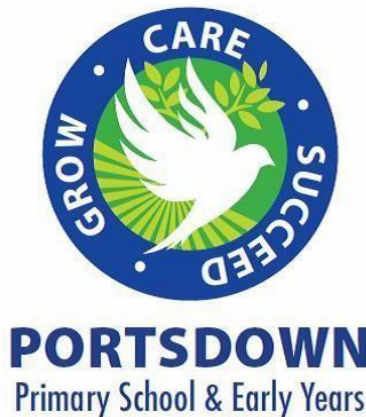


Assessment Policy

(Includes Marking and Feedback Guidance)

(Includes Handwriting and Presentation Guidance)

Portsmouth Primary School and Early Years



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1. Aims, Rationale and Purpose of Assessment

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

Rationale

At Portsdown Primary School and Early Years , we believe that effective assessment provides information to improve teaching, learning and curriculum development. The best form of assessment results from ongoing dialogue and interactions with pupils and consequently, we give our children regular feedback on their learning so that they understand what to do in order to improve. These frequent interactions are what provide the soundest judgments of pupil progress and are what consistently informs planning, adaptations and next steps in teaching.

We also gather and use assessment information to inform us how well our pupils are remembering the knowledge they are taught over the long-term, recognising that progress in learning is not linear and therefore children should not be judged solely on the basis of single assessments or tests. Parents are provided with regular updates on their child's progress so that teachers, pupils and parents are working together to raise standards for all our children.

Purpose of assessment

The purpose of assessment is to raise standards in pupil performance rather than to simply be a measurement tool. The core function of assessment is to move pupils on in their learning and ensure progress. At Portsdown Primary School and Early Years we recognise that pupils:

- Have different backgrounds, cultures, life experiences, expectations, and needs;
- Perform differently according to the context and conditions of the learning;
- Need to be informed of their achievements and areas for improvement throughout the learning process through strong and caring relationships.

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- [Assessment and reporting arrangements \(phonics screening check\)](#)
- [Key stage 2 assessment and reporting arrangements](#)

3. Types of assessment

At Portsdown Primary School and Early Years, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

a. In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- Pupils to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative Assessment involves the ongoing monitoring of pupil progress that shapes future lesson planning and intervention. This is not graded, with the focus instead on positive actionable feedback to help pupils "close the gap" between their current and potential attainment (or challenge their learning further). Examples include, but are not limited to; verbal feedback, questioning, self and peer-assessment, observations.

b. In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions (therapies) may be required, and work with teachers to ensure pupils are supported to achieve strong progress and attainment.
- Teachers to evaluate learning at the end of a unit of work and the impact of their own teaching.
- Pupils to understand how well they have learned and understood key knowledge or improved skills taught over a period of time. It should be used to provide feedback on how they can improve.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

Summative Assessment involves end of unit activities which may include but is not limited to any of the following:

- Answering specific questions
- Extended writing tasks
- Producing artefacts
- Activities which demonstrate skills or knowledge recently learnt

These assessments are linked to specific 'end points' that are identified in each subject area for each year group linked to our curriculum plans.

c. Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve good progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents/carers to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception/Year R
- Phonics screening check in Year 1
- Multiplication Tables Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 in Year 6

4. Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Headteacher

The headteacher is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups e.g. SEND, EAL, FSM
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

Assessment lead

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected, and teachers respond to the results appropriately

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback, and submitting assessment data/judgements
- Creating and sharing clear assessment criteria for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

5. Collecting and using data

At Portsdown Primary School and Early Years, we are committed to collecting assessment data only when it is necessary, with a strong focus on reducing teacher and staff workload. Our approach ensures that data collection is purposeful, proportionate and directly supports teaching and learning.

Assessment data is recorded when it is needed to:

- Support teacher judgements
- Assess pupils' progress and identify next steps
- Inform planning and differentiation
- Communicate with parents and carers
- Meet statutory assessment requirements

Statutory assessments are completed in line with national guidelines. Other assessments are carefully planned and timed to minimise disruption and to ensure they provide clear value in supporting pupil progress. We do not collect data for the sake of accountability alone.

Data is typically recorded using efficient digital systems to avoid duplication and reduce administrative burden. Teachers are supported to make informed professional judgements, and where data is recorded, it is concise and focused.

Information is shared appropriately with senior leaders, parents/carers, and external agencies where necessary, ensuring it is relevant and used to support pupil outcomes. Communication of data is clear, timely, and tailored to its audience—whether this be a pupil progress meeting, a parent consultation, or a statutory return.

