



# The Coombes Church of England Primary School

## Handwriting Policy

### **Aim of Policy:**

Our handwriting policy aims to ensure that all pupils develop a legible, fluent, and consistent style of handwriting that supports effective communication across the curriculum. We want children to take pride in the presentation of their work, to write with confidence and speed, and to establish correct habits of posture, pencil grip, and letter formation from the earliest stages. By following a structured progression, we enable every child to achieve handwriting that is both functional and a source of personal pride.

### **Description:**

This policy details the systems, progression and pedagogical approaches to handwriting throughout the school.

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<b>Approval by:</b>	LGB	<b>Team Reviewing:</b>	LGB
<b>Based on Model Policy?</b>	Yes	<b>Review Date:</b>	July 2025
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## 1. Introduction

At The Coombes CE Primary School, we believe that handwriting is a key skill that supports learning across the curriculum. Legible, fluent, and consistent handwriting allows children to communicate effectively and take pride in their written work.

We use the Nelson Handwriting Scheme to provide a progressive, structured approach from the Early Years through Key Stage 2.

## 2. Aims

Through Nelson Handwriting, we aim to ensure that all pupils:

- Develop a neat, legible, and consistent handwriting style.
- Write fluently, quickly, and comfortably.
- Understand the importance of presentation and take pride in their work.
- Use correct letter formation, orientation, and spacing.
- Progress to joined handwriting at the appropriate stage.

## 3. Teaching and Progression (See Appendix 1)

### Foundations:

#### Key Teaching Points Across All Stages

- Regular handwriting lessons with modelling and practice.
- Consistent reinforcement of 4 P's: Posture, Position, Pencil Grip, Pressure.
- Inclusion support: adapted tools for pupils struggling with fine motor skills.
- Integration into cross-curricular writing.

### Nursery/Early Years Foundation Stage (EYFS):

- Develop gross and fine motor skills through play and pre-writing activities.
- Introduce correct pencil grip and posture.
- Begin to form letters correctly using the Nelson print style.

### Key Stage 1:

- Secure correct letter formation and orientation.
- Establish consistent letter size and spacing between words.
- Introduce joins in Year 2 when ready.

### Key Stage 2:

- Consolidate joined handwriting across all writing.
- Develop fluency, speed, and personal style while maintaining legibility.
- Apply handwriting consistently across all subjects.

#### **4. Teaching Approach (Pedagogy)**

- Regular, discrete handwriting lessons using Nelson resources and textbooks/workbooks.
- Reinforcement through cross-curricular writing opportunities.
- High expectations for handwriting and presentation in all books.
- Use of interactive Nelson Handwriting materials where appropriate.

#### **5. Adaptive Teaching, Inclusion and Support**

- Additional support and targeted interventions for children who struggle with fine motor control or handwriting development.
- Adaptations (e.g., pencil grips, writing slopes, larger line guides) provided where necessary.
- Handwriting targets included in Individual Education Plans (IEPs) if relevant.
- Additional (more frequent) handwriting support and intervention will be provided- using the Nelson handwriting resources.
- Where appropriate, additional aids will be used to support pupils with additional needs

#### **6. Presentation Expectations**

- Date and title underlined with a ruler.
- Writing on the line, with clear ascenders and descenders.
- Rubbers used sparingly; mistakes crossed through with a single line.
- Pride taken in all written work, in line with our school values.

#### **7. Monitoring and Assessment**

- Teachers monitor handwriting regularly and give feedback. This includes observation and analysis of writing techniques and pencil grip.
- Handwriting progress is assessed against age-related expectations.
- Handwriting is included in moderation of English writing.

#### **8. Roles and Responsibilities**

Teachers: deliver handwriting lessons consistently and model correct handwriting.

Pupils: strive to present their work neatly and follow Nelson Handwriting expectations.

Parents/Carers: support correct handwriting habits at home.

Subject Leaders/SLT: monitor implementation and impact across the school.

## 9. Review

This policy will be reviewed every three years or sooner if required to reflect curriculum changes.

