Descenders</p> <p>Flicks</p> <p>Lowercase</p> <p>Horizontal</p> <p>Diagonal</p> <p>Joining</p> <p>Legible</p>	<p>Capital letter</p> <p>Digits</p> <p>Ascenders</p> <p>Descenders</p> <p>Flicks</p> <p>Lowercase</p> <p>Horizontal</p> <p>Diagonal</p> <p>Joining</p> <p>Legible</p>	<p>Capital letter</p> <p>Digits</p> <p>Ascenders</p> <p>Descenders</p> <p>Flicks</p> <p>Lowercase</p> <p>Horizontal</p> <p>Diagonal</p> <p>Joining</p> <p>Legible</p>