



St.Leo's and Southmead Catholic Primary School

To be reviewed September 2019

Our Mission Statement

*In our school, we want to celebrate God's gift of life together:*

*by inspiring, enhancing and developing tomorrow's talent, today!*

*We respect all; aiming to achieve and live our values.*

*A place to allow everyone to flourish!*

**Spiritual, Moral, Social and Cultural Development**

St Leo's and Southmead Catholic Primary School is committed to developing pupil's spiritual, moral, social and cultural awareness. English makes a major contribution to pupils' SMSC development through developing confidence and expertise in language, which is an important aspect of individual and social identity.

- \* Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and televisions.
- \* Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- \* Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- \* Helping pupils to engage in emotional literacy through differing genres.

The pupils will have the opportunity to explore and develop their own values and beliefs, their own spiritual awareness and will become more aware of different cultures

**Introduction**

At St. Leos and Southmead Catholic Primary, we aim to equip children with the necessary skills to develop a fluent and legible handwriting style which can be adapted to a variety of tasks. Although we need to recognise the three objectives of legibility, character and speed, it is important that children take the necessary time and care with their writing in the early stages so that

correct habits are formed. When a smooth, flowing, functional style becomes habitual, speed will increase without effort and without loss of legibility. It is hoped that by following our scheme a basic, attractive handwriting style will be produced which will take on individual character as it matures and can be adapted to fast note-taking and communication. The rationale for our scheme is that when reliable handwriting is established, thinking, letter and word sequencing and movements for writing can be brought together which aids spelling difficulties and helps children with dyslexic tendencies. In Foundation Stage children will be taught correct letter formation. From the end of year one a fully cursive style will begin to be introduced. We aim to give our pupils the appropriate tools for life and good handwriting is a life skill we are committed to providing for them.

#### Aims

1. To ensure that handwriting is an enjoyable activity, giving children satisfaction and fostering pride in their work.
2. To ensure that good writing habits are fostered from the start and poor habits are remediated quickly before they become established. This requires direct, frequent teaching of specific skills appropriate to the children's level of maturity and dexterity.
3. To promote continuity and progression in learning across the school.
4. To promote consistency in teaching and the standards attained across parallel classes, within each year group.
5. To promote a fast, legible and fluent style, allowing children to focus eventually on the content of their written work, rather than the mechanics of writing. The style adopted will provide a firm foundation for writing at Key Stage Two.
6. To ensure that those children having special needs in this area, are given specific help in order to overcome these difficulties.
7. To ensure that parents are informed about our teaching methods and the school's adopted handwriting style, in order to give their children further support in their work at home

#### Handwriting Scheme

In order to achieve these aims, we intend that:

\*Handwriting will be taught daily as part of our Read Write Inc.(RWI) lessons in Foundation Stage (FS) and Key Stage One (KS1).

\*In Foundation Stage letters will be taught through the RWI scheme with a lead out. During Year One term three, children will be taught how to join letters and will start to use these joins in their own writing in Year Two and beyond.

\*A joined script will be introduced in Year One and the use of different styles for different purposes will be covered throughout Key Stage Two (KS2). Progression will follow the objectives set out in the National Curriculum 2014, e.g. by the end of Key Stage One children will begin to be able to write in a joined and legible style and lower Key Stage Two children will become more fluent in the joined, legible style.

\*Children will be taught a fully cursive script in which ALL letters apart from capital letters will be joined. To set clear objectives at the learning stage, letters will be taught in an upright position, vertical to the line. As writers become more fluent, some children will naturally slope their writing particularly as speed develops and this is quite acceptable as it gives individual character to the writing. However, any sloping must be consistent throughout, and not so exaggerated that legibility is affected.

\*Left-handers should have no greater difficulty in learning to write well than right handers. They will automatically move the paper slightly to be a more

#### Foundation Stage

The emphasis at this stage is with movement and fine motor skill development. Letter formation (Starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils are to be taught to use lead-in strokes, following agreed policy, as soon as they are ready for letter formation. (For agreed letter formation please see Appendix 1). To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met. In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Teachers are encouraged to have daily 'squiggle whilst you wiggle' sessions to encourage both gross and fine motor skill development.

