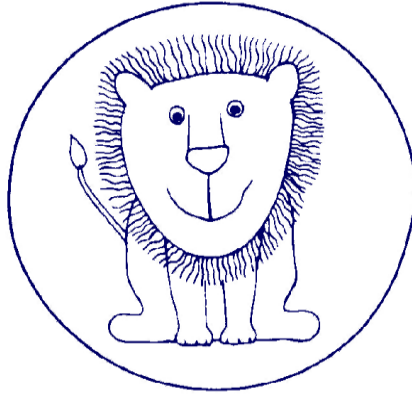




Linslade Lower School

January 2026 – September 2026

School Improvement Plan

Latest Ofsted Inspection February 2026

	Inclusion	Curriculum and Teaching	Achievement	Attendance and Behaviour	Personal Development and Well-Being	Leadership and Governance	Early Years
Exceptional							
Strong Standard							
Expected Standard	x	x	x	x	x	x	x
Needs Attention							
Urgent Improvement							

	Met	Unmet
Safeguarding met?	x	

Inclusion

The school identifies the specific needs of pupils with special educational needs and/or disabilities (SEND) well. This begins when children start in the early years. When relevant, the school uses information contained in pupils' education, health and care plans effectively to identify pupils' specific targets. Leaders provide appropriate training for staff in how to meet pupils' individual needs. Consequently, barriers to learning are typically addressed quickly and effectively. For example, staff support pupils to close gaps in knowledge during focussed interventions. This helps these pupils when they encounter new learning. The school engages very well with other professionals. Staff use the expertise of others to help them to decide on the support pupils need to achieve well. Parents and carers of pupils with SEND also play an active role in shaping the support on offer. They are highly positive about the way the school helps their children to thrive. Pupil premium funding is used effectively by the school to support disadvantaged pupils to overcome the barriers they may face. Leaders routinely check the impact of the support that staff offer pupils. This helps the school to understand where strategies need to be adapted as pupils' needs change.

Curriculum and Teaching

The school has identified the important knowledge pupils need to learn across subjects and ordered this logically. Regular staff training ensures that teachers usually have the knowledge and expertise they need to teach the curriculum. This is shown in the way teachers check pupils' understanding. They often use these checks to adapt their teaching well. This helps pupils to build on what they know and can do. For example, staff help pupils to make links between their

knowledge of times tables and other mathematical knowledge. Typically, pupils secure the important building blocks of knowledge in reading, writing and mathematics that they need for future learning. Should pupils require extra help in these areas, the school identifies these pupils quickly and puts in place mostly appropriate support. This is particularly impactful in reading. Here, pupils are well supported to become more confident and fluent readers. Pupils also close many of their gaps in writing knowledge. However, there are instances where staff do not provide some pupils with the consistent support they need to improve their writing. Leaders have rightly prioritised improving writing. While they have had some success, there remains more to do to fully support some pupils to close their gaps.

Achievement

Pupils typically achieve well across subjects. Overall, pupils secure the important building blocks of knowledge they need to be successful. This is reflected in pupils' performance in national curriculum tests for the multiplication tables check and Year 1 phonics. It is also shown in the knowledge of pupils and the quality of work they produce. Pupils often skilfully use their existing knowledge when encountering new learning. For example, in geography, pupils have a secure understanding of important geographical features. This helps them to make useful and appropriate links when new concepts are introduced. Overall, pupils are well prepared for their next stage of learning. They have the knowledge and skills they need for when they leave at the end of Year 4. That being said, some pupils do not continue to improve their writing as quickly as they could. These pupils require more consistent support to do this

Attendance and Behaviour

Pupils enjoy attending school and do so regularly. The school is proactive in identifying when pupils may face barriers to attending school. It works effectively with families on a bespoke and individual basis to help to remove these barriers. The school is very successful with this work. The start to the school day is calm and purposeful. This creates an environment where pupils can quickly start learning. This positive atmosphere continues throughout the day. Pupils typically work hard and want to achieve well. Should pupils require support with their behaviour, staff generally provide this. This helps pupils to re-focus on their learning should they need to. Social times are enjoyable for pupils. This is because pupils genuinely care for and look after each other. Pupils enjoy playing games together on the playground. They include each other so other pupils do not feel left out. Incidents of bullying are incredibly rare. Should they happen, the school deals with them swiftly and effectively.

