

Foundation	Year 1	Year 2	Lower Key Stage 2	Upper Ket Stage 2
<p>ELG Fine Motor Hold a pencil effectively in preparation for fluent writing, using the tripod grip.</p> <p>ELG Writing Write recognisable letters, most of which are correctly formed.</p> <p>ELG Moving and handling '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'. <i>(Included in the DfE exemplification materials are photographs of children painting, modelling and writing, with appropriate finger grip demonstrated.)</i></p> <p>ELG Writing (not handwriting) '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.' <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>	<ul style="list-style-type: none"> 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' [i.e letters are formed in similar ways] and to practice these 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join 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, to lower case letters Using spacing between words that reflect the size of the letters 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters, when adjacent to one another, are best left unjoined 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]. 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices and decide whether or not to join specific letters Choosing the writing implement that is best suited for a task
	<p>Notes and guidance (non-statutory)</p> <ul style="list-style-type: none"> 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. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs. 	<p>Notes and guidance (non-statutory)</p> <ul style="list-style-type: none"> Pupils should revise and practice correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. 	<p>Notes and guidance (non-statutory)</p> <ul style="list-style-type: none"> Pupils should be using joined handwriting throughout their independent writing. 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. This, in turn, will support their composition and spelling. 	<p>Notes and guidance (non-statutory)</p> <ul style="list-style-type: none"> Pupils should continue to practice 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. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. 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.