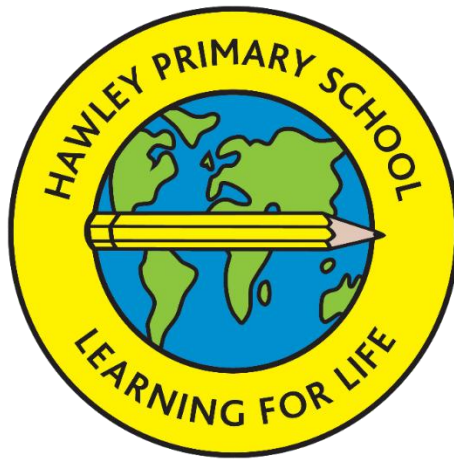


# HAWLEY PRIMARY SCHOOL



## English at Hawley Primary School

**English Subject Leader:** Mrs Elle Appleby

*Document Version 2: 2025-26*

## Writing Intent, Implementation and Impact

### Intent

At Hawley Primary School, we intend for all pupils to become confident, creative and effective writers who can communicate clearly for a range of purposes and audiences.

Our writing curriculum aims to:

- Develop pupils' transcription skills so these become automatic, freeing up cognitive capacity to focus on composition
- Build pupils' ability to plan, draft, revise, edit and publish their writing across a variety of genres and text types
- Foster a love of writing through meaningful, purposeful writing opportunities that engage and inspire
- Develop pupils' vocabulary, grammar and understanding of language structures progressively from EYFS through to Year 6
- Ensure all pupils, including those with SEND and disadvantaged pupils, make strong progress and can express themselves effectively in writing
- Equip pupils with the writing skills necessary to succeed across the curriculum and in their future education

We believe that writing is a powerful tool for communication, self-expression and learning, and that every child can become a successful writer with high-quality teaching and appropriate support.

### Implementation

Our youngest students here at Hawley, take part in daily whole class Phonic lessons. The lessons focus on reading and writing, with a specific focus each day. Children who require additional support take part in smaller group interventions or have 1:1 focused support. Tricky words are sent home to parents, as and when they are taught in school. This then encourages the children to practise spelling the tricky words correctly in their writing. EYFS take part in 'Drawing Club' twice a week. This allows the children to use their imagination, with a strong focus on writing. Writing is based on their current ability, with adults extending their skills through focused support. Adults write with each child once a week within their play. For example, if they are playing with cars, they can write a sign for the road (go car go) Writing is based on their ability. If a child is working on finger spaces, this would be the focus and therefore inform the learning objective. Children can also access writing in their continuous provision. They can follow their own interests and use phoneme mats/support in the classroom to guide them with independent writing.

During the first Autumn term in Year 1 and 2, students follow 'Drawing Club', which immerses pupils in high-quality texts and imaginative storytelling, encouraging them to develop vocabulary, sentence construction and early writing skills through drawing and discussion. It allows children to build confidence in expressing their ideas orally before recording them, strengthening the link between talk and writing. Drawing Club is particularly well suited to this stage of Year 1 and 2 as it supports a smooth transition from the Early Years approach to more structured learning, reinforces phonics knowledge in meaningful contexts, and helps establish positive attitudes towards writing at the start of the academic year. From Autumn 2 onwards, students are exposed to high-quality texts which reflect their wider topics and interests. Curriculum coverage is thoughtfully planned and closely monitored to ensure that Year 1 pupils build secure foundations at an age-appropriate pace, while Year 2 pupils are appropriately stretched and challenged to reach their full potential.

At Hawley, follow Hampshire's The Learning Journey approach to writing, which provides a structured framework for developing writing skills.

The HIAS approach to planning learning journeys inspired by rich texts includes sequenced opportunities to:

- immerse children in the world of the text they are reading
- develop ideas and understanding of the content they will write about
- grow their vocabulary
- explore exemplar texts
- explicitly teach and deliberately practice elements of writing at sentence level and paragraph level
- model, share and guide writing
- draft, review and edit writing.