Personal Development and Well-Being

The school's personal, social, health and economic (PSHE) education curriculum is clearly designed. It is structured to help pupils secure the important knowledge they need for life after Linslade. The school carefully adapts the PSHE curriculum to suit the context of the school. For example, important content around the potential risks of mobile phones is taught in preparation for pupils moving on at the end of Year 4. Pupils also secure their understanding of important knowledge about relationships. They understand what constitutes a healthy relationship and the

signs of an unhealthy one. The school's personal development offer is closely aligned to its core values and 'learning powers'. Pupils value working collaboratively through the regular circle group sessions. Year 4 pupils become more responsible through keeping the minutes of these meetings. Leaders listen to what pupils say during these sessions to help them improve the wider enrichment offer. Pupils appreciate having a positive impact on what happens in school. Disadvantaged pupils have interesting opportunities to develop existing and learn new talents and interests. They particularly enjoy representing the school in local sporting competitions and singing in the school singing club. Enrichment extends beyond clubs into the curriculum. Trips and themed days are highlights of the school year for many pupils. These are chosen to help pupils learn more about the curriculum but also provide pupils with many happy memories. Pupils are incredibly respectful of differences. This includes the differences they have. Pupils love learning about some of the different languages their classmates speak at home. They are proud to share their different backgrounds with each other. This helps to build the welcoming community that exists in the school where pupils truly feel like they belong.

Leadership and Governance

Governors keep a close eye on the school. They ensure that leaders meet their statutory duties. This includes checks on the effectiveness of the use of pupil premium funding for disadvantaged pupils. Governors consider carefully how well leaders are working towards making school improvements. They provide leaders with appropriate support and challenge. Leaders know the strengths of the school well. They identify clear priorities for development across different areas of the school. They have had success in this work. For example, leaders have sharpened how staff identify pupils' special educational needs and/or disabilities, so this is now completed in a timelier way. It is a real strength of the school. However, sometimes, leaders and governors are less clear about the intended impact of school improvement priorities. This makes it hard for leaders to know how successful their school improvement work is. Meaningful engagement with parents and carers and staff is a high priority for leaders. They work well with the staff team to provide them with effective professional development. Staff appreciate this training as it helps them to provide the right support to pupils. Parents are effusive in their praise for the school. They value the way leaders make decisions in the best interests of pupils. Parents appreciate the way the school supports their children across all aspects of school life, so that they are well prepared for life after Linslade.

Early Years

The school ensures that children make a positive start to their time in the Nursery and Reception classes. Well-trained staff are skilled at quickly building warm and positive relationships with children and their families. Staff understand how the curriculum has been designed to support children to become effective learners. Staff carefully balance adult-led learning with activities for children to complete independently or with their peers. This helps children to practise what they have been taught. Staff accurately check children's starting points. They typically adjust the curriculum to meet children's needs. This helps children to secure important knowledge which helps them with future learning. For example, children develop effective fine motor skills which helps them when they start to write. Across the curriculum children are well prepared for Year 1 and beyond. Developing a love of language and a broad vocabulary is a focus of the curriculum across

the early years. Children love to join in with singing songs and nursery rhymes to further develop their language. They do this well. This helps children when they start to learn to read through structured phonics teaching. Children are able to identify the sounds that letters make and blend them together to read new words.

What It's Like to be a Pupil At This School

Pupils love coming to Linslade Lower School. They arrive in the morning to a warm welcome from attentive and caring staff. This helps pupils to quickly settle into learning. Pupils enjoy the lessons they study at school. They love to learn about different periods of history or the different religious beliefs that people hold. The school is proactive in identifying barriers to learning that pupils face. It works swiftly and successfully to remove these. This includes supporting families where pupils may have barriers to attending school regularly. The school's effective approaches result in pupils attending well. Pupils enjoy taking on positions of responsibility such as eco-monitors and young leaders. These help to build pupils' confidence. They love the different opportunities the school provides for them to develop talents and interests. Representing the school as members of the boys' and girls' 'Leo football' teams is a great source of pride for many pupils. They equally enjoy the interesting trips they go on such as to local museums or zoos. These trips help pupils to learn more about the subjects they study in school. Relationships are positive across the school. Pupils enjoy coming together to eat in the dining hall and chat about their day. The school playground is a hive of activity where pupils happily play football, skip and traverse the climbing frame. Behaviour in classrooms is typically positive. Pupils want to learn. They often work hard so they can demonstrate their 'super six learning powers'. For example, pupils understand the importance of showing determination in their learning. This all helps pupils to secure what they need to be well prepared for their next stage of learning.

