

# Handwriting Curriculum at Pyrford Primary School

## Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Pyrford, we intend for all learners to develop a fluent, legible and individual style of handwriting that allows them to communicate in writing effectively and at speed. We believe that a fluent style of handwriting will also support their composition and spelling.</p>	<p><b>Nursery</b> Pre-handwriting skills are developed through continuous provision. Mark-making activities are available both outside &amp; inside. Fine motor activities are available at all times. Teacher focus activities with focus on mark-making or fine motor skills are planned for.</p> <p><b>Reception</b> Each daily lesson begins with a fine motor strengthening activity to develop the muscles necessary for effective handwriting. We teach formation of each letter as the sound is introduced in phonics. Learners are taught print formation first as detailed in SFA phonics scheme. After all the lower-case letters have been taught, handwriting skills are developed through continuous provision, with personalised intervention when necessary.</p> <p><b>Year 1</b> Each lesson to begin with a fine motor strengthening activity. Learners have 2 lessons a week, with practise in a phonics &amp; spelling book. The same print formation as year R is used. Letters are taught in letter families (tunnel, straight line, curves to start, top exit, hooks/lines/loops, alternate straight lines). The formation of upper-case letters is also taught in groups (straight line, straight &amp; slant line, straight &amp; curly lines, curly line). The formation of digits 0-9 are also taught.</p> <p><b>Year 2</b> Letters revise letter formation in preparation for joining. Letters taught in letter families (tunnel, straight line, curves to start, top exit, hooks/lines/loops, alternate straight lines). Learners have 2 discrete lessons a week, with practise in writing books.</p> <p><b>Year 3 and 4</b> In a discrete lesson every week, practise is done in the spag book. Common handwriting joins are taught by type. Join types are defined by the entry and exit point of each letter. Each join is explicitly taught and modelled. The lesson will involve practise of the join, words containing that join and (year 4 only) a sentence containing a word which uses this join.</p> <p><b>Year 5 and 6</b> In a discrete lesson every week, learners will take a more personalised approach to handwriting and begin to develop their own style. They will set themselves a target, copy a passage of text into their spag book (linked to learning in another subject) and then assess their progress towards their personal target. Examples of personal targets include: make all lower case letters a consistent size, make ascenders parallel, increase speed without losing accurately.</p>	<p>The intended impact of our handwriting teaching is for children to develop their handwriting through the school into a fluent and legible style. This will allow them to have a high standard of presentation across all subjects.</p> <p>In addition to this, the ability to write at length legibly, will aid most pupils at Pyrford in achieving the age appropriate standard in writing at the end of Key Stage 2.</p> <p><b>How does school measure impact?</b></p> <ul style="list-style-type: none"> <li>➤ Half termly assessment of writing by teachers includes a handwriting assessment focus.</li> <li>➤ The Subject Leader will monitor handwriting provision through monitoring books and planning, learning walks and pupil voice interviews. These inform the whole school handwriting strategy.</li> </ul>