	<u>Autumn 1</u>	Autumn 2	Spring 1	Spring 2	<u>Summer 1</u>	Summer 2
Nursery	 Physical Development: Moving and Handling 22-36 months 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. 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. 	Physical Development: Moving and Handling 22-36 months Beginning to use 3 fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. May be beginning to show a preference for a dominant hand. • Autumn 1 to continue • Name writing assessment (display) • Name writing (initial letter).	Physical Development: Moving and Handling 22-36 months Beginning to use 3 fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. May be beginning to show a preference for a dominant hand. • Autumn 1 to continue • Name writing assessment (display) • Name writing (further letters in their name).	Physical Development: Moving and Handling 30-50 months -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. Autumn 1 to continue Name writing daily practice.	Physical Development: Moving and Handling 30-50 months -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hoppingMounts stairs, steps or climbing equipment using alternate feetWalks downstairs, two feet to each step while carrying a small objectRuns 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. • Autumn 1 to continue • Name writing daily practice.	Physical Development: Moving and Handling 30-50 months -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hoppingMounts stairs, steps or climbing equipment using alternate feetWalks downstairs, two feet to each step while carrying a small objectRuns 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. • Autumn 1 to continue • Name writing daily practice.

Reception	 Physical Development: Moving and Handling □ 30-50 months Beginning to use 3 fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. May be beginning to show a preference for a dominant hand. 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 support 	 Physical Development: Moving and Handling □30-50 months Beginning to use 3 fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. May be beginning to show a preference for a dominant hand. 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'. 	 Physical Development: Moving and Handling 40-60 months Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds 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. 	 Physical Development: Moving and Handling 40-60 months Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 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'. 	Continuation of Spring 2 Physical Development: Moving and Handling ELG 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. 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'.	Physical Development: Moving and Handling ELG 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. ELG Exceeding 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. 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
	Access to an enriched environment	activities to support large and small scale movements using 'Healthy Movers' and	Opportunities weekly, for collaborative writing	support large and small scale movements using 'Healthy Movers' and	activities to support large and small scale movements using 'Healthy Movers' and	words and a simple sentence.Opportunities weekly, for

	 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. 	 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. 	 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' (letter formation and number formation). 'Funky Fingers' area of the classroom to develop fine motor control. 'Dough Disco' weekly. 	 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. 	 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. 	 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 markmaking. '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	Handwriting Pupils should be taught to: Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	Handwriting Pupils should be taught to: Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	Handwriting Pupils should be taught to: i sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	Handwriting Pupils should be taught to: i sit correctly at a table, holding a pencil comfortably and correctly i begin to form lower-case letters in the correct direction, starting and finishing in the right place i form capital letters	Handwriting Pupils should be taught to: i sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	Handwriting Pupils should be taught to: i sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place

