

St. Peter's CE Primary, Farnworth



Curriculum Policy Handwriting

Written: December 2019

Reviewed: April 2024

Subject leaders: K. Smalley

Contents Page

Our school vision

St Peter's beliefs and values – Learn, Sparkle and Shine

Curriculum intention

Spiritual, Moral, Social and Cultural

Our teaching and learning model

Curriculum design

Planning

Curriculum coverage and progression of skills

Rationale behind chosen content and timings

Assessment

Use of ICT

Inclusion

Role of the subject leader

Supporting new staff

Cross curricular links



St. Peter's CE Primary, Farnworth

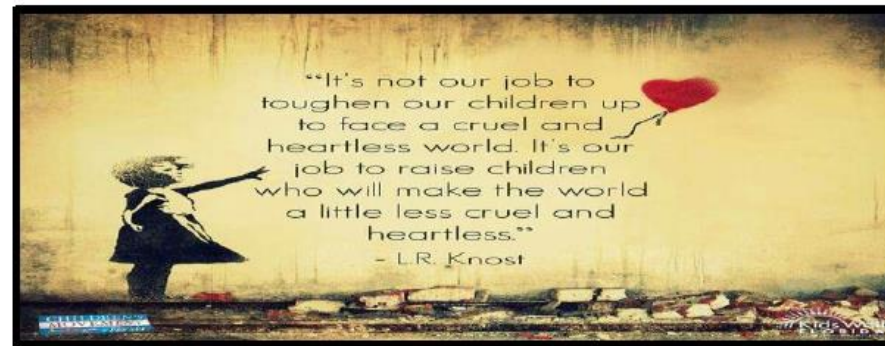


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will “contribute to and prosper in society” bringing God's plan for them to fruition.

Our school purpose is to signal a route to a life that many don't think possible!

We aim to maximise social mobility, with God's support & guidance!



**“For I know the plans I have for you”, declares the Lord
“plans to prosper you and not to harm you, plans to give
you a hope and a future.” Jeremiah 29:11**

“Learn, Sparkle & Shine...”



Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is knowing who I am, what I love and being proud to be me.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5;16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration **(learn)**, **Provide wisdom**
- encourages positive attitudes, resilience and strong mental health **(sparkle)** **Provide dignity and hope** and,
- develops positive citizens with strong community (Christian and British) values **(shine)**. **Provide community spirit**

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Hoim Ginott



F Forgiveness and Friendship
A Always respectful
I Inclusion – all welcome
T Trust
H Honesty and Hope

“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth <u>mindset</u> approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth <u>mindset</u> philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons

- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out below.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
- Have high expectations for all groups of children - Have strong subject knowledge - Promote independence - Promote confidence - Offer praise and encouragement - Are enthusiastic and positive about learning - Model good learning - Offer high quality conversation and talk	- Have a distinct knowledge base - Are purposeful - Are memorable - Are active - Are engaging - Are focussed - See children and teachers working as a learning team	- Develop basic skills - Meet children's individual learning needs - Broaden and extend experiences - Offer an opportunity to try new things - Are cross curricular if appropriate - Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Subject specific guidance Handwriting

Curriculum Design

According to the National Curriculum, handwriting requires frequent and discrete direct teaching. The principle aim is that handwriting becomes an automatic process which allows the child to focus on the content of the writing & to express themselves fluently and confidently for a range of purposes & audiences. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and creativity.

At St. Peter's:

- Handwriting is taught regularly through discrete lessons across KS1. Teaching generally occurs outside the literacy hour, although shared and guided writing provides children with many more opportunities to practice skills. Handwriting is taught weekly through a Literacy starter across KS2.
- A mixture of whole class, small group and individual teaching is planned.
- The teaching of handwriting is strongly linked with the school's presentation policy – this policy should be read in conjunction with this.
- Teachers and adults in school are model writers and present their writing to the highest standard following the school policy. Marking is completed in consistent correct print in EYFS/KS1 and cursive in KS2.
- Consistency in attitudes, the strategies for teaching and our expectations of children are the key to effective learning.

