

Teacher's Reference Document for Handwriting Assessment Tracker

Early Years Large muscle movements

Can the child demonstrate the ability to perform these actions and movements required for gross motor skills.

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| <p>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</p>  <p>Jog, lifting knees high then run faster.</p> | <p>COLIN THE CRAB SAYS: "WALK SIDEWAYS."</p>  <p>Take side steps one way, then the other.</p> | <p>FRAN THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</p>  <p>Balance on left foot, then balance on right foot.</p> |
| <p>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</p>  <p>Stretch up and try and touch the ceiling.</p> | <p>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</p>  <p>Take long strides around the room.</p> | <p>FATIMA THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</p>  <p>Hop on one leg, then on the other leg.</p> |

Resources > Warm Up > Gross Motor Skills

Early Years Demonstrate small muscle movements

Can the child demonstrate the ability to perform the smaller movements required for fine motor skills.

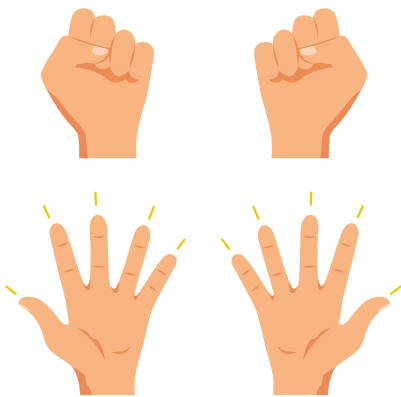
Resources › Warm Up › Fine Motor Skills

Fireworks

Make a fist with both hands and hold them tight.

Then let your fingers go like exploding fireworks!

Repeat five times.

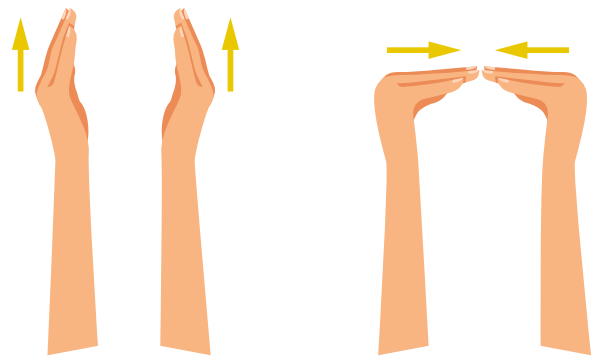


Take a Bow

Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky.

Bend your knuckles but keep your fingers straight so your fingers bow to each other.

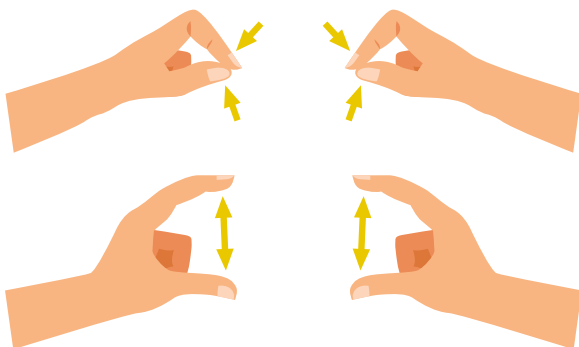
Repeat 5 times.



Quack, Quack Fingers

Start your warm up by making a beak with your thumb and first finger on both hands.

Make them quack twice, then do the same with your other fingers.



Crawling Caterpillar

Hold your pencil ready to write.

Move the pencil through your three fingers to the top like a crawling caterpillar.

When you get to the top, make your caterpillar crawl back down again!



Year 1 Sitting position and pencil grip

Assess the child's sitting position and pencil grip.

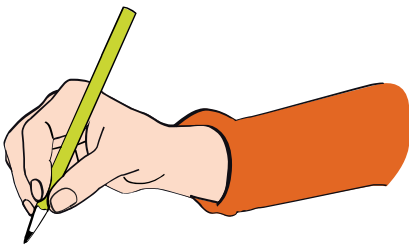
Correct sitting position for right-handed children



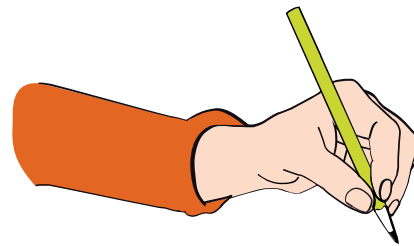
Correct sitting position for left-handed children



Correct pencil grip for right-handed children



Correct pencil grip for left-handed children



Area of Development: Year 1

Separate words with spaces

Read these sentences to the child for them to write.

Mum has a big hat.

Tom is on the rug.

Meg can dig in the mud.

Area of Development: Year 2

Correctly-sized lowercase letters/starting to join/word spacing/capitals and digits

Read this short narrative to the child for them to write.

Fred took his dogs Pip and Bob to the shop. He got 3 cans of pop, 9 bits of ham and 6 buns for Mum and Dad's lunch. The shopping cost £4.78.

Area of Development: Year 3

Consistent joining, letter size and spacing

Ask the child to write about their favourite animal.

- What does it look like?
- What does it do?
- Why do you like it?

Area of Development: Year 4

Write fluently using correct joins, ascenders and descenders

Ask the child to write a description of their friend.

Think about:

- their appearance
- their character
- why you like them

Year 5

Legible joined handwriting when writing at speed

Read this extract to the child for them to write.

Extract from The Tale of Custard the Dragon

by Ogden Nash

Belinda lived in a little white house,
With a little black kitten and a little grey mouse,
And a little yellow dog and a little red wagon,
And a realio, trulio, little pet dragon.

Now the name of the little black kitten was Ink,
And the little grey mouse, she called her Blink,
And the little yellow dog was as sharp as Mustard,
But the dragon was a coward, and she called him Custard.

Year 6

Maintain legibility and fluency in joined handwriting when writing at speed

Read this extract to the child for them to write.

Extract from Tom Thumb

Now, odd as you may think it, it came to pass that this good woman's wish was granted, just in the very way she had wished it; for, not long afterwards, she had a little boy, who was quite healthy and strong, but was not much bigger than my thumb. So they called him Thomas Thumb.

They gave him plenty of food, yet for all they could do he never grew bigger, but kept just the same size as he had been when he was born. Still, his eyes were sharp and sparkling, and he soon showed himself to be a clever little fellow, who always knew well what he was about.