Writing is taught through three cyclical stages:

1. Stimulate and Generate – children engage in high-quality texts, drama activities, engaging hooks
2. Capture, Sift and Sort - Pupils generate and organise ideas using planning tools and graphic organisers. Pupils note down key ideas in a logical order, using writing frames where appropriate. Children often complete independent 'Site of Application' writes where they apply their previously learnt skills to a genre they are familiar with. Children complete an 'Apprentice Write' which is scaffolded and modelled to allow students to practise their skills in a more supportive environment. This enables teachers to make amendments to planning.
3. Create, Refine and Evaluate – children write their own pieces, often going on to create further pieces with less support. They make changes based on feedback from teachers and peers, and through self-evaluation. Pupils check their writing for accuracy and coherence, including spelling, punctuation and grammar. Pupils present their finished work to others through display, performance or sharing.

### Gradual Release of Responsibility

We use a structured teaching model where teachers:

- Explain the strategy being used and why it's important
- Model the strategy explicitly, including making deliberate mistakes and showing how to correct them
- Use the strategy together with the class through shared writing
- Provide guided practice, gradually releasing responsibility to pupils
- Support pupils to use strategies independently

We recognise that pupils learn at different rates, so teachers repeat steps as needed for individual pupils.

### Developing Transcription Skills

- Handwriting is taught explicitly and systematically from Reception onwards, with regular practice sessions
- Spelling is taught through a combination of phonics (linked to our reading programme), spelling rules and patterns and high-frequency words
- As transcription skills become more automatic, pupils can devote more attention to composition and the quality of their writing

### Reading-Writing Links

- Model texts are carefully selected to demonstrate excellent examples of the genre, text type or features being taught
- Pupils analyse texts as readers and as writers, identifying techniques and building a 'writer's toolkit'
- Text maps and visual representations help pupils internalise language patterns and structures
- There is a heavy emphasis on rehearsing sentences orally, building confidence in verbal communication to support writing

### Assessment and Feedback

- Teachers use formative assessment during lessons to identify pupils' needs and adapt teaching accordingly
- Pupils receive regular, focused feedback that helps them improve specific aspects of their writing. All teaching staff live mark during lessons to provide immediate feedback
- Peer assessment and self-assessment are built into the writing process
- Summative assessment is used to track progress over time and inform future planning
- Work scrutiny and moderation ensure consistency of expectations across year groups

### Supporting All Writers

- We identify pupils who need additional support through ongoing assessment
- Interventions are targeted and include small group work with specialist teachers, vocabulary mats, writing frames, scaffolds and 1-1 scribing to model writing
- We use ICT tools where appropriate, including talk-tape-write approaches
- Pupils with SEND receive adapted resources and differentiated support to access the curriculum
- We work closely with parents to support writing development at home

### Promoting a Love of Writing

- Pupils write for real purposes and audiences, including writing for younger pupils, letters to local community members, and entries for writing competitions
- We celebrate writing through displays, assemblies, and sharing work with parents. Children have the opportunity to choose pieces of writing for their class's WOW wall
- Teachers share their own writing and model being writers
- Pupils have opportunities to write creatively and express their own ideas and interests

### Impact

By the end of their time at Hawley Primary School, pupils will:

- Write clearly, accurately and coherently for a range of purposes and audiences
- Use appropriate grammar, punctuation and spelling with increasing accuracy
- Write in a fluent, joined handwriting style
- Be able to plan, draft, revise and edit their writing independently
- Use a rich and varied vocabulary in their writing
- Demonstrate stamina and resilience in extended writing tasks
- Take pride in their writing and see themselves as writers
- Apply their writing skills confidently across all curriculum subjects
- Be well-prepared for the writing demands of secondary school

We measure impact through:

- Teacher assessment throughout the year, using the writing framework
- Regular formative assessment during writing lessons
- Work scrutiny to evaluate the quality and progression of writing across year groups and pupil groups
- Pupil voice and surveys to gauge attitudes towards writing
- Moderation within school and with other schools to ensure consistency of judgements
- Progress of disadvantaged pupils and those with SEND

Expected outcomes:

- Writing attainment at the end of KS1 and KS2 is at least in line with national averages, with an increasing proportion working at greater depth
- The gap between disadvantaged pupils and others is diminishing
- Pupils demonstrate positive attitudes towards writing in surveys and can articulate what makes good writing
- Work scrutiny shows clear progression in writing skills across year groups
- Writing across the curriculum demonstrates that pupils can apply their skills in different contexts
- Pupils can discuss their writing process and identify their own strengths and areas for development

## Reading Intent, Implementation and Impact

### Intent

At Hawley Primary School, we intend for all pupils to become confident, fluent and enthusiastic readers who read widely and often, for both pleasure and information.

