

**English End points Aspect: Handwriting**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Reception** | * Begin to use a tripod grip
* Use mark making tools with control
 | * Form most lower case letters correctly, starting and finishing in the correct place
 | * Form the digits 1 to 9 correctly
* Begin to use lined paper and show greater control over letter size
 |
| **Year 1** | * Sit correctly at a table
* Begin to join letters which have the same entry/exit points
* Write capital letters correctly
* Use lined paper to correctly place ascenders and descenders.
 | * Form correctly orientated letters of a consistent size
* Position dates and titles correctly on work
* Use horizontal and diagonal strokes to join a greater number of letters
 | * Use spacing between words that reflects the size of the letters
* Use a ruler to underline dates and titles
* Independently orientate paper to suit the preferred writing hand
* Use horizontal and diagonal strokes to join an increasing number of letters
 |
| **Year 2** | * Increase the legibility and quality of handwriting
* Use capital letters of the same size, or slightly taller than the ascender.
 | * Write at greater speed without losing legibility or quality
 | * Present work in a fully cursive style, understanding that ‘*x’* is best left unjoined
 |
| **Year 3** |  |  | * Increase legibility, consistency and quality of handwriting.
* Use down strokes that are parallel and equidistant
* Write ascenders and descenders of a suitable size which do not touch each other on adjacent lines of writing
 |
| **Year 4** |  |  | * Choose the correct form of lettering for the purpose e.g. printing for diagrams
* Use the correct implement for the task, e.g. quick notes, letters
* Begin to develop a personal style without compromising on quality
 |
| **Year 5** |  |  | * Continue to develop a personal, fluent and joined up handwriting style.
 |
| **Year 6** |  |  | * Consistently use legible, fluent and joined up handwriting in a personal style.
 |