



HANDWRITING POLICY

Introduction

At Meadow Farm Community Primary School, we recognise the importance of children 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.

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

The School follows 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 (see Appendix 4) apply in full to the School.

Intent

We aim to ensure a consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers the aim is to foster a sense of pride and respect in their work.

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 automaticity in handwriting is therefore one of the key priorities of 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, Meadow Farm has chosen the Kinetic Letters handwriting programme.

The programme has four threads.

- Making bodies stronger
- Holding the pencil (for speed, comfort and legibility)
- Learning the letters
- 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 (ie as soon as a tri-pod grip is developmentally appropriate).

Implementation of the Policy

Early Years Foundation Stage

The Kinetic Letters programme begins in Reception.

- Handwriting is taught for at least 20 minutes a day and is taught in discrete sessions, separate from Phonics.
- Children are taught the physical positions to strengthen the body and aid the working positions needed for writing.
- Children learn the dynamic movements for letter shapes.
- Children develop sensory experiences such as sand writing, to develop memory and recall.
- Children are taught how to hold a pencil correctly for speed and legibility.
- Children begin handwriting letters and combining letters into simple words using the Kinetic Letters whiteboards and pens.
- Diagnostic strategies are used by the teachers to address issues.

Key Stage 1

By the end of KS1, each pupil should be working at the national standard and most should be working at a greater depth (see Appendix 2). Children will be using some of the strokes needed to join letters; teaching this will begin in Year 2.

- Handwriting is taught for at least 20 minutes a day and is taught in discrete sessions, separate from Phonics.
- Children continue to use the physical positions to aid the working positions needed for writing.
- Children continue to use the dynamic movements for letter shapes.
- Teachers model and remind children how to hold a pencil correctly and maintain optimal pencil hold to aid speed and legibility.

- Handwriting practise of letters and words takes place on the 3-lined Kinetic Letters white boards, with a transition to books via the “practice patch”.
- Diagnostic strategies are used by teachers to address issues.

The majority of the time, sessions are taught to the whole class with differentiated targets; reinforcement may take place in small groups and/or individually.

Key Stage 2

By the end of KS2, the vast majority of pupils should be joining their handwriting and working at a greater depth than the expected standard, the exceptions being those pupils who started their primary education elsewhere, and pupils with special educational needs.

- Handwriting practise will take place in discrete sessions outside of English lessons, since handwriting underpins the majority of curriculum areas and is integral to self-esteem.
- Teachers model and remind children how to hold a pencil correctly and maintain optimal pencil hold to aid speed and legibility.
- Handwriting practice takes place on the 6-lined Kinetic Letters white boards and/or in books.
- Pupils are taught which standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
- Diagnostic photos are used by teachers to assess children’s writing positions and address issues.
- Time allocation to maintain handwriting development and increase speed and flow, will be regular but at the discretion of the class teacher so long as appropriate progression is and continues to be made.

Impact

The outcomes that we will 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, with accurate spelling and punctuation.
- Having competence in transcription (spelling and handwriting) and composition.
- Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Having a comfortable and efficient pencil hold and working position.

Assessment

The assessment framework in the National Curriculum will apply to each pupil when their progress is being assessed at the end of KS1 and KS2. As well as these two measurement points, teachers will use the Kinetic Letters assessment guides. Marking of work will follow the school's Marking and Feedback policy.

Special Educational Needs

Meadow Farm's SEND policy applies. However, the Kinetic Letters programme is applicable to pupils with dyslexic and dyspraxia (developmental co-ordination disorder).

Home involvement

It is important that parents/guardians/carers are involved in supporting the learning of handwriting. Parents will be given details of the handwriting programme and can find further information in their child's home-school diary.

Learning Environment

Teachers will use the Kinetic Letters font for class and display work produced in the school, ensuring consistent presentation that reinforces handwriting teaching. Class teachers are responsible for displays on the walls of their classrooms and other areas where work is displayed. Displays will be relevant, up to date and in good condition.

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.

Monitoring and Evaluation

The SLT, English Lead and Phase Leads will monitor handwriting on a half-termly basis. They will look at all forms of children's writing in books and display work. Staff meetings are planned in throughout the year to develop and improve the teaching and learning of handwriting.

