

Pupil Handwriting Assessment (July 2012)

Taken from: WRITING HANDWRITING Regional LA Support Services (ReLEASS)

Name of pupil:

Yr Group:

School:

Assessed by:

Date of assessment:

Before starting the assessment please ensure the table and chair are the correct height



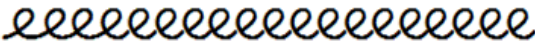



| Pre-requisite physical skills | Y yes | N No | D Developing |
|--|-----------------|----------------|------------------------|
| Can use the index finger in isolation | | | |
| Can perform finger and thumb opposition using either hand (touch each finger independently with thumb) | | | |
| Can hold objects in pincer grip (pick up a small item using index finger and thumb) | | | |
| Shows acceptable finger/hand strength (roll play dough with both hands/squeeze water from a sponge) | | | |
| Can rotate wrists/forearms | | | |
| Demonstrate hand dominance | | | |
| Ability to cross mid-line of the body (Take hand across the body) | | | |
| Ability to use two hands together | | | |
| Comments: | | | |

| Pre-writing skills | Y yes | N No | D Developing |
|---|-----------------|----------------|------------------------|
| Ability to track from left to right (see additional sheets) | | | |
| Can draw horizontal/vertical lines and circles (see additional sheets) | | | |
| Can draw combined vertical and horizontal lines L T + (see additional sheets) | | | |
| Can draw diagonal lines (see additional sheets) | | | |
| Can draw 2D shapes □ △ ◇ (see additional sheets) | | | |
| Comments: Be aware that children usually learn to copy shapes in the following order: Circle 3 years Cross 4 years 1 month Square 4 years 6 months Triangle 5 years 3 months <i>It is recognised that if a pupil can copy the following shapes: — ○ L T + (which should be developed in this order) they are ready to start learning to write letters. If a child reaches the age of five years and is unable to copy these shapes they may find it difficult to learn to write letters (reference Kate Ripley).</i> | | | |

| Sitting and working position | Y yes | N No | D Developing |
|--|-----------------|----------------|------------------------|
| Can maintain an upright body position | | | |
| Holds the paper using the non-writing hand | | | |
| Comments: | | | |

| Handling pens and pencils | Y yes | N No | D Developing |
|---|-----------------|----------------|------------------------|
| Uses a functional pencil grip independently eg. tripod | | | |
| Uses a functional pencil grip eg. tripod with aids (pencil grip/handi-writer) | | | |
| Applies appropriate pencil pressure to the paper | | | |
| Comments: (Note – A tripod grip is not the only functional grip A functional grip allows the child to control a pencil without extreme fatigue or pain) | | | |

Foundation Stage Stop Here

| <p style="text-align: center;">Movement patterns for writing (see additional sheets)</p> | <p style="text-align: center;">Y yes</p> | <p style="text-align: center;">N No</p> | <p style="text-align: center;">D Developing</p> |
|--|---|--|--|
| <p>Copy and continue patterns using downward strokes which finish on the line and below the line</p>  | | | |
| <p>Start on the line and copy and continue a pattern made by combining a push and pull action</p>  | | | |
| <p>Start on the line and copy and continue a pattern which loops in a diagonal direction</p>  | | | |
| <p>Copy and continue an anticlockwise circular pattern</p>  | | | |
| <p>Start on the line and copy and continue a pattern which combines a clockwise and anticlockwise movement</p>  | | | |
| <p>Start on the line and copy and continue a zig zag pattern</p>  | | | |
| <p>Comments:</p> | | | |