Our reading curriculum aims to:

- Develop strong phonics knowledge and decoding skills from Reception onwards, enabling pupils to read accurately and fluently
- Build pupils' vocabulary and comprehension skills progressively across all year groups
- Foster a love of reading through exposure to high-quality, diverse literature
- Ensure all pupils, including those with SEND and disadvantaged pupils, can access age-appropriate texts and make strong progress
- Equip pupils with the reading skills necessary to access the wider curriculum and succeed in their future education

We believe that reading is the gateway to learning across all subjects and is fundamental to pupils' academic success and personal development.

### Implementation

#### Early Reading and Phonics (Reception to Year 2)

We use a systematic synthetic phonics programme (Little Wandle), taught daily with fidelity

Pupils read books that are closely matched to their phonics knowledge

Reading books are sent home to reinforce school learning and engage parents

Staff receive regular training to ensure high-quality phonics teaching

Pupils who fall behind receive targeted intervention to keep up with their peers

#### Developing Reading (Year 2 onwards)

We implement whole-class reading sessions where the teacher selects high-quality children's literature or non-fiction texts that challenge all pupils at a level beyond that at which they can read independently

The teacher reads the text to the class, modelling fluency, intonation and comprehension, while pupils follow with their own copy

Children develop their fluency using a variety of methods – echo reading, choral reading, partner reading, independent reading aloud and reader's theatre

Through skilful questioning and discussion, pupils develop their understanding of new vocabulary and deepen their comprehension

Pupils work on varied activities (including drama, debate and written responses) that develop comprehension skills, working in mixed-ability groups, pairs or independently

Discrete reading sessions last no more than 30 minutes to ensure pupils remain engaged

#### Reading Across the Curriculum

Texts are carefully selected to link with topic work in history, geography and science, enriching learning across subjects

Teachers model reading strategies in all curriculum areas

Subject-specific vocabulary is explicitly taught and revisited

#### Reading for Pleasure

Story time in all classes exposes pupils to a wide range of genres and authors

Our well-stocked library is accessible to all pupils, with regular library sessions

We celebrate reading through author visits, book fairs, sharing texts through assemblies and World Book Day

Staff promote a love of reading through the sharing of books and stories, recommendations and enthusiastic conversations about texts

### Supporting All Readers

We identify pupils who need additional support and adjust our teaching accordingly, including those with EAL, SEND, or who join mid-year

We use visual cues, small group work, and break learning into smaller steps for pupils who need it

Interventions are targeted and regularly reviewed

Vulnerable children and those who do not have access to rich reading opportunities at home read with our 'Book Brigade' on a Friday

Year 5/6 children have the opportunity to support their younger peers as 'Reading Buddies'

We work closely with parents to support reading at home

Children who do not pass phonics screening receive additional phonics support during their time in KS2

### Impact

By the end of their time at Hawley Primary School, pupils will:

Read fluently and accurately, with good understanding

Have developed a love of reading and read regularly for pleasure

Be able to discuss books they have read, expressing preferences and making recommendations

Use a rich and varied vocabulary in their speaking and writing

Apply their reading skills confidently across all curriculum subjects

Be well-prepared for the reading demands of secondary school

### We measure impact through:

Phonics screening check results (Year 1 and Year 2 retakes)

End of Key Stage 2 SATs results

Yearly assessment using Testbase

Regular formative assessment during reading sessions

Pupil voice and reading surveys to gauge attitudes to reading

Library borrowing data and reading logs

Progress of disadvantaged pupils and those with SEND

Book scrutiny and lesson observations

### Expected outcomes:

At least 80% of pupils meet the expected standard in the Year 1 phonics screening check

Reading attainment at the end of KS1 and KS2 is at least in line with national averages

The gap between disadvantaged pupils and others is diminishing

Pupils demonstrate positive attitudes towards reading in surveys

Pupils can articulate what they enjoy reading and why

## **Spelling Overview: Intent, Implementation and Impact for Hawley Primary School**

### **Intent**

At Hawley Primary School, we are committed to ensuring that all pupils develop strong spelling skills that enable them to communicate effectively in writing across the curriculum and prepare them for future success. Our spelling curriculum is designed to build systematically on the phonics foundations established through our Little Wandle programme, ensuring a seamless transition from phonics to spelling.

