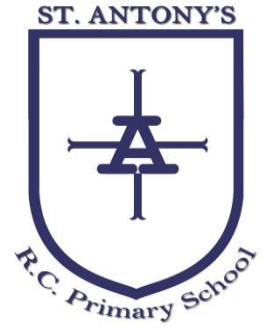


*Join the faith and learning journey*



**St Antony's Roman Catholic Primary School**

**Mission Statement**

**St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.**

**INCLUSION STATEMENT**

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

**Policy name: Handwriting Policy**

**Adopted by Governors: .....(signed on hard copy)**

**Date: .....February 2023.....**

**Review date:.....February 2022.....**

## POLICY INTENT

**The Intent of our handwriting policy is to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This, in turn, will help to support their composition and spelling**

**Working with parents, we intend that our pupils leave St Antony's as confident, capable writers who can convey their opinions clearly in writing through fluent, legible handwriting ready for the next stage of their educational journey.**

**"I, Paul, write this greeting with my own hand. Remember my chains. Grace be with you" (Colossians 4:18).**

### AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

## IMPLEMENTATION OF THIS POLICY

### SUBJECT LEADER ROLE

The subject leader for handwriting is Heather McGowan.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the 'expert' in school and can offer support to other staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.

## RESOURCES USED

Little Wandle phonics scheme

Twinkl Journey to Continuous Cursive

## CURRICULUM PROGRESSION THROUGH THE STAGES

Year group	What happens
Nursery	Children are introduced to a variety of mark making activities. Their fine motor skills are developed through dough disco and manipulatives activity. When ready, children can follow patterns, lines, zig zags and circles in drawing, tracing and copying activities. Correct pencil grip is taught for those that are ready. Little Wandle is also in place and pupils may begin letter formation activities if they show they are ready. A variety of writing tools are in place.
Reception	EYFS activities continue and using the Little Wandle scheme, children are taught letter formation using rhymes, hand actions and pencil to paper activities. Tripod pencils with grip cut outs are used to ensure good pencil grip. It is a non cursive style. Some children may use additional grips, thicker or softer pencils- teachers will use professional judgement as to ability.
Year 1	The Little Wandle scheme continues and capital letters are consolidated. Tripod grip slim pencils are used for the majority.
Year 2	Using the Twinkl journey to cursive resources, we learn to form our letters so they are ready to join. Children are taught the letter families with lead ins and flicks. When ready, some children can begin to join digraphs and trigraphs with diagonal and horizontal joins. Tripod slim pencils continue to be used.
Year 3	Recap of all letter formation. Children are taught explicitly how to join the letters correctly, including all tricky joins. This is taught through the letter families to support repeated practice theory. This consolidates understanding and identifies misconceptions. All children are expected to join fluently all handwriting by the Summer Term. Many children will do this before. New arrivals will receive a catch up programme. Normal slim school pencils are used when the children have a good automatic grip. From Year 3 pens can be used when handwriting is joined, accurate and fluent.
Year 4	Recap of all letter formation and joins. Again this is taught in letter families.
Year 5/6	From teacher assessment of handwriting style, pupils practice deliberately and develop their fluency, style and speed.

## PLANNING AND SEQUENCING LEARNING

Handwriting practice time is short and regular. Teachers will work on letters in family groups. The full families of letters should be taught in the sequences shown from Year 2. Depending on their class needs, in Years 4, 5 and 6 teachers may swap block of a family of letters around. There are detailed notes to support the teaching of the letters on staff shared drive. (continuous cursive letter order progression)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)			Handwriting Practice
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review			The Zigzag Monster Family (z, v, w and x)			Assess and Review		Handwriting Practice

## EQUALITY

All pupils at St Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences.

Gender

SEND

Race

Religion

Different families

Use of Pupil premium

## ENRICHMENT AND MASTERY

Children will work towards pen licences and be celebrated in assembly when they achieve this standard. Whole school monitoring and celebration of good handwriting will be regular as part of normal monitoring procedures in writing across the curriculum.

## EXPERIENCES THROUGH THE CURRICULUM

Good handwriting is expected across the curriculum. There will be opportunities to develop gross and fine motor skills outdoors which will in turn support good handwriting. All written work, including outdoor tasks, is expected to be legible and clear, with the best recording method and tool used for the job in hand.

## HOME SCHOOL LINKS

Workshops with parents occur throughout EYFS and KS1 at different times. Handwriting support sheets may be sent home and videos shared through class dojo to illustrate correct letter formation.

## MEASURING THE IMPACT OF OUR POLICY

### RECORD KEEPING AND ASSESSMENT

#### Assessment Statements:

##### EYFS Assessment Statements

By the end of EYFS, most children should be able to:

- show good control and co-ordination in large and small movements;
- move confidently in a range of ways, safely negotiating space;
- handle equipment and tools effectively;
- safely use and explore a variety of materials, tools and techniques.

##### Year 1 Assessment Statements

By the end of these lessons, most children should be able 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;
- understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these.

##### Year 2 Assessment Statements

By the end of these lessons, most children should be able 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;
- use spacing between words that reflects the size of the letters.

##### Year 3 and Year 4 Assessment Statements

By the end of these lessons, most children should be able 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 by ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

##### Year 5 and Year 6 Assessment Statements

By the end of these lessons, most children should be able 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.

## MONITORING, REVIEW AND EVALUATION

This will take place through learning walks, lesson observation, book scrutiny, staff discussion, pupil conversations and presentation to Governors.

## STAFF DEVELOPMENT

This policy and resources will be shared as part of induction. Lessons will be modelled by in house experts. Handwriting good practice will be shared at moderation.

## GOVERNORS INVOLVEMENT

The link Governor for this subject is Father Barry.

Subject leaders prepare bids for the finance committee; these are linked to school priorities. Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

## CONCLUSION

We aim to give St. Antony's children the best possible start to their school lives and beyond.

Reviewed February 2023

This policy will be reviewed every two years.