## **HAND WRITING**

### **PROVISION AUDIT - COTMANHAY INFANT SCHOOL**

Age range:	Adult -led	Independent	Continuous Provision	Support / guidance for parents	Assessment/ tracking progress
Cubs	*X1 weekly – guided dough disco *X1 – squiggle while you wriggle - whole group *X3 a term - adult led guided patterns and letter/ name writing when ready.	Writing and mark making table/ large chalk and white boards	*Writing and mark making in all areas – clipboards, chalk boards, inside and outside. *Finger gym resources to strengthen fine motor control: grabbers/ scissors / play dough always accessible. *Children have access at al time to a writing zone area/ table	Next steps given to parents on the 2 Year Reports.  Links/ information sent out on DoJo. Links to LW and teaching on the website.	Baseline and x3 a year – levelling mark making/ writing samples for SONAR.
Bears	*Have a Go books – writing samples x2 a term and after every holiday. *Whole class guided writing session x1 weekly. *Guided writing x1 weekly	*group tasks for a challenge at least x1/2 a week.	*Writing and mark making in all areas – clipboards, chalk boards, inside and outside. *Finger gym resources to strengthen fine motor control: grabbers/ scissors / play dough always accessible.	*Parents evening – all parents given: H/W laminated boards – patterns/ children's names to trace and copy and a pair of scissors.  * Links/ information sent out on DoJo. Links to LW and teaching on the website.	Baseline and x3 a year – levelling mark making/ writing samples for SONAR. *Books passed to Rec to aid accurate levelling and seamless provision.

Reception	*Letter formation daily	*letter formation/ name	*Writing and mark	* Links/ information sent	Baseline and x3 a year –
	– whole class guided	writing - daily –	making in all areas –	out on DoJo. Links to LW	levelling mark making/
	*x1 weekly H/W with	morning boards	clipboards, chalk	and teaching on the	writing samples for
	adults	*x2 weekly -letter	boards, inside and	website.	SONAR.
	One to one and small	formation practice on	outside.	*Parents evening – parents	*Books passed to Yr1 to
	group work with	the challenge tasks	*Finger gym resources to	given letter formation	aid accurate levelling and
	adults following SSP	*wide variety of writing	strengthen fine motor	information.	seamless provision.
	handwriting targets for	resources available in	control:	*Sept – book bags – every	
	identified children.	writing zones – letter	grabbers/ scissors / play	child given a laminated	
	Support given to	formation sheets to	dough always	letter formation board and	
	SEND children with	trace/ copy letters	accessible.	pen.	
	identified gaps in their		*Children have access at	*Letter formation leaflet	
	ability to form letters		all times to a writing zone	sent to all parents.	
	correctly.		area/ table		

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Key Stage 1	Daily formation	Weekly opportunity to	Independent writing	All parents given the age-	Specific handwriting
	guidance as part of	form letters / practise	zones in all classes	related outcomes (in	outcomes achieved are
	the daily phonics	joins independently	providing a range of mark	simple language) for the	highlighted on Otrack 3X
	lesson. Modelled by	(following adult-led	makers and resources to	appropriate year band 3x	yearly
	adult.	session.)	encourage independent	yearly with explanation at	Independent writing
	Weekly handwriting	Further opportunities to	writing.	parents evening of where	samples produced at
	lesson as modelled by	practise and	Writing encouraged	their child is working	least once a term,
	adult at group level	consolidate skills	during role play.	currently and where they	moderated in year band
	following Penpals	during 'morning jobs'	Access to writing aids for	are expected to be by the	teams and by all staff at
	scheme using	Reminders to apply	formation practise.	end of the year.	work scrutiny meetings.
	formation families.	good handwriting /			
	One to one and small	formation / joins in all			
	group work with	independent writing			
	adults following SSP	throughout the week.			
	handwriting targets for	Handwriting targets on			
	identified children.	display in class to aid			
	Support given to	independence.			
	SEND children with				
	identified gaps in their				
	ability to form letters				
	correctly.				

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Age range:	Adult -led	Independent	Continuous Provision	Support / guidance for	Assessment/ tracking
				parents	progress
Cubs	*X1 weekly – guided	Writing and mark	*Writing and mark	Next steps given to	Baseline and x3 a year –
	dough disco	making table/ large	making in all areas –	parents on the 2 Year	levelling mark making/
	*X3 a term - adult led	chalk and white	clipboards, chalk boards,	Reports.	writing samples for
	guided.	boards	inside and outside.		SONAR.
			*Finger gym resources to	Links/ information sent out	
			strengthen fine motor	on DoJo. Links to LW and	
			control:	teaching on the website.	
			grabbers/ scissors / play		
			dough always accessible.		
			*Children have access at		
			al time to a writing zone		
			area/ table		
Bears	*Have a Go books –	*group tasks for a	*Writing and mark	*Parents evening – all	Baseline and x3 a year –
	writing samples x2 a term	challenge at least	making in all areas –	parents given:	levelling mark making/
	and after every holiday.	x1/2 a week.	clipboards, chalk boards,	H/W laminated boards –	writing samples for
	*Whole class guided		inside and outside.	patterns/ children's names	SONAR.
	writing session x1 weekly.		*Finger gym resources to	to trace and copy and a	*Books passed to Rec to
	*Guided writing x1		strengthen fine motor	pair of scissors.	aid accurate levelling and
	weekly		control:		seamless provision.
			grabbers/ scissors / play	* Links/ information sent	
			dough always accessible.	out on DoJo. Links to LW	