### **Our aims are to:**

- Equip all pupils with the spelling knowledge and strategies they need to become confident, accurate writers
- Build on the systematic synthetic phonics teaching from Little Wandle to develop pupils' understanding of spelling patterns, rules and conventions
- Ensure pupils can apply their spelling knowledge across all curriculum areas, enabling them to focus on the content and creativity of their writing rather than being hindered by spelling difficulties
- Develop pupils' vocabulary and word knowledge, supporting their reading comprehension and written expression
- Foster a love of words and language, encouraging pupils to be curious about spelling patterns and etymology
- Ensure that all pupils, including those who are disadvantaged, have SEND, or face other barriers to learning, receive the support they need to become competent spellers

Our spelling curriculum recognises that accurate spelling is a crucial life skill that supports pupils' achievement across all subjects and prepares them for secondary education and beyond.

### **Implementation**

#### **Foundation EYFS: Building on Little Wandle Phonics**

Our spelling curriculum is carefully sequenced to build directly on the phonics knowledge pupils acquire through Little Wandle in Reception and Key Stage 1. It's a statutory requirement to teach phonics at Key Stage 1 and we ensure a smooth progression from phonics to spelling as pupils move through the school.

#### **Structured Teaching Programme:**

- **Years R-1:** Pupils follow the Little Wandle phonics programme with daily phonics sessions, developing their understanding of grapheme-phoneme correspondences and beginning to apply these to spelling
- **Year 2:** Pupils transition from phonics to spelling, continuing to consolidate phonics knowledge while beginning to learn common exception words and spelling patterns
- Year 2 children will independently use Grow the Code charts to make phonetically plausible choices when spelling words in their written work.

Grow the code grapheme mat Phase 2, 3 and 5

|      |     |    |     |    |    |    |    |    |     |   |
|------|-----|----|-----|----|----|----|----|----|-----|---|
| S    | s   | t  | p   | n  | m  | d  | g  | c  | r   | h |
| ss   | tt  | pp | nn  | mm | dd | gg | ck | rr | wr  |   |
| c    |     |    | kn  | mb |    |    | ck | cc | ch  |   |
| ce   |     |    |     |    |    |    |    |    |     |   |
| st   |     |    |     |    |    |    |    |    |     |   |
| sc   |     |    |     |    |    |    |    |    |     |   |
| b    | f   | l  | j   | v  | w  | x  | y  | z  | qu  |   |
| bb   | ff  | ll | gg  | vv | wh |    |    | zz | ss  |   |
|      | ph  | le | dge | ve |    |    |    | s  | se  |   |
|      |     | al | ge  |    |    |    |    | ze |     |   |
| ch   | sh  | th | ng  | nk | a  | e  | i  | o  | u   |   |
| tch  | ch  |    |     |    |    | ea | y  | a  | o-e |   |
| ture | ti  |    |     |    |    |    |    |    | ou  |   |
|      | ssi |    |     |    |    |    |    |    |     |   |
|      | si  |    |     |    |    |    |    |    |     |   |
|      | ci  |    |     |    |    |    |    |    |     |   |

Grow the code grapheme mat Phase 2, 3 and 5

|      |     |     |     |     |     |     |     |
|------|-----|-----|-----|-----|-----|-----|-----|
| ai   | ee  | igh | oa  | oo  | yoo | oo  | ar  |
| ay   | ea  | ie  | o   | ue  | ue  | u*  | a*  |
| a    | e   | i   | o-e | u-e | u   | oul | al* |
| a-e  | e-e | i-e | ou  | ew  | u-e |     |     |
| eigh | ie  | y   | oe  | ou  | ew  |     |     |
| aigh | y   | ey  | ow  | ui  |     |     |     |
| ey   | ea  |     |     |     |     |     |     |
| ea   |     |     |     |     |     |     |     |
| or   | ur  | ow  | oi  | ear | air | zh  |     |
| aw   | er  | ou  | oy  | ere | are | su  |     |
| au   | ir  |     |     | eer | ere | si  |     |
| aur  | or  |     |     |     | ear |     |     |
| oor  |     |     |     |     |     |     |     |
| al   |     |     |     |     |     |     |     |
| a    |     |     |     |     |     |     |     |
| oar  |     |     |     |     |     |     |     |
| ore  |     |     |     |     |     |     |     |

- Teachers focus on the spellings rules and patterns outlined in the Key Stage One curriculum, as well as developing the spelling of common exception words.

