



Friskney All Saints Mission Statement and Vision

‘Trust Shows The Way’

Our small rural school welcomes and includes everyone as a child of God. We recognise that every person has value and deserves the best we can give. Our education **explores old and new horizons**, and strives to **deliver a rigorous curriculum of excellence** so that each person is empowered to **realise their gifts** to the full. We offer challenge, support and loving commitment so that each person can engage in the world with resilience, hope and wisdom. We have faith in God and faith in each other.

“Show me the way I should go, for to you I entrust my life.”

Psalms 143.8

Our Vision is underpinned by our school values of Love, Trust, Kindness, Hope and Respect:

Exploring Old and New Horizons - Respect

Striving for Excellence – Hope, Trust

Realising our Gifts – Love, Kindness



Writing Curriculum Intent



Inspiration – Our stimulating and engaging writing curriculum seeks to encourage children’s curiosity, inspiring a lifelong love of learning that sparks creativity and prepares our students for a future that demands adaptability and innovation. Learning opportunities are skilfully adapted to inspire and support all pupils, especially those with **SEND**, removing barriers and igniting interest. We use Nelson Handwriting scheme as the base for our handwriting curriculum providing structured opportunities to practice and refine skills. **Enrichment opportunities** are carefully planned to engage learners beyond the academic. These include learning different writing styles such as calligraphy, graffiti to embellish published pieces of writing. Additionally, children are chosen from each class weekly as star writer for effort and improvement in writing skills including handwriting. Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts* in every area of the curriculum.



Excellence - Our ambitious handwriting curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Each year, the children’s identified learning builds upon previously taught content through **clearly mapped out, sequential units** which detail the **substantive and disciplinary knowledge**. handwriting is incorporated in all subjects. **Retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught skills and knowledge to improve handwriting and build fluency.



Exploration –We encourage pupils to explore what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy, reading** and **writing** allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the writing curriculum. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

When communicating ideas in writing, it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they are able to take pride in their handwriting.

Pupils are taught an agreed style (Nelson Handwriting) across the whole school. Teachers teach this style drawing from the Nelson scheme using NC English objectives where possible and addressing issues from assessment and observation.

Attention to posture and seating arrangements is important. Children who write with their left hand face particular difficulties and teachers need to be aware of this. Left-handed children should either sit next to other left-handers or on the left side of a right-hander to avoid bumping arms or smudging work. Pupils will be taught to use the correct size letters – capital letters at the start of sentences and for proper nouns.

Handwriting is taught daily and as an integral part of writing, spelling and phonics lessons.

Children who display specific difficulties with handwriting will have these addressed through such interventions as slanted writing boards, rubber pencil grips, using alternative writing media etc. Individual cases may be referred to the SENDCo where necessary. All staff are expected to act as a model when writing on the board or marking work, using the agreed fluent joined style where appropriate.

The national curriculum states:

Key Stage 1

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.

Lower Key Stage 2

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].

Upper Key Stage 2

Pupils should be taught to:

- 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.

Nelson Handwriting: Letter Families

Set 1: c a o d g q s f e

Set 2: i l t u j y

Set 3: r n m h k b p

Set 4: v w x z

Joining Group 1: a c d e h i k l m n s t u

Joining Group 2: a c d e g i j m n o p q r s u v w x y

Joining Group 3: b f h k l t

Joining Group 4: f o r v w

Break letters: b g j p q x y z

First Join: group 1 to group 2

Second Join: group 1 to group 3

Third Join: group 4 to group 2

Fourth Join: group 4 to group 3

EYFS	
Skills	Nelson Resource
Develop fine motor control Using correct pencil grip Hand-eye co-ordination Left to right directional flow Producing a controlled line Trace, copy and complete patterns Individual letter formation Double letter formation Forming letters correctly to form words Writing labels clearly Trace and write capital letters Digit formation	Starter Level

Year 1	
Skill	Nelson Resource
<p>Introducing and practising letter families: set 1</p> <p>Introducing and practising letter families: set 2</p> <p>Introducing and practising letter families: set 3</p> <p>Introducing and practising letter families: set 4</p> <p>Practising capital letters Practising numbers</p> <p>Introducing break letters</p> <p>Practising consistent height and size of small letters</p> <p><u>The Four Joins</u></p> <p>diagonal join to set 1 letters</p> <p>diagonal join to set 1 and set 2 letters diagonal join to set 3 letters diagonal join to set 4 letters</p> <p>Diagonal join to the top of the set 1 letters</p> <p>Diagonal join to the top of the set 2 letters</p> <p>Diagonal join to the top of the set 3 letters</p> <p>To form and join from the letter w</p> <p>Practising the horizontal join</p> <p>Horizontal join to set 3 letters</p> <p>Practising the fourth join to set 1 letters</p> <p>Practising the fourth join to set 2 letters</p> <p>Practising break letters</p> <p>Revising the four handwriting joins</p>	<p>Book 1A and Book B</p>

Year 2	
Skill	Nelson Resource
Diagonal join to the top of the set 2 letters Diagonal join to the top of the set 3 letters To form and join from the letter w Practising the horizontal join Horizontal join to set 3 letters Practising the fourth join to set 1 letters Practising the fourth join to set 2 letters Practising break letters Revising the four handwriting joins <u>The Four Joins</u> diagonal join to set 1 letters diagonal join to set 1 and set 2 letters diagonal join to set 3 letters diagonal join to set 4 letters Diagonal join to the top of the set 1 letters Diagonal join to the top of the set 2 letters Diagonal join to the top of the set 3 letters To form and join from the letter w Practising the horizontal join Horizontal join to set 3 letters Practising the fourth join to set 1 letters Practising the fourth join to set 2 letters Practising break letters Revising the four handwriting joins	Pupil Book 2

Year 3	
Skill	Nelson Resource
Continue to revise and implement the four handwriting joins	Pupil book 3

Year 4	
Skill	Nelson Resource
Continue to revise and implement the four handwriting joins	Pupil Book 4

Year 5	
Skill	Nelson Resource
Begin to develop a personal style of handwriting	Pupil Book 5

Year 6	
Skill	Nelson Resource
Develop a personal style of handwriting	Pupil Book 6