Regular review of assessment practices ensures that any data collection remains meaningful, avoids unnecessary workload, and continues to meet the needs of pupils, teachers and the wider school community.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. The school recognises that AI has many uses to help pupils learn and would expect its use to be recorded on a child's homework for example.

7. Reporting to parents/carers

Assessment data will be reported to parents/carers through annual reports and parents' evenings.

The school's annual reports to parents/carers will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in:
 - The reception year; or

- At the end of KS2:

- Outcomes of statutory National Curriculum teacher assessments in English writing and science
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
- Where appropriate, a statement explaining why any National Curriculum test has not been taken
- Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

9. Training

Teachers will be kept up to date with developments in assessment practice via the professional development meetings, external training and moderation, email and other appropriate means of communication. They will be able to develop and improve their practice on a regular basis e.g. through working collaboratively with other colleagues to assess. The assessment manager is responsible for monitoring and implementing training regarding assessment

10. Monitoring

This policy will be reviewed every 3 years by the headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The senior leadership team are responsible for ensuring that the policy is followed.

The senior leadership team and subject coordinators will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, learning walks, drop-ins, pupil discussions, book scrutinies and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to our:

Curriculum policy

Early Years Foundation Stage policy and procedures

Appendix A

Assessment, Test, and Exam Results Guidance Portsmouth Primary School & Early Years

Purpose

This guidance aims to ensure that assessment, test, and examination results are collected, recorded, and reported consistently and effectively to support children's learning, monitor progress, and inform teaching.

Scope

This guidance applies to all staff involved in assessing, recording, and reporting pupil progress in all year groups, including Early Years Foundation Stage (EYFS), Key Stage 1, and Key Stage 2.

Guidelines

○ Assessment Methods

Teachers use a range of formative and summative assessments to monitor pupil progress, including classwork, homework, observations, quizzes, and statutory assessments.

- Assessments should be appropriate to the pupil's age, stage of development, and individual needs.

2. Recording Results

- All assessment results must be recorded accurately in the school's assessment tracking system.
- Staff should ensure that results are stored securely and comply with data protection regulations.

3. Reporting to Parents/Carers

- Assessment outcomes are shared with parents/carers through termly reports, parent meetings, and end-of-year reports.
- Staff should explain results in a clear and constructive manner, highlighting strengths and areas for improvement.

4. Use of Results

- Results should inform teaching, identify pupils who may need additional support or challenge, and guide school improvement planning.
- Assessment data is used to track progress over time and monitor attainment against expected standards.

5. Confidentiality and Data Protection

- Individual pupil results must be treated confidentially.
- Sharing of results with external agencies must comply with GDPR and school policies on information sharing.

6. Statutory Assessments

- Staff must ensure compliance with national curriculum statutory assessments, including EYFS profiles, Key Stage 1 SATs, and Key Stage 2 SATs.
- Test administration should follow official guidelines to ensure validity and reliability.

Portsmouth Primary School Marking and Feedback Guidance

The aims of this guidance are to:

- Promote high quality feedback throughout our school
- Provide an approach to marking that is both manageable and effective

At Portsmouth Primary School we believe that marking should:

- Provide a dialogue between teachers and children which supports the teaching and learning process
- Positively reinforce children's achievement and efforts. For **some** children marking is used to engage the child in their learning and for motivation (this relates to positive praise comments in books)
- Address misconceptions at the earliest opportunity
- Clarify learning and understanding
- Move learning on – deepen understanding
- Give children clear strategies on how they can improve their work **or** how they can challenge themselves
- Provide a tool for teacher assessment
- Assist the teacher by evaluating the learning and informing planning

Marking Non-Negotiables

The ideal way to mark a piece of work is to do so with the child, allowing time for quality feedback. Discussion, successes and next steps can all then be addressed with the child to make sure that these points are clear. Children will gain more from this type of feedback than from a delayed comment and this approach should be used whenever possible.

All work needs to be acknowledged by an adult initial

If a Teaching Assistant or a Higher Level Teaching Assistant is covering the class, then minimum expectation is that they initial all work. Class teachers should then review and mark the work.

Supply teachers are required to follow this guidance. Instead of initialling work they should write 'Supply'.

The quantity of marking in each book will vary depending on which part of the journey of learning they are on. For example, a greater quantity of marking may be seen when children are at the stage of drafting a piece of writing.