### Key Stage One

Building on the Foundation Stage, pupils at Key Stage One develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year One by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year Two. Handwriting practice is to be carried out in handwriting books.

### Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

\*Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style. Handwriting practice is to be carried out in handwriting books.

\*Children will write with pencils until the class teacher assesses that they are joining competently and consistently. Following Teacher assessments children who consistently demonstrate fluent cursive writing will receive a pen license. They will then be given a handwriting pen to use.

\*Children will use a pen to complete the majority of class work, where appropriate and using a fully cursive style.

\*Pencils will be used in Numeracy or for drawing and completion of diagrams.

\*All children in Key Stage Two will practise their letter formation when copying their weekly spellings.

### Pencil grip

- Children should write with a pencil (or pen when awarded a pen license) with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil

### *For right handers*

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

### *For left handers*

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB To teachers: It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

### Assessment

Subject leaders in Key Stage team meetings and senior leaders will monitor children's writing and presentation in books regularly (half termly). When doing so the following will be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the Level Descriptors in the National Curriculum?

### Presentation Guidance

#### Children's work

Book covers should indicate:

\*Child's full name

\*Class Teachers name and Year group

\*Subject

\*Children should not write on the covers of their books

#### Date of work in books:

\*Full written date in all books except numeracy when the digital date will be appropriate.

\*By the end of year one onwards, teachers are encouraged to work towards this standard as soon as children are able.

\*Date is left aligned and underlined with a ruler.

Title of work in books:

\*Titles should be written in their books for each piece of work, underlined with a ruler

and aligned to the left.

\*Teachers can also stick in learning intentions if they wish.

\*For younger children, teachers are encouraged to work towards this standard as soon as children are able.

Handwriting:

\*All staff within Foundation Stage and Key Stage one will use the Read Write Inc approach to teaching letter formation. Following the exploration of letter formation all Staff will use the Multi Sensory Learning Handwriting scheme to teach cursive handwriting.

\*In EYFS a "preparation" for handwriting approach is taken with a range of activities related to art and P.E.

Teachers will model and teach letter formation as part of phonics lessons.

\*From Reception onwards the scheme gives clear and specific guidance about letter formation, letter joining, and advice for left-handed writers.

\*All children should write in pencil in their books until teachers are satisfied that they can consistently write in a fluent cursive style in order to receive a pen license certificate.

\*Children will present work to the Deputy Head teacher or Head teacher when their handwriting is in a fluent cursive style.

\*Children will be given a handwriting pen for use in their own work in school, except for numeracy where all work must be completed in pencil.

\*Children are to use the handwriting pen.

\*Children are to write in blue or black ink only.

General presentation:

\*Children should use colour pencils when illustrating work in books.

\*Teachers should encourage a good and high standard of presentation overall.

\*Errors should be crossed out with a single pencil line.

\*Children may use rubbers at the teachers' discretion. However, no ink erasers may be used.

\*Once a child has started a piece of work it should be finished, unless there are exceptional circumstances.

Teachers must insist on this, and not leave it to the children's discretion.

Handwriting:

\*Teachers should model the appropriate cursive handwriting style whenever they are writing for the class.

#### **SAFEGUARDING**

In the light of current legislation, we fully acknowledge our duty to safeguard and promote the welfare of all children. We recognise and uphold the statutory duties regarding Child Protection.

Through our day to day contact with pupils and direct work with families, we have a crucial role to play in identifying indicators of possible abuse or neglect and referring them to the appropriate agency.

We acknowledge all children can be subject to abuse regardless of age, culture, race social background, gender or ability. All children have a right to grow up safe from harm.

This policy sets out how St Leo's and Southmead governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

In line with Working Together to Safeguarding Children 2006, the definition of Safeguarding for this policy document is as follows:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Supporting children in need

undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

Child protection is a part of safeguarding and promoting welfare, which refers directly to activity that is undertaken to protect specific children who are suffering, or are at risk of suffering significant harm.

