



# Over St. John's CE Primary School

**Exemplification of Handwriting Standards from Year 1 to Year 6**

## Year 1 National Curriculum

### Statutory

Pupils should be taught to:

- 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 that are formed in similar ways) and to practise these.

### Non-Statutory

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.

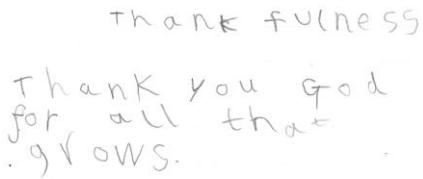
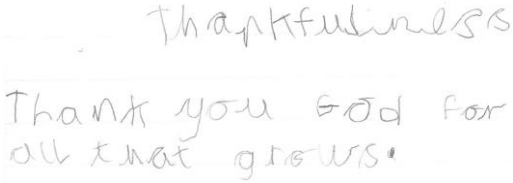
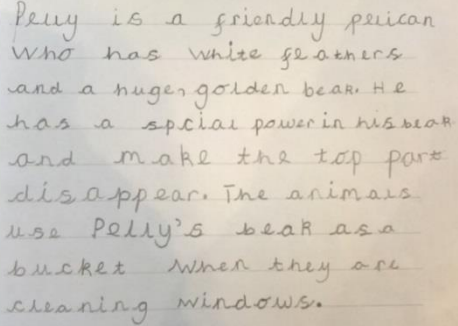
Left handed pupils should receive specific teaching to meet their needs.

*a b c d e f g h i j k l m n o p q r s t u v w x y z*  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
*acdgoq*  
*bhklt*  
*imnury*  
*jp*  
*efsnwxz*

Working Below ARE

Working at ARE

Working Above ARE

<b>Exemplification</b>			
<b>Moderation</b>	Not all lower and upper case letters formed properly.	All letters formed correctly both upper and lowercase; Beginning to use flicks at the beginning and end of letters; Letters sitting on line; Pencil grip- Tri grip.	All letters formed correctly both upper and lowercase; Uses flicks at the beginning and end of the majority of letters; Letters sitting on line; Pencil grip- Tri grip.

### Year 2 National Curriculum

#### Statutory

Pupils should be taught to:

- 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 and understand which 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 and to lower case letters
- use spacing between words that reflects the size of the letters.

#### Non-Statutory

Pupils should revise and practise 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.

*a b c d e f g h i j k l m n o p q r s t u v w x y z*  
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
*abcdefghijklmnopqrstuvwxyz*  
*acdgoq*

bhklt  
imnury  
jp

	Working Below ARE	Working at ARE	Working Above ARE
Exemplification	<p>Once there was a little girl called Ruby. Ruby glowed like the jewel. She was named as her. People couldn't help noticing.</p>	<p>It all began when floyd got his kite stuck in a tree. He tried pulling and swinging but it wouldn't come loose. Then the trouble really began.</p>	<p>One rainy day maisy went to the museum with her friends. They all like the museum very much.</p>
Moderation	<p>Not all letters are formed correctly, both upper and lowercase; Pencil grip not used as tri grip.</p>	<p>All upper and lower case letters formed, sized and orientated correctly; All lower case letters begin on the line; Ascenders and descenders are appropriately sized; Due to flicks at the beginning and end, handwriting is beginning to show evidence of joining.</p>	<p>Handwriting is beginning to show fluency in joining.</p>

### Year 3 National Curriculum

**Statutory**

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
- \*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].

**Non Statutory**

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.

