

Year	Specific year group guidance	Objectives
Nursery	<i>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pen, pencil) 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.</i>	<ul style="list-style-type: none"> To sit at a table to practice letter formation and be taught how to hold a pencil correctly To begin to form lower case letters, starting at the correct position To write their first name correctly, beginning with a capital letter
Reception	<i>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pen, pencil) 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.</i>	<ul style="list-style-type: none"> To sit correctly at a table, holding a pencil comfortably and correctly To form lower-case letters in the correct direction To recognise and form capital letters which have a clear differential in size To form digits 0-9 To write their first name and surname using a capital letter correctly at the beginning
Year 1	<i>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pen, pencil) 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.</i>	<ul style="list-style-type: none"> To sit correctly at a table, holding a pencil comfortably and correctly. To confidently form lower-case letters in the correct direction, starting from the top and ending in the correct position (e.g line) To confidently form capital letters which have a clear differential in size and use them at the beginning of sentences and for proper nouns. To confidently form digits 0-9 with correct orientation. To understand which letter belongs to which handwriting 'families' (i.e letters that are formed in similar ways) and to practise these. To use spacing between words that reflects the size of the letters.
Year 2	<i>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.</i>	<ul style="list-style-type: none"> Consolidate all skills from year 1 and work on improved presentation and control across the curriculum. 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 un-joined. To begin to teach joined handwriting when children are confident and secure with the above skills.
Year 3	<i>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,</i>	<ul style="list-style-type: none"> To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when

	<i>will support their composition and spelling.</i>	<p>adjacent to one another, are best left un-joined.</p> <ul style="list-style-type: none"> To increase the legibility, consistency and quality of handwriting, e.g by ensuring that the downward strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch.
Year 4	<i>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.</i>	<ul style="list-style-type: none"> 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 un-joined. To increase the legibility, consistency and quality of handwriting, e.g by ensuring that the downward strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch.
Year 5	<i>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 say. They should also be taught to use an un-joined style(e.g for labelling a diagram or data, writing an email address, or for algebra)and capital letters (e.g filling in a form).</i>	<ul style="list-style-type: none"> To write legibly, fluently and with increasing speed by: choosing which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. To choose the writing implement that is best suited for a task (e.g quick notes, letters.)
Year 6	<i>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 say. They should also be taught to use an un-joined style(e.g for labelling a diagram or data, writing an email address, or for algebra)and capital letters (e.g filling in a form).</i>	<ul style="list-style-type: none"> To write legibly, fluently and with increasing speed by: choosing which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. <p>To choose the writing implement that is best suited for a task (e.g quick notes, letters.)</p>