### Year 1 and 2 Common Exception Words

| Year 1 |       |        | Year 2   |           |         |
|--------|-------|--------|----------|-----------|---------|
| the    | they  | one    | door     | gold      | plant   |
| a      | be    | once   | floor    | hold      | path    |
| do     | he    | ask    | poor     | told      | bath    |
| to     | me    | friend | because  | every     | hour    |
| today  | she   | school | find     | great     | move    |
| of     | we    | put    | kind     | break     | prove   |
| said   | no    | push   | mind     | steak     | improve |
| says   | go    | pull   | behind   | pretty    | sure    |
| are    | so    | full   | child    | beautiful | sugar   |
| were   | by    | house  | children | after     | eye     |
| was    | my    | our    | wild     | fast      | could   |
| is     | here  |        | climb    | last      | should  |
| his    | there |        | most     | past      | would   |
| has    | where |        | only     | father    | who     |
| I      | love  |        | both     | class     | whole   |
| you    | come  |        | old      | grass     | any     |
| your   | some  |        | cold     | pass      | many    |

- Years 3-6: Pupils follow a systematic spelling programme that covers the National Curriculum spelling requirements, including statutory word lists, spelling rules, and patterns
- Adults in Key Stage 2 are expected to model use of the Grow the Code chart (Little Wandle Letters and Sounds) as a spelling strategy at all times.

Grow the code grapheme mat Phase 2, 3 and 5

|      |     |    |     |    |    |    |    |    |     |   |
|------|-----|----|-----|----|----|----|----|----|-----|---|
| S    | s   | t  | p   | n  | m  | d  | g  | c  | r   | h |
| ss   | tt  | pp | nn  | mm | dd | gg | ck | rr | wr  |   |
| c    |     |    | kn  | mb |    |    | ck | cc | ch  |   |
| ce   |     |    |     |    |    |    |    |    |     |   |
| st   |     |    |     |    |    |    |    |    |     |   |
| sc   |     |    |     |    |    |    |    |    |     |   |
| b    | f   | l  | j   | v  | w  | x  | y  | z  | qu  |   |
| bb   | ff  | ll | gg  | vv | wh |    |    | zz | ss  |   |
|      | ph  | le | dge | ve |    |    |    | s  | se  |   |
|      |     | al | ge  |    |    |    |    | ze |     |   |
| ch   | sh  | th | ng  | nk | a  | e  | i  | o  | u   |   |
| tch  | ch  |    |     |    |    | ea | y  | a  | o-e |   |
| ture | ti  |    |     |    |    |    |    |    | ou  |   |
|      | ssi |    |     |    |    |    |    |    |     |   |
|      | si  |    |     |    |    |    |    |    |     |   |
|      | ci  |    |     |    |    |    |    |    |     |   |

Grow the code grapheme mat Phase 2, 3 and 5

|      |     |     |     |     |     |     |     |
|------|-----|-----|-----|-----|-----|-----|-----|
| ai   | ee  | igh | oa  | oo  | yoo | oo  | ar  |
| ay   | ea  | ie  | o   | ue  | ue  | u*  | a*  |
| a    | e   | i   | o-e | u-e | u   | oul | al* |
| a-e  | e-e | i-e | ou  | ew  | u-e |     |     |
| eigh | ie  | y   | oe  | ou  | ew  |     |     |
| aigh | y   | ey  | ow  | ui  |     |     |     |
| ey   | ea  |     |     |     |     |     |     |
| ea   |     |     |     |     |     |     |     |
| or   | ur  | ow  | oi  | ear | air | zh  |     |
| aw   | er  | ou  | oy  | ere | are | su  |     |
| au   | ir  |     |     | eer | ere | si  |     |
| aur  | or  |     |     |     | ear |     |     |
| oor  |     |     |     |     |     |     |     |
| al   |     |     |     |     |     |     |     |
| a    |     |     |     |     |     |     |     |
| oar  |     |     |     |     |     |     |     |
| ore  |     |     |     |     |     |     |     |

### **Daily Practice:**

- Spelling is taught through dedicated sessions across Key Stage 2, targeted spelling practice during English lesson and ad-hoc 'spelling check ins' as needed, adapted to the class's need
- Lessons follow a clear structure: introduction of new spelling pattern/rule, explicit teaching and modelling, guided practice and independent application
- Pupils are taught spelling strategies including phonetic strategies, visual strategies (look, cover, write, check), morphological strategies (understanding word roots, prefixes and suffixes), and etymological strategies (word origins)