### Appendix 1- Nelson Handwriting Progression

## Nelson Handwriting Progression

(Based on Nelson Handwriting)

Early Years Foundation Stage (EYFS)	
<ul style="list-style-type: none"><li>• Develop gross motor skills (arm movement, shoulder stability)</li><li>• Develop fine motor skills (finger dexterity, hand strength)</li><li>• Introduce correct pencil grip and posture</li><li>• Provide pre-writing activities, including lines shapes, and patterns</li><li>• Introduce letter formation using Nelson print letters, beginning with simple shapes</li><li>• Begin writing letters on lines (usually supported with guides)</li></ul>	
Key Stage 1 (Years 1–2)	
<b>Year 1</b> <ul style="list-style-type: none"><li>• Continue to develop correct letter formation and orientation</li><li>• Focus on consistent letter size and appropriate spacing between letters and words</li><li>• Introduce lowercase letters first, followed by uppercase letters</li><li>• Begin simple joins between letters when pupils are ready (late Year 1 or Year 2)</li></ul>	<b>Year 2</b> <ul style="list-style-type: none"><li>• Reinforce joined handwriting to support fluency</li><li>• Consolidate accurate letter formation and spacing</li><li>• Write short passages using joined handwriting</li><li>• Apply handwriting skills across English and other curriculum subjects</li></ul>
Key Stage 2 (Years 3–6)	
<b>Years 3–4</b> <ul style="list-style-type: none"><li>• Develop fluency and speed in joined handwriting</li><li>• Improve legibility and neatness across longer pieces of writing</li><li>• Practise consistent slant, size, and spacing</li><li>• Introduce more complex joins between letters</li></ul>	<b>Years 5–6</b> <ul style="list-style-type: none"><li>• Consolidate a personal handwriting style while maintaining legibility</li><li>• Maintain speed and fluency during sustained writing tasks</li><li>• Apply neat, joined handwriting consistently across all curriculum subjects</li></ul>

## EYFS/Key Stage 1 – Mapping and Progression - Transcription



	EYFS	Year 1	Year 2
<b>Pencil Grip/Handwriting</b>			
<b>Autumn 1 Milestones</b>	<ul style="list-style-type: none"> <li>• Draw and mark make</li> <li>• Trace and copy pre-writing patterns</li> <li>• Begin to hold a pencil with a 3 Finger pencil grip when modelled with an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Use tripod grip with dominant hand</li> <li>• Sit correctly at a table, holding a pencil comfortably and correctly (NC)</li> <li>• Hand holding paper</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place (NC)</li> <li>• Form Nelson Handwriting set 1 and set 2 lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>• Use tripod grip</li> <li>• Sit at tables with both feet on the floor</li> <li>• Arm on desk</li> <li>• Form lowercase letters of the correct size</li> <li>• Start using some of the diagonal and horizontal strokes needed to join</li> <li>• Use spacing that reflects the sizing of letters</li> </ul> <p>(Nelson handwriting – the first join) ai, ee, ie, oa, oo, oi (unit 1-6) <i>mail, play, grey, see, sea, key, bike, white, load, road, toad, spoon, moon, room, broom, groom</i></p>

<p><b>Autumn 2 Milestones</b></p>	<ul style="list-style-type: none"> <li>• 3 Finger Grasp</li> <li>• Begin to hold a pencil with a tripod grip when modelled with adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Form Nelson Handwriting set 3 and set 4 lower case letters</li> <li>• Understand which letters belong to which handwriting families and practice these (NC)</li> <li>• Form most lower case letters correctly starting and finishing in the right place</li> </ul>	<ul style="list-style-type: none"> <li>• Know which letters are best left unjoined</li> <li>• Write capital letters the correct size and orientation to each other and lowercase letters</li> </ul> <p>capital letters, (Nelson handwriting – the first join) letters to group 2 letters ear, er, ou, or, air (Unit 7 – 12)  <i>spoil, joy, boy, bear, tear, ear, hear, her, third, burn, cow, out, about, cork, claw, dinosaur, care, scare, fair</i></p>
<p><b>Spring 1 Milestones</b></p>	<ul style="list-style-type: none"> <li>• Tripod Grip</li> <li>• Form recognisable letters – lowercase</li> <li>• m a s d t l n p o c k g u b e f l h r j v y w z x</li> </ul>	<ul style="list-style-type: none"> <li>• Form capital letters (NC)</li> <li>• Form digits 0-9 (NC)</li> </ul>	<ul style="list-style-type: none"> <li>• Form lowercase letters of the correct size</li> <li>• Start using some of the diagonal and horizontal strokes needed to join</li> <li>• Use spacing that reflects the sizing of letters</li> </ul> <p>Joining to ascenders (the second join)  al, ot, (unit 13 and 14)  c, g, le, (unit 16, 17, 18)  <i>tall, stall, small, hot, not, rot, mice, nice, rice, price, gem, age, badge, candle, handle, camel, petal</i></p>
<p><b>Spring 2 Milestones</b></p>	<ul style="list-style-type: none"> <li>• Form recognisable letters – lowercase - starting and finishing in the correct</li> </ul>	<ul style="list-style-type: none"> <li>• Form all lower case letters correctly starting and finishing in the right place</li> </ul>	<ul style="list-style-type: none"> <li>• Form lowercase letters of the correct size</li> <li>• Start using some of the diagonal and horizontal strokes needed to join</li> </ul>