Planning

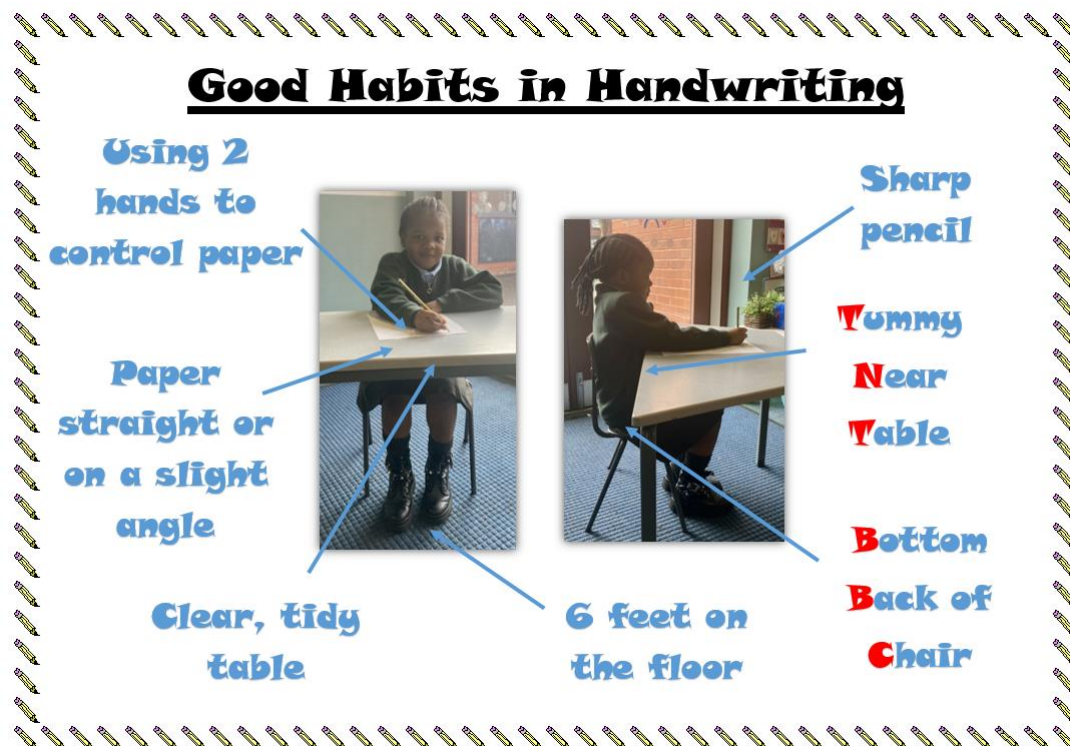
Teachers are to follow the steps provided in this policy when teaching Handwriting in discrete sessions. EYFS/KS1 will introduce the correct letter formation in the order provided within this policy (see scheme of work). Y3 will then recap the letters in this order in Autumn term before moving onto cursive in Spring term.

In addition to these methods, ECTs will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.

Progression of skills

EYFS: The emphasis at this stage is with movement and accuracy. This will ensure letter formation becomes automatic and becomes the basis of later fluency and legibility. Patterns are used initially, (with children who have not got the coordination to start writing letters) using a variety of tools and using multisensory methods, to help free flowing hand motions. Close attention is given to the pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. In the teaching of a physical skill such as handwriting, the teacher must be able to observe each child's posture, grip of the implement and movement. Demonstration by the teacher, either to a group or an individual is as important as observation. Adults must be vigilant to ensure that bad habits do not become engrained.

This will be encouraged through the Good Habits in Handwriting poster shared with children regularly throughout EYFS and KS1.



During play activities, writing is encouraged and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. At this stage, children are given the opportunity to write with a full range of writing material and implements; multi-sensory experiences are very much a part of this.

In the Summer term, children are expected to practise sitting letters on lines through a range of activities, both guided and in continuous provision. This is to help children to be ready for moving into Year 1 and onto curriculum books.

Expectations at the end of EYFS:

- Write recognisable letters, most of which are correctly formed;
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Key stage 1: Building on EYFS, pupils at Year 1 develop a legible print style. Correct letter orientation, formation and proportion are taught in line with the school's agreed letter style. This continues in Year 2. Throughout KS1 children are also taught the correct formation and usage of upper case (capital letters). In KS1, handwriting is taught three times a week for 15-20 minutes. At the end of Key Stage One, children should have the correct letter orientation, formation and proportion.

In KS1 the children's handwriting is assessed each term and this data is recorded on a tracking sheet. At the end of each term, children should have achieved the expected standard from the EYFS/KS1 handwriting expectation sheet. In every KS1 classroom there is a pirate ship display with all the children's faces on, working their way to becoming a 'Perfect Pirate' within their year group. The children are moved termly on the pirate ship and presented with certificates. Children are encouraged to work towards being a Perfect Pirate through Peter the Parrot and dedicated handwriting stickers. An individual assessment sheet is in the front of every child's handwriting book to show which letters they can form correctly.

Expectations at the end of KS1

- 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
- form capital letters and digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Key stage 2: When children start Year 3, they will spend the Autumn term recapping the correct letter formation for each letter of the alphabet. The expectation is that all children will form all letters correctly by the end of Autumn term. In Spring term, children will begin to learn to join through direct teaching of how to join different letter groups e.g. curly caterpillars, long ladder letters etc. It will be shown explicitly to the children that cursive writing means joining each letter by not taking your pencil off the paper (with the exception of letters f, j, y, p as these letters do not loop – this will be modelled by the teacher).