Next Steps

- Leaders should ensure that their monitoring and evaluation across all areas of school accurately identifies priorities for future improvement that are clear, specific and measurable.
- Leaders should ensure that teaching across subjects consistently supports pupils to improve their writing.

Linslade Lower School

Inspire, challenge, succeed and excel.

Ethos

At Linslade Lower School, we provide a safe, happy and nurturing learning environment in which everyone is cared for, respected and valued. We work collaboratively and cooperatively with each other and the community.

We will:

- ❖ Encourage everyone to achieve the very best they can.
- ❖ Foster a love of learning and the skills to be a learner for life.
- ❖ Develop the whole child.
- ❖ Provide a well-resourced and stimulating learning environment.
- ❖ Use a creative, engaging curriculum as a means to develop enquiring minds.
- ❖ Keep up to date and continually develop our skills as professionals.

SIP Priorities January 2026 – September 2026

▶ Achievement (Action Plan 1)

To improve the quality of the teaching of writing across the school by following the Herts for Learning scheme of work.

To improve the teaching of handwriting and spelling to enable pupils write and spell at an age-appropriate level.

To use the skills, handwriting and spelling taught in English lessons across the curriculum.

▶ Early Years (Action Plan 1)

To improve the quality of the teaching of writing across the school by following the Herts for Learning scheme of work.

To improve the teaching of handwriting and spelling to enable pupils write and spell at an age-appropriate level.

▶ Curriculum and Teaching (Action Plan 2)

To embed inclusive practice in classrooms using the EEF Five a Day recommendations and Rosenshine's Principles across the school to enable all children, including those with SEND, to succeed.

▶ Personal Development and Well-Being (Action Plan 3)

For children to develop emotional self-regulation skills, to enable them to access the full curriculum on offer, and to embed Therapeutic Thinking consistently across the school.

Action Plan 1

Aim: (what we want to do)	- To improve the quality of the teaching of writing across the school by following the Herts for Learning scheme of work. - To improve the teaching of handwriting and spelling to enable pupils write and spell at an age-appropriate level. - To use the skills, handwriting and spelling taught in English lessons across the curriculum.
Outcomes: (what it will look like when achieved)	- By the end of the academic year (July 2026), 100% of lessons will be planned and delivered in line with the Herts for Learning scheme of work, as evidenced through planning checks and termly lesson observations - By the end of the academic year (July 2026), all pupils' books will consistently reflect the planning framework, clearly demonstrating progressive development of skills and knowledge across each unit in the scheme of work, as evidenced through termly book scrutinies across English, History, Geography and Science. - By the end of the term, pupils will present their work neatly and in an age-appropriate way in at least 4 out of 5 pieces of work, using the support and resources available to them. Their handwriting will be assessed against Appendix 3.

Monitoring to measure progress towards achieving outcomes. (for additional monitoring information see monitoring and evaluation timetable).			
What?	When?	By whom?	Reported to? Recorded in?
Pupil assessments	Termly	Class teachers will use termly assessments, based on the	Reported to full governors during SIP update at each

		Herts for Learning scheme of work, to adjust their planning and support.	meeting using the RAG system to track progress.
Governor Learning Walk and lesson observations	Spring and Summer terms	Governors will be able to look at books in the Spring and Summer terms and look for improvements. HF will observe lessons in the Spring and Summer terms.	
Pupil progress meetings	Termly	HF, JH and class teachers will discuss progress made by each pupil and plan interventions and support.	
Planning and book scrutiny	January	Subject leaders will be able to compare pupil's work before and after the new scheme was used to identify improvements.	
Pupil attainment meeting	Once a year	Link governors will meet with HF to discuss the overall trends in data and discuss pupil progress and attainment.	

