

Early Learning Goals - statutory	Progression in handwriting - statutory				
EYFS		Yr 1	Y2	Y3 & Y4	Y5 & Y6
<p>ELG 04 Moving and handling</p> <p>‘Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively including pencils for writing’.</p> <p><i>(Included in the DfE exemplification materials are photographs of children painting, modelling and writing, with appropriate finger grip demonstrated.)</i></p> <p>ELG 10 – Writing (<b>not handwriting</b>)</p> <p>‘Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. ‘</p> <p><i>But, included in the DfE exemplifications materials is a reference to ‘correct pincer grip’ when describing a writer and a photograph of a left-handed child writing.</i></p>	<p><b>End of year expectation</b> (National curriculum 2014)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, 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.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>

**Non-statutory guidance materials.**

<b>Early Year's Outcomes (Nov 2013)</b>		<b>KS1 &amp; KS2 – national curriculum (2014)</b>			
EYFS		Y1	Y2	Y3 & Y4	Y5 & Y6
<p><b><u>Physical Development</u></b> <b><u>Moving and Handling</u></b> 30-50 months</p> <ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul> <p><b><u>Physical Development</u></b> <b><u>Moving and Handling</u></b> 40-60+ months</p> <ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	<p><b>Guidance on how and when handwriting should be taught</b></p> <p>(National curriculum 2014)</p>	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand.</p> <p>Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>	<p>Pupils should revise and practise correct letter formation frequently.</p> <p>They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<p>Pupils should be using joined handwriting throughout their independent writing.</p> <p>Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say.</p> <p>This, in turn, will support their composition and spelling.</p>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.</p> <p>They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</p> <p>They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>