

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery	<p>Physical Development: Moving and Handling</p> <p>☐22-36 months</p> <ul style="list-style-type: none"> - Runs safely on whole foot. - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. -Turns pages in a book, sometimes several at once. -Shows control in holding and using jugs to pour, hammers, books and mark-making tools. -Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. •Can kick a large ball. •Walks upstairs or downstairs holding onto a rail two feet to a step. <ul style="list-style-type: none"> • Daily 'Healthy Movers' activities-following programme. • Access to an enriched environment providing children with opportunities to develop skills (indoor and out). • Access to different tools to manipulate (all resources/ tools are modelled and taught before use). • Name writing assessment. 	<p>Physical Development: Moving and Handling</p> <p>☐22-36 months</p> <p>Beginning to use 3 fingers (tripod grip) to hold writing tools.</p> <p>Imitates drawing simple shapes such as circles and lines. May be beginning to show a preference for a dominant hand.</p> <ul style="list-style-type: none"> • Autumn 1 to continue • Name writing assessment (display) • Name writing (initial letter). 	<p>Physical Development: Moving and Handling</p> <p>☐22-36 months</p> <p>Beginning to use 3 fingers (tripod grip) to hold writing tools.</p> <p>Imitates drawing simple shapes such as circles and lines. May be beginning to show a preference for a dominant hand.</p> <ul style="list-style-type: none"> • Autumn 1 to continue • Name writing assessment (display) • Name writing (further letters in their name). 	<p>Physical Development: Moving and Handling</p> <p>☐30-50 months</p> <ul style="list-style-type: none"> -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Mounts stairs, steps or climbing equipment using alternate feet. - Walks downstairs, two feet to each step while carrying a small object. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. -Can stand momentarily on one foot when shown. •Can catch a large ball. -Draws lines and circles using gross motor movements. -Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. -Holds pencil between thumb and two fingers, no longer using whole-hand grasp. -Holds pencil near point between first two fingers and thumb and uses it with good control. - Can copy some letters, e.g. letters from their name. <ul style="list-style-type: none"> • Autumn 1 to continue • Name writing daily practice. 	<p>Physical Development: Moving and Handling</p> <p>☐30-50 months</p> <ul style="list-style-type: none"> -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. -Mounts stairs, steps or climbing equipment using alternate feet. -Walks downstairs, two feet to each step while carrying a small object. -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. -Can stand momentarily on one foot when shown. •Can catch a large ball. -Draws lines and circles using gross motor movements. -Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. -Holds pencil between thumb and two fingers, no longer using whole-hand grasp. -Holds pencil near point between first two fingers and thumb and uses it with good control. - Can copy some letters, e.g. letters from their name. <ul style="list-style-type: none"> • Autumn 1 to continue • Name writing daily practice. 	<p>Physical Development: Moving and Handling</p> <p>☐30-50 months</p> <ul style="list-style-type: none"> -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. -Mounts stairs, steps or climbing equipment using alternate feet. -Walks downstairs, two feet to each step while carrying a small object. -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. -Can stand momentarily on one foot when shown. •Can catch a large ball. -Draws lines and circles using gross motor movements. -Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. -Holds pencil between thumb and two fingers, no longer using whole-hand grasp. -Holds pencil near point between first two fingers and thumb and uses it with good control. - Can copy some letters, e.g. letters from their name. <ul style="list-style-type: none"> • Autumn 1 to continue • Name writing daily practice.

