Ruislip Gardens Handwriting
End of Year Framework

	Knowledge	Skills
EYFS	ELG: Writing Children at the expected level of development will: ● Have phoneme to grapheme correspondence.	ELG: Writing Children at the expected level of development will: ● Write recognisable letters, most of which are correctly formed; ELG: Gross Motor Skills Children at the expected level of development will: ● Negotiate space and obstacles safely, with consideration for themselves and others; ● Demonstrate strength, balance and coordination when playing; ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; ● Use a range of small tools, including scissors, paint brushes and cutlery;
Year 1	Statutory Requirements - Handwriting ● Begin to form lower-case letters in the correct direction, starting and finishing in the right place ● Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly ● form capital letters ● form digits 0-9
Year 2	Year 2 Statutory Requirements – Handwriting Pupils should be taught to: ● 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 ● Use spacing between words that reflects the size of the letters.	They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. Pupils should be taught to: ● 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

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Year 3	Statutory Requirements - Handwriting Pupils should be taught to: ● 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	Pupils should be taught to: ● Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].
Year 4	Statutory Requirements - Handwriting Pupils should be taught to: ● 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	Pupils should be taught to: ● Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].
Year 5	Statutory Requirements - Handwriting Pupils should be taught to: ● Write legibly, fluently and with increasing speed by: ● Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● Choosing the writing implement that is best suited for a task.	Pupils should be taught to: ● Write legibly, fluently and with increasing speed by: ● Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● Choosing the writing implement that is best suited for a task.
Year 6	Statutory Requirements - Handwriting Pupils should be taught to: ● Write legibly, fluently and with increasing speed by: ● Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● Choosing the writing implement that is best suited for a task.	Pupils should be taught to: ● Write legibly, fluently and with increasing speed by: ● Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● Choosing the writing implement that is best suited for a task.