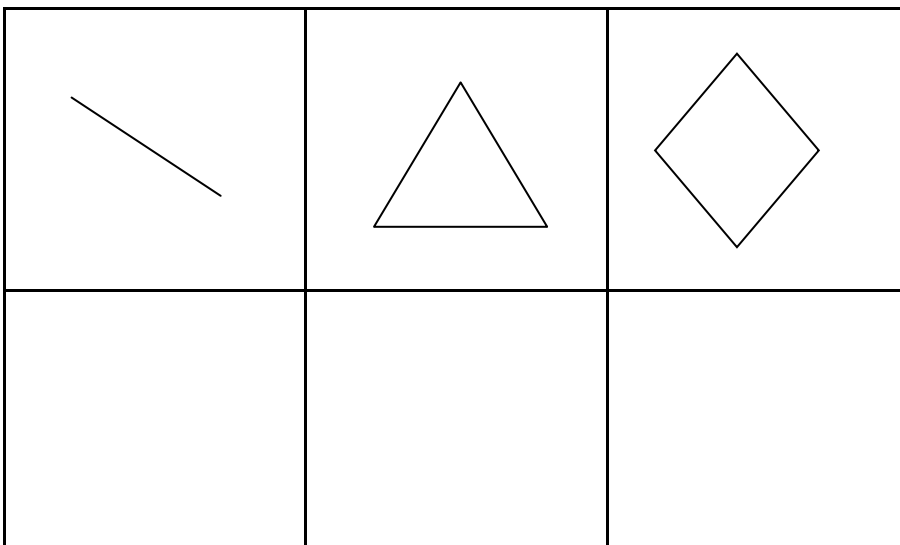
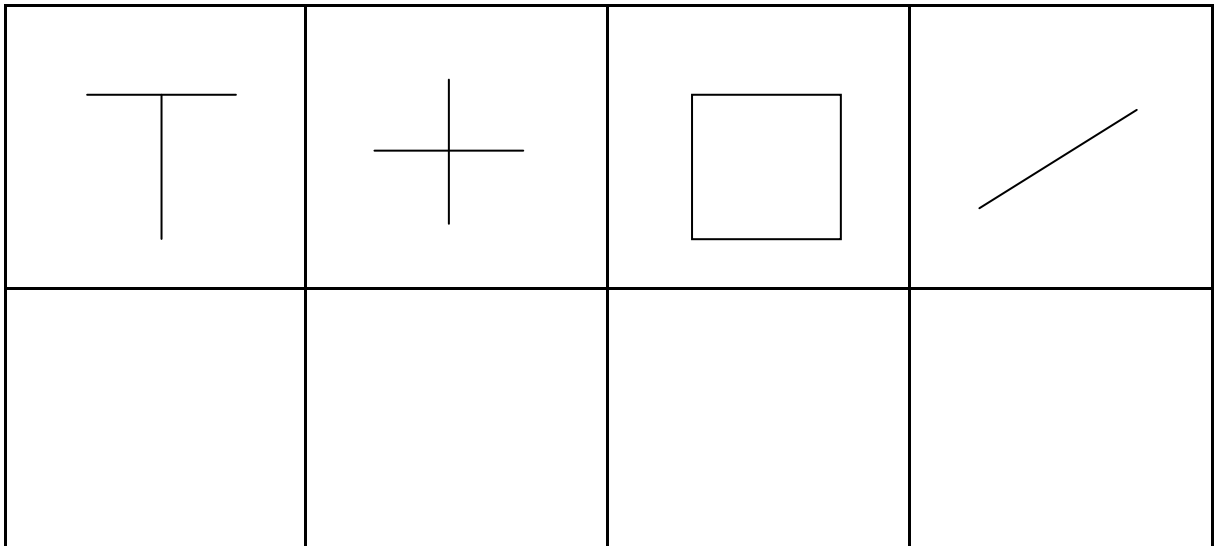
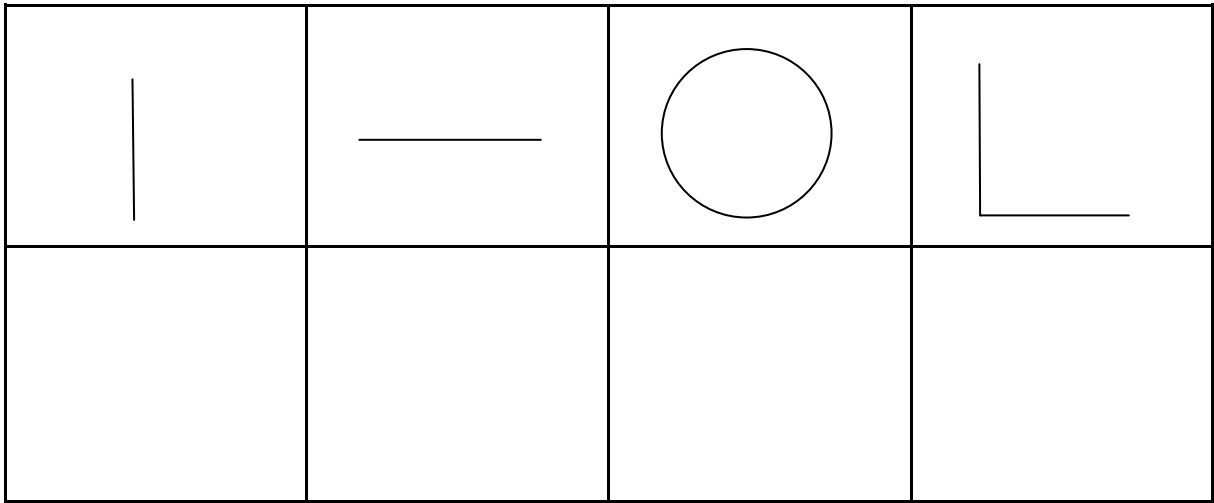
| Letter formation and joins (see additional sheets) | Y yes | N No | D Developing |
|---|-----------------|----------------|------------------------|
| Can find a wooden, magnetic or printed lowercase letter when given the sound for all the alphabet letters | | | |
| Writes own name correctly from memory | | | |
| Can form 'ladder letters' (based on a straight line) l, i, t, u, y, j | | | |
| Can form 'one armed robot letters' (straight line with forward movement) r, n, m, p, h, b, k | | | |
| Can form 'caterpillar letters' (letters based on 'c') c, o, a, d, g, q, e, s, f | | | |
| Can form 'zig zag monster letters' (diagonals) v, w, x, z | | | |
| Write ascending letters correctly | | | |
| Write descending letters correctly | | | |
| Begins to join letters | | | |
| Can form the first join (join from a short letter to a short letter) eg. <i>in is im an</i> | | | |
| Can form the second join (join from a short letter to a tall letter) eg. <i>it id at</i> | | | |
| Can form the third join (join from o,v,w, and r to a short letter) eg. <i>on or oa oo</i> | | | |
| Can form the fourth join (join from o,v,w,and r to a tall letter) eg. <i>ol ot wl rt</i> | | | |
| Identify and form capital letters correctly | | | |
| Uses upper and lowercase letters appropriately | | | |
| Comments: | | | |

