



West Road
PRIMARY SCHOOL

End of Year

Expectations for Handwriting



This booklet provides information for parents and carers the age related expectations for handwriting in both the nursery and reception classes. These expectations are based on the age related standards for each year group as set out in the Early Years Foundation Stage Curriculum.

All the handwriting objectives set out in this booklet are worked on throughout the year. They will be the focus for direct teaching and challenges set out within their play.

If you have any queries regarding these handwriting

What do the end of year expectations mean for Nursery ?

Children who are 3 are 36 months old

Children who are 4 are 48 months old

Children entering Nursery should be secure in the developmental range of 22-36 months and working within some aspects of 30-50 months.

By the end of the Nursery year they should have achieved the outcomes in 30-50 months and reached aspects of 40-60 months.

What do the end of year expectations mean for Reception ?

Children who are 4 are 48 months old

Children who are 5 are 60 months old

Children entering reception should be secure in the developmental range of 30-50 months and working within some aspects of 40-60 months.

By the end of the reception year they should have achieved the outcomes in 40-60 months and reached the expected levels in the Early Learning goals.

In the final term of the EYFS practitioners/ teachers must review information from all sources to make a judgement for each child, for each Early Learning Goal. The judgement must say whether the child's learning and development is:

- 1) best described by the level of development expected at the end of the EYFS (**expected**).
- 2) not yet at the level of development expected at the end of the EYFS (**emerging**).
- 3) beyond the level of development expected at the end of the EYFS (**exceeding**)



Writing Descriptors from the Development Matters



a	b
22-36 months	30-50 months
Moving and Handling	
Runs safely on whole foot.	Mounts stairs, steps or climbing equipment using alternate feet.
Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.	Moves freely and with pleasure and confidence in a range of ways: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping...
Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.	Walks downstairs, two feet to each step while carrying a small object.
Can kick a large ball.	Draws lines and circles using gross motor movements.
Turns pages in a book, sometimes several at once.	Can stand momentarily on one foot when shown.
Shows control in holding and using jugs to pour, hammers, books and mark-making tools.	Can catch a large ball.
Beginning to use three fingers (tripod grip) to hold writing tools	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
Imitates drawing simple shapes such as circles and lines.	Uses one handed tools and equipment e.g. Makes snips in paper with child scissors.
Walks upstairs or downstairs holding onto a rail two feet to a step.	Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
May be beginning to show preference for dominant hand.	Holds pencil near point between first two fingers and thumb and uses it with good control.
	Can copy some letters, e.g. letters from their name.



Handwriting Descriptors from the Development Matters

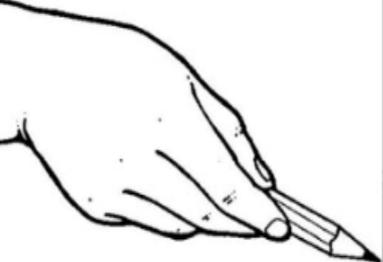
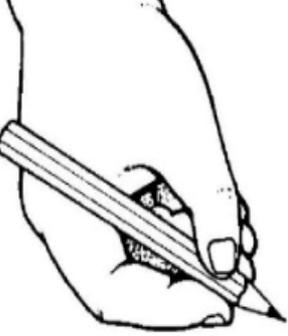


c	d	e
40-60 months	Early Learning Goals	Exceeding
Physical Development: Moving and Handling		
Experiments with different ways of moving.	Children show good control and co-ordination in large and small movements.	<p><i>Children can hop confidently and skip in time to music.</i></p> <p>They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	They move confidently in a range of ways, safely negotiating space.	
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	They handle equipment and tools effectively, including pencils for writing.	
Jumps off an object and lands appropriately.		
Travels with confidence and skill around, under, over and through balancing and climbing equipment.		
Uses simple tools to effect changes to materials.		
Handles tools, objects, construction and malleable materials safely and with increasing control.		
Shows a preference for a dominant hand.		
Begins to use anticlockwise movement and retrace vertical lines.		
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.		
Begins to form recognisable letters.		