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

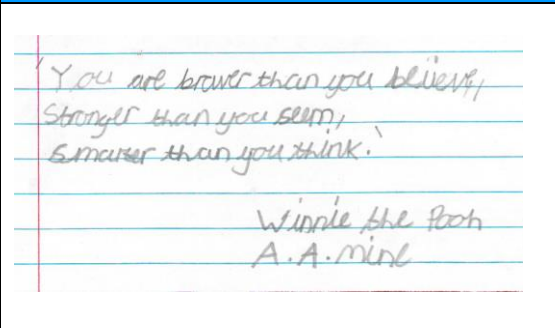
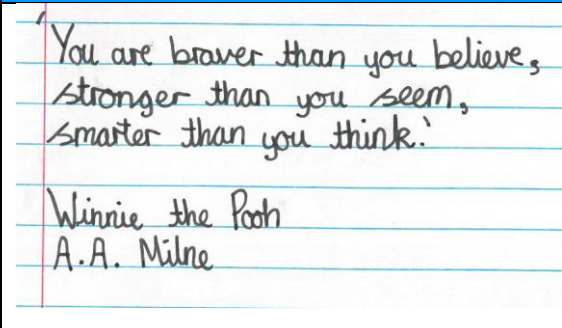
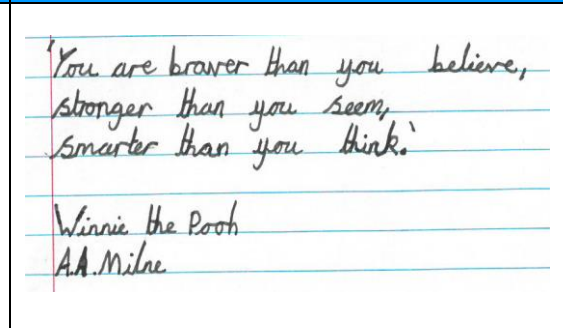
abcdefghijklmnopqrstuvwxyz

acdgoq

bhklt

imnury

jp

	Working Below ARE	Working at ARE	Working Above ARE
Exemplification			
Moderation	<p>Upper and lowercase letter formation inconsistencies; Lack of flicks leads to joining irregularities.</p>	<p>All letters correctly orientated- upper and lower case (*see above); Joining correctly between families of letters shows consistency and is fluent; All writing sits on the line; Continuous cursive style used leading to joined handwriting <b>throughout independent writing</b>.</p>	<p>Joined handwriting is fluent and consistent in size, spacing and regularity; No letters are misformed or orientated incorrectly.</p>

### Year 4 National Curriculum

#### Statutory

Pupils should be taught to:

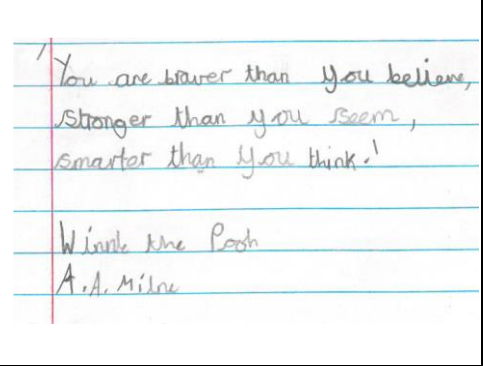
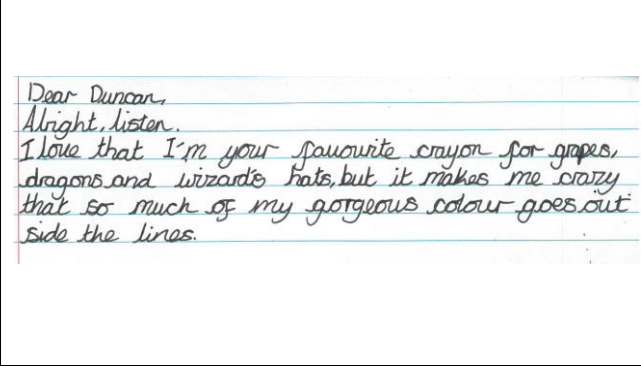
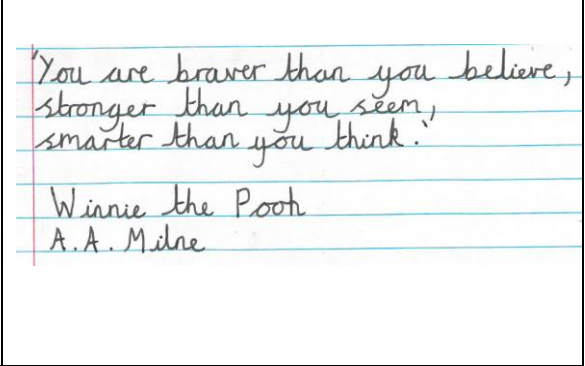
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

- 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].