	<ul style="list-style-type: none"> <li>• m a s d t l n p o c k g u b e f l h r j v y w z x</li> </ul>		<ul style="list-style-type: none"> <li>• Use spacing that reflects the sizing of letters</li> </ul> <p>sh, es, ky, ing, kn, mb, wh, wr, wa shines, shoes, shapes, shaves, sky, cry, spy, fly, ring, king, sing, knee, kneel, knock swan, swarm, water, wafer, aware, awash,</p>
Summer 1 Milestones	<ul style="list-style-type: none"> <li>• Sit correctly at a table, hold a pencil with a tripod grip</li> <li>• Form recognisable letters – lowercase - starting and finishing in the correct</li> <li>• m a s d t l n p o c k g u b e f l h r j v y w z x</li> </ul>	<ul style="list-style-type: none"> <li>• Nelson Handwriting group 1 joins</li> <li>• Nelson Handwriting group 2 joins</li> </ul>	<ul style="list-style-type: none"> <li>• Form lowercase letters of the correct size</li> <li>• Start using some of the diagonal and horizontal strokes needed to join</li> <li>• Use spacing that reflects the sizing of letters</li> </ul> <p>ly, cian, less, est, punctuation jelly,fully, smoky, cheeky, sunny, musician, session, station, careless, fearless, happiness, taller, tallest, quicker, quickest, smaller, smallest</p>
Summer 2 Milestones	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly</li> <li>• Introduce children to Nelson handwriting letter families</li> </ul>	<ul style="list-style-type: none"> <li>• Nelson Handwriting group 3 joins</li> <li>• Nelson Handwriting group 4 joins</li> </ul>	<ul style="list-style-type: none"> <li>• Know which letters are best left unjoined</li> <li>• Write capital letters the correct size and orientation to each other and lowercase letters</li> </ul> <p>Words containing the first join dig, had, has, her, him, his, made, many, saw, seen</p> <p>Words containing the second join</p>

			<p><i>if, half, out, but, must, pull, that, their, then, them</i></p> <p><b>Words containing the third join</b> <i>about, could, from, home, good, live, have, very, were, there</i></p> <p><b>Words containing the fourth join</b> <i>off, after, girl, took, who, what, where, not, other, both</i></p> <p><b>Words containing break letters</b> <i>capital letters for days of the week and months of the year</i></p>
<b>Terminology / Spelling</b>			
<b>Autumn 1 Milestones</b>		<ul style="list-style-type: none"> <li>• <b>Red words from RWI purple books</b></li> <li>• <b>Naming the letters of the alphabet in order (NC)</b></li> </ul>	<p><b>Recap Year 1 common exception words:</b> <i>the a do to today of said says are were was is his has I you your they be he me she we no go so by my</i></p> <p><b>RWI multisyllabic words: Set 1:</b> <i>forest, bubble, second, napkin, bathtub, candle, apple, zebra, glasses, zigzag</i></p> <p><b>RWI multisyllabic words: Set 2:</b> <i>Crayon, sleeping, midnight, window, shampoo, looking, garden, morning, thirteen, birthday</i></p> <p><b>RWI multisyllabic words: Set 3:</b> <i>Teacup, toilet, pancake, sunshine, explode, jigsaw, burger, flower, rainbow, sailboat</i></p> <p><b>Recap RWI sounds that sound the say but have different spellings of the</b></p>