The handwriting policy is reviewed every three years by the English Leader and ratified by the Governing Body.

Policy prepared by: Misba Iram


Date prepared: June 2024

Date ratified by the Strategic Committee: 12th June 2024



(Chair of the Strategic Committee)

Signed:
Mrs M Gaiderman

Signed; 
Mrs S Eyre

(Head Teacher)

Review date: March 2027

Appendix 1

KL fonts

Lower case Regular:	abcdefghijklmnopqrstuvwxyz
Lower case Joined:	abcdefghijklmnopqrstuvwxyz
Upper case:	ABCDEFGHIJKLMNOPQRSTUVWXYZ
Numbers:	1234567890

Letter groups (in teaching order)

Jumper Family:	hbnrmp
Abracadabra Family	coadgqs
Special Squirrel	e
Window Cleaner Family:	litu
Fisher Family:	jgfy
Slider Family:	vwzk
Pushing numbers:	2357
Pulling numbers:	689014

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

The framework is to be used only to make a statutory teacher assessment judgement 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.

The expected standard

Form lower-case letters in the correct direction, starting and finishing in the right place

Form lower-case letters of the correct size relative to one another

Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words

Use spacing between words that reflects the size of the letters.

Use question marks correctly when required.

Key Stage 1			Key Stage 2		
Working towards	Working at	Working at greater depth	Working towards	Working at	Working at greater depth
All	All	All	All	All	All
*Some	All	All	All	All	All
*Some capitals All numbers	All	All	All	All	All
All	All	All	All	All	All
	All	All	All	All	All
	All	All	All	All	All

Use the diagonal and horizontal strokes needed to join some letters

Write legibly (no requirement to be joined)

Maintain legibility in joined handwriting when writing at speed. ["Use the diagonal and horizontal strokes that are needed to join letters and understand which letters when adjacent to each other are best left unjoined" NC]

		Some	Some	All	All
			All	All	All
				All	All

***some 'indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but not yet consistent or frequent.**

Source: 2017-2018 national curriculum assessments - Key stage 1 and 2: Teacher assessment frameworks at the end of KS1 & KS2
September 2017

Appendix 3: Assessments for monitoring progress		Kinetic Letters assessment strategies											
Expected standards in handwriting National Curriculum 2017-2018	Corresponding Kinetic Letters Strand- (colour coded)	Push up targets. Meerkat- BOGOFs	Pupils' writing questionnaire	Starter Marker Writing sample	3 Colour check	Fluency targets	Pencil hold diagnostic sheet	Assess, Detect, Correct (ADC)	Monkey Smile Pencil targets	Turtle tick targets Formation/spacing	Practice Patch	Letter Family challenges	3 More, better than before
Sit correctly at a table	Writing position Pelvic Girdle strength	✓	✓	✓		✓		✓			✓		
Hold a pencil comfortably and correctly	Shoulder Girdle strength 3 Friends Pencil Hold	✓	✓	✓		✓	✓	✓	✓		✓		✓
Form lower-case letters in the correct direction, starting and finishing in the right place	Letter Formation/orientation The Tree symbol		✓	✓	✓	✓		✓		✓	✓	✓	✓
Form lower-case letters of the correct size relative to one another	Writing characteristics: Heights of letters Grounding		✓	✓	✓	✓		✓		✓	✓	✓	✓
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters			✓	✓	✓	✓		✓		✓	✓		✓
Understand which letters belong to which families and to practise these	Letter Families Family Features			✓		✓		✓		✓	✓	✓	✓
Use spacing between words. Use spacing between words that reflects the size of the letters.	Writing Characteristics: Spacing within/between words		✓	✓	✓	✓		✓		✓	✓		✓

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	Letter Formation: letter finish Break letters (Breakers)		✓	✓	✓	✓		✓		✓	✓		✓
Increase legibility, consistency and quality of 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.	Flow and speed More sky above the Tree		✓	✓				✓			✓		✓

Appendix 3 (continued)

Push ups: Pupils record weekly progress e.g. on post-its. **Meerkat BOGOFs:** e.g. measure using counting/reciting tables/alphabet/register etc.

