

Handwriting Policy



Mowmacre Hill
Primary School

This policy was reviewed in Spring 2023

**This policy is renewed annually and so will be renewed:
Spring 2024**

Print Name _____(Chair of Advisory Board)

Signature _____

Introduction

This policy sets out Mowmacre Hill Primary School's approach to handwriting. It sits within the context of the school's vision and other policies of the school; it applies to the whole school community – governors, staff, pupils and parents/guardians/carers.

Mowmacre Hill follow the national framework for the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2) and the handwriting requirements of that framework apply in full to the school.

Handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. To achieve this, Mowmacre Hill Primary School has chosen the Kinetic Letters handwriting programme.

Rationale

Handwriting is of fundamental importance to educating our pupils because pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised. The mastery of handwriting is therefore one of the key priorities of the school.

Aims and Objectives

The outcomes that we strive to ensure all our pupils achieve are:

- Having fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing
- Having the stamina and skills to write at length.
- Writing clearly, accurately and coherently.
- Having a comfortable and efficient pencil hold and working position.

About Kinetic Letters

The programme has four threads.

- Making bodies stronger
- Learning the letters
- Holding the pencil (for speed, comfort and legibility)
- Flow and fluency

The key principles of the programme are:

- Building physical strength underpins handwriting and concentration. This knowledge informs the working positions that children use for writing and the strengthening targets they work on
- Pupils are not expected to do anything before they are developmentally ready for it
- The different components of writing are mastered individually before being used in combination

Letters are learnt as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency

- Posture is important in developing the correct position for handwriting and so children are taught how to organise their working position and paper position to enable comfortable and fluent writing from the start
- Correct pencil hold is taught from the start (i.e. as soon as a tri-pod grip is developmentally appropriate).

Expectations and Key Skills taught:

EYFS and KS1

The Kinetic Letters Programme is commenced in EYFS and is used throughout the school. In EYFS, the focus is on body strength, posture and the guided supervision of the gross motor skill letter formation which is then transferred into fine motor skill tasks. By the end of KS1, each pupil should be working at the national standard or above. Children will be using many of the strokes needed to join letters; teaching this will start in summer Year 2 and continue upwards in the school.

KS2

By the end of KS2, most pupils should be working at the expected standard or above. Pupils should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Handwriting practice takes place in sessions that are outside English lessons since handwriting underpins the majority of curriculum areas and is integral to self-esteem. In each year of KS2, the first few weeks will be used to revisit, refine, and consolidate the letter families and the strokes needed to join. The next step is 'snuggling' the letters before moving on to full joined kinetic handwriting. From mid-Year 4 onwards, the children will be expected to join their writing in all areas of the curriculum.

Differentiation and Inclusion

In accordance with the school's policies on SEND and Equality, all children are entitled to access handwriting at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Notice is taken of targets within a pupil's PPP. Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by providing further challenge.

Equal opportunities

The aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All pupils are expected to achieve the highest standards possible regardless of race, culture, gender or disability. School staff are fully committed to ensuring all pupils regardless of their differences have the opportunity and support necessary to enable them to achieve their full educational and social potential.

Presentation

Mowmacre Hill Primary School will use the Kinetic Letters font for all class and display work produced in the school, ensuring a consistent presentation that reinforces handwriting teaching. Kinetic Letters will be modelled consistently by teaching staff. At times, display work will use different fonts to ensure that children can read from a variety of written styles.

Role of the Advisory Board

The purpose of the Advisory Board is to ensure the implementation of the Early Years Foundation Stage Framework, the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

Policy Review

This policy was written by the English Leader

It is due for review during the Spring 2024.

Signed..... Chair of Advisory Board

Signed..... Head teacher

KL font

Lower case: a b c d e f g h i j k l m n o p q r s t u v w x y z

Upper case: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers: 1 2 3 4 5 6 7 8 9 0

Letter groups

(in teaching order)

Jumper Family: h b n r m p

Abracadabra Family: c o a d g q s

Special Squirter: e

Window Cleaner Family: l t i u

Fisher Family: g j y f

Slider Family: v w x z k

Pushing numbers: 2 3 5 7

Pulling numbers: 6 8 9 0 4

Appendix 2

Teacher assessment framework for a pupil's performance - end of Key Stage 1 and 2 – handwriting

This statutory interim framework is to be used only to make a teacher assessment judgement on an individual pupil at the end of the key stage following the completion of KS1/KS2 curriculum. It is not intended to track progress throughout the key stage.

	Key Stage 1			Key Stage 2		
	Working towards	Working at	Greater depth	Working towards	Working at	Greater depth
Forming lower case letters in the correct direction, starting and finishing in the right place	All	All	All	All	All	All
Forming lower case letters and digits of the correct size in relative to one another	Some	All	All	All	All	All
Using spacing between words	Some	All	All	All	All	All
Using spacing between words that reflects the size of the letters		All	All	All	All	All
Use of question marks and exclamation marks		Most	All	All	All	All
Using the diagonal and horizontal strokes needed by joining letters			Most			All
Producing legible joined handwriting			Most			All
Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters				Most	All	All

Key: A child demonstrates attainment of a standard some or most or all of the time by the end of the key stage.

Appendix 3

Handwriting requirements – national framework

This document sets out National Curriculum 2015 handwriting requirements for Early Years, Key Stage 1 and Key Stage 2. The Framework document makes the following statements about the outcomes that must be achieved by teachers:

- Ensuring all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- It is essential that teaching develops pupils' competence in transcription (spelling and handwriting) and composition. (*"Writing" p16*)
- Pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised. (*"Purpose of Study" p14*)
- Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. (*"6.3 Language and literacy - Reading and Writing" p11*)
- Writing also depends on fluent, legible and, eventually, speedy handwriting. (*"Programmes of study and attainment targets - Aims of English" p16*)

References

Statutory framework for the early years' foundation stage - effective September 2014
Early Years Foundation Stage Handbook 2015 – Standards & Testing Agency 2014
EYFS profile exemplification – Physical development – ELG 04 – S&TA 2014
Early Years Foundation Stage – exceeding description

Statutory requirements	Non-statutory requirements
Early Years Foundation Stage	
Literacy development involves encouraging children to begin to read and write. Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Writing: Children write simple sentences.	Expected descriptors: Shows preference for a dominant hand. Use a pencil effectively to form recognisable letters, most of which are correctly formed. Exceeding descriptors: They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to write on lines and control letter size.
Key stage 1 Year 1	
Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting and learn how to organise their ideas in writing.	
Pupils should be taught to: <ul style="list-style-type: none"> • 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 • Write from memory simple sentences dictated by the teacher 	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.

Statutory requirements	Non-statutory requirements
Year 2	
In writing, pupils at the beginning of Year 2 should be able to compose individual sentences orally and write them down, and to form individual letters correctly, so establishing good handwriting habits from the beginning.	
Pupils should be taught to: <ul style="list-style-type: none"> • 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 un-joined • 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 	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.
Lower key stage 2 Years 3-4	
Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.	
Pupils should be taught to: <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join the letters and understand which letters, when adjacent to one another, are best left un-joined • Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. 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.
Upper key stage 2 Years 5-6	
Children should be able to write down their ideas quickly. By the end of Year 6, pupils should be sufficiently fluent and effortless to manage the general demands of the curriculum in year 7.	
Pupils should be taught to: <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for the task 	Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes for a final handwritten version). They should also be taught to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling a form).