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	□ form capital letters	□ form capital letters	□ form capital letters	□ form digits 0-9	□ form capital letters	□ form capital letters
	□ form digits 0-9	□ form digits 0-9	□ form digits 0-9	understand which letters belong	□ form digits 0-9	□ form digits 0-9
	understand which letters	understand which letters	understand which letters	to which handwriting 'families' (i.e.	understand which letters	understand which letters
	belong to which handwriting	belong to which handwriting	belong to which handwriting	letters that are	belong to which handwriting	belong to which handwriting
	'families' (i.e. letters that are	'families' (i.e. letters that are	'families' (i.e. letters that are	formed in similar ways) and to	'families' (i.e. letters that are	'families' (i.e. letters that are
	formed in similar ways) and to	formed in similar ways) and to	formed in similar ways) and to	practise these.	formed in similar ways) and to	formed in similar ways) and to
	practise these.	practise these.	practise these.	Handwriting requires frequent and	practise these.	practise these.
	Handwriting requires frequent	Handwriting requires frequent	Handwriting requires frequent	discrete, direct teaching. Pupils	Handwriting requires frequent	Handwriting requires frequent
	and discrete, direct teaching.	and discrete, direct teaching.	and discrete, direct teaching.	should be able to	and discrete, direct teaching.	and discrete, direct teaching.
	Pupils should be able to	Pupils should be able to	Pupils should be able to	form letters correctly and	Pupils should be able to	Pupils should be able to
	form letters correctly and	form letters correctly and	form letters correctly and	confidently. The size of the writing	form letters correctly and	form letters correctly and
	confidently. The size of the	confidently. The size of the	confidently. The size of the	implement (pencil, pen) should not	confidently. The size of the	confidently. The size of the
	writing implement (pencil, pen)	writing implement (pencil, pen)	writing implement (pencil, pen)	be too large for a young pupil's	writing implement (pencil, pen)	writing implement (pencil, pen)
	should not be too large for a	should not be too large for a	should not be too large for a	hand. Whatever is being used	should not be too large for a	should not be too large for a
	young pupil's hand. Whatever	young pupil's hand. Whatever	young pupil's hand. Whatever	should allow the pupil to hold it	young pupil's hand. Whatever	young pupil's hand. Whatever
	is being used should allow the	is being used should allow the	is being used should allow the	easily and correctly so that bad	is being used should allow the	is being used should allow the
	pupil to hold it easily and	pupil to hold it easily and	pupil to hold it easily and	habits are avoided.	pupil to hold it easily and	pupil to hold it easily and
	correctly so that bad habits are	correctly so that bad habits are	correctly so that bad habits are	Left-handed pupils should receive	correctly so that bad habits are	correctly so that bad habits are
	avoided.	avoided.	avoided.	specific teaching to meet their	avoided.	avoided.
	Left-handed pupils should	Left-handed pupils should	Left-handed pupils should	needs.	Left-handed pupils should	Left-handed pupils should
	receive specific teaching to	receive specific teaching to	receive specific teaching to		receive specific teaching to	receive specific teaching to
	meet their needs.	meet their needs.	meet their needs.		meet their needs.	meet their needs.
	Handwriting	Long Ladder Letters (3			Handwriting	Only children with
	assessment – 'The	weeks) and One-Armed			assessment – 'The	consistent handwriting
	quick brown fox jumps	Robot Letters (3	Curly caterpillar letters	Zigzag Monster letters (4	quick brown fox jumps	(correct sizing,
	over the lazy dog.'	weeks) – discrete	(6 weeks)– discrete	weeks) and revision of all	over the lazy dog.'	direction, clear
	(first few days)	handwriting lessons in	handwriting lessons in	sounds (2 weeks) –	Focus on areas of	ascenders/descenders)
	Teach correct seating	handwriting books	handwriting books	discrete handwriting	need and differentiate	to begin using cursive
	position throughout	using RWI mnemonics	using RWI mnemonics	lessons in handwriting	sounds recapped	style. Focus on areas
	(ongoing).	– 2 letters a week,	– 2 letters a week,	books using RWI	depending on need -	of need and
	Focus on use of lines	focus letters for	focus letters for	mnemonics – 2 letters a	discrete handwriting	differentiate sounds
	in books (letters sitting	handwriting in	handwriting in	week, focus letters for	lessons in handwriting	recapped depending
	on the line, staying on	Phonics, correct	Phonics, correct	handwriting in Phonics,	books with key words	on need – discrete
	the same line, writing	precursive handwriting	precursive handwriting	correct precursive	(e.g. name, CEW,	handwriting lessons in
	to the margin, only	demonstrated in all	demonstrated in all	handwriting demonstrated	spellings, number	handwriting books
	changing lines when	lessons by adults.	lessons by adults.	in all lessons by adults.	names, etc) to ensure	with key words (e.g.
	you get to the end of	Teach correct seating	Teach correct seating	Teach correct seating	use of precursive	name, CEW, spellings,
	the line, use of	position throughout	position throughout	position throughout	handwriting in all	number names, etc) to
	ascenders and	(ongoing).	(ongoing).	(ongoing).	writing activities –	ensure use of
		,	(* 5***5)	(**************************************	correct precursive	precursive handwriting
	descenders). Teach	Number formation and				
	descenders). Teach use of finger spaces.	correct use of squares			handwriting	in all writing activities – correct precursive

