**SHALOM NOAM PRIMARY SCHOOL**

**SUBJECT DEVELOPMENT PLAN**

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| **Subject**Handwriting | **Leader**Mrs Aremband | **Budget** |
| **AIM:**At Shalom Noam School it is our aim that every child should develop fluent, legible and personalised style of handwriting by the time they leave the Primary Phase at the end of Year Six. Capital and lower case letters should be formed appropriately and letter size should be consistent. Good handwriting is an essential skill in the quest to spell and write fluently, confidently and competently. The ability to write neatly can raise self-esteem and provides a motivating factor in the production of written work. Children with handwriting difficulties can have their thinking slowed, and as their cognitive capacity is strained by the process of forming legible letter words and sentence, their focus on creativity, composition, spelling and organising ideas, and so on, can suffer. New National Curriculum for primary schoolsgives additional weight to handwriting and to achieve greater depth in writing by the end of KS1 pupils are expected to 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 un-joined. There is no expectation for handwriting to be fully joined at any standard in the KS1 frameworks. From the academic year 2018/19, pupils are required to demonstrate joined handwriting to meet the expected and greater depth standard in writing at the end of KS2 (Year 6). Pupils who do not demonstrate joined handwriting at the end of KS2 cannot be deemed to be working at the either the expected standard or at greater depth irrespective of how good other aspects of their written work may be. As a school, we fully acknowledge that handwriting is not a natural skill; rather it is a motor activity which needs to be taught explicitly through teachers modelling and children practising. Therefore, we will provide opportunities for all children to develop, practise and perfect the skills of handwriting. Alongside this, we will also provide targeted support to any child who has been identified as experiencing difficulties or barriers to handwriting. |
| **Intent** |
| At Noam Primary School Twinkl Handwriting offers a school-side consistent approach with a planned sequence of lessons to help teachers ensure they have progressively covered the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals. Step 1 (Let’s Get Ready to Write) of each Handwriting Help Card, available in every lower case letter pack, aims to help children to develop their fine and gross motor skills and pencil control as a precursor to effective handwriting: to 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. Steps 2 and 3 (Forming Letter Families and Positioning & Pre-Cursive) aim to teach children 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. Steps 4 and 5 (Joining Letters and Fluency, Style & Speed) teach the statutory skills from the year 3 - year 6 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. The Twinkl Handwriting scheme intends 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. |
| **Implementation** |
| Following the programme allows subject leaders to feel confident about curriculum design and delivery throughout their whole educational setting; this is detailed in the Twinkl Handwriting progression map. If implemented correctly, the detailed planning and progressive sequence of the programme assures subject quality, sufficient depth and coverage of skills and gives teachers the curriculum expertise to deliver effective writing transcription lessons. The scheme’s supporting resources enable effective curriculum implementation and can be differentiated to meet all pupils’ learning needs. Where gaps in pupils’ skills are identified, the Twinkl Handwriting materials can also be used within intervention sessions to enhance pupils’ capacity to access the full curriculum. Each lesson has built-in assessment opportunities, which give reliable snapshots of pupil progress. The scheme also offers more formal assessment materials as well as a handwriting coverage and assessment pack to track progress over the longer term |
| **Impact** |
| The impact of using the full range of Twinkl Handwriting resources, including display materials, will be seen across the school with an increase in the profile of handwriting. Following the scheme, gives schools a consistent approach where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners. Whole school and parental engagement can also be improved through the use of Twinkl Handwriting resources as home learning tasks. Twinkl want handwriting lessons to not feel like a chore for teachers and pupils and to encourage a sense of pride in pupils’ written work. The impact of the scheme should be noticeable within written work in all areas of the curriculum. |
| Level expected at the end of EYFS. Key Stage 1 National Curriculum Expectations Key Stage 2 National Curriculum Expectations Pupils should be taught to: • show good control and coordination 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. Pupils should be 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’ (i.e. letters that are formed in similar ways) and to practise these. • 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, orientation and relationship to one another and to lower case letters. • use spacing between words that reflects the size of the letters. Pupils should be 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 for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • 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. • choosing the writing implement that is best suited for a task. |