Reception	<p>Physical Development: Moving and Handling</p> <p>□30-50 months</p> <p>Beginning to use 3 fingers (tripod grip) to hold writing tools.</p> <p>Imitates drawing simple shapes such as circles and lines. May be beginning to show a preference for a dominant hand.</p> <ul style="list-style-type: none"> Children are taught 'Phonics' daily- children use the mnemonic of Jolly Phonics to write sound of the day accurately. Opportunities weekly, for collaborative writing on large paper. Daily Physical activities to support large and small scale movements using 'Healthy Movers' and 'Leap into Life'. Access to an enriched environment providing children with opportunities to develop skills (indoor and out). Access to different tools to manipulate (all resources/ tools are modelled and taught before use). 	<p>Physical Development: Moving and Handling</p> <p>□30-50 months</p> <p>Beginning to use 3 fingers (tripod grip) to hold writing tools.</p> <p>Imitates drawing simple shapes such as circles and lines. May be beginning to show a preference for a dominant hand.</p> <ul style="list-style-type: none"> Children are taught 'Phonics' daily- children use the mnemonic of Jolly Phonics to write sound of the day accurately and words containing that sound and other sounds previously taught. Opportunities weekly, for collaborative writing on large paper. Daily Physical activities to support large and small scale movements using 'Healthy Movers' and 'Leap into Life'. Access to an enriched environment providing children with opportunities to develop skills (indoor and out). 	<p>Physical Development: Moving and Handling</p> <p>□40-60 months</p> <p>-Uses simple tools to effect changes to materials.</p> <p>-Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>-Shows a preference for a dominant hand.</p> <p>-Begins to use anticlockwise movement and retrace vertical lines.</p> <p>-Begins to form recognisable letters.</p> <p>-Uses a pencil and holds</p> <ul style="list-style-type: none"> Children are taught 'Phonics' daily- children use the mnemonic of Jolly Phonics to write sound of the day accurately and words containing that sound and other sounds previously taught. Opportunities weekly, for collaborative writing on large paper. Daily Physical activities to support large and small scale movements using 'Healthy Movers' and 'Leap into Life'. Access to an enriched 	<p>Physical Development: Moving and Handling</p> <p>□40-60 months</p> <p>-Uses simple tools to effect changes to materials.</p> <p>-Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>-Shows a preference for a dominant hand.</p> <p>-Begins to use anticlockwise movement and retrace vertical lines.</p> <p>-Begins to form recognisable letters.</p> <p>-Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> Children are taught 'Phonics' daily- children use the mnemonic of Jolly Phonics to write sound of the day accurately including words and a simple sentence. Opportunities weekly, for collaborative writing on large paper. Daily Physical activities to support large and small scale movements using 'Healthy Movers' and 'Leap into Life'. Access to an enriched environment providing children with opportunities to develop skills (indoor and out). Access to different tools to manipulate (all resources/ tools are 	<p>Continuation of Spring 2</p> <p>Physical Development: Moving and Handling</p> <p>□ELG</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <ul style="list-style-type: none"> Children are taught 'Phonics' daily- children use the mnemonic of Jolly Phonics to write sound of the day accurately including words and a simple sentence. Opportunities weekly, for collaborative writing on large paper. Daily Physical activities to support large and small scale movements using 'Healthy Movers' and 'Leap into Life'. Access to an enriched environment providing children with opportunities to develop skills (indoor and out). 	<p>Physical Development: Moving and Handling</p> <p>□ELG</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>□ELG Exceeding</p> <p>Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p> <ul style="list-style-type: none"> Children are taught 'Phonics' daily- children use the mnemonic of Jolly Phonics to write sound of the day accurately including words and a simple sentence. Opportunities weekly, for collaborative writing on large paper. Daily Physical activities to support large and small scale movements using 'Healthy Movers' and 'Leap into Life'.