Reception	*Have a Go books – writing samples x1 a term.  *Whole class guided writing session x1 weekly.  *Guided writing in small groups x1 weekly  *Widget picture clues used to scaffold writing  *Standard chant before writing used "Think it, say it, hear it, write it, check it"  *Drawing Club approach used to inspire children to write/ mark make.	*x3 weekly – morning boards – writing CEW *x2 weekly -spelling and writing words and captions on the challenge tasks *wide variety of writing resources available in writing zones.	*Children have access at al time to a writing zone area/ table  *Writing and mark making in all areas – clipboards, chalk boards, inside and outside.  *Finger gym resources to strengthen fine motor control:  Threading/ puzzles scissors / play dough always accessible.  *Children have access at al time to a writing zone area/ table  *clipboards in continuous provision to encourage writing	and teaching on the website.  *Parents evening – all parents given: Termly writing targets. Copy of the EYFS profile expectations in writing. Latest writing sample shared.  *Weekly spellings linked to LW scheme – sent home.	Baseline and x3 a year – levelling mark making/ writing samples for OTRACK. *Books passed to Year 1 to aid accurate levelling and seamless provision. *Writing samples moderated across school regularly. *Writing samples shared with year 1 teacher to support moderation to level profile scores.
Key Stage 1	Adult led writing sessions at least twice a week following modelling by adult usually linked to topic. Regular dictation "Quick-Write" sessions Daily adult led writing opportunities as part of Little Wandle Letters and Sounds.	Weekly opportunities for children to practise and consolidate writing skills in whole class or group writing tasks. Opportunities to write for different purposes / writing linked to knowledge	Independent writing zones in all classes providing a range of mark makers and resources to encourage independent writing.  Access to grapheme mats and word mats to encourage independence.	All parents given the agerelated outcomes (in simple language) for the appropriate year band 3x yearly with explanation at parents evening of where their child is working currently and where they are expected to be by the end of the year.  Regular updates posted on dojo so parents know what	Writing outcomes achieved are highlighted on Otrack 3X yearly Independent writing samples produced at least once a term, moderated in year band teams and by all staff at work scrutiny meetings. Year 2 writing assessed and moderated against

SSP target sessions for identified children to support specific writing outcomes. Weekly SPAG sessions with opportunities to consolidate and practise writing including recently acquired SPAG skills and knowledge. Widget picture clues used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check it"  SSP target sessions for identified children to support specific writing on display in all classes to aid writing. Writing zones encourage writing. Writing zones encourage writing for a range of different purposes. Range of topic linked reading material is provided to allow opportunities for independent note-taking and research.  Framework for writing to aid writing. Writing zones encourage writing. Writing zones encourage writing to a range of different purposes. Range of topic linked reading material is provided to allow opportunities for independent note-taking and research.	Small group / one to one	of recently acquired	Topic linked vocabulary	the writing focus is that	the Teacher Assessment
support specific writing outcomes. Weekly SPAG sessions with opportunities to consolidate and practise writing including recently acquired SPAG skills and knowledge. Widget picture clues used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check"  Writing zones encourage writing zone' and during role play. Writing zones encourage writing zone' different purposes. Range of topic linked reading material is provided to allow opportunities for independent note-taking and research.	SSP target sessions for	GPCs,	on display in all classes	week, allowing for more	Framework for writing.
outcomes. Weekly SPAG sessions with opportunities to consolidate and practise writing including recently acquired SPAG skills and knowledge. Widget picture clues used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check"  writing zone' and during role play.  Writing for a range of different purposes. Range of topic linked reading material is provided to allow opportunities for independent note-taking and research.	identified children to	Independent writing	to aid writing.	practise at home.	
Weekly SPAG sessions with opportunities to consolidate and practise writing including recently acquired SPAG skills and knowledge. Widget picture clues used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check  different purposes. Range of topic linked reading material is provided to allow opportunities for independent note-taking and research.	support specific writing	encouraged at the	Writing zones encourage		
with opportunities to consolidate and practise writing including recently acquired SPAG skills and knowledge. Widget picture clues used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check  Range of topic linked reading material is provided to allow opportunities for independent note-taking and research.	outcomes.	class 'writing zone'	writing for a range of		
consolidate and practise writing including recently acquired SPAG skills and knowledge. Widget picture clues used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check  reading material is provided to allow opportunities for independent note-taking and research.	Weekly SPAG sessions	and during role play.	different purposes.		
writing including recently acquired SPAG skills and knowledge. Widget picture clues used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check"	with opportunities to		Range of topic linked		
acquired SPAG skills and knowledge.  Widget picture clues used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check"  opportunities for independent note-taking and research.  standard than to before writing used "Think it, say it, hear it, write it, check"	consolidate and practise		reading material is		
knowledge. Widget picture clues used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check" independent note-taking and research.	writing including recently		provided to allow		
Widget picture clues used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check  and research.	acquired SPAG skills and		opportunities for		
used to scaffold writing for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check	knowledge.		independent note-taking		
for SEND and younger children. Standard chant before writing used "Think it, say it, hear it, write it, check	Widget picture clues		and research.		
children. Standard chant before writing used "Think it, say it, hear it, write it, check	used to scaffold writing				
Standard chant before writing used "Think it, say it, hear it, write it, check	for SEND and younger				
writing used "Think it, say it, hear it, write it, check	children.				
it, hear it, write it, check	Standard chant before				
	writing used "Think it, say				
it"	it, hear it, write it, check				
	it"				

### **Resources:**

Hand Writing	Scheme – Pen pals Little Wandle Large pen pals book Pen pals – laminated posters linked to letter families.
Writing	Whole school use the same writing phrases – laminated with picture clues.  Next steps cards with visual clues.  Laminated finger spaces.  Alphabet boards – different levels to support all writing tasks – CEW on the back – phonemes on the front linked to each phase.