**Statutory**

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.

a b c d e f g h i j k l m n o p q r s t u v w x y z  
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
 abcdefghijklmnopqrstuvwxyz  
 acdgoq  
 bhklt  
 imnury  
 jp

	Working Below ARE	Working at ARE	Working Above ARE
<b>Exemplification</b>			
<b>Moderation</b>	<p>Joined handwriting is fluent and consistent in size and regularity but a few inconsistent joins and letter formation;</p> <p>Not all writing sits on the line and is spaced correctly.</p>	<p>All letters correctly orientated, spaced and sized;</p> <p>Joining correctly between families of letters shows consistency and is fluent;</p> <p>The down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders</p>	<p>Handwriting is consistent, fluent regular and joined throughout independent writing.</p>

		of letters do not touch]; Continuous cursive style leads to joined handwriting being used <i>throughout independent writing.</i>	
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### Year 5 National Curriculum

#### Statutory

Pupils should be taught to:

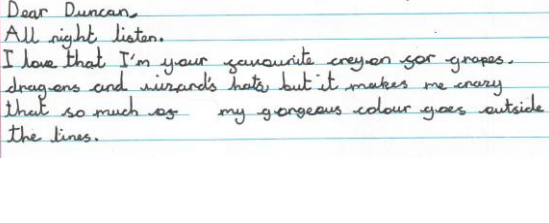
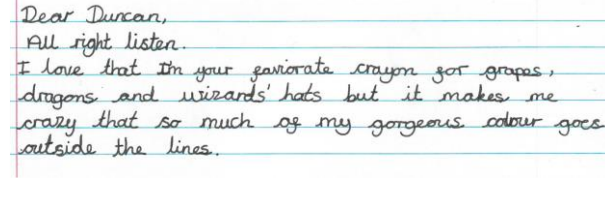
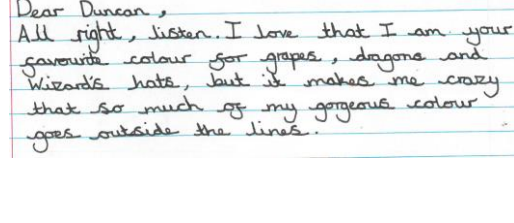
- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

#### Non-Statutory

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. 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 e mail address, or for algebra and capital letters, for example, for filling in a form.

*a b c d e f g h i j k l m n o p q r s t u v w x y z*  
**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**  
*abcdefghijklmnopqrstuvwxyz*  
*acdgoq*  
*bhklt*  
*imnury*  
*jp*

	<b>Working Below ARE</b>	<b>Working at ARE</b>	<b>Working Above ARE</b>
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<b>Exemplification</b>			
<b>Moderation</b>		<p>Handwriting is consistent, fluent and regular. The down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	

### Year 6 National Curriculum

#### Statutory

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.

#### Non-Statutory

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. 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 e mail address, or for algebra and capital letters, for example, for filling in a form.

*a b c d e f g h i j k l m n o p q r s t u v w x y z*  
**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

*abcdefghijklmnopqrstuvwxyz*

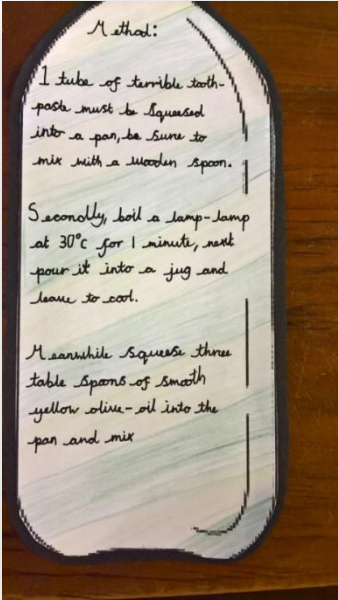
*acdgoq*

*bhklt*

*imnury*



jp

	Working Below ARE	Working at ARE	Working Above ARE
Exemplification	<p>My best friend is a book that doesn't give me a weird look. It is like a golden door that takes me to the land where I have never been before.</p>	 <p>Method: I tube of terrible tooth-paste must be squeezed into a pan, be sure to mix with a wooden spoon. Secondly, boil a lamp-lamp at 30°C for 1 minute, next pour it into a jug and leave to cool. Meanwhile squeeze three table spoons of smooth yellow olive-oil into the pan and mix</p>	<p>My best friend is a book that doesn't give me a weird look. It is like a golden door that takes me to the land where I have never been before.</p>
Moderation		<p>Handwriting is consistent, fluent and regular. The down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	

Further guidance can be found out:

<http://www.teachhandwriting.co.uk/index.html>

<http://www.nha-handwriting.org.uk/>