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).
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
□ form lower-case letters of	□ form lower-case letters of	□ form lower-case letters of	□ form lower-case letters of the	□ form lower-case letters of	□ form lower-case letters of
the correct size relative to one	the correct size relative to one	the correct size relative to one	correct size relative to one another	the correct size relative to one	the correct size relative to one
another	another	another	$\hfill\square$ start using some of the diagonal	another	another
\Box start using some of the	\Box start using some of the	\Box start using some of the	and horizontal strokes needed to	\Box start using some of the	\Box start using some of the
diagonal and horizontal strokes	diagonal and horizontal strokes	diagonal and horizontal strokes	join letters and understand which	diagonal and horizontal strokes	diagonal and horizontal strokes
needed to join letters and	needed to join letters and	needed to join letters and	letters, when adjacent to one	needed to join letters and	needed to join letters and
understand which letters, when	understand which letters, when	understand which letters, when	another, are best left unjoined	understand which letters, when	understand which letters, when
adjacent to one another, are	adjacent to one another, are	adjacent to one another, are	$\hfill\square$ write capital letters and digits of	adjacent to one another, are	adjacent to one another, are
best left unjoined	best left unjoined	best left unjoined	the correct size, orientation and	best left unjoined	best left unjoined
write capital letters and digits	write capital letters and digits	write capital letters and digits	relationship to one another and to	write capital letters and digits	$\hfill\square$ write capital letters and digits
of the correct size, orientation	of the correct size, orientation	of the correct size, orientation	lower case letters	of the correct size, orientation	of the correct size, orientation
and relationship to one another	and relationship to one another	and relationship to one another	use spacing between words that	and relationship to one another	and relationship to one another
and to lower case letters	and to lower case letters	and to lower case letters	reflects the size of the letters.	and to lower case letters	and to lower case letters
use spacing between words	use spacing between words	use spacing between words	Pupils should revise and practise	use spacing between words	use spacing between words
that reflects the size of the	that reflects the size of the	that reflects the size of the	correct letter formation frequently.	that reflects the size of the	that reflects the size of the
letters.	letters.	letters.	They should be taught to write with	letters.	letters.
Pupils should revise and	Pupils should revise and	Pupils should revise and	a joined style as soon as they can	Pupils should revise and	Pupils should revise and
practise correct letter formation	practise correct letter formation	practise correct letter formation	form letters securely with the correct	practise correct letter formation	practise correct letter formation
frequently. They should be	frequently. They should be	frequently. They should be	orientation	frequently. They should be	frequently. They should be
taught to write with a joined	taught to write with a joined	taught to write with a joined	TAF – WTS	taught to write with a joined	taught to write with a joined
style as soon as they can form	style as soon as they can form	style as soon as they can form	form lower-case letters in the	style as soon as they can form	style as soon as they can form
letters securely with the correct	letters securely with the correct	letters securely with the correct	correct direction, starting and	letters securely with the correct	letters securely with the correct
orientation	orientation	orientation	finishing in the right place	orientation	orientation
TAF – WTS	TAF – WTS	TAF – WTS	form lower-case letters of the	TAF – WTS	TAF – WTS
form lower-case letters in the	form lower-case letters in the	form lower-case letters in the	correct size relative to one another	form lower-case letters in the	form lower-case letters in the
correct direction, starting and	correct direction, starting and	correct direction, starting and	in some of their writing • use	correct direction, starting and	correct direction, starting and
finishing in the right place	finishing in the right place	finishing in the right place	spacing between words.	finishing in the right place	finishing in the right place
form lower-case letters of the	form lower-case letters of the	form lower-case letters of the	EXS	form lower-case letters of the	form lower-case letters of the
correct size relative to one	correct size relative to one	correct size relative to one	form capital letters and digits of the	correct size relative to one	correct size relative to one
another in some of their writing	another in some of their writing	another in some of their writing	correct size, orientation and	another in some of their writing	another in some of their writing
• use spacing between words.	 use spacing between words. 	• use spacing between words.	relationship to one	 use spacing between words. 	• use spacing between words.
EXS	EXS	EXS	another and to lower-case letters	EXS	EXS
form capital letters and digits of	form capital letters and digits of	form capital letters and digits of	use spacing between words that	form capital letters and digits of	form capital letters and digits of
the correct size, orientation	the correct size, orientation	the correct size, orientation	reflects the size of the letters.	the correct size, orientation	the correct size, orientation
and relationship to one	and relationship to one	and relationship to one	GDS	and relationship to one	and relationship to one