	<ul style="list-style-type: none"> Name writing assessment (writing book). Guided writing with teacher (weekly). 'Proud Cloud' display to capture children's independent mark-making. 'Funky Fingers' area of the classroom to develop fine motor control. 'Dough Disco' weekly. 	<ul style="list-style-type: none"> Access to different tools to manipulate (all resources/ tools are modelled and taught before use). Name writing assessment (writing book). Guided writing with teacher (weekly). 'Proud Cloud' display to capture children's independent mark-making. 'Funky Fingers' area of the classroom to develop fine motor control. 'Dough Disco' weekly. 	<p>environment providing children with opportunities to develop skills (indoor and out).</p> <ul style="list-style-type: none"> Access to different tools to manipulate (all resources/ tools are modelled and taught before use). Name writing assessment (writing book). Guided writing with teacher (weekly). 'Proud Cloud' display to capture children's independent mark-making. 'Spelling test' (letter formation and number formation). 'Funky Fingers' area of the classroom to develop fine motor control. 'Dough Disco' weekly. 	<p>modelled and taught before use).</p> <ul style="list-style-type: none"> Name writing assessment (writing book). Guided writing with teacher (weekly). 'Proud Cloud' display to capture children's independent mark-making. 'Spelling test' (simple words- formation must be correct as well as the spelling). 'Funky Fingers' area of the classroom to develop fine motor control. 'Dough Disco' weekly. 	<ul style="list-style-type: none"> Access to different tools to manipulate (all resources/ tools are modelled and taught before use). Name writing assessment (writing book). Guided writing with teacher (weekly). 'Proud Cloud' display to capture children's independent mark-making. 'Spelling test' (simple words- formation must be correct as well as the spelling). 'Funky Fingers' area of the classroom to develop fine motor control. 'Dough Disco' weekly. 	<ul style="list-style-type: none"> Access to an enriched environment providing children with opportunities to develop skills (indoor and out). Access to different tools to manipulate (all resources/ tools are modelled and taught before use). Name writing assessment (writing book). Guided writing with teacher (weekly). 'Proud Cloud' display to capture children's independent mark-making. 'Spelling test' (simple words- formation must be correct as well as the spelling). 'Funky Fingers' area of the classroom to develop fine motor control. 'Dough Disco' weekly.
Year 1	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place <input type="checkbox"/> form capital letters 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place

	<ul style="list-style-type: none"> □ form capital letters □ form digits 0-9 □ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>	<ul style="list-style-type: none"> □ form capital letters □ form digits 0-9 □ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>	<ul style="list-style-type: none"> □ form capital letters □ form digits 0-9 □ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>	<ul style="list-style-type: none"> □ form digits 0-9 □ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>	<ul style="list-style-type: none"> □ form capital letters □ form digits 0-9 □ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>	<ul style="list-style-type: none"> □ form capital letters □ form digits 0-9 □ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>
	<p>Handwriting assessment – 'The quick brown fox jumps over the lazy dog.' (first few days)</p> <p>Teach correct seating position throughout (ongoing).</p> <p>Focus on use of lines in books (letters sitting on the line, staying on the same line, writing to the margin, only changing lines when you get to the end of the line, use of ascenders and descenders). Teach use of finger spaces.</p>	<p>Long Ladder Letters (3 weeks) and One-Armed Robot Letters (3 weeks) – discrete handwriting lessons in handwriting books using RWI mnemonics – 2 letters a week, focus letters for handwriting in Phonics, correct precursive handwriting demonstrated in all lessons by adults.</p> <p>Teach correct seating position throughout (ongoing).</p> <p>Number formation and correct use of squares</p>	<p>Curly caterpillar letters (6 weeks)– discrete handwriting lessons in handwriting books using RWI mnemonics – 2 letters a week, focus letters for handwriting in Phonics, correct precursive handwriting demonstrated in all lessons by adults.</p> <p>Teach correct seating position throughout (ongoing).</p>	<p>Zigzag Monster letters (4 weeks) and revision of all sounds (2 weeks) – discrete handwriting lessons in handwriting books using RWI mnemonics – 2 letters a week, focus letters for handwriting in Phonics, correct precursive handwriting demonstrated in all lessons by adults.</p> <p>Teach correct seating position throughout (ongoing).</p>	<p>Handwriting assessment – 'The quick brown fox jumps over the lazy dog.' Focus on areas of need and differentiate sounds recapped depending on need – discrete handwriting lessons in handwriting books with key words (e.g. name, CEW, spellings, number names, etc) to ensure use of precursive handwriting in all writing activities – correct precursive handwriting</p>	<p>Only children with consistent handwriting (correct sizing, direction, clear ascenders/descenders) to begin using cursive style. Focus on areas of need and differentiate sounds recapped depending on need – discrete handwriting lessons in handwriting books with key words (e.g. name, CEW, spellings, number names, etc) to ensure use of precursive handwriting in all writing activities – correct precursive</p>