			<p><b>grapheme, including common homophones:</b> <i>see, sea, be, bee, blue, blew, hair, hare, flower, flour, night, knight</i></p> <p><b>/igh/ spelt 'i' in common exception words:</b> <i>find, kind, mind, behind, child, wild, climb</i></p> <p><b>Homophones and near-homophones (NC)</b></p> <p><b>Common exception words (NC)</b></p>
Autumn 2 Milestones		<ul style="list-style-type: none"> <li>Red words from RWI pink books</li> </ul>	<p><b>Recap Year 1 common exception words:</b> <i>here there where love come some one once ask friend school put push pull full house our</i></p> <p><b>Homophones:</b> <i>to, two, too</i></p> <p><b>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y:</b> <i>badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</i></p> <p><b>The /s/ sound spelt c before e, i and y:</b> <i>race, ice, cell, city, fancy</i></p> <p><b>The /n/ sound spelt kn and (less often) gn at the beginning of words:</b> <i>knock, know, knee, gnat, gnaw</i></p>
Spring 1 Milestones	<ul style="list-style-type: none"> <li>Spell CVC words in line with RWI Set 1</li> </ul>	<ul style="list-style-type: none"> <li>Red words from RWI orange books</li> </ul>	<p><b>Teach Year 2 common exception words:</b> <i>door floor poor because find kind mind behind child children wild</i></p>

			<p><i>climb most only both old cold gold hold told</i></p> <p><b>The /aɪ/ sound spelt –y at the end of words:</b> <i>cry, fly, dry, try, reply, July</i></p> <p><b>The /i:/ sound spelt –ey:</b> <i>key, donkey, monkey, chimney, valley</i></p> <p><b>The /r/ sound spelt wr at the beginning of words:</b> <i>write, written, wrote, wrong, wrap</i></p> <p><b>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it:</b> <i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i></p> <p><b>Adding the endings – ing, –ed, –er, – est and –y to words ending in –e with a consonant before it:</b> <i>hiking, hiked, hiker, nicer, nicest, shiny</i></p> <p><b>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter:</b> <i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i></p> <p><b>Contractions:</b> <i>can't, didn't, hasn't, couldn't, it's, I'll</i></p>
<p><b>Spring 2 Milestones</b></p>	<ul style="list-style-type: none"> <li>• <b>Spell CVC words in line with RWI Set 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Red words from RWI yellow books</b></li> <li>• <b>The days of the week (NC)</b></li> </ul>	<p><b>Teach Year 2 common exception words:</b> <i>every everybody even great break steak pretty beautiful after fast</i></p>

			<p><i>last past father class grass pass plant path bath</i></p> <p><b>The /ɒ/ sound spelt a after w and qu:</b> <i>want, watch, wander, quantity, squash</i></p> <p><b>Adding –es to nouns and verbs ending in –y:</b> <i>flies, tries, replies, copies, babies, carries</i></p> <p><b>The suffixes –ment, –ness, –ful , –less and –ly:</b> <i>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</i></p> <p><b>Contractions:</b> <i>can't, didn't, hasn't, couldn't, it's, I'll</i></p> <p><b>The possessive apostrophe (singular nouns):</b> <i>Megan's, Ravi's, the girl's, the child's, the man's</i></p>
<p><b>Summer 1 Milestones</b></p>	<ul style="list-style-type: none"> <li>• <b>Spell set 2 words in line with RWI Set 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cross reference red words and common exception words</b></li> <li>• <b>Spell the days of the week</b></li> <li>• <b>Using letter names to distinguish between alternate spellings of the same sound (NC)</b></li> </ul>	<p><b>Teach Year 2 common exception words:</b> <i>hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents</i></p> <p><b>The /l/ or /əl/ sound spelt –le at the end of words:</b> <i>table, apple, bottle, little, middle</i></p> <p><b>The /l/ or /əl/ sound spelt –el at the end of words:</b> <i>camel, tunnel, squirrel, travel, towel, tinsel</i></p>

