



**English - Transcription: Handwriting**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hold a pencil using a tri-grip and use with good control.	Sit correctly at a table, holding a pencil comfortably and correctly					
Hold paper in position and use preferred hand for writing.	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Form lower-case letters of the correct size relative to one another				
Form recognisable letters.	Form capital letters	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters				
Form most letters correctly.	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these	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	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined	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	Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters	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
	form digits 0-9	Use spacing	Increase the legibility,	Increase the legibility,	Write increasingly	Write legibly, fluently



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		between words that reflects the size of the letters	consistency and quality of their handwriting e.g. by beginning to ensure 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	consistency and quality of their handwriting e.g. 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	legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task	and with increasing speed by choosing the writing implement that is best suited for a task
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