	Teach correct way to make corrections. Number formation and correct use of squares in Maths books (one digit per square).	in Maths books (one digit per square).			demonstrated in all lessons by adults. Teach correct seating position throughout (ongoing).	handwriting demonstrated in all lessons by adults. Teach correct seating position throughout (ongoing).
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 reflects the size of the letters. <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation</p> <p>TAF – WTS</p> <p>form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form lower-case letters of the correct size relative to one another in some of their writing</p> <ul style="list-style-type: none"> • use spacing between words. <p>EXS</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 reflects the size of the letters. <p>Pupils should revise and practise correct letter formation frequently. 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They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation</p> <p>TAF – WTS</p> <p>form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form lower-case letters of the correct size relative to one another in some of their writing</p> <ul style="list-style-type: none"> • use spacing between words. <p>EXS</p>

	<p>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. <p>GDS</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join some letters. 	<p>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. <p>GDS</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join some letters. 	<p>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. <p>GDS</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join some letters. 	<p>GDS</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join some letters. 	<p>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. <p>GDS</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join some letters. 	<p>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. <p>GDS</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join some letters.
	<p>Handwriting assessment – ‘The quick brown fox jumps over the lazy dog.’ (first few days)</p> <p>Only children with consistent handwriting (correct sizing, direction, clear ascenders/descenders) to begin using cursive style. Focus on areas of need and differentiate sounds recapped depending on need – discrete handwriting lessons in handwriting books with key words (e.g. name, CEW, spellings, number names, etc) to ensure use of precursive handwriting in all writing activities – correct precursive handwriting demonstrated in all lessons by adults.</p>	<p>Only children with consistent handwriting (correct sizing, direction, clear ascenders/descenders) to begin using cursive style. Ongoing assessment required. Children’s handwriting must be consistent in all work.</p> <p>Teach correct way to demonstrate uplevelling.</p> <p>Teach correct seating position throughout (ongoing).</p> <p>Diagonal joins to long ladder letters:</p> <p>at all</p> <p>th ch cl</p> <p>in</p>	<p>Only children with consistent handwriting (correct sizing, direction, clear ascenders/descenders) to begin using cursive style. Ongoing assessment required. Children’s handwriting must be consistent in all work.</p> <p>Teach correct way to demonstrate uplevelling.</p> <p>Teach correct seating position throughout (ongoing).</p> <p>Diagonal join to no ascender:</p> <p>ee ai ay</p> <p>ime ine</p> <p>Horizontal joins:</p> <p>op oy</p>	<p>Only children with consistent handwriting (correct sizing, direction, clear ascenders/descenders) to begin using cursive style. Ongoing assessment required. Children’s handwriting must be consistent in all work.</p> <p>Teach correct way to demonstrate uplevelling.</p> <p>Teach correct seating position throughout (ongoing).</p> <p>Break letters:</p> <p>j g x y z b f p q r s</p>	<p>Only children with consistent handwriting (correct sizing, direction, clear ascenders/descenders) to begin using cursive style. Ongoing assessment required. Children’s handwriting must be consistent in all work.</p> <p>Teach correct way to demonstrate uplevelling.</p> <p>Teach correct seating position throughout (ongoing).</p> <p>Diagonal and horizontal joins in words:</p> <p>eel eet</p> <p>a_e</p> <p>ice ide</p>	<p>Only children with consistent handwriting (correct sizing, direction, clear ascenders/descenders) to begin using cursive style. Ongoing assessment required. Children’s handwriting must be consistent in all work.</p> <p>Teach correct way to demonstrate uplevelling.</p> <p>Teach correct seating position throughout (ongoing).</p> <p>Review and embed all joins – ensure accuracy of use across all written genre to meet with end of KS1 statements.</p>

