



## HANDWRITING

### Intention, Implementation Impact

Intention
<p>We want to offer a consistent approach with a sequence to ensure children progressively cover the skills required to meet the aims of the National Curriculum for writing transcription. Most (but not all) children have developed their fine and gross motor skills and pencil control before they join Stonelow in Year 3. They often have the basis of effective handwriting: show good control and coordination in large and small movements, to move confidently in a range of ways while safely negotiating space, to handle equipment and tools effectively and to safely use and explore a variety of materials, tools and techniques.</p> <p>For some children, we know we will still need to teach the statutory objectives from the year 1 and year 2 curriculum: to sit correctly at a table, to hold a pencil comfortably and correctly, to begin to form lower case letters in the correct direction and of the correct size relative to one another, to start and finish letters in the right place, to form capital letters and the digits 0-9 of the correct size, orientation and relationship to one another and to lower case letters, to understand which letters belong to which handwriting 'families', to start using some of the diagonal and horizontal strokes needed to join letters and to use spacing between words that reflects the size of the letters. Many children will be joining letters and starting to develop a fluent, style with speed. This where we will teach the statutory skills from the Y3 - Y6 curriculum: to use the diagonal and horizontal strokes that are needed to join letters; to increase the legibility, fluency, consistency and quality of their handwriting; to ensure that their lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch; to write with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and to choose the writing implement that is best suited for a task. We intend to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their writing.</p>
Implementation
<p>Following the progression programme allows teachers to feel confident about what to deliver throughout their whole educational setting. If implemented correctly, the progressive sequence assures quality, sufficient depth and coverage of all skills. Where gaps in pupils' skills are identified, the progression document can be used to guide intervention sessions. Where children are struggling with handwriting the progression map can but used as an assessment tool to identify what to teach in sequence. Handwriting is modelled by staff on the whiteboard and in marking.</p>
Impact
<p>The impact of using the handwriting progression map, will be seen across the school and with an increase in the profile of handwriting and presentation. Following the map, gives our school a consistent approach and order, and raises the handwriting expectations. Whole school and parental engagement will also be improved through support resources as home learning tasks. We want handwriting sessions to be enjoyable and encourage a sense of pride in pupils' written work. The impact should be noticeable within written work in all areas of the curriculum and progress over time.</p>