### **Assessment and Intervention:**

- Pupils are assessed regularly to identify those who need additional support
- Leaders prioritise 'keeping up' rather than 'catching up', quickly dealing with any identified gaps in pupils' knowledge
- Targeted intervention is provided for pupils who are falling behind, including those with SEND and disadvantaged pupils
- For pupils who haven't yet secured phonics knowledge by the end of Key Stage 1, continued phonics teaching is provided alongside age-appropriate spelling instruction
- **Marking**

All staff work hard to ensure marking is consistent in English and across the curriculum, with a focus on 'live marking' during the lesson. Ample time is set aside for children to reflect on their writing, editing and improving both with support and independently. Spellings are corrected in a way which is appropriate to the child's stage in their learning journey. For further details, see the marking codes policy.

### **Engaging Pupils and Parents:**

- Home learning that involves parents, with guidance provided on how to support spelling practice at home. Following a homework survey, the decision was made to remove formal spelling tests but instead focus on learning spellings at home through gameplay and interactive strategies
- We encourage parents to try approaches such as practising phonics with their child, reassuring their child that it's OK to make mistakes, and playing spelling games

### **Staff Development:**

- All staff receive training on the progression from phonics to spelling
- Teachers are supported to understand how to teach spelling rules and patterns explicitly
- Regular moderation ensures consistency in expectations and assessment

### **Impact**

#### **Pupils' Outcomes:**

As a result of our spelling curriculum, pupils at Hawley Primary School:

- Have accurate spelling skills that enable them to access the full curriculum
- Make strong progress from their starting points in spelling, with progress tracked through regular assessments
- Can apply spelling rules and patterns independently in their writing across all subjects
- Demonstrate confidence in attempting to spell unfamiliar words using taught strategies
- Develop a rich vocabulary and show curiosity about words and language
- Are well-prepared for the spelling demands of secondary education

#### **Specific Impacts:**

- By the end of Year 2, pupils have secured the phonics knowledge needed for the phonics screening check and are beginning to apply spelling rules

- Pupils have the foundational knowledge they need by the end of key stage 1 to ensure that they are ready for key stage 2
- By the end of Year 6, pupils can spell the majority of words from the Year 5/6 statutory word list and can apply spelling rules consistently
- Pupils with SEND and disadvantaged pupils make good progress from their starting points, with gaps closing over time
- Accurate spelling enables pupils to focus on the content and creativity of their writing rather than being hindered by spelling difficulties Ofsted State-Funded School Inspection Toolkit
- Spelling test results at the end of KS2 will result in at least in-line with national results across the SPAG SATs paper

#### **Quality Assurance:**

- Regular work scrutiny shows that pupils apply their spelling knowledge across the curriculum
- Pupil voice demonstrates that children understand the importance of spelling and can articulate the strategies they use
- Assessment data shows strong progress across all year groups, with targeted intervention closing gaps quickly
- Parental feedback indicates that families feel supported to help their children with spelling at home

#### **Continuous Improvement:**

- Leaders regularly review the effectiveness of the spelling curriculum through assessment analysis, work scrutiny, and lesson observations
- The curriculum is adapted based on evidence of what works, ensuring it continues to meet the needs of all pupils
- Staff feedback informs professional development priorities to ensure high-quality teaching

## Handwriting Overview: Intent, Implementation and Impact for Hawley Primary School

### Intent

At Hawley Primary School, we are committed to ensuring that all pupils develop fluent, legible and automatic handwriting that enables them to communicate effectively and present their work with pride. Our handwriting curriculum is designed to build systematically on the fine motor skills and letter formation taught through Little Wandle in EYFS and Key Stage 1, progressing to a consistent continuous cursive style from Year 3 onwards.

#### **Our aims are to:**

- Develop pupils' fine motor skills and pencil control so they can form letters accurately and write with increasing fluency
- Ensure all pupils achieve legible, consistent and increasingly fluent handwriting that supports their ability to communicate effectively in writing
- Build on the letter formation taught through Little Wandle to establish secure foundations before transitioning to continuous cursive
- Enable pupils to write at sufficient speed to keep pace with their ideas and the demands of the curriculum, so that handwriting becomes automatic and doesn't hinder their creativity or thinking
- Foster pride in presentation and an understanding that clear, legible handwriting is valued and important
- Ensure that all pupils, including those who are disadvantaged, have SEND, or face other barriers to learning, receive the support and adaptations they need to develop handwriting skills appropriate to their needs
- Prepare pupils for the handwriting demands of secondary education and adult life

Our curriculum recognises that legible and fluent handwriting is a crucial foundation skill that enables pupils to access the full curriculum and make progress in their learning.