	<p>Teach correct way to demonstrate uplevelling.</p> <p>Teach correct seating position throughout (ongoing).</p>	cr tr dr lp mp id ig nd ld	one ome oa og wa wo ol ot wh oh		ow ou oy oi oa ode ole obe ook ool ir ur er or oor url inl int ere air	
Year 3	<p>To explore creative styles of writing</p> <p>To be able to join and write the letters 'bb' correctly</p> <p>To be able to write and join 'cc' correctly in words and sentences</p> <p>To be able to write and join 'dd' correctly in words and sentences</p> <p>To be able to write and join 'ee' correctly in words and sentences</p>	<p>To be able to write and join "ff" correctly in words and sentences</p> <p>To be able to write and join 'gg' correctly in words and sentences</p> <p>To be able to write and join 'll' correctly in words and sentences</p> <p>To be able to write and join 'mm' correctly in words and sentences</p>	<p>To be able to write and join 'oo' correctly in words and sentences</p> <p>To be able to write and join 'pp' correctly in words and sentences</p> <p>To be able to write and join 'rr' correctly in words and sentences</p> <p>To be able to write and join 'ss' correctly in words and sentences</p>	<p>To be able to write and join 'zz' correctly in words and sentences</p> <p>To be able to identify and write onomatopoeic words correctly</p> <p>To demonstrate a confident awareness of handwriting size</p> <p>To be able to write the 'Words of the week' and weekly spelling words accurately</p>	<p>To be able to write the 'Words of the week' and weekly spelling words accurately (on-going)</p> <p>To be able to listen carefully to dictated sentences and write them in joined, consistently sized handwriting (on-going)</p> <p>To write regular comparative adjectives: i</p>	<p>To be able to write the 'Words of the week' and weekly spelling words accurately (on-going)</p> <p>To be able to listen carefully to dictated sentences and write them in joined, consistently sized handwriting (on-going)</p> <p>To write comparative adjectives ending in 'y': ii</p> <p>To write comparative adjectives needing a double letter: i</p>

		To be able to write and join 'nn' correctly in words and sentences	To be able to write and join 'tt' correctly in words and sentences	To be able to listen carefully to dictated sentences and write them in joined, consistently sized handwriting	<p>To write regular comparative adjectives: ii</p> <p>To write comparative adjectives ending in 'e': i</p> <p>To write comparative adjectives ending in 'e': ii</p> <p>To write comparative adjectives ending in 'y': i</p>	<p>To write comparative adjectives needing a double letter: ii</p> <p>To write irregular comparative verbs</p> <p>To write collective nouns</p> <p>To write a range of synonyms for 'said'</p>
	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p> <p>Independent handwriting assessment of a range of spelling words from the year group expectation</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p> <p>Independent handwriting assessment of a range of spelling words from the year group expectation</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p> <p>Independent handwriting assessment of a range of spelling words from the year group expectation</p>

Year 4	<p>To create a simple word drawing using cursive handwriting</p> <p>To write each spelling words correctly (weekly)</p> <p>To write cloze sentences accurately</p> <p>To write spelling words accurately and in context</p>	<p>To listen to and write a short poem correctly</p> <p>To be able to check and edit written work (on-going)</p>	<p>To listen to and write a dictated short story correctly</p> <p>To be able to check and edit written work (on-going)</p>	<p>To listen to and copy a simple rhyme neatly</p> <p>To be able to write the parts of a house in a different language</p> <p>To be able to write the parts of a house in a different language</p>	<p>To write the names of different quadrilaterals and triangles correctly</p> <p>To neatly trace and copy simple sentences in both English and French/Spanish</p> <p>To be able to write the names of kitchen items in a chosen language</p> <p>To be able to write the names of the different shapes correctly</p> <p>To be able to write the names of bathroom items in a chosen language</p>	<p>To neatly write the properties of 3D shapes</p> <p>To be able to write the names of living room items in a chosen language</p> <p>To neatly copy palindromes correctly</p> <p>To be able to write each continent and a range of countries' names accurately</p>
	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p> <p>Independent handwriting assessment of a range of spelling words from the year group expectation</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p> <p>Independent handwriting assessment of a range of spelling words from the year group expectation</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p> <p>Independent handwriting assessment of a range of spelling words from the year group expectation</p>
Year 5	<p>To use cursive handwriting on a larger</p>	<p>To write each of the spelling words correctly (on-going)</p>	<p>To listen to and write a story extract correctly</p>	<p>To listen to and write a story extract correctly</p>	<p>To explore further spelling words and</p>	<p>To explore further spelling words and</p>

