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	N _{N0}	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 _{N0}	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 $\Box \triangle \diamondsuit$ (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

It is recognised that if a pupil can copy the following shapes:

 $|-\bigcirc$ LT + (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).

Can maintain an upright body position Holds the paper using the non-writing hand Comments:	Y yes	N _{N0}	D Developing
Comments:			
		<u> </u>	
		_	

Handling pens and pencils	Y yes	N _{N0}	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

Movement patterns for writing	Y	Ν	D
(see additional sheets)	yes	No	Developing
Copy and continue patterns using downward strokes which finish on the line and below the line			1
the line and below the line			
Start on the line and copy and continue a pattern made by combining			
a push and pull action			
Start on the line and copy and continue a pattern which loops in a			
diagonal direction			
eeeeeeeeeeeeee			
Copy and continue an anticlockwise circular pattern			
<u></u>			
000000000000000000			
Start on the line and copy and continue a pattern which combines a			<u> </u>
clockwise and anticlockwise movement			
000000000000000000000000000000000000000			
Start on the line and copy and continue a zig zag pattern			
\land \land \land \land \land \land			
Comments:			

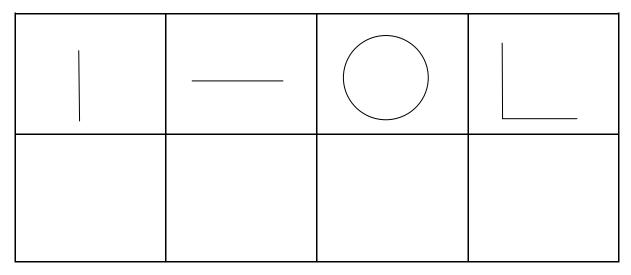
Can find a wooden, magnetic or printed lowercase letter when given the sound for all the alphabet letters Image: Can form leader letters Writes own name correctly from memory Image: Can form leader letters' (based on a straight line) Image: Can form leader letters' (based on a straight line) I, i, t, u, y, j Image: Can form leader letters' (straight line with forward movement) Image: Can form leader letters' (straight line with forward movement) r, n, m, p, h, b, k Image: Can form 'caterpillar letters' (letters based on 'c') Image: Can form 'caterpillar letters' (letters based on 'c') c, o, a, d, g, q, e, s, f Image: Can form 'zig zag monster letters' (diagonals) Image: Can form 'zig zag monster letters' (diagonals) v, w, x, z Image: Can form the first join (join from a short letter to a short letter) Image: Can form the first join (join from a short letter to a short letter) Image: Can form the second join (join from o.v,w, and r to a short letter) Image: Can form the third join (join from o.v,w, and r to a short letter) Image: Can form the forth join (join from o.v,w, and r to a tall letter) Image: Can form the forth join (join from o.v,w, and r to a tall letter) Image: Can form the forth join (join from o.v,w, and r to a tall letter) Image: Can form the forth join (join from o.v,w, and r to a tall letter) Image: Can form the forth join (join from o.v,w, and r to a tall letter) Image: Can form the forth join (join from o.v,w, and r to a tall letter) Image: Can form the forth join (join from o.v,w, and r to	Letter formation and joins (see additional sheets)	Y yes	N _{N0}	D Developing
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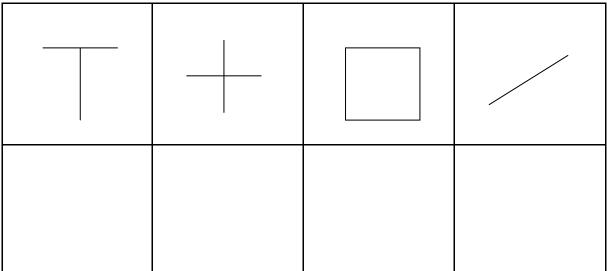
Number formation (see additional sheets)	Y yes	N _{N0}	D Developing
Form the numbers 1-10			
Shows correct orientation of numbers			
Comments:			