What:	When:	Who:	Resources: (budget and time)	Completion:
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All staff will use the Herts for Learning scheme of work to plan and deliver lessons. EC will attend training offered by CBC and feed this to staff at staff meetings.	From January 2026	Teaching staff	Directed time-staff meeting	
Staff meeting to discuss how we teach handwriting using the Herts for Learning training.	January 2026	Teaching staff	Directed time-staff meeting	
Staff carry out a handwriting audit to identify which children need which support.	January and February 2026	All staff	Teaching time	
Lesson observations conducted by HF to focus on the progress of the new scheme, speak to children and look at books.	January and February 2026	All staff	Teaching time	
Support staff training to support and deliver handwriting interventions using the Herts for Learning training.	February 2026	Support staff	Directed time-support staff meeting	
Pupil progress meeting to discuss individual progress. Check intervention groups and progress made. Make adjustments to the interventions.	February and March 2026	Teaching staff	Directed time-pupil progress meetings	
Staff meeting to discuss how we teach spelling using the Herts for Learning training.	April 2026	Teaching staff	Directed time-staff meeting	

Support staff training to support and deliver spelling interventions using the Herts for Learning training.	April 2026	Support staff	Directed time-support staff meeting	
Staff carry out a spelling audit to identify which children need which support.	April and May 2026	All staff	Teaching time	
Year 2 take Optional SATs. Analyse the results to show the impact the handwriting and spelling interventions have had on results. Analyse the writing assessments to show the impact of the Herts for Learning scheme of work.	May 2026	Year 2	Teaching time	
Lesson observations conducted by HF to focus on the progress of the new scheme, speak to children and look at books.	May and June 2026	All staff	Teaching time	
Attend CBC and internal moderation to ensure rigor in judgements.	June 2026	Teaching staff	Directed time	
Reception children assessed against the Foundation Stage Profile. Analyse the data to show impact of the Herts for Learning scheme of work and focus on handwriting.	June 2026	Reception	Teaching time	
Year 1,3 and 4 take Optional SATs. Analyse the results to show the impact the handwriting and spelling interventions have had on results. Analyse the writing	June 2026	Year 1, 3 and 4	Teaching time	

assessments to show the impact of the Herts for Learning scheme of work.				
Pupil progress meeting to discuss individual progress. Check intervention groups and progress made. Make adjustments to the interventions ready for September 2026 in new year groups	June 2026	Teaching staff	Directed time-pupil progress meetings	
Pupil data meeting with Helen Jones and then Progress and Attainment governors. Look for trends and improvements. Share headline information with staff ready for September 2026.	July 2026	HF, HJ and Progress and Attainment governors	Directed time	

Action Plan 2

Aim: (what we want to do)	To embed inclusive practice in classrooms using the EEF Five a Day recommendations and Rosenshine's Principles across the school to enable all children, including those with SEND, to succeed.
Outcomes: (what it will look like when achieved)	- By academic year (July 2026), 100% of teaching staff will demonstrate confident understanding and effective use of Rosenshine's Principles of Instruction in their planning and classroom practice, as evidenced through lesson observations, planning reviews, and pupil outcomes. - By academic year (July 2026), teaching strategies will consistently support learners in moving new material into long-term memory by explicitly linking new learning to prior knowledge. This will be evidenced through lesson observations, scrutiny of pupils' books showing retrieval and application of prior learning, and pupil voice demonstrating their ability to recall and use previously taught knowledge when solving new problems.