Pupil's Writing Questionnaire: Use if pupils begin the programme in KS2, to establish starting points (TB 6.18 and Resources pack).

Starter Marker Writing Sample: Use every half term. Pupils write for 5mins on a simple subject e.g. "what I can see from where am sitting".

1. Whilst pupils write, the teacher photographs writing position/pencil hold. This provides a record of progress and helps set strength targets.
2. A word count can measure speed and Automaticity.
3. Pupils/teachers can carry out all/part of a 3 colour check (see below).

3 Colour check: To assess Formation: Start/Finish and orientation of a continuous Letter Trail = pencil circle of incorrect letters.
To assess Writing Characteristics: Spacing= yellow pen line, Grounding=green pen line. Heights=brown pen line. (TB 5.11).

Assess, Detect, Correct (ADC): Use throughout the day -for Writing position (TB 2.14)
-for Pencil Hold (TB 4.20-29).
-for Letter Formation (notes p 8 and TB 3.28/32/36/39/42/46)
: Start/Finish (and continuous Trail)
Orientation
-for Writing Characteristics (notes p9): Spacing- within words/ between words/across the line

Grounding- on line/below line.
Heights- lower-case/upper-case/numbers.

Fluency targets: a checklist of features of fluent unjoined writing. Use to inform teaching and as a check of readiness for joining (TB 5.10).

Pencil Hold Diagnostic Sheet: record progress towards maintaining the 3 Friends Pencil Hold. Complete periodically until all pupils can maintain the 3 Friends pencil Hold and to inform strength provision. (TB 2.12 and Resources pack).

Monkey Smile targets: record Pencil Hold maintenance. Pupils add a smile to the stamp of the monkey on whiteboards and Paper (TB 3.21 & 4.12).

Turtle Tick targets: record achievement of the formation/spacing target. Pupils tick the turtle's tummy on their whiteboard (TB 3.21).

Practice Patch: a weekly transfer of mastered targets to books, at the end of START. It also measures Automaticity in the following writing (TB 3.23).

More, better than before: a peer-marking activity (TB 6.17).

1. Pupils work on own whiteboards and write the target letter/pair/word, by teach of the Trees-down the board.
2. They each 'choose with their eyes' which they are most proud of, but do not disclose this to their partner.
3. Pupils swap boards and guess/mark with a dot, the letter/pair/word they think their partner chose.
4. Pupils swap boards back and discuss each other's judgements. (e.g. 'you didn't flick' or 'it's not a Brave Monkey letter' etc.)
5. They both try '3 more, better than before', on the last three lines of the board, to correct what they learnt from the feedback above.
6. Pupils share/discuss the improvements each made and 'take a photo with their eyes' their best line, before rubbing off boards to play again.

Letter Family Challenges: complete regularly as part of START sessions. Use to work on specific targets (see details for each e.g. Letter starts) and to reinforce the Family Feature within the Letter Families, to gain Flow and automaticity (TB 3.48 and Resources pack).

Appendix 4

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

National Curriculum – Framework documents 2014 and Primary Curriculum 2015

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.	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.

Appendix 5

School Presentation Protocols					
	EYFS (Rec)	Year 1	Year 2	Years 3 & 4	Years 5 & 6
Writing implements - for Handwriting practice -for Classwork -for display	When developmentally appropriate, whiteboard pens on whiteboards	Whiteboard pens on whiteboards for handwriting practice			
	Thin triangular pencils for writing on paper in classwork				
	Pencils			Black handwriting pens may be used for some displays	Black handwriting pens for displays
Self-correction	Simple, straight line through error.			Simple, straight line through error. Eraser or correction fluid may be used at the discretion of the teacher for final draft work.	
	Target checking – Some lines in work may be checked with a Turtle Tick to ensure targets mastered on whiteboards are being transferred into work in books. Practice Patch - Some pages may begin with the top three lines of a page forming the Practice Patch. There should then be a space equivalent to an empty line after which the title and written piece can follow. This allows transfer of handwriting practice from whiteboard to paper.				
Ruler use		All straight lines to be drawn with a ruler.			
New work	New work to commence on a