Year 2

letters use spacing between words that reflects the size of the letters. GDS use the diagonal and horizontal strokes needed to join some letters.	letters • use spacing between words that reflects the size of the letters. GDS • use the diagonal and horizontal strokes needed to join some letters. Only children with consistent handwriting	letters • use spacing between words that reflects the size of the letters. GDS • use the diagonal and horizontal strokes needed to join some letters. Only children with	strokes needed to join some letters.	letters • use spacing between words that reflects the size of the letters. GDS • use the diagonal and horizontal strokes needed to join some letters. Only children with	letters • use spacing between words that reflects the size of the letters. GDS • use the diagonal and horizontal strokes needed to join some letters.
Handwriting assessment – 'The quick brown fox jumps over the lazy dog.' (first few days) 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. Teach correct way to demonstrate uplevelling.	<pre>(correct sizing, direction, clear ascenders/descenders) to begin using cursive style. Ongoing assessment required. Children's handwriting must be consistent in all work. Teach correct way to demonstrate uplevelling. Teach correct seating position throughout (ongoing).</pre> Diagonal joins to long ladder letters: at all th ch cl in cr tr dr lp mp id ig nd ld	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. Teach correct way to demonstrate uplevelling. Teach correct seating position throughout (ongoing). Diagonal join to no ascender: ee ai ay ime ine Horizontal joins: op oy one ome oa og	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. Teach correct way to demonstrate uplevelling. Teach correct seating position throughout (ongoing). Break letters: jgxyzbfpqrs	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. Teach correct way to demonstrate uplevelling. Teach correct seating position throughout (ongoing). Diagonal and horizontal joins in words: eel eet a_e ice ide ow ou oy oi oa ode	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. Teach correct way to demonstrate uplevelling. Teach correct seating position throughout (ongoing). Review and embed all joins – ensure accuracy of use across all written genre to meet with end of KS1 statements.

	Teach correct seating position throughout (ongoing).		wa wo ol ot wh oh		ole obe ook ool ir ur er or oor url irl irt ere air	
Year 3	To explore creative styles of writing To be able to join and write the letters 'bb' correctly To be able to write and join 'cc' correctly in words and sentences To be able to write and join 'dd' correctly in words and sentences To be able to write and join 'ee' correctly in words and sentences	To be able to write and join "ff' correctly in words and sentences To be able to write and join 'gg' correctly in words and sentences To be able to write and join 'll' correctly in words and sentences To be able to write and join 'mm' correctly in words and sentences To be able to write and join 'mm' correctly in words and sentences	To be able to write and join 'oo' correctly in words and sentences To be able to write and join 'pp' correctly in words and sentences To be able to write and join 'rr' correctly in words and sentences To be able to write and join 'ss' correctly in words and sentences To be able to write and join 'tt' correctly in words and sentences	To be able to write and join 'zz' correctly in words and sentences To be able to identify and write onomatopoeic words correctly To demonstrate a confident awareness of handwriting size To be able to write the 'Words of the week' and weekly spelling words accurately To be able to listen carefully to dictated sentences and write them in joined, consistently sized handwriting	To be able to write the 'Words of the week' and weekly spelling words accurately (on- going) To be able to listen carefully to dictated sentences and write them in joined, consistently sized handwriting (on-going) To write regular comparative adjectives: i	To be able to write the 'Words of the week' and weekly spelling words accurately (on- going) To be able to listen carefully to dictated sentences and write them in joined, consistently sized handwriting (on-going) To write comparative adjectives ending in 'y': ii To write comparative adjectives needing a double letter: i To write comparative adjectives needing a double letter: ii

					To write comparative adjectives ending in 'e': i To write comparative adjectives ending in 'e': ii To write comparative adjectives ending in 'y': i	To write collective nouns To write a range of synonyms for 'said'
	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work Independent handwriting assessment of a range of spelling words from the year group expectation	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work Independent handwriting assessment of a range of spelling words from the year group expectation	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work Independent handwriting assessment of a range of spelling words from the year group expectation
Year 4	To create a simple word drawing using cursive handwriting To write each spelling words correctly (weekly)	To listen to and write a short poem correctly To be able to check and edit written work (on-going)	To listen to and write a dictated short story correctly To be able to check and edit written work (on-going)	To listen to and copy a simple rhyme neatly To be able to write the parts of a house in a different language	To write the names of different quadrilaterals and triangles correctly To neatly trace and copy simple sentences	To neatly write the properties of 3D shapes To be able to write the names of living room