Hand Grips



			
<p>1—1 1/2 years Cylindrical Grasp</p>	<p>2—3 years Digital Grasp</p>	<p>3 1/2—4 years Modified Tripod Grasp</p>	<p>4 1/2—7 years Tripod Grasp</p>

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Handwriting

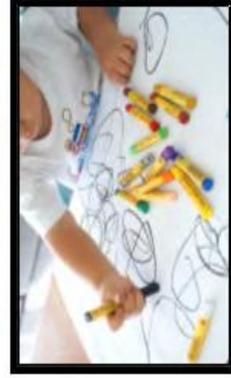
Progression

Phase 1

Early mark making and fine motor skills development

Nursery

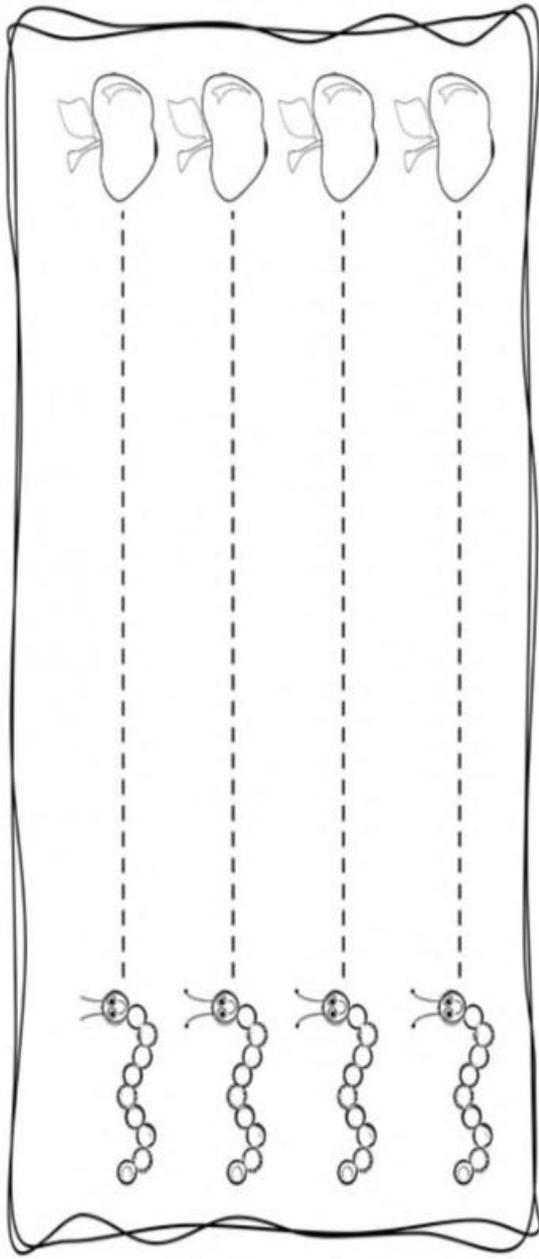
Examples:



Phase 2 Tracing the line

Nursery Summer Term

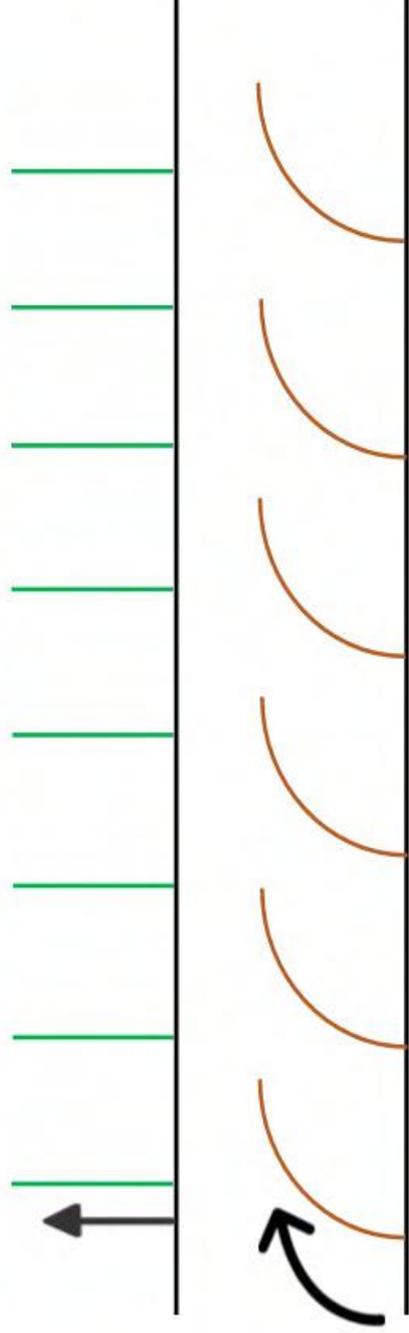
Example:



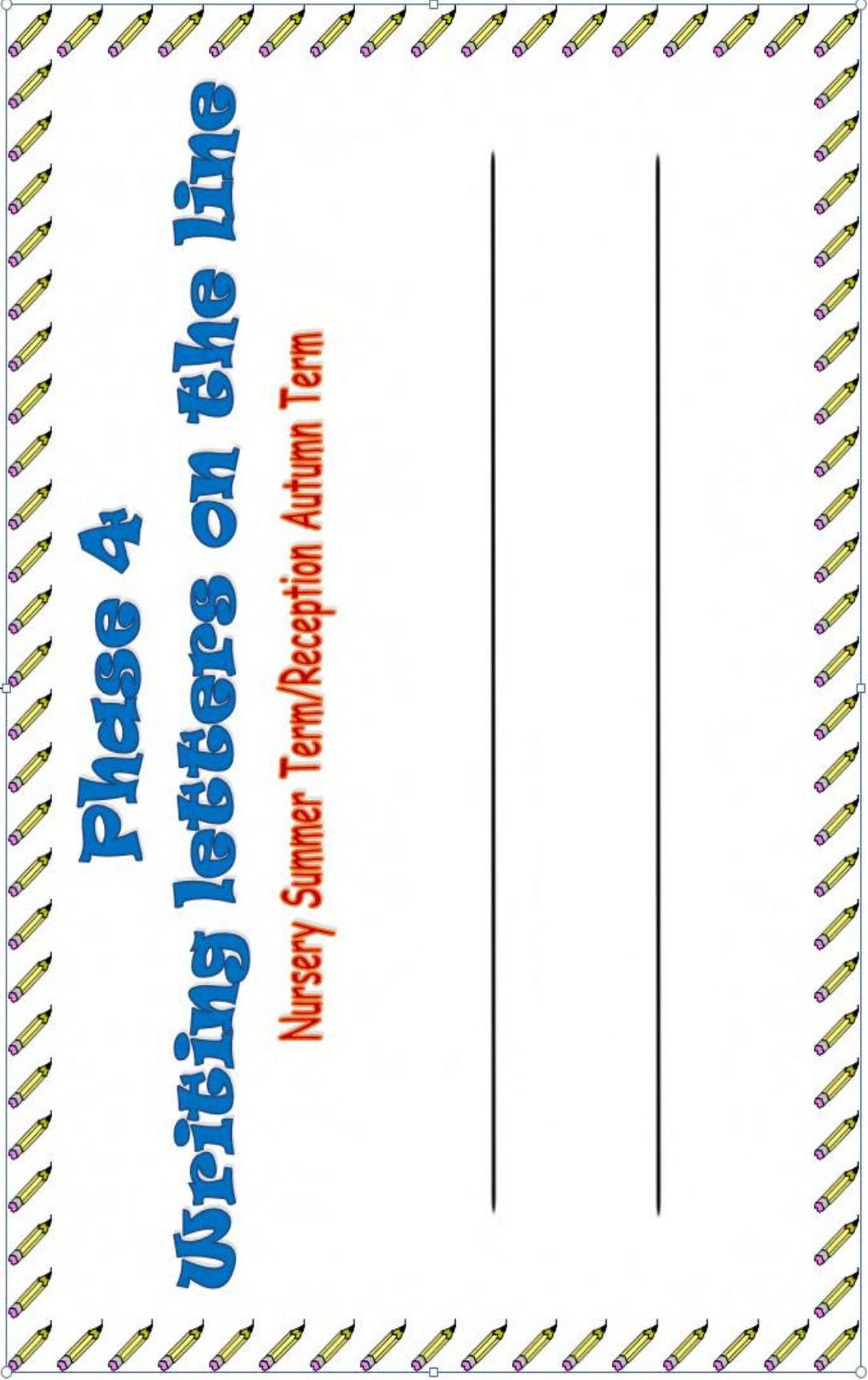
Phase 3 Finding the line

Nursery Summer Term/Reception Autumn Term

Examples:



Children start by touching the line and writing upwards.



Phase 4

Writing letters on the line