			<p><b>The /l/ or /əl/ sound spelt –al at the end of words:</b> <i>metal, pedal, capital, hospital, animal</i></p> <p><b>Words ending –il:</b> <i>pencil, fossil, nostril</i></p> <p><b>The /ɔ:/ sound spelt a before l and ll:</b> <i>all, ball, call, walk, talk, always</i></p> <p><b>The /ɜ:/ sound spelt or after w:</b> <i>word, work, worm, world, worth</i></p> <p><b>The /ɔ:/ sound spelt ar after w:</b> <i>war, warm, towards</i></p>
<p><b>Summer 2 Milestones</b></p>	<ul style="list-style-type: none"> <li>To be able to spell some RWI Common Exception words in line with texts read – <i>put, the, I, no, my, of, your, said, you, be</i></li> </ul>	<ul style="list-style-type: none"> <li>Red words from RWI blue books</li> <li>Spell words containing each of the 40+ phonemes taught (NC)</li> <li>Add prefixes and suffixes (un-, -s, -es, -ing, -ed, -er, -est) (NC)</li> <li>Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far (NC)</li> <li>Apply simple spelling rules and guidance, as listed in English Appendix 1 (NC)</li> </ul>	<p><b>Recap all Year 2 common exception words:</b> <i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i></p> <p><b>The /ʌ/ sound spelt o:</b> <i>other, mother, brother, nothing, Monday</i></p> <p><b>The /z/ sound spelt s:</b> <i>television, treasure, usual</i></p> <p><b>Words ending in –tion:</b> <i>station, fiction, motion, national, section</i></p> <p><b>Homophones and near-homophones:</b> <i>there/their/they're, here/hear,</i></p>

			<p><i>quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i></p> <p><b>Revise suffixes:</b> <i>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</i></p> <p><b>Revise contractions:</b> <i>can't, didn't, hasn't, couldn't, it's, I'll</i></p> <p><b>Revise the possessive apostrophe:</b> <i>Megan's, Ravi's, the girl's, the child's, the man's</i></p>
<b>Basics &amp; Sentence Structure</b>			
<b>Autumn 1 Milestones</b>	<ul style="list-style-type: none"> <li>• Write own name</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and identify a sentence has a subject and a verb</li> <li>• Know the order of a sentence (adjective/noun/verb)</li> <li>• Knowing that a clause has one idea</li> <li>• Develop a consistent handwriting style that sits on a line</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that sentences can have more than one clause that is joined by a conjunction.</li> <li>• Coordinating conjunctions to join clauses</li> <li>• To understand how to and correctly demarcate statement sentences.</li> </ul>
<b>Autumn 2 Milestones</b>	<ul style="list-style-type: none"> <li>• Write CVC words in line with RWI</li> </ul>	<ul style="list-style-type: none"> <li>• Using finger spaces between words</li> <li>• Using a capital letter to demarcate the beginning of sentences</li> <li>• Using a full stop to demarcate the end of sentences</li> <li>• Saying out loud what they are going to write about (NC)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that sentences can have more than one clause that is joined by a conjunction.</li> <li>• Subordinating conjunctions to join clauses.</li> <li>• To understand how to and correctly demarcate:</li> </ul>

			statements, questions, exclamations and commands.
Spring 1 Milestones	<ul style="list-style-type: none"> <li>Write CVC words in line with RWI</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a noun, adjective and verb</li> <li>Edit and redraft sentences for grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly, including <u>commas for lists and apostrophes for contracted forms and the possessive (singular)</u> <i>apostrophe, comma</i></li> </ul>
Spring 2 Milestones	<ul style="list-style-type: none"> <li>Write simple captions with finger spaces, for example a red dog</li> </ul>	<ul style="list-style-type: none"> <li>Use nouns, adjectives and verbs appropriately</li> </ul>	
Summer 1 Milestones	<ul style="list-style-type: none"> <li>Write simple sentences with finger spaces that can be read by others</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand sentences can have different purposes (question/command/statement)</li> </ul>	<ul style="list-style-type: none"> <li>To use adverbs to describe verbs</li> </ul>
Summer 2 Milestones	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest alternative words for nouns, adjectives and verb</li> <li>Edit and redraft sentences to improve vocabulary choices</li> <li>To consistently demarcate a sequence of sentences with accurate punctuation choice (full stop, exclamation mark)</li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Have an understanding of a sentence being written left to right</i></li> <li>• <i>Being able to write a simple sentence on a line</i></li> </ul>		
<b>Grammar and Punctuation</b>			
<b>Autumn 1 Milestones</b>			<ul style="list-style-type: none"> <li>• <b>Demarcate sentences with capital letters and full stops (within sentences longer than a clause)</b></li> <li>• <b>Expanded noun phrases to describe and specify [for example, the blue butterfly]</b></li> <li>• <b>Co-ordination (using or, and, or but)</b></li> </ul> <p><i>noun, noun phrase, adjective, adverb, verb</i></p>
<b>Autumn 2 Milestones</b>		<ul style="list-style-type: none"> <li>• <b>Leaving spaces between words (NC)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The present and past tenses correctly and consistently including the progressive form</b></li> <li>• <b>Sentences with different forms: statement, question, exclamation, command</b></li> <li>• <b>Learning how to use both familiar and <u>new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,</u></b></li> </ul>