	To write cloze sentences accurately To write spelling words accurately and in context			To be able to write the parts of a house in a different language	in both English and French/Spanish To be able to write the names of kitchen items in a chosen language To be able to write the names of the different shapes correctly To be able to write the names of bathroom items in a chosen	items in a chosen language To neatly copy palindromes correctly To be able to write each continent and a range of countries' names accurately
	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work Independent handwriting assessment of a range of spelling words from the year group	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work Independent handwriting assessment of a range of spelling words from the year group expectation	languageOn-going assessment of weekly focusOn-going reminders and assessment of correct seating position and pencil gripHandwriting needs to be consistent across each piece of work	On-going assessment of weekly focus On-going reminders and assessment of correct seating position and pencil grip Handwriting needs to be consistent across each piece of work Independent handwriting assessment of a range of spelling words from the year group
5	To use cursive handwriting on a larger scale to create mirror writing To write each of the spelling words correctly (on-going)	expectation To write each of the spelling words correctly (on-going) To write each spelling word correctly (on- going)	To listen to and write a story extract correctly To be able to check and edit written work (on-going)	To listen to and write a story extract correctly To be able to check and edit written work (on- going) To copy a range of jokes accurately and neatly	To explore further spelling words and write them accurately and neatly To be able to check and edit written work (on-going)	expectation To explore further spelling words and write them accurately and neatly To be able to check and edit written work (on-going)

Year

	To write numbers and symbols accurately and neatly To be able to decode and encode words correctly	To write a list of proverbs neatly To write a list of idioms and their meanings neatly	To copy a range of poems accurately and neatly	To be able to write sentences about farm animals in English and another language	To be able to write sentences about zoo animals in English and another language To be able to write sentences about clothes in English and another language To be able to write sentences about the beach in English and another language	To write the names of a flowering plant To be able to write sentences about the cafe in English and another language To be able to write sentences containing prepositions in another language To be able to write sentences containing prepositions in another language
	On-going assessment	On-going assessment	On-going assessment	On-going assessment of	On-going assessment	On-going assessment
	of weekly focus	of weekly focus	of weekly focus	weekly focus	of weekly focus	of weekly focus
	On-going reminders	On-going reminders	On-going reminders	On-going reminders and	On-going reminders	On-going reminders
	and assessment of	and assessment of	and assessment of	assessment of correct	and assessment of	and assessment of
	correct seating	correct seating	correct seating	seating position and pencil	correct seating	correct seating
	position and pencil	position and pencil	position and pencil	grip	position and pencil	position and pencil
	grip	grip	grip	Handwriting needs to be	grip	grip
	Handwriting needs to be consistent across each piece of work	Handwriting needs to be consistent across each piece of work Independent handwriting assessment of a range of spelling words from the year group expectation	Handwriting needs to be consistent across each piece of work	consistent across each piece of work Independent handwriting assessment of a range of spelling words from the year group expectation	Handwriting needs to be consistent across each piece of work	Handwriting needs to be consistent across each piece of work Independent handwriting assessment of a range of spelling words from the year group expectation
Year 6	To create a design to	To correctly demarcate	To be able to neatly	To be able to neatly write	To be able to write the	To be able to
	illustrate the meaning	sentences using	write sentences	sentences demonstrating	key details of a story in	recognise and write
	of a word using	accurately presented	demonstrating correct	correct use of parenthesis	note form	hyperbole examples
	cursive handwriting	punctuation	use of apostrophes for	To be able to neatly write	To be able to record	neatly
	To be able to write	To be able to neatly	contraction	sentences demonstrating	key information in note	To be able to produce
	chosen words in another language	write sentences	To be able to neatly write sentences	correct use of ellipsis	form	consistent, neat handwriting, correctly

	To be able to check and edit written work (on-going)u u v vTo be able to listen to a written passage and write it correctly and neatlyu v v vTo accurately and vu v v	demonstrating correct use of commas To be able to neatly write sentences demonstrating correct use of colons To be able to neatly write sentences demonstrating correct use of semi-colons	demonstrating correct use of apostrophes for possession To be able to neatly write sentences demonstrating correct use of hyphens To be able to neatly write sentences demonstrating correct use of speech and inverted commas	To be able to write homographs in the correct context To be able to form all punctuation marks clearly To be secure in the use of punctuation and capital letters and form each one clearly	To be able to record in note form legibly To write metaphor sentences neatly To write personification sentences in a poem neatly	forming each letter and understanding how to join each letter in a range of contexts.
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