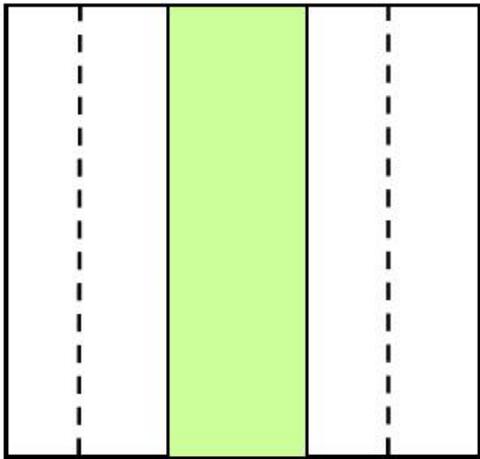
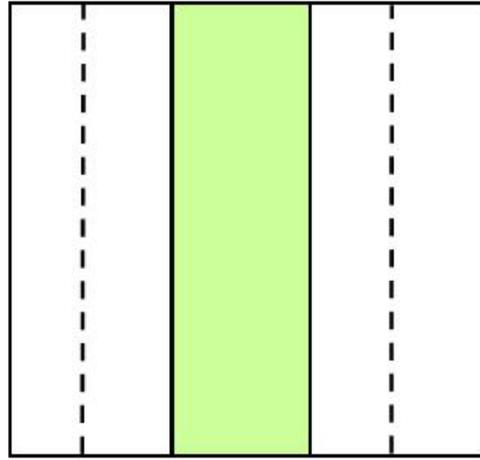
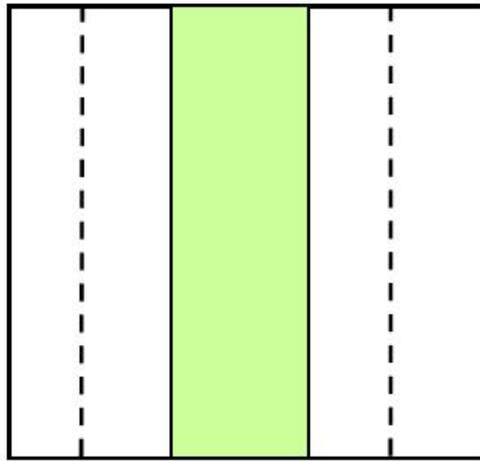
Nursery Summer Term/Reception Autumn Term

Phase 5

Writing letters between the lines

Reception Spring Term

Examples:



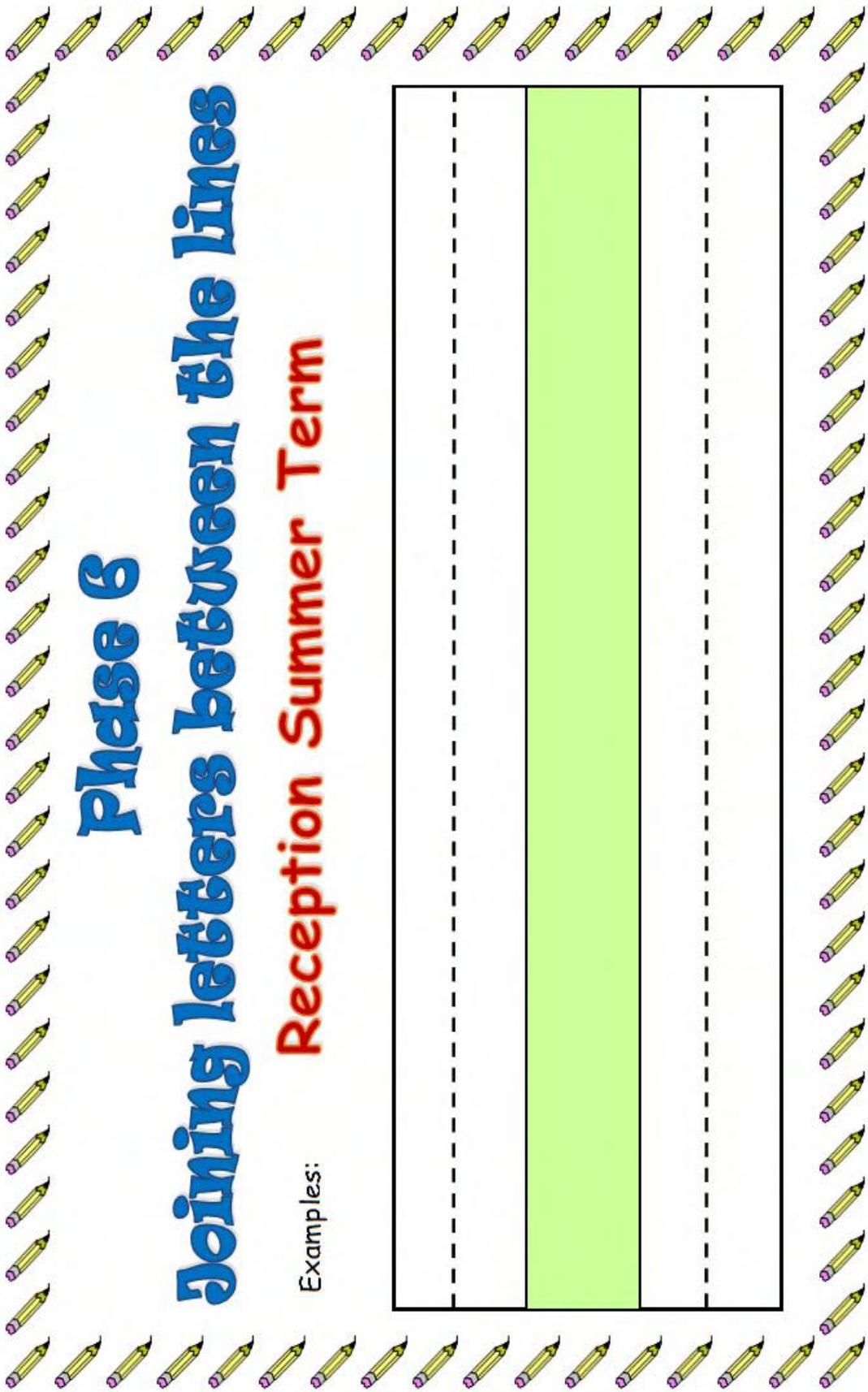
Phase 6

Joining letters between the lines

Reception Summer Term

Examples:

A large rectangular box for handwriting practice, divided into three vertical sections. The left and right sections have dashed lines, and the middle section is solid light green.



Handwriting Expectations

End of Nursery

- Develop holding their crayons and pencils using the tripod grip.
- Be able to trace with control along lines.
- Be able to find the line and draw lines starting from the line.
- Begin to form some letters on the line (not always correctly but recognisably).
- Begin to form some recognisable letter shapes (especially in their name).

All these should be done by your child



Handwriting Expectations

End of Reception

- Be able to write some capital letters.
- Use some capital letters for names and the beginning of sentences.
- Use a correct pencil grip.
- Correct formation of all letters.
- Letters to be written on the line.
- Letters to be written between the lines.
- Letters to be the same size.
- Beginning to join letters when writing words.

All these should be done by your child