At the end of the Spring term, children will then copy a poem in cursive. The teacher will assess who is ready to begin writing in cursive in all their books. Once ready, children will receive a certificate and be celebrated in class. Cursive will be continued throughout KS2.

All KS2 classes will continue to be taught handwriting once a week during a Literacy lesson starter, throughout the key stage, so that tricky joins and general misconceptions or errors can be addressed. It is expected that the children's style of writing will become more fluent as they progress through the school and it is important that teaching tricky joins takes place in order to achieve this fluency.

Rationale behind chosen content and timings

EYFS

Handwriting is taught alongside Phase 2 phonics. A letter formation rhyme and practice runs alongside a new sound. Focused handwriting is taught once a week (separate to the phonics sessions although the order is linked to the order of teaching in letters and sounds phase 2.)

Although this does not follow the order of the letter families, learning to form the letters alongside phonics will avoid bad habits forming and embed the new GPCs as they are being taught.

In addition to the above, reinforcement takes place in the phonics sessions four times per week.

In EYFS, the children use the Little Wandle letter formation rhyme cards, whiteboards and handwriting sheets to learn the letter formation and orientation. Lined paper is available through continuous provision and modelled during handwriting sessions. The Little Wandle rhymes focus on developing accuracy of formation.

Regular practice opportunities are provided weekly through continuous provision. At this stage, children are given the opportunity to write with a full range of writing material and implements; multi-sensory experiences are very much a part of this.

Patterns /tracing cards are used initially, (with children who have not got the coordination to start writing letters).

Phonics books are sent home with the children to reinforce learning of phonics and this gives the children an opportunity to practise letter formation.

Year 1

In Year 1 handwriting is taught for taught in shorter sessions for 15-20 minutes three times per week separately to the phonics sessions and Literacy lessons. Letter formation is to be taught in the order below (also see the attached 'Perfect Pirate' sheet which is stuck in the front of all Handwriting books).

The teaching focus will be reinforcing lowercase letters and ensuring all letters are sat correctly on the line, including all descenders. This is always modelled by the teacher and practice is supervised to ensure correct formation develops.

The children practice their handwriting in designated handwriting books when they are being taught. This will help the children to put their writing on lines. Interventions for SEND and BARE children may take place on whiteboards and sheets, use of tracing cards, work sheets and work in books.

Separate additional practice / reinforcement opportunities take place throughout the week through interventions.

Homework is sent home with children as needed to reinforce learning.

The order of letters follows the handwriting families so the children can make links between letters that are formed similarly.

Year 2

In Year 2 handwriting should be taught for 15-20 minutes three times per week separately to the phonics and Literacy sessions. Again letter formation will be modelled and misconceptions addressed quickly. This allows children to revise and practice letter formation so they are then ready to join when they move into KS2. Children do not begin to join in Y2 to ensure that children are completely secure in letter formation first.

All handwriting will be completed in the handwriting books.

Separate additional practice / reinforcement opportunities take place throughout the week.

Homework may be sent home with the children who are not able to produce letters that are mainly consistent in size and clearly shape reinforce learning.

Children will be taught how to form all upper case letters correctly and will recap the correct formation of all lower case letters, ensuring that all letters are sized correctly including ascenders and descenders.

Order of teaching formation of lower case letters in EYFS and KS1

Letters and sounds order for children in the Reception class based on Phonics

Step 1. s a t p

Step 2: i n m d

Step 3: g o c k

Step 4: ck e u r

Step 5: h b f, ff l, ll ss

Step 6: j q y

Step 7: v w x y z

Order for reinforcement from Y1

Group 1: c o a **d** g q **e** f s

Group 2: l t h b k

Group 3: i j r n m u y p

Group 4: v w x z

Start at the top it's easy you see, for every letter but d and e!



Teaching writing on lines and proportion through groups of letters and words. Use the letters in each group to form words.

Group 1: C O S G Q E F

Group 2: A D H L J T U P R B K V W

Group 3: M N X Y Z

KS2

For the Autumn term of Year 3, children will recap their learning from KS1 and will practise the correct letter formation for each letter of the alphabet, in the same order as KS1. This will be done in discrete handwriting lessons.

All letters must be formed correctly before moving onto joining. Teacher judgement is required for children who potentially need more support to form letters correctly through intervention etc., particularly those with SEN.

Joining

For the first three weeks of Spring term in Year 3, children will practise joining letters to write in cursive. They will copy words given by the teacher and taught explicitly that their pencil does not come off their paper when writing in cursive (trickier joins will be modelled explicitly by the teacher on the board to show how they join correctly).