| Number formation (see additional sheets) | Y yes | N No | D Developing |
|--|-----------------|----------------|------------------------|
| Form the numbers 1-10 | | | |
| Shows correct orientation of numbers | | | |
| Comments: | | | |

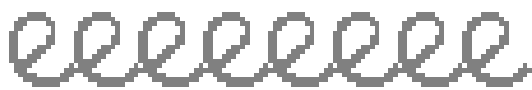
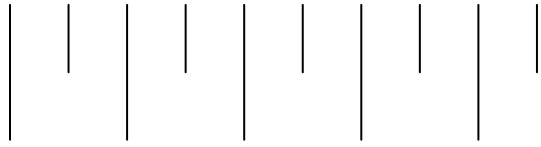
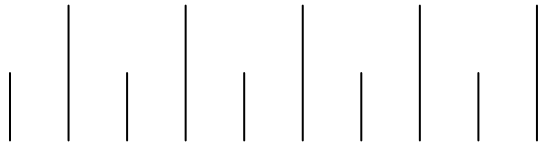
| Presentation and spacing | Y yes | N No | D Developing |
|---|-----------------|----------------|------------------------|
| Place words on a line | | | |
| Letters in a word have consistent height | | | |
| Puts regular spaces appropriately (spaces are the same width between words) | | | |
| Begins on the left hand side of the page | | | |
| Align work correctly (starting at the margin) and continue across the page | | | |
| Write with fluency | | | |
| Maintain sufficient stamina for writing | | | |
| Comments: | | | |