Monitoring to measure progress towards achieving outcomes. (for additional monitoring information see monitoring and evaluation timetable).			
What?	When?	By whom?	Reported to? Recorded in?
Pupil assessments	Termly	Pupil assessments will show that children are able to recall more and use the information to solve problems. This will be evident in writing, Maths	Reported to full governors during SIP update at each meeting using the RAG system to track progress.

		assessments and in Proof of Progress tasks (POP tasks) in other curriculum areas.	
Governor Learning Walk and lesson observations	Spring and Summer terms	Governors will be able to look at books in the Spring and Summer terms and look for improvements. They will also be able to see the teachers delivering the curriculum using the 10 Principles of Instruction. HF will complete lesson observations in the Spring and Summer terms.	
Pupil progress meetings	Termly	HF, JH and class teachers will discuss progress made by each pupil and plan interventions and support.	
Planning and book scrutiny	January	Subject leaders will be able to compare pupils' work before and after the new scheme was used to identify improvements. This will be evident in POP tasks and the structure of the lessons.	
Pupil attainment meeting	Once a year	Link governors will meet with HF to discuss the overall	

		trends in data and discuss pupil progress and attainment.	
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What:	When:	Who:	Resources: (budget and time)	Completion:
Staff meetings to discuss how we can use Rosenshine's 10 Principles. Take two principles per staff meeting and discuss ways we could implement them in the classroom. Discuss worked examples of how the principles can be used. Have two weeks to practice implementation, and at the next staff meeting, provide feedback on how it went. Find out about the next two and so on until all 10 are covered. Introduce the EEF 5-a -day information to staff.	March, April, May and June 2026	Teaching staff HF and JH to lead	Directed time-staff meeting	
INSET Day- training for support staff to understand and use Rosenshine's Principles to support the teacher, and also in interventions.	May 2026	All Staff HF and JH to lead	Directed time	

Lesson observations conducted by HF to look for evidence of Rosenshine's Principles being used effectively to enhance memory.	June 2026	All staff	Teaching time	
Staff meeting to discuss progress. Class teachers bring POP tasks to demonstrate how the children have benefited from the principles. Evaluate the training given and make suggestions for future training, ready for September 2026.	July 2026	Teaching staff HF and JH to lead	Directed time-staff meeting	

Action Plan 3

Aim: (what we want to do)	• For children to develop emotional self-regulation skills, to enable them to access the full curriculum on offer, and to embed Therapeutic Thinking consistently across the school.
Outcomes: (what it will look like when achieved)	• By the end of the academic year (July 2026), all teaching staff will explicitly model and teach age-appropriate emotional self-regulation strategies during daily classroom practice, with evidence of implementation observed in lessons and reflected in planning, to support the consistent development of pupils' emotional self-regulation across the school. • By the end of the spring term, all classrooms and shared learning spaces will be equipped with clearly identified, age-appropriate self-regulation resources (e.g. calm-down tools, visual supports, regulation areas), and their use will be evident in daily practice to support pupils in managing their emotions. • By the end of the academic year (July 2026), targeted evidence-based interventions will be implemented for identified pupils to develop key self-regulation skills, with progress monitored through baseline and review assessments and outcomes evaluated at agreed review points. • By the end of the academic year (July 2026), all parents of pupils requiring additional emotional or neurodiversity support will be provided with information and access to guidance from PINS (Partnerships for Inclusion of Neurodiversity in School), the School Nursing Team, and the Mental Health Support Team (MHST), with uptake and engagement tracked each term. • By the end of the academic year (July 2026), Leo's Den will be actively used as a flexible intervention space to support a range of pupils with different needs, with usage monitored weekly and outcomes tracked to ensure the space effectively contributes to meeting pupils' social, emotional, and learning requirements.

Monitoring to measure progress towards achieving outcomes. (for additional monitoring information see monitoring and evaluation timetable).			
What?	When?	By whom?	Reported to? Recorded in?
Pupil assessments	Termly	Class teachers combined with TAs to measure the success of interventions and decide what to teach next based on need.	Reported to full governors during SIP update at each meeting using the RAG system to track progress.
Governor Learning Walk	Spring and Summer terms	Governors will be able to see the Therapeutic Thinking in action. The SEND governors will be able to discuss with JH how the PINS training has supported the school	
Pupil progress meetings	Termly	Class teachers to measure the success of interventions and decide what to teach next based on need.	
Pupil attainment meeting Health and Well being Governors' visit	Once a year	Link governors will be able to see the progress of children with additional needs and discuss how they have been supported.	