			<ul style="list-style-type: none"> <li>Demarcate most sentences in their writing with capital letters and full stops (within sentences longer than a clause) and use question marks correctly when required</li> </ul> <p><i>statement, question, exclamation, command</i> <i>tense (past, present)</i></p>
Spring 1 Milestones		<ul style="list-style-type: none"> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (NC)</li> </ul>	<ul style="list-style-type: none"> <li>Subordination (using when, if, that, or because)</li> </ul>
Spring 2 Milestones		<ul style="list-style-type: none"> <li>Understanding that an adjective is used before a noun</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (NC)</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly, including <u>commas for lists and apostrophes for contracted forms and the possessive (singular)</u></li> </ul> <p><i>apostrophe, comma</i></p>
Summer 1 Milestones		<ul style="list-style-type: none"> <li>Joining words and joining clauses using and (NC)</li> </ul>	<ul style="list-style-type: none"> <li>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</li> <li>To understand how an adverb is used to describe a verb</li> </ul> <p><i>compound, noun, suffix</i></p>
Summer 2 Milestones		<ul style="list-style-type: none"> <li>Understand and use pronouns to replace a noun</li> </ul>	<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: <i>noun, noun</i></p>

		<ul style="list-style-type: none"> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing (NC)</li> </ul>	<i>phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</i>
<b>Composition- Text Structure</b>			
<b>Autumn 1 Milestones</b>		<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about (NC)</li> <li>• Making vocabulary suggestions to describe character or setting to contribute to a model text</li> </ul>	<ul style="list-style-type: none"> <li>• To write sentences that are linked thematically.</li> <li>• Develop positive attitudes towards stamina for writing by writing narratives (fictional).</li> <li>• Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</li> <li>• Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence.</li> <li>• Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly.</li> </ul>
<b>Autumn 2 Milestones</b>		<ul style="list-style-type: none"> <li>• Composing a sentence orally before writing it (NC)</li> <li>• Re-drafting a sentence orally</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate control in writing sentences that are linked thematically.</li> </ul>

		<ul style="list-style-type: none"> <li>• Writing 3 or more sentences that are based on the same theme</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes towards stamina for writing by writing experiences of those of others (real).</li> <li>• Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary.</li> </ul>
Spring 1 Milestones		<ul style="list-style-type: none"> <li>• Sequencing 5 sentences to form a short narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</li> </ul>
Spring 2 Milestones		<ul style="list-style-type: none"> <li>• Re-reading what they have written to check that it makes sense (NC)</li> <li>• To be able to identify the purpose and audience of their own writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly</li> </ul>
Summer 1 Milestones		<ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher or other pupils (NC)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing poetry</li> <li>• Writing for different purposes</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>

			<ul style="list-style-type: none"> <li>• Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> </ul>
<p>Summer 2 Milestones</p>	<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Begin to write sentences with capital letters and full stops</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Write 7 or more sentences where an idea is developed and built upon</li> <li>• <i>Sequencing sentences to form short narratives (NC)</i></li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Writing for different purposes</li> <li>• writing about real events</li> </ul>

### Appendix 3- Nelson Handwriting Script

Information on the Nelson handwriting Script can be found at:

[Nelson Handwriting – Oxford Owl Support](#)