Continue giving stickers and house points for good learning where appropriate. **Some** children will need praise comments ie Keep going, Amazing work to encourage them to engage in learning and for motivation

Non-negotiables

Clarification of non-negotiables: For the individual child, focus on expected spellings including technical words in the curriculum, expected punctuation and expected secretarial aspects

A manageable amount of non-negotiables to be picked up by **all staff** in **all** work in **all** subjects.

Marking for target children

Teacher should mark all target children's work – either through developmental comments or by initialling the work.

Target children should receive a greater quantity of marking compared to non-target children. This may include more scaffolding, models and DWP and 'S' annotations.

Children's targets

All children should know their targets (not just in writing) – provision and marking should enable children to work on and achieve their targets.

How work is marked

The following guidelines set out how all adults in the school will mark children's work so that there is a consistent whole school approach. These guidelines can be used in all subjects.

Adult comments are to be written in blue pen.

We will positively reinforce children's achievement and efforts by placing 2 ticks against the learning skill and within the work where it has been achieved. Where children have composed a piece of writing with many skills, refer to the in-depth marking guidance.

Balance of guided group work (identified by a 'S' symbol) and in the moment feedback (identified by DWP). There will be more teacher group work for targeted children than non-target children.

After a child has finished their work, either a full piece or a section, they use a purple pen to edit and improve. Editing and improving is a taught skill.

Avoid children using purple pen when they have not finished their sentence, the section of work they are working on or the full piece. Purple pen is for children to go back and have time to reflect on the quality of their learning.

In the moment feedback: DWP (discussed with pupil) should be written in the margin with a keyword(s) demonstrating what has been discussed

E.g. DWP – Inverted commas

DWP – Finger spaces

The impact of this discussion should then be clear in the child's work through their use of editing pen to improve their work.

Yellow highlighter is used to underline misspellings, punctuation (either incorrect or missing), number/letter reversals, days of the week and months of the year and calculation errors in all subjects. Teachers must ensure that children know what kind of error the yellow highlighter is referring to.

Children must correct all errors that have been highlighted in yellow.

Spelling:

In KS1 children may be given the correct spelling underneath their piece of work where appropriate. They will then use this to correct the misspelling in their work.

In KS2 the misspelling will be underlined with yellow highlighter and SP written in the margin. The child will then use their editing pen to correct this misspelling in their work. Teacher discretion must be used as to whether the correct spelling is given to the child.

In both key stages: Common exception words need to be copied out 3 times to allow the child the opportunity to practise the correct spelling.

Days of the week, months of the year, correct orientation of letters and numbers and common exception words are all non-negotiables and must be picked up when marking books.

Symbols to be used:

SP Spelling error

// New paragraph

S Adult support has been given

I Work has been completed independently

P Peer supported work

DWP Discussed with pupil + either what was discussed or a teacher model

Key Stage 1



This is an example of the symbols used in Reception and Key Stage 1. Symbols used will vary depending on the ability of the child. Throughout the year, Year 2 will move from these symbols to using symbols and annotation used in Key Stage 2.

These Key Stage 1 symbols, or variation, will be used for all writing. Where a child has consistently achieved one of the skills in a piece of work, a tick will be placed next to the symbol. If a child has met a particular skill, for example use of adjectives, the teacher should double tick the relevant symbol and then place a double tick next to where the child has shown the skill.

Double ticks, Yellow highlighters, teacher blue pen, pupil purple pens and DWP will still be used as described above.

When should marking happen?

Marking should be responded to either within the lesson or as part of the follow-up lesson. A clear dialogue should be evident between adult and child.

Range of marking

Children's work can be marked in a number of ways including:

- Verbal feedback
- Teacher marking
- Peer marking
- Self-marking
- TA marking
- Pupil conferencing (Conferencing sheets will to be on yellow paper)

All marking must be checked for accuracy by the class teacher

Independent pieces

Independent work can be used to assess current learning, review targets, set new targets, start interventions, re-steer interventions, check on impact of conferencing, address non-negotiables and to inform future provision.

Work is likely to be **independent** if it:

- Emerges from a quality text or curriculum experience after opportunities for discussion/exploration
- Enables pupils to apply their learning independently
- Has been independently edited/redrafted or corrected by the pupil (including in response to self, peer or group evaluation)
- Is produced by pupils who have independently drawn on classroom resources e.g. dictionaries or displays
- Is informed by clear learning objectives and limited success criteria/toolkits

Work is **not independent** if it has been:

- Modelled, heavily scaffolded, copied or paraphrased
- Supported by over-detailed success criteria
- Edited as a result of direct guidance by a teacher or other adult

When a piece of work is going to be used for assessment purposes, the top right hand corner should be coloured blue to indicate this.