What:	When:	Who:	Resources: (budget and time)	Completion:
Timetable to use of Leo's Den to ensure the provision is being accessed by as many children as possible who need to use the dedicated space.	Continuous from January 2026	JH	Directed time	
Circle group sessions to ask the children what their priorities for support for mental health are. Use findings to improve provision.	January 2026	MHST staff and HF	Directed time	
PINS audit of the school environment. Use the findings to make changes to improve the environment.	January 2026	JH	Directed time	
Staff to be given reminders to top up their knowledge of Therapeutic Thinking strategies through the Spring Term. Staff encouraged to share good practice and discuss ideas.	February and March 2026	JH-SEND snippets Staff meeting s Support Staff meetings	Directed time	
New interventions- Hamish and Milo and ELSA used through the year. TAs given training to ensure confidence in delivery.	February 2026	TAs in intervention times.	Directed time	

Pupil progress meetings used to discuss successes and next steps for individual pupils.		JH to deliver training and offer support		
Parent coffee mornings PINS, School Nursing Team and MHST support for parents.	January, February and March 2026	JH	Directed time	
Apply for CBC funding to improve provision in Leo's Den and the playtime offer for children. Use the funding to purchase resources that all children will be able to access to improve provision	February 2026	JH and HF	Directed time	
Neurodivergent environment audit of the Early Years building course offered by CBC. One the course is completed fill in the audit tool. Use the findings to make changes to improve the environment.	March 2026	SA/STR	Directed time	
Analyse the Pupil Wellbeing questionnaire to see areas for improvement.	March 2026	HF- Feedback to the Health and Well-being Governors	Directed time	

New interventions- Hamish and Milo and ELSA used through the year. TAs given training to ensure confidence in delivery. Pupil progress meetings used to discuss successes and next steps for individual pupils.	June 2026	TAs in intervention times. JH to deliver training and offer support	Directed time	
Evaluate success and discuss ways to improve in September 2026. Use knowledge of pupils to discuss intervention and support needed with new class teachers.	July 2026	All staff	Directed time	

Budget to Support School Improvement

Cost Centre	Resource	Cost £
E28	Neurodiversity Audit training	£200 cover for staff
E02	Helen Jones visits- half a day	£400
	Total	£600

Note: Within directed time there are 30 hours of professional development time and 5 training days to support school development initiatives.

Some release time will be covered internally at no additional cost, the figures given are maximum costs and assume no internal cover.

Budget allocations to support curriculum areas

Budget centre	Area	Managed by	Amount £
E19	Art and Design and Music	Sarah Allen	£150
E19	English	Sue Tomes Rolt	£750
E19	EYFS	EYFS team	£600
E19	French	Clair Martin & Charlotte Stokes	0
E19	Humanities (History, Geography and RE)	Clair Martin & Charlotte Stokes	£150
E19	Key stage 1	KS1 team	£600
E19	Key stage 2	KS2 team	£600
E19	Mathematics	Richard Hogg	£2000- MATHS No problem work books
E19	PE grant	Hazel Farlam	£16600

E19	PE	Jo Hogg & Sue Tomes Rolt	As above
E19	PSHE	Jo Hogg & Sue Tomes Rolt	0
E19	Science and DT	Evelyn Corbett	£300
E19	SEN / inclusion	Jo Hogg	£400
		TOTAL	£22150