### Implementation

#### **Foundation Phase: EYFS and Key Stage 1**

##### **EYFS (Reception):**

In Reception, we provide enough teaching and practice for children to develop a comfortable pencil grip and increasing accuracy in handwriting.

Our approach includes:

- Daily fine motor skill activities to develop hand strength, coordination and pencil control
- Systematic teaching of letter formation through the Little Wandle phonics programme, ensuring children learn correct formation from the start
- Multi-sensory approaches including letter formation in sand, paint, and using large-scale movements
- Regular opportunities to practise letter formation in meaningful contexts, linking to the phonics sounds being taught
- Individual support for children who need additional help developing their pencil grip or motor control
- All staff model and have high expectations on pencil grip and body positioning

## How to Grip a Writing Tool

**1 Nip**

Choose the writing tool that is best suited to the task. 'Nip' it towards the end.

**2 Flip**

'Flip' the writing tool around so that it is resting on your hand.

**3 Grip**

'Grip' the writing tool. Make sure it is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked away.

**Check** - Does your grip provide **stability** and **freedom of movement**?

## Let's Look Ready to Write

- 1** Place both feet flat on the floor.
- 2** Move your elbows so they're resting off the edge of the desk.
- 3** Move your bottom to the back of the chair.
- 4** Lean your head and shoulders slightly forward.
- 5** Keep your knees bent at a 90° angle.

**If you write with your left hand...**

Try to keep your **wrist straight** and your **hand below** the writing line.

Paper tilted to the **right**.

Your **helper hand** should be placed on the **right side** of the paper.

**If you write with your right hand...**

Paper tilted to the **left**.

Try to keep your **wrist straight** and your **hand below** the writing line.

Your **helper hand** should be placed on the **left side** of the paper.

Writing on a slant should help you not to smudge your writing and also helps you to be able to see what you are writing.

### Key Stage 1 (Years 1 and 2):

Building on the foundations from Reception, pupils continue to:

- Follow the Little Wandle phonics programme, which includes systematic letter formation practice
- Develop increasing fluency in forming lower-case and capital letters correctly
- Learn to form letters consistently, with correct size relationships between letters
- Begin to understand which letters belong to which handwriting 'families' (letters with similar movements)
- Practise letter joins in preparation for continuous cursive (introduced towards the end of Year 2)
- Develop stamina for writing, gradually increasing the amount they can write comfortably
- Children in Key Stage 1 follow an overview of handwriting, focusing on gross-motor, tummy time, fine-motor and letter formation activities

### Transition to Continuous Cursive: Year 3

Year 3 marks a significant transition in our handwriting curriculum:

- Explicit teaching of continuous cursive letter formation, introducing the 'lead-in' and 'lead-out' strokes
- Systematic teaching of letter joins, grouped by similarity (e.g., diagonal joins, horizontal joins). See appendix: letter family poster
- Daily handwriting practice sessions focusing on specific joins and patterns
- Modelling by teachers of correct letter formation and joins

- Regular opportunities to apply cursive handwriting in meaningful writing contexts
- Continued support for pupils who need more time to master print handwriting before transitioning to cursive

### **Consolidation and Fluency: Years 4-6**

In upper Key Stage 2, the focus shifts to:

- Consolidating continuous cursive handwriting across all subjects
- Developing increasing speed and fluency while maintaining legibility
- Understanding when different styles of handwriting are appropriate (e.g., cursive for most writing, print for labelling diagrams)
- Developing a personal handwriting style that is legible, fluent and efficient
- Regular practice to maintain and refine handwriting skills
- Continued intervention for pupils who need additional support

### **Teaching Approach:**

Our handwriting teaching follows a clear structure:

1. **Modelling:** Teachers explicitly model correct letter formation and joins, using clear verbal cues
2. **Guided Practice:** Pupils practise with teacher support, receiving immediate feedback
3. **Independent Practice:** Pupils practise independently, with opportunities to self-assess
4. **Application:** Pupils apply their handwriting skills in meaningful writing contexts across the curriculum

### **Provision for All Pupils:**

Staff know how to identify and remove barriers to achievement for their pupils through effective curriculum design and adapting their practice to meet pupils' needs. Reasonable adjustments or adaptations to the curriculum for specific pupils' needs are well targeted and effective in reducing barriers.

