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| Reception  Development Matters | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **For Reception** the most relevant statements taken from the Early Learning Goals **ELG** in the EYFS statutory framework and the Development Matters **DM** age ranges for Three and Four-Year-Olds and Reception to match the development of handwriting.  The most relevant statements are taken from the following areas of learning:  \*Physical Development  \*Literacy  **DM (3-4) Physical Development**  \*Use large-muscle movements to wave flags and streamers, paint and make marks.  \*Use one-handed tools and equipment, for example, making snips in paper with scissors.  \*Use a comfortable grip with good control when holding pens and pencils.  \*Shows a preference for a dominant hand.  **DM (3-4) Literacy**  \*Write some letters accurately.  **DM Reception Physical Development**  \*Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  \*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  \*Develop the foundations of a handwriting style which is fast, accurate and efficient.  **DM Reception Literacy**  \*Form lower case and capital letters correctly.  **ELG Physical Development**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  **ELG Literacy**  \*Write recognisable letters, most of which are correctly formed. | To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.  To sit correctly at a table, holding a pencil comfortably and correctly.  To form the digits 0-9.  To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these | To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  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 unjoined  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters. | To use a neat, joined handwriting, with lead – in lines, style with increasing accuracy and speed.  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 | To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | To increase the speed of their handwriting so that problems with forming letters do not interfere with ideas when writing  To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. | To write legibly, fluently and with increasing speed by  i) choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ii) choosing the writing implement that is best suited for a task. |