



Handwriting Expectations **(linked to the National Curriculum)**

During Reception:

- Develop gross motor skills through the use of a range of strengthening activities
- Use a range of tools and equipment to promote fine motor skills such as pushing, patting and the manipulation of malleable materials.
- Demonstrate and promote the use of three fingers (tripod grip) to hold writing tools
- Model and practise forming letters linked to our phonic scheme and handwriting policy, paying attention to where the letter starts and the different ascenders and descenders and how they sit within the lines.

By the end of Year 1:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

By the end of Year 2:

- form lower-case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters
- may 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.

By the end of Y3:

- letter shape and size to be maintained/developed
- writing is reduced in size and is clear to the reader
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined in line with the school handwriting policy.

By the end of Y4:

- letter shape and size to be consistent and in line with the school handwriting policy
- increased legibility, consistency and quality of handwriting, so it is 'neat', joined and clear for the reader. [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].

By the end of KS2:

- writing is legible, fluent and correctly sized in line with the school handwriting policy.
- Children write with increased speed by:
 - o choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - o choosing the writing implement that is best suited for a task

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk(k) Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

The quick brown fox jumps over
the lazy dog.