We ensure that:

- Pupils with SEND receive appropriate adaptations, which may include specialist pencil grips, sloped writing surfaces, adapted paper (e.g., wider lines), or alternative recording methods where appropriate
- Pupils who are left-handed receive specific guidance on paper position and pencil grip
- Pupils who join the school mid-year receive assessment and targeted support to bring their handwriting in line with expectations
- Disadvantaged pupils have access to high-quality resources and additional support where needed
- For some pupils with SEND, the focus may remain on legibility rather than cursive style, with adaptations focused on their long-term success

### **Resources and Environment:**

- High-quality handwriting resources including appropriate lined paper for each stage
- Display materials showing correct letter formation and joins
- Appropriate seating and table heights to support good posture
- A range of writing implements suitable for different stages and needs

### **Cross-Curricular Expectations:**

- Pupils are expected to apply their handwriting skills across all subjects
- Teachers reinforce the importance of presentation and legibility in all written work
- Handwriting is celebrated through displays of high-quality work

### **Assessment and Intervention:**

- Regular assessment of handwriting (at least termly) to identify pupils needing additional support

- Leaders prioritise 'keeping up' rather than 'catching up', quickly dealing with any identified gaps in pupils' knowledge. Ofsted State-Funded School Inspection Toolkit
- Targeted intervention for pupils who are falling behind, delivered by trained staff
- Progress tracked and monitored by class teachers and subject leaders
- Liaison with occupational therapists where pupils have significant fine motor difficulties

### **Impact**

#### **Pupils' Outcomes:**

As a result of our handwriting curriculum, pupils at Hawley Primary School:

- Have legible and fluent handwriting
- Have compositional skills
- Have accurate spelling
- Possess the age- and phase-appropriate knowledge and skills they need to progress to the next stage of learning Ofsted State-Funded School Inspection Toolkit

More specifically, pupils:

- Develop a comfortable and efficient pencil grip from an early age
- Form letters correctly and consistently, building on the foundations from Little Wandle
- Transition smoothly to continuous cursive handwriting in Year 3
- Write with increasing fluency and speed, enabling them to focus on the content of their writing rather than the mechanics
- Take pride in the presentation of their work across all subjects
- Are well-prepared for the handwriting demands of secondary education

#### **Specific Impacts by Phase:**

##### **By the end of EYFS:**

- Children develop a comfortable pencil grip and can form recognisable letters
- Most children can write their name and simple words with increasing accuracy
- Children show developing control and coordination in their handwriting

##### **By the end of Key Stage 1:**

- Pupils form lower-case and capital letters correctly and consistently
- Pupils write with appropriate spacing between words
- Pupils begin to join some letters in preparation for continuous cursive
- Pupils can write at a pace that allows them to record their ideas

##### **By the end of Year 3:**

- Pupils have successfully transitioned to continuous cursive handwriting
- Pupils can form all cursive letters correctly with appropriate joins
- Pupils write legibly with increasing fluency

##### **By the end of Key Stage 2:**

- Pupils write fluently in continuous cursive across all subjects
- Pupils can write at speed while maintaining legibility
- Pupils have developed a personal handwriting style that is efficient and legible
- Pupils understand when different styles of handwriting are appropriate
- Pupils are well-prepared for secondary school expectations

#### **Impact on All Groups:**

- Pupils with SEND make good progress from their starting points, with appropriate adaptations enabling them to develop handwriting skills suited to their needs
- Disadvantaged pupils achieve outcomes in line with their peers
- Gaps in handwriting skills are identified and addressed quickly through targeted intervention

#### **Quality Assurance:**

- Work scrutiny demonstrates consistent application of handwriting skills across the curriculum
- Pupil voice shows that children understand the importance of presentation and take pride in their handwriting
- Assessment data shows strong progress across all year groups
- Observations show high-quality teaching of handwriting with clear modelling and effective feedback
- Parents report that their children are confident in their handwriting and take pride in their work

**Continuous Improvement:**

- Leaders regularly review the effectiveness of the handwriting curriculum through work scrutiny, pupil progress data and observations
- Staff receive ongoing training to ensure consistent, high-quality teaching of handwriting
- The curriculum is adapted based on evidence of pupil outcomes and feedback from staff
- Resources are reviewed and updated to ensure they meet pupils' needs
- Transition arrangements between phases are reviewed to ensure smooth progression