Monitoring and Evaluation Timetable

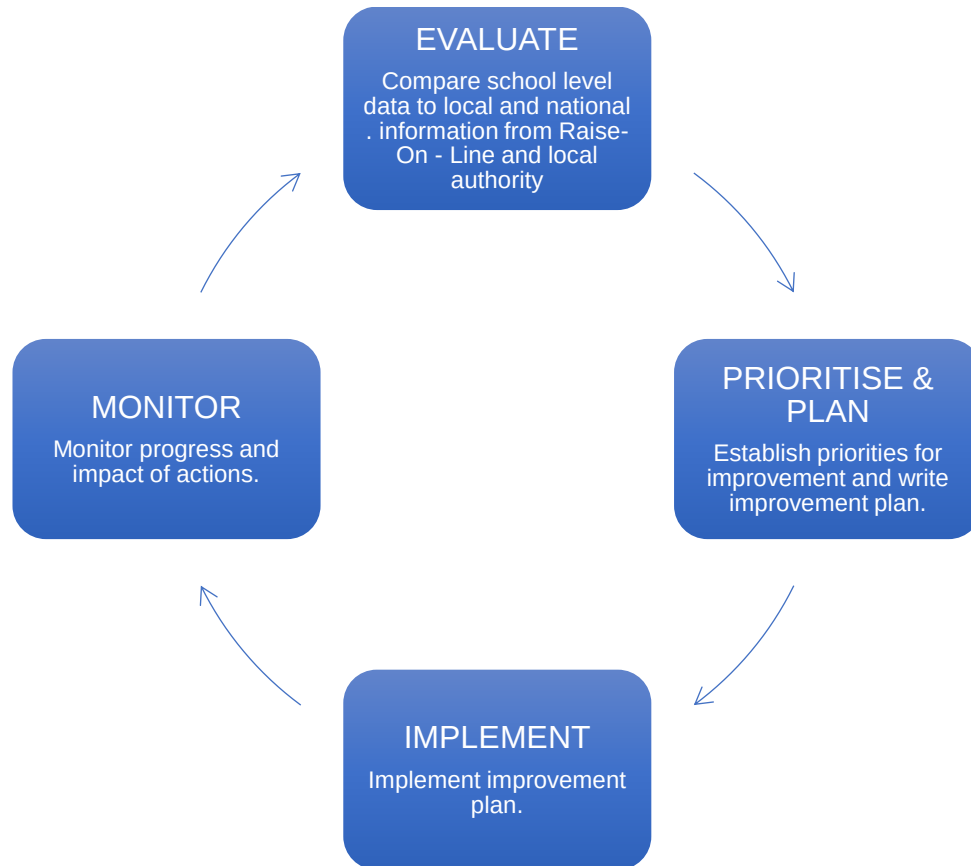
	Autumn Term	Spring Term	Summer Term
Pupil assessment	EYFS baseline On entry assessment completed Ongoing teacher assessment In-school moderation of results Data for phonics, reading, writing and mathematics collected	Ongoing teacher assessment In-school moderation of results, external moderation meetings Data for phonics, reading, writing and mathematics collected	End of key stage assessment by teachers. Year R results to DfE Year 4 Multiplication Check to DfE Year 1 Phonics assessment results to DfE Year 2 Optional SATS Pupil reports written
Pupil progress meetings	Pupil Progress Meetings between Headteacher, SENDco and class teachers	Pupil Progress Meetings between Headteacher, SENDco and class teachers	Pupil Progress Meetings between Headteacher, SENDco and class teachers

	Intervention groups adjusted Pupil premium monitored	Intervention groups adjusted Pupil premium monitored	Intervention groups adjusted Pupil premium monitored
Improvement planning	Share improvement plan with staff and begin to implement action plans Data analysis: Compare school-level data to local and national information from DfE and LA data	Monitor progress of plan	Establish priorities for improvement and write improvement plan Monitor progress of plan
Subject monitoring	Headteacher learning walk Lesson observations	Lesson observations Subject monitoring by subject leaders – planning and work scrutiny (Jan training day) Governors' learning walk	All subjects complete pupil interview and learning walk Lesson observations Governors' learning walk
Staff Appraisal	Appraisal meetings for all staff. Previous targets reviewed Teacher standards evaluated New targets set	Interim appraisal meeting to review progress towards targets/teacher standards	Interim appraisal meeting to evaluate pupil progress
Self-evaluation update	Context Curriculum and Teaching Safeguarding	Inclusion Personal Development and Well Being Leadership and Governance	Achievement Attendance and Behaviour EYFS