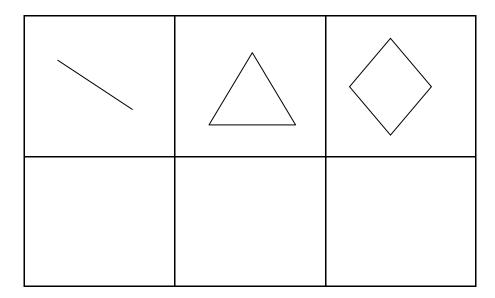
Presentation and spacing	Y yes	N _{N0}	D Developing
Place words on a line			
Letters in a word have consistent height			
Puts regular spaces appropriately (spaces are the same width between words)			
Begins on the left hand side of the page			
Align work correctly (starting at the margin) and continue across the page			
Write with fluency			
Maintain sufficient stamina for writing			
Comments:	-	-	

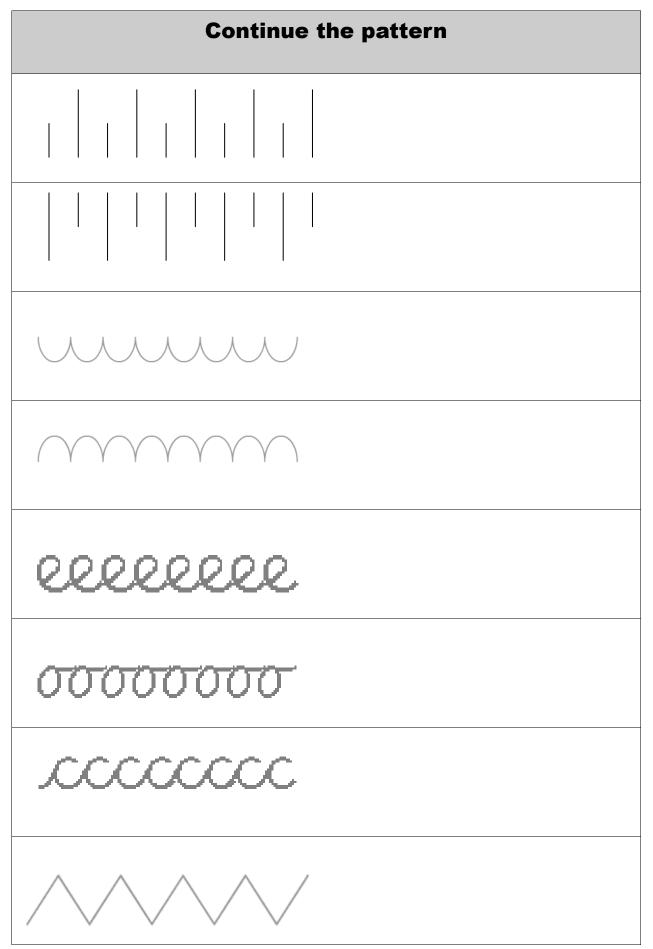
Additional Sheets

Copy the shapes









Letter Formation Assessment

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

Ladder letters	_	•	+	ב	~	,			
One - armed robot	٤	r	٤	d	۲	٩	×		
Caterpillar	υ	ο	α	ק	б	Ь	0	S	Ŧ
Zig-zag monster	>	8	×	Z					

8

Letter Formation Assessment

Ladder letters					
One - armed robot					
Caterpillar					
Zig-zag monster					

Write the letters of the alphabet (uppercase)

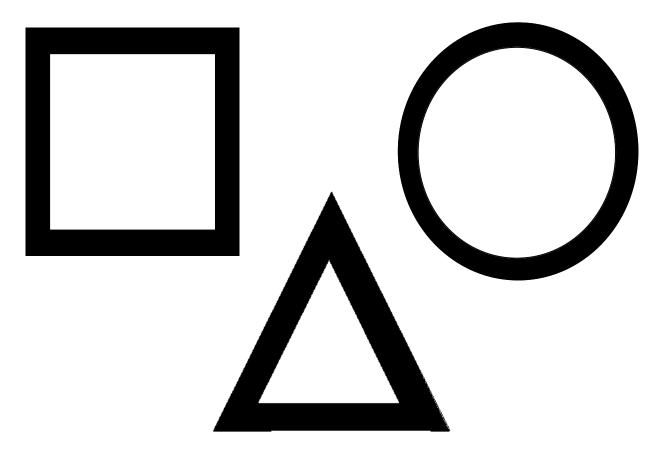
Copy the joins
Can form the first join (join from a short letter to a short letter)
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Can form the second join (join from a short letter to a tall letter)
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Can form the third join (join from o,v,w, and r to a short letter)
on
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sa.
סס
Can form the fourth join (join from o,v,w,and r to a tall letter)
ol
<i>s</i> t
wl
rt
Comments:
11

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