

### Intent

At The Gates, English is at the heart of what we do and engrained into the school curriculum. We aim to deliver a high-quality English education enabling foundations for every child to become literate, preparing them with the skills for adult life. Through writing in particular, our aim is to provide children with key transferrable writing skills to build on year on year, that can be used throughout each phase of their education and prepare them for secondary school.

### We aim to:

- Provide children with a coherent approach that demonstrates continuity and progression across the whole School from EYFS to Y6.
- Enable children to understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encourage children to take pride in the presentation of their work, be able to enjoy the sense of achievement they are able to gain.
- Support children in spelling correctly through handwriting.
- Enable children to write quickly in order to be able to express themselves creatively and imaginatively across the curriculum and for a range of purposes.

### Implementation

#### Progression:

The National Curriculum specifies that primary school children should work towards mastering handwriting that is fluent, legible and, eventually, speedy.

There are specific targets for each year group

#### EYFS

Pupils are taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- 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

#### Year One

Pupils are 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
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' and to practice these

#### Year Two

Pupils are taught to:

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which

letters, when adjacent to one another, are best left unjoined

- Write capital letters and digits of the correct size and orientation in relationship to one another and to lower case letters
- Leave the correct space between words

### **Years Three and Four**

Pupils are taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting
- Join their handwriting in their independent work to increase fluency in order to support their composition and spelling

### **Years Five and Six**

Pupils are taught to:

- Write legibly, fluently and 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 choosing the writing implement that is best suited for a task
- Increase the speed at which they are writing
- Have the strength and mobility to be able to write for longer periods of time without fatigue

### **In Practice:**

#### **Pencil/Pen Grip**

The pen or pencil should be gripped comfortably between forefinger and thumb with the second finger below to steady it. If you pick up a pen which is lying on the table in front of you with its nib towards you in line with your forearm, you instinctively pick it up in the correct grip.

#### **Posture**

Children should be encouraged to sit up straight with their feet on the floor. The non-writing hand must be used to steady the book or paper.

#### **Letter Patter**

For consistency letter patter is used from the Essential Letters and Sounds phonics scheme. This is used within the phonics lesson when a new sound is being taught, in addition to letter families being taught twice a week using bubble writing templates to support the children's understanding of letter positioning in relation to the line.

#### **Pencil Grip**

- Children should write with a pencil with a rounded nib.
- Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil.

For right handed children:

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper could be placed to the right tilted slightly to the left.
- Use the left hand to steady the paper.

For left handed children:

- sit to the right of right-handed learners so they are not competing for space

-paper positioned to the left

### **EYFS**

Children in EYFS begin by primarily focusing on developing efficient control of gross motor skills. Children also develop the necessary fine motor skills and hand eye coordination through planned provision and activities. Manipulative materials in enhanced provision and directed activities such as Dough Disco provide opportunities to develop their skills alongside direct teaching during ELS phonics lessons. Every child has their pencil hold tracked and monitored, and where necessary children have extra support to progress to the tripod grip before entering Year 1.

### **Impact**

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills.

All the skills of English are essential to participating fully as a member of society; pupils, therefore, will learn to speak, read and write fluently and confidently.

Assessment in writing is ongoing as teachers carry out in-depth assessment of children's writing at the end of each half term, and highlight the age-related outcomes that have been achieved.

Progress across classes is closely monitored by the subject leaders and senior leadership team. Monitoring will include: regular book looks, lesson observations and pupil voice interviews. The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.