	<p>scale to create mirror writing</p> <p>To write each of the spelling words correctly (on-going)</p> <p>To write numbers and symbols accurately and neatly</p> <p>To be able to decode and encode words correctly</p>	<p>To write each spelling word correctly (on-going)</p> <p>To write a list of proverbs neatly</p> <p>To write a list of idioms and their meanings neatly</p>	<p>To be able to check and edit written work (on-going)</p> <p>To copy a range of poems accurately and neatly</p>	<p>To be able to check and edit written work (on-going)</p> <p>To copy a range of jokes accurately and neatly</p> <p>To be able to write sentences about farm animals in English and another language</p>	<p>write them accurately and neatly</p> <p>To be able to check and edit written work (on-going)</p> <p>To be able to write sentences about zoo animals in English and another language</p> <p>To be able to write sentences about clothes in English and another language</p> <p>To be able to write sentences about the beach in English and another language</p>	<p>write them accurately and neatly</p> <p>To be able to check and edit written work (on-going)</p> <p>To write the names of a flowering plant</p> <p>To be able to write sentences about the cafe in English and another language</p> <p>To be able to write sentences containing prepositions in another language</p> <p>To be able to write legibly, fluently and with increasing speed</p>
	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p> <p>Independent handwriting assessment of a range of spelling words from the year group expectation</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p> <p>Independent handwriting assessment of a range of spelling words from the year group expectation</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p>	<p>On-going assessment of weekly focus</p> <p>On-going reminders and assessment of correct seating position and pencil grip</p> <p>Handwriting needs to be consistent across each piece of work</p> <p>Independent handwriting assessment of a range of spelling words from the year group expectation</p>

Year 6	<p>To create a design to illustrate the meaning of a word using cursive handwriting</p> <p>To be able to write chosen words in another language</p> <p>To be able to check and edit written work (on-going)</p> <p>To be able to listen to a written passage and write it correctly and neatly</p> <p>To accurately and neatly write each spelling word (on-going)</p> <p>KS2 SATs revision examples</p> <p>To be able to write different types of nouns</p>	<p>To correctly demarcate sentences using accurately presented punctuation</p> <p>To be able to neatly write sentences demonstrating correct use of commas</p> <p>To be able to neatly write sentences demonstrating correct use of colons</p> <p>To be able to neatly write sentences demonstrating correct use of semi-colons</p>	<p>To be able to neatly write sentences demonstrating correct use of apostrophes for contraction</p> <p>To be able to neatly write sentences demonstrating correct use of apostrophes for possession</p> <p>To be able to neatly write sentences demonstrating correct use of hyphens</p> <p>To be able to neatly write sentences demonstrating correct use of speech and inverted commas</p>	<p>To be able to neatly write sentences demonstrating correct use of parenthesis</p> <p>To be able to neatly write sentences demonstrating correct use of ellipsis</p> <p>To be able to write homographs in the correct context</p> <p>To be able to form all punctuation marks clearly</p> <p>To be secure in the use of punctuation and capital letters and form each one clearly</p>	<p>To be able to write the key details of a story in note form</p> <p>To be able to record key information in note form</p> <p>To be able to record in note form legibly</p> <p>To write metaphor sentences neatly</p> <p>To write personification sentences in a poem neatly</p>	<p>To be able to recognise and write hyperbole examples neatly</p> <p>To be able to produce consistent, neat handwriting, correctly forming each letter and understanding how to join each letter in a range of contexts.</p>