Additional Sheets

Copy the shapes



Continue the pattern



Letter Formation Assessment

Read out each of the letters and ask the pupil to write the letters on the next sheet

| | | | | | | | | |
|-------------------|---|---|---|---|---|---|---|---|
| Ladder letters | l | i | t | u | y | j | | |
| One - armed robot | r | n | m | p | h | b | k | |
| Caterpillar | c | o | a | d | g | q | e | f |
| Zig-zag monster | v | w | x | z | | | | |

Letter Formation Assessment

| | | | | | | | | | | | | | | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Ladder letters | | | | | | | | | | | | | | | | | | | | |
| One - armed robot | | | | | | | | | | | | | | | | | | | | |
| Caterpillar | | | | | | | | | | | | | | | | | | | | |
| Zig-zag monster | | | | | | | | | | | | | | | | | | | | |

Write the letters of the alphabet (uppercase)

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Copy the joins

Can form the first join (join from a short letter to a short letter)

in

is

im

an

Can form the second join (join from a short letter to a tall letter)

it

id

at

Can form the third join (join from o,v,w, and r to a short letter)

on

or

oa

oo

Can form the fourth join (join from o,v,w,and r to a tall letter)

ol

ot

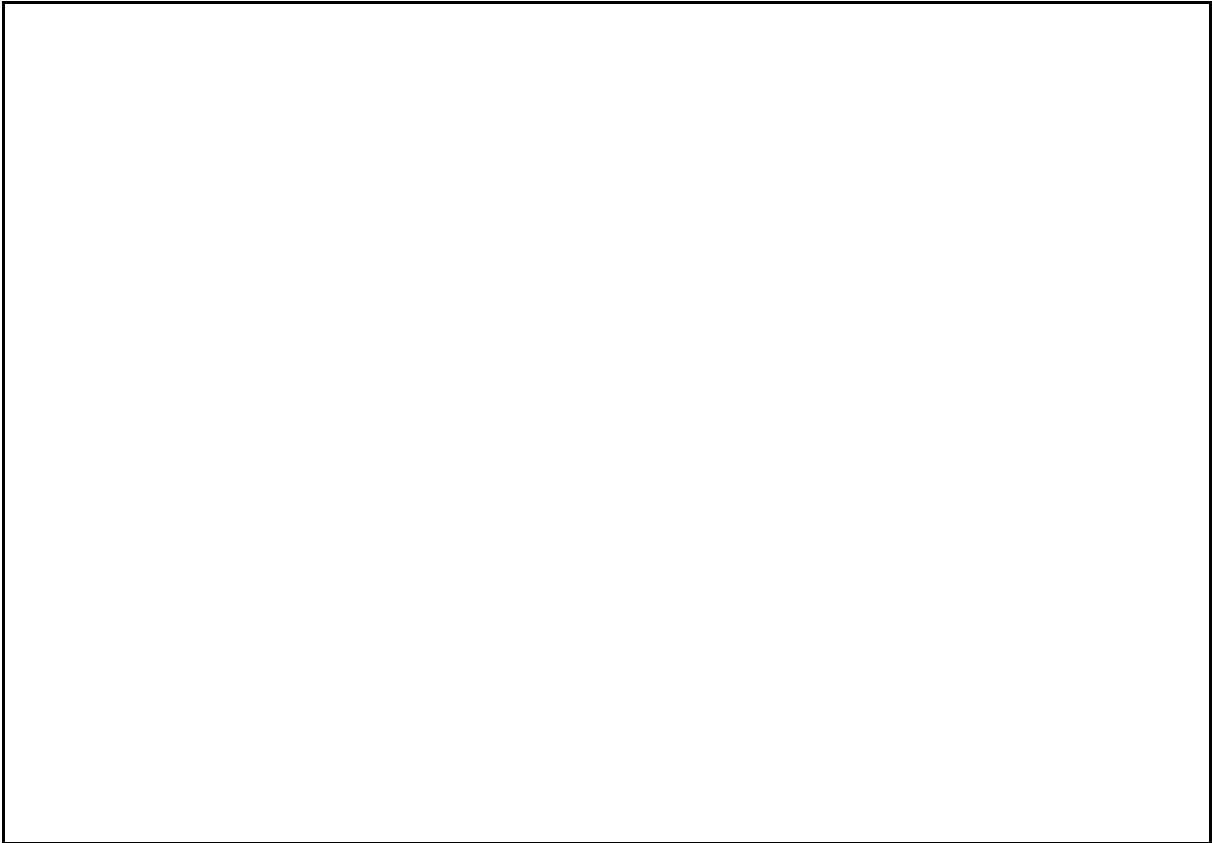
wl

rt

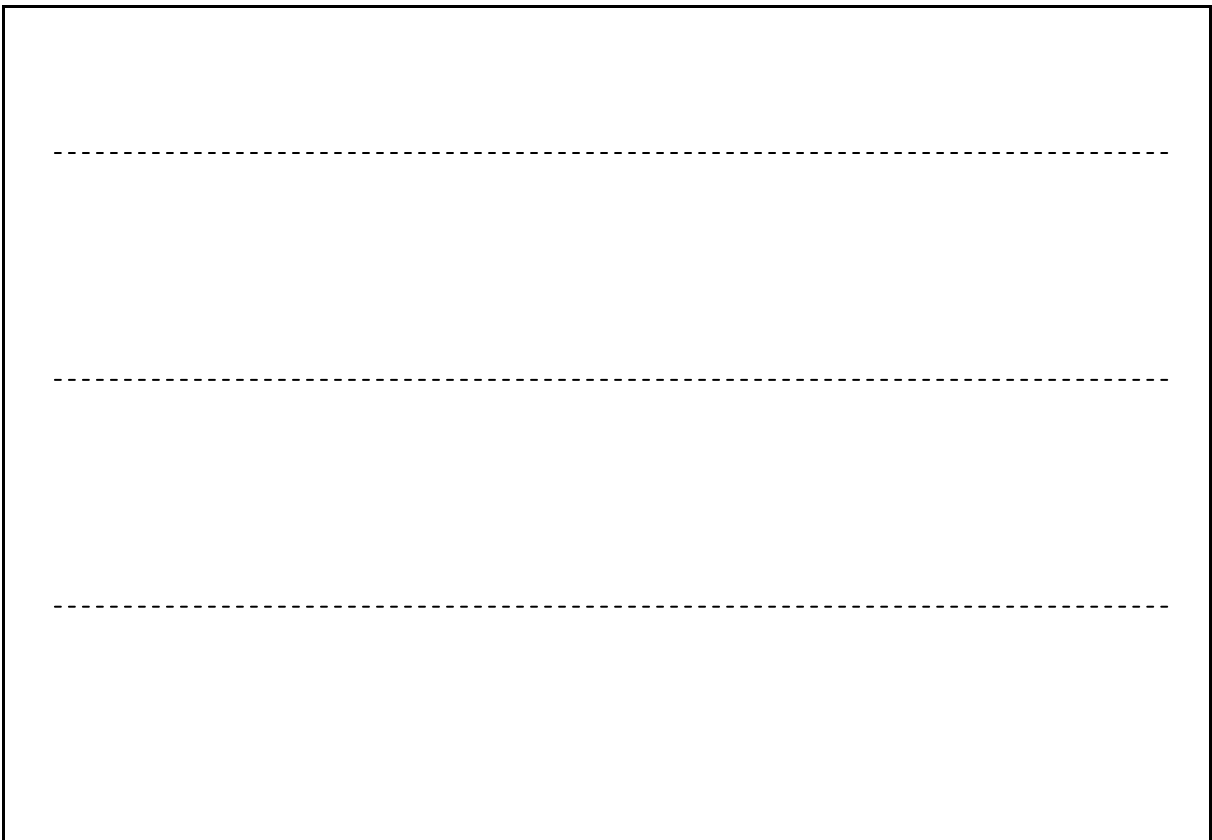
Comments:

Additional Sheets Continued ...