Improvement partner	Half day review- School Improvement Plan Head's appraisal	Whole day review-- School Improvement Plan	Half day review- Data Lesson observations
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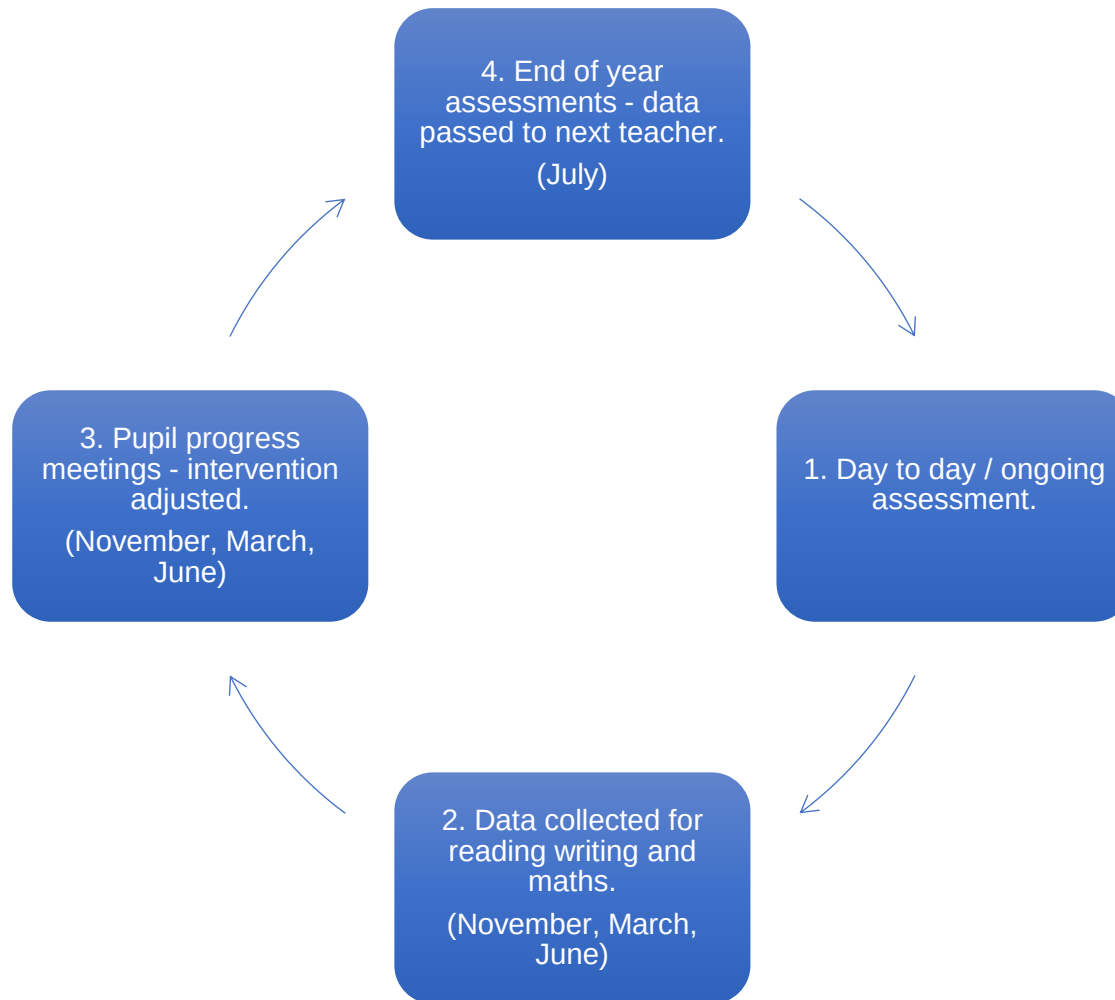
APPENDIX 1

Using Data to Inform Improvement Planning.



APPENDIX 2

Pupil Assessment Cycle



APPENDIX 3

Early Years Framework and National Curriculum handwriting expectations for each year group

The Early Learning Goals for Fine Motor Skills are

Children at the expected level of development will:

- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- use a range of small tools, including scissors, paint brushes and cutlery.
- begin to show accuracy and care when drawing.

The Early Learning Goals for Writing are

Children at the expected level of development will:

- write recognisable letters, most of which are correctly formed.
- spell words by identifying sounds in them and representing the sounds with a letter or letters.
- write simple phrases and sentences that can be read by others.

Year 1 Statutory requirements

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.

Notes and guidance (non-statutory) Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Year 2 Statutory requirements

Pupils should be taught to:

- 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.

Notes and Guidance (non-statutory) Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Year 3 and 4 Statutory requirements

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]

Notes and guidance (non-statutory) Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.