Children need to have the chance to edit and improve all independent pieces of learning before marking.

All independent pieces need to be marked and used for the above purposes – no piece should just be marked blue and initialled. These independent pieces help the teacher to make decisions about their attainment, target (on target flap in books) and next steps.

In depth marking

Some key pieces of work, which form the basis of learning to be built on, will have more in-depth marking than other work. The type of written comments used to support more in-depth feedback will depend on the age and ability of the child.

In-depth marking could include:

- A reminder – Use capital letters for names. Can you give me 3 examples?
- A scaffold - As fast as _____.
- A prompt - What did you see on the boat trip? Fish? Birds?
- An example – Without hesitation, Mike leapt out of the window. Can you tell me how Clara got out of the car by using a fronted adverbial?
- A question - Can you include speech in your opening to show me how your character is feeling?
- A next step – Now can you convert m to cm?

These should be written in language that the child understands and they should model the correct use of subject vocabulary and be written using legible handwriting.

There must be time in a lesson for children to read or discuss and respond to the teacher's comments to ensure that they are effective.

Maths feedback marking

If a child has correctly answered a question it should be ticked. A teacher may decide to offer a further challenge to the child.

If the child has not answered correctly a range of feedback can be given. This includes:

- Verbal feedback to the child using the DWP code
- Highlighting yellow where there is a simple error i.e. incorrect adding up of digits or miscounting. Children then given time to respond
- If a group of children have made the similar errors then an additional follow up session can be offered – make sure that this is clear in books
- Where a child has used inefficient methods or has not completed part of a process correctly, a model or scaffold can be used

Handwriting and number formation

When writing in books **all staff** to model handwriting expected relevant to the year group of the child. At Portsdown we use PenPals as a tool for progression in handwriting.

Marking in Science and Topic books

All work to be acknowledged by at least an adult initial. Developmental comments in topic / science books need to relate to that subject objective.

Descriptive comments which do not add to the learning are not necessary.

Non-negotiables to be picked up in all pieces of work including use of technical vocabulary (see non-negotiables section above).

For each unit of work, each child to receive one or two developmental comments related to the subject which will challenge their thinking or deepen understanding of a specific subject skill. This could be an open question or further explanation of an area of study. These developmental comments should be appropriate to the child's needs, age and ability.

Misconceptions should be picked up at each stage – this may be in the form of a follow up lesson (identify in books that you are doing a follow up lesson) or through quality marking.

Equality of Opportunity

All pupils are entitled to have their work marked regularly by a teacher in accordance with this guidance.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response.



Portsdown Primary School Handwriting Guidance

“Handwriting is a tool that has to work. It must be comfortable, fast and legible.”
(Angela Webb, Chair, National Handwriting Association)

Aim:

The aim of this guidance is to provide a clear and consistent approach to handwriting so that every child is supported to develop this key life skill. Our aim is that children will be able to write fluently and with ease so that their energy can be focused on the content of what they want to write and not the act of physically writing.

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Handwriting skills are taught regularly and systematically throughout the school.

The key advantages to this are:

- By making each letter in one movement, children’s hands develop a ‘physical memory’ of it, making it easier to produce the correct shape
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q)
- There is a clearer distinction between capital letters and lower case.
- The continuous flow of writing ultimately improves speed and spelling which prepares them for the demands of the Key Stage 2 curriculum.

We aim for children to:

- Achieve a neat, legible style with correctly formed letters
- Develop flow and speed to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes
- To automatically use clearly formed handwriting in all of their writing
- Use their skills with confidence, in real life situations

Why do we teach explicit handwriting?

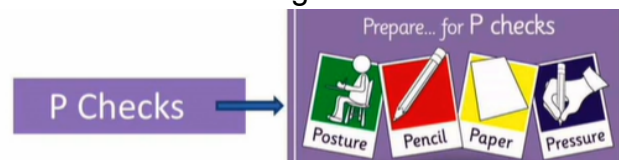
Explicit handwriting instruction plays a critical role in early literacy development. It not only supports the acquisition of reading and writing skills but also enhances cognitive processes involved in composition.

Research supports the idea that writing letters may be important for supporting children's early reading development, because it stimulates the areas of the brain known to underpin successful reading. A small study with 4- to 5-year-olds showed that practice in writing letters 'stroke by stroke' may be the 'gateway' through which beginning readers learn to recognise the features of each letter, as well as learning which features are not important. There is also evidence that repeated practice in handwriting, going beyond accuracy to fluency, leads to success in higher-level writing tasks. Skilful handwriting has an impact on composition. According to 2 meta-analyses of research on handwriting instruction, teaching handwriting is closely associated with the quality, length and fluency of writing. As these meta-analyses showed, teaching handwriting can improve writing because the pupil can spend more time planning, thinking about content and constructing the sentences. (see the [*Journal of Experimental Child Psychology*](#) for further details of this research).

Teaching and Learning - Implementation

The following principles are followed:

- Patterns relating to letter formations are first introduced using a variety of tools and multi-sensory methods. This develops free flowing hand movements and muscle strength. Letters are also introduced in varied, multi- sensory sessions such as: writing letters in the air, on backs or hands; orally describing letter shapes and joins with children using 'letter speak'; using a variety of writing materials including whiteboards, chalk, paints, felt pens, crayons, plasticine, cornflour mix, shaving foam etc.
- It is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teacher modelling of handwriting occurs throughout the school day so that children become very familiar with handwritten script.
- Handwriting is practised in the children's English book or on paper with the same size lines.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling. We use the four 'P Checks' as recommended by the National Handwriting Association:

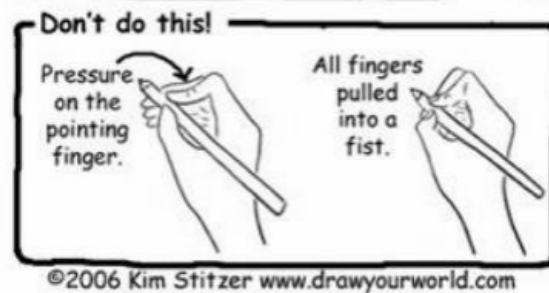


- When marking or writing comments, members of staff use handwriting as appropriate for the year group.
- Teachers model appropriate script for their children when writing.
- Displays around the school and classroom should model age appropriate handwriting as well as other fonts.
- Older children, especially those joining the school, will not be expected to adopt the cursive joined style if they already have a fluent, legible handwriting style.

Pencil grip -

The expectation is that all children use a tripod grip when holding a pencil.

Different styles of pencil grips and slope boards should be explored for those who have fine motor difficulties. NB It is very important that a right-handed child does NOT sit on the left-hand side of a left-handed child as their elbows will collide.



Handwriting Progression –

This progression outlines what is expected for most children in each year group. There may be some children who require additional support of resources and need this progression to be adapted for them.

Units introducing new letters or joins are flagged with coloured dots.

Foundation 1/3-5 years

Developing gross motor skills

- 1 Whole-body responses to the language of movement
- 2 Large movements with equipment
- 3 Large movements with malleable materials
- 4 Body responses to music

Developing fine motor skills

- 5 Hand and finger play
- 6 Making and modelling
- 7 Messy play
- 8 Links to art
- 9 Using one-handed tools and equipment
- 10 Hand responses to music

Developing patterns

- 11 Pattern-making
- 12 Investigating dots
- 13 Investigating straight lines and crosses
- 14 Investigating circles
- 15 Investigating curves, loops and waves
- 16 Investigating joined straight lines and angled patterns
- 17 Investigating eights and spirals

Foundation 2/Primary 1

Term 1

- 1 Dots
- 2 Straight lines and crosses
- 3 Circles
- 4 Waves
- 5 Loops and bridges
- 6 Joined straight lines
- 7 Angled patterns
- 8 Eights
- 9 Spirals
- 10 Left-to-right orientation
- 11 Mix of patterns
- 12 Review of patterns

Term 2

- 13 Introducing long-legged giraffe letters: l
- 14 Practising long-legged giraffe letters: l, t
- 15 Practising long-legged giraffe letters: u, t
- 16 Practising long-legged giraffe letters: j, t
- 17 Practising all the long-legged giraffe letters: l, t, u, j, y
- 18 Introducing one-armed robot letters: r
- 19 Practising one-armed robot letters: b, n
- 20 Practising one-armed robot letters: h, m
- 21 Practising one-armed robot letters: k, p
- 22 Practising all the one-armed robot letters: r, b, n, h, m, k, p

- 23 Practising all the long-legged giraffe and one-armed robot letters
- 24 Reviewing all the long-legged giraffe and one-armed robot letters

Term 3

- 25 Introducing curly caterpillar letters: c
- 26 Practising curly caterpillar letters: c, d
- 27 Practising curly caterpillar letters: o, s
- 28 Practising curly caterpillar letters: g, q
- 29 Practising curly caterpillar letters: e, j
- 30 Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, j
- 31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters
- 32 Introducing zig-zag monster letters: z
- 33 Practising zig-zag monster letters: z, w, x
- 34 Practising all the zig-zag monster letters: z, w, wu, x
- 35 Practising all the curly caterpillar and zig-zag monster letters
- 36 Reviewing all the curly caterpillar and zig-zag monster letters

Year 1/Primary 2

Term 1

- 1 Practising long-legged giraffe letters
- 2 Writing words with ll
- 3 Introducing capitals for long-legged giraffe letters
- 4 Practising one-armed robot letters
- 5 Practising long-legged giraffe letters and one-armed robot letters
- 6 Introducing capitals for one-armed robot letters
- 7 Practising curly caterpillar letters
- 8 Writing words with double ff
- 9 Writing words with double ss
- 10 Introducing capitals for curly caterpillar letters

Term 2

- 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters
- 12 Practising zig-zag monster letters
- 13 Writing words with double zz
- 14 Mixing all the letter families
- 15 Practising all the capital letters
- 16 Practising all the numbers 0-9
- 17 Writing words with ck and qu
- 18 Practising long vowel phonemes: ai, igh, oo
- 19 Practising vowels with adjacent consonants: ee, oa, oo
- 20 End-of-term check

Term 3

- 21 Numbers 10-20; spacing
- 22 Practising ch unjoined
- 23 Introducing diagonal join to ascender: ch
- 24 Practising ai unjoined
- 25 Introducing diagonal join, no ascender: ai
- 26 Practising wh unjoined
- 27 Introducing horizontal join to ascender: wh
- 28 Practising ow unjoined
- 29 Introducing horizontal join, no ascender: ow
- 30 Assessment

Year 2/Primary 3

Term 1

- 1 Practising diagonal join to ascender: th, ch
- 2 Practising diagonal join, no ascender: ai, ay
- 3 Practising diagonal join, no ascender: ie, er
- 4 Practising horizontal join to ascender: wh, ch
- 5 Practising horizontal join, no ascender: ow, ou
- 6 Introducing diagonal join to e: ie, ue
- 7 Introducing horizontal join to e: oe, ve
- 8 Introducing ee
- 9 Practising diagonal join, no ascender: le
- 10 Writing numbers 1-100

Term 2

- 11 Introducing diagonal join to anticlockwise letters: oa
- 12 Practising diagonal join to anticlockwise letters: igh
- 13 Practising diagonal join to anticlockwise letters: dg, ng
- 14 Introducing horizontal join to anticlockwise letters: oa, oa
- 15 Practising horizontal join to anticlockwise letters: wa, vo
- 16 Introducing mixed joins for three letters: air, ear
- 17 Practising mixed joins for three letters: ing, our
- 18 Practising mixed joins for three letters: ing
- 19 Size and spacing
- 20 End-of-term check

Term 3

- 21 Building on diagonal join to ascender: ck, al, el, at, il, ul
- 22 Building on diagonal join, no ascender: ul, ej, aw, ur, an, ip
- 23 Building on horizontal join to ascender: ck, al, ob, of
- 24 Building on horizontal join, no ascender: ai, ay, om, op, ov
- 25 Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, od, ug
- 26 Building on horizontal join to anticlockwise letters: ac, og, od, va, vo
- 27 Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks
- 28 Practising joining ed and ing
- 29 Assessment
- 30 Capitals

Year 3/Primary 4

Term 1

- 1 Practising joining through a word in stages: no ascenders or descenders
- 2 Practising joining through a word in stages: parallel ascenders
- 3 Introducing joining from s to ascender: sh, sl, st, sk
- 4 Introducing joining from s, no ascender: sw, st, se, sm, sn, sp, su
- 5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq
- 6 Introducing joining from r to an ascender: rb, rh, rk, rl, rt
- 7 Introducing joining from r, no ascender: rl, ru, rm, rp
- 8 Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro
- 9 Introducing joining from r to e: are, ere, ure, ore, ire
- 10 Introducing break letters: g, j, y, f, b, p, x, z

Term 2

- 11 Introducing joining to t: if, ef, af, of
- 12 Introducing joining from f to an ascender: ft, ft
- 13 Introducing joining from f, no ascender: fo, fu, fr, fy
- 14 Introducing joining from f to an anticlockwise letter: fa, fa
- 15 Introducing ff
- 16 Introducing rr
- 17 Introducing ss
- 18 Introducing qu
- 19 Revising parallel ascenders and descenders
- 20 End-of-term check

Term 3

- 21 Revising joins: letter spacing
- 22 Revising joins: spacing between words
- 23 Revising joins: consistency of size
- 24 Revising joins: fluency
- 25 Revising joins: parallel ascenders
- 26 Revising joins: parallel ascenders and descenders
- 27 Revising horizontal join from r to an anticlockwise letter: rs
- 28 Revising break letters
- 29 Assessment
- 30 Revising capital letters

Year 4/Primary 5

Term 1

- 1 Introducing diagonal join from p and b to ascender: ph, pl, bl
- 2 Introducing diagonal join from p and b, no ascender: bu, bl
- 3 Introducing diagonal join from p and b to an anticlockwise letter: pu, po, pe, ba, bo, be
- 4 Revising parallel ascenders and descenders: bb, pp
- 5 Break letters: x, z
- 6 Spacing in common exception words
- 7 Consistent size of letters
- 8 Relative size of capitals
- 9 Speed and fluency
- 10 End-of-term check

Term 2

- 11 Revising parallel ascenders
- 12 Revising parallel ascenders and break letters
- 13 Relative sizes of letters
- 14 Proportion of letters
- 15 Spacing between letters
- 16 Spacing between words
- 17 Writing at speed
- 18 Improving fluency
- 19 Speed and fluency
- 20 End-of-term check

Term 3

- 21 Consistency of size
- 22 Proportion
- 23 Spacing between letters and words
- 24 Size, proportion and spacing
- 25 Fluency: writing longer words
- 26 Speed and fluency
- 27 Revising break letters
- 28 Print alphabet: presentation
- 29 Assessment
- 30 Capital letters: presentation

Year 5/Primary 6

Term 1

- 1 Introducing sloped writing in letter families
- 2 Practising sloped writing: diagonal join to ascender: th, sh, nh, nd, ht, st
- 3 Practising sloped writing: diagonal join, no ascender: ai, ay, ie, er, ee
- 4 Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, ba, da, oa, ho
- 5 Practising sloped writing: horizontal join to ascender: wh, ch, ck, of, ob
- 6 Practising sloped writing: horizontal join, no ascender: ai, ay, au, op, ov
- 7 Practising sloped writing: horizontal join to an anticlockwise letter: os, oo, ur, ws, us, us, us
- 8 Practising sloped writing: joining from t: ra, re, rl, rd, ru
- 9 Practising sloped writing: joining from s: sh, se, sc, st, ss, sp
- 10 End-of-term check

Term 2

- 11 Practising sloped writing: proportion - joining from f to ascender: ft, ft
- 12 Practising sloped writing: size - joining from f, no ascender: fo, fu, fr, fy, fa
- 13 Different styles for different purposes: writing a paragraph
- 14 Practising sloped writing: speed: ff
- 15 Practising sloped writing: speed and legibility: rr
- 16 Practising sloped writing: size, proportion and spacing: ss
- 17 Practising sloped writing: building speed: qu
- 18 Different styles for different purposes: decorative alphabets
- 19 Different styles for different purposes
- 20 End-of-term check

Term 3

- 21 Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl
- 22 Handwriting for different purposes: joining from p and b, no ascender: bu, bl, pu, po, pe, ba, bo, be
- 23 Practising sloped writing: parallel downstrokes: pp, bb
- 24 Practising sloped writing: all double letters
- 25 Practising sloped writing for speed: uel, cial
- 26 Practising sloped writing for fluency
- 27 Personal style
- 28 Handwriting for different purposes: print alphabet
- 29 Assessment
- 30 Capitals

Year 6/Primary 7

Term 1

- 1 Style for speed: crossbar join from t: th, ti, tr, ta, tt
- 2 Style for speed: looping from g: gl, gi, gr, ga, gg
- 3 Style for speed: looping from j and y: jr, jo, jr, yr, yo
- 4 Style for speed: looping from f
- 5 Style for speed: different joins to s
- 6 Style for speed: looping from b
- 7 Style for speed: joining from v, w, x and z
- 8 Handwriting for different purposes: abbreviations
- 9 Spacing between words
- 10 End-of-term check

Term 2

- 11 Improving handwriting: the importance of consistent sizing
- 12 Improving handwriting: the importance of proportion
- 13 Improving handwriting: the importance of spacing
- 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
- 15 Improving handwriting: the importance of closed and open letters
- 16 Improving handwriting: pen breaks in longer words
- 17 Handwriting for different purposes: annotations
- 18 Handwriting for different purposes: neat writing
- 19 Choice of handwriting tools
- 20 End-of-term check

Term 3

- 21 Handwriting for different purposes: fast-joined and print letters
- 22 Handwriting for different purposes: note making
- 23 Handwriting for different purposes: neat writing
- 24 Handwriting for different purposes: print letters for personal details
- 25 Different styles of writing
- 26 Handwriting for different purposes: presentation
- 27 Handwriting for different purposes: decorated capitals
- 28 Handwriting for different purposes: layout
- 29 Assessment
- 30 Handwriting for different purposes: handwriting patterns

This progression outlines what is expected for most children in each year group. There may be some children who require additional support of resources and need this progression to be adapted for them.

Progression in Handwriting – National Curriculum:

Year 1

- Sit correctly at table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' and to practise these

Year 2

- Form lower-case letters of the correct size relative to one another
- 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
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflect the size of the letters

Year 3-4

- 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
- Increase legibility, consistency and quality of their handwriting

Year 5-6

- Write legibly, fluently and with increasing speed by:
- -choosing which shape of a letter to sue when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choosing the writing implement that is best suited for a task

Techniques for teaching letter formation and joins:

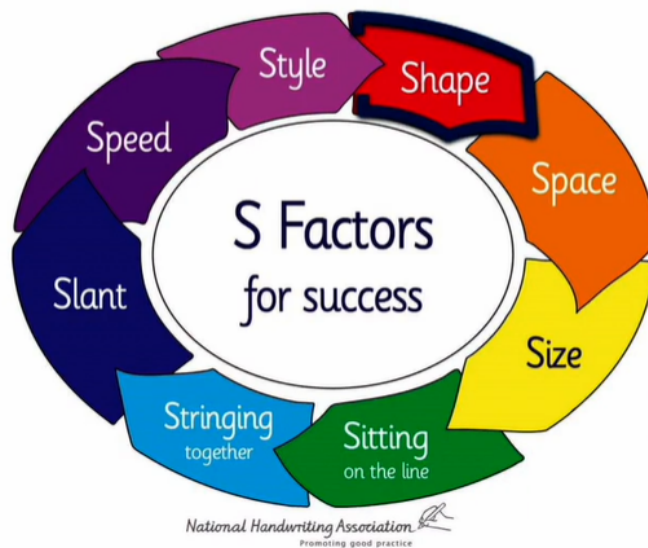
- Always model good handwriting
- Demonstrate formations
- Talk through the process – model yourself as the writer
- Encourage children to verbalise the process
- Children form letters in the air and on parts of the body
- Modelling the anticlockwise actions
- Finger trace over tactile letters
- Write in sand with finger or a stick

Basic structure of a handwriting session:

- Gross and fine movement warm up
- Posture check: feet flat on the floor, back straight and touching the chair
- Teacher modelling
- Children practising independently with a teacher model, then from memory

The phonics sessions in Foundation Stage and Key Stage 1, provide opportunities to reinforce and correct handwriting. In Year R, children use the Little Wandle letter formation rhymes to support the letter writing. Children then build on this using the Pen Pals Scheme. It is important that incorrect formation and orientation is picked up and correctly modelled by all adults to make sure that children are not allowed to keep repeating, and therefore overlearning, errors.

We use the S factors for success from The National Handwriting Association to support our teaching of handwriting throughout the school.



Handwriting equipment

Children need to have a range of equipment available to support the writing process. Pencils are most frequently used in Key Stage 1 and we also make use of whiteboard and pens. If children find putting the pressure down on the page there are some weighted pencils available and pens can be an option to make the writing easier to read.

In school we also have pens and pencils with grips to support those children that may find holding writing equipment difficult.

Appendix:

The following 'letter families' illustrate the order in which letters should be taught to children. They are grouped into similar shapes to enable children to practice and consolidate similar shapes together.