Draw a picture of yourself



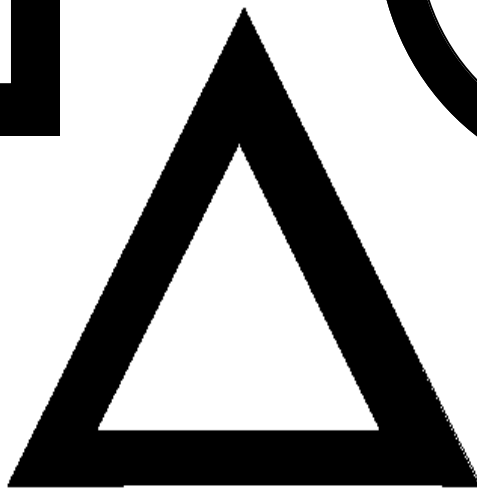
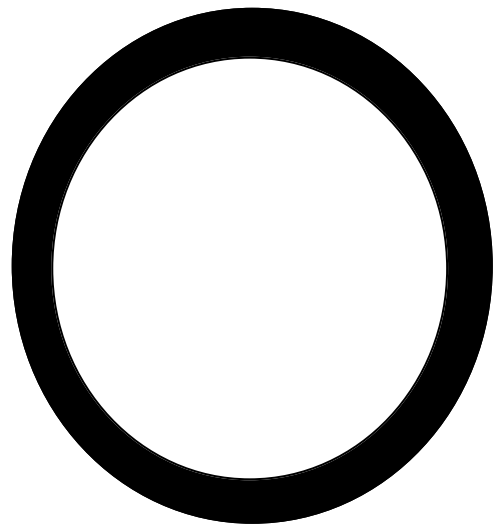
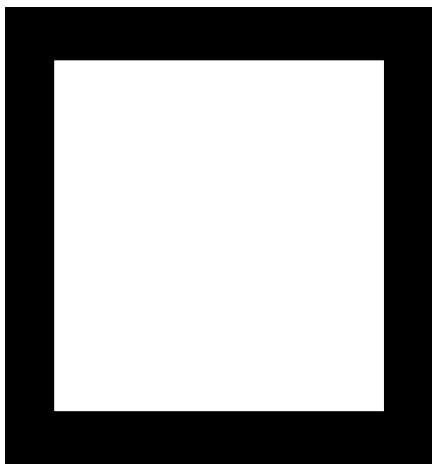
Write a sentence of your own



Write your name

Write the numbers 1 - 10

Colour the shapes

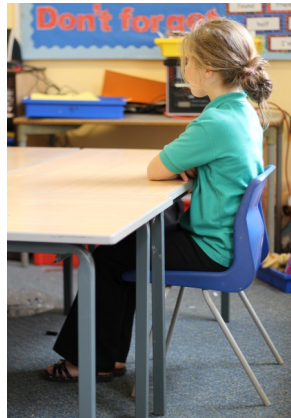


Sitting Position

A good sitting position at the table is necessary for effective fine motor control – including handwriting and typing.

As a general rule, this is what makes a good sitting position:

- Feet flat on the floor (if feet don't reach the floor, use a foot rest)
- Ankles, knees and hips should be at 90 degrees
- The chair should be pulled in, so that the body is up to the desk
- The lower back is supported by the chair
- Table height is at, or slightly above the elbow crease
- Make sure that the table and the chair height are appropriate
- Shoulders should be relaxed and forearms supported by the table



Ideally this would mean that classrooms have a range of tables and chairs of different heights appropriate to different children