Children will be assessed at the end of the Spring term by copying out a poem. Children will copy a poem in cursive. The teacher will assess who is ready to begin writing in cursive in all their books. Once ready, children will receive a certificate and be celebrated in class. Cursive will be continued throughout KS2.

Continuous practice across KS2

Once the children have achieved cursive writing in Year 3, the expectation is that this will continue in all books and across all subjects for the remainder of the key stage. Staff will continue to monitor handwriting and presentation and support children with tricky joins through a weekly handwriting practise session at the beginning of a Literacy lesson that focuses on common errors in the class.

Each year group will have a type of join to focus on throughout the year. This will ensure that each join type is explicitly practiced throughout the key stage. Teachers are free to practice and teach other types of joins in response to the needs of their class, however the focus joins will act as a guide and ensure that children have the opportunity to discretely practice all join types throughout KS2.

KS2 Focus Joins

Y3	Diagonal joins without ascenders (except d) e.g. un um ig id ed eg an or ing ung
Y4	Diagonal joins with ascenders e.g. ch sh th tl ll ill sli slu ck ack st sti ink unk
Y5	Horizontal joins to letters with and without ascenders e.g. ow op ol we wh va vy r rt rd
Y6	Misfit joins b p s – letters that finish on the left before joining g q y j – no loops! X – going back to cross the x at the end of the word

Teaching and Learning in Handwriting at St Peter's

As throughout all teaching at St. Peters, it is important to follow the I do, We do, You do teaching sequence in handwriting.

I do –When teaching letter formation and joins, teachers will ensure that letters are modelled clearly and accurately. Where possible, this will be done on a whiteboard or flipchart above head height to allow children to see clearly. Whilst modelling, teachers will discuss the success criteria in detail, describing size, formation and placement on the line.

You do – Children to only practice a small number of each letter at a time e.g. Write it 4 times then pencils down.

Children will be given lots of opportunities for self and peer assessment. After some independent practice, children may be asked to identify their best letter and place a dot underneath. They may then discuss with a partner why they have chosen this letter, referring to the success criteria. Children may also be given the opportunity to assess what their peers have done well according to the success criteria and feedback.

Assessment

Handwriting assessments will take place in EYFS and KS1 at the end of each term.

KS1 staff will use English/R.E/Topic/Science books as the main basis of their handwriting assessment.

EYFS staff will use independent continuous provision writing as the main basis of their assessment.

The purpose of this is to ensure that the correct formation is embedded in children's learning and not just shown in lessons with a specific handwriting focus, or a guided piece of work.

[illegible]

KS2

Children will complete an assessment in Y3 in Spring term where they will copy out a poem to assess if a child is ready to begin writing in cursive in throughout their books.

After this, children will not complete a handwriting assessment in KS2 as all children will be writing cursive by the end of Year 3 (with the exception of children with SEN or additional interventions based on teacher judgement).

Use of ICT

Although modelling of letter formation on a IWB is not advised, staff make use of websites such as [Writing Repeater](#), a handwriting demonstration tool, to model correct formation.

Inclusion

Left-Handed Children.

There is no need for left-handed children to be disadvantaged when writing. The following strategies are useful in supporting them:

- Model letter formation, sky writing, etc. with your left hand.
- Make sure that left-handed children sit on the left of right-handed children.
- Left-handed children usually need to have the paper slightly to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.
- Writing from left to right is more difficult for left-handed children. They should, therefore, be given more attention in the classroom to ensure that they do not learn bad habits of position, posture and pen hold which will deter a fast, fluent and legible hand.

Special needs.

Children with special needs in handwriting will be helped by appropriate teacher intervention. This may include the provision of specialist resources, pencil grips, wider spacing lines or a different handwriting style. It may involve more practice in fine and gross motor skills activities. Further advice can be sought from the SENCO or outside agencies such as Occupational Therapists.

Role of the subject leader ([link to subject leadership policy](#))

- Work with the class teacher to offer support where needed in the delivery of handwriting sessions.
- To meet with KS2 staff every half term to moderate writing and look at which children are ready to move on to pen in Y5/6.
- To monitor assessments in KS1 and to offer ideas and support for children who need extra intervention.
- To monitor children who are not yet cursive to ensure progress is still being made with their printing style and correct letter formation.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be ECTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

Cross Curricular Links

Handwriting is used throughout the curriculum as the children record written ideas in their books throughout most subjects. Staff have high expectations of handwriting in all pieces of work and consistently model and correct incorrect letter formation. Children are given opportunities to practice these letters through 'Fix-its' where the children repeat the letter with the correct formation.