



Intent	Implementation	Impact
<p>At Moorland Primary School, we believe that writing is a building block to all learning. We believe it to be an important skill that our young people will use for the rest of their lives and therefore good teaching of handwriting during their time in primary education is essential.</p> <p>Our curriculum is designed so that children become fluent and confident writers who are encouraged to use good handwriting skills across the whole curriculum. We acknowledge that handwriting is a whole-body activity to which different children develop at different rates. We know it is important to make handwriting accessible for all so fine motor interventions will take place alongside our handwriting scheme for struggling writers. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.</p> <p>We realise that we are the role models for our children and that us modelling and sharing good, modelled writing of our own throughout the classroom is important in ensuring the children recognise and develop good handwriting skills of their own. Therefore, we aim to use our handwriting scheme (as much as possible) for; displays, resources, worksheets, PowerPoints and when marking in books.</p>	<p>At Moorland Primary School, handwriting takes place across the different curriculum areas. To ensure consistency across the school, we use Penpals which is a whole school systematic handwriting scheme with clear progression through stages, especially into joining and follows the requirements and recommendations of the National Curriculum.</p> <p><b>When is handwriting taught?</b></p> <ul style="list-style-type: none"> <li>• 15-minute teacher led lessons once per week with a focus on key teaching points (units) clearly identified.</li> <li>• Opportunities throughout the week to independently practice their handwriting</li> </ul> <p><b>What does a Penpals handwriting lesson look like at Moorland?</b></p> <ol style="list-style-type: none"> <li>1. PenPals Gym</li> <li>2. Teaching – Model</li> <li>3. Teaching - Sky Writing</li> <li>4. Teaching – Forming letters/joins (reminders of positioning and pencil hold)</li> <li>5. Practice – Patterns/word banks/phrases</li> </ol> <p>It is important to note that Penpals has a pen hold/position for left-handed and right-handed children ensuring inclusivity.</p> <p>Children should write sat at a table as often as possible, sitting properly by using the Penpals suggested handwriting posture.</p> <p>Penpals gives the correct way to position their books/pages when writing and this is given for both left-handed and right-handed children.</p> <p>Fine and gross motor skills should continue to be taught alongside Penpals in EYFS and KS1 and fine/gross motor skill interventions should take place throughout the school where needed/identified.</p>	<p>Our aim is that children leave Moorland Primary School with fast, fluent, legible and sustainable handwriting. They will be able to choose styles of writing for different purposes and also use a variety of writing instruments with the ability to choose one that is best suited for a specific task.</p> <p>Handwriting is assessed in the following ways:</p> <ul style="list-style-type: none"> <li>• Self-assessment/peer assessment</li> <li>• Teacher assessment during the whole-class teaching sessions and their independent practice sessions</li> <li>• Skills should also transfer and be visible in their writing across all other subjects so this can be used as an additional assessment</li> <li>• Independent writing – using the school's writing assessment grids</li> <li>• Width between lines the children write on should gradually decrease as they move up the school</li> </ul>



Teacher handwriting in pupil's books and on working walls is expected to follow the Penpals scheme at the expected stage for their year group. We expect all staff to work towards using the school font as consistently as possible.

### Penpals progression of skills:

1. The foundation of handwriting through multi-sensory activities (EYFS F1 and F2).
2. Correct letter formation is taught, practised, applied and consolidated (EYFS F1/Y1).
3. Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
4. Joins are introduced systematically and cumulatively (Y2–Y6).
5. As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
6. Introduction of a slope in order to support increased speed and fluency (Y5).
7. Introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

### What writing instruments do we use at Moorland?

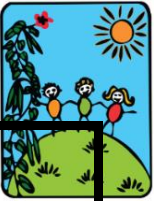
*'A teacher's role is to recognise that a child is trying their best and putting in the effort, and this should be the only factor to be rewarded.'*

Throughout their years at our school, our children will get to use a variety of mediums to write with such as; whiteboard pens, fingers, art supplies, pencils, pens.

We will not give out pen licenses because research has concluded that, *'Pen licenses are not inclusive and that children who do not gain a pen license will feel inadequate and socially excluded; resulting in a lack of confidence across other curriculum areas and socially.'*

Instead we will allow our children to experiment with different writing tools because research suggests that *'Children should be allowed to experience ink from an early age.'*

- EYFS - mark making using a choice of tools; paints, chalk etc...



- Reception – using pencils to write in exercise books and workbooks during lessons but have a free flow writing station where children can practice writing with a variety of implements such as; highlighters, felt tips, coloured pencils, writing pencils, crayons, pens etc...
- KS1 – to have a free flow writing station where children can practice writing with a variety of implements such as; highlighters, felt tips, coloured pencils, writing pencils, crayons, pens etc... Must write with pencils in books during lessons and Penpals handwriting lessons.
- Year 3 – use pencil throughout Autumn 1. Then in the Spring term, start allowing all pupils to choose what tool they want to write with when doing handwriting, allowing them to investigate and see what they are comfortable with. In the summer term, allow them to choose their tool for their big writes and independent writes, still encourage them to use pencil when planning and drafting.
- Year 4 – Allow all pupils to choose what tool they want to write with when doing handwriting, a big write or independent write. Children to still use pencil when planning and drafting writing. In the Summer term, allow children to begin choosing what to write with in their project books as well.
- Year 5/6 - Allowing all pupils to choose what tool they want to write with when doing any writing including planning and drafting (at teacher discretion). Encourage them to choose what tool and style works for them and not to follow peers etc...

When children portray good effort or achievement with their handwriting across the curriculum then they should be rewarded with a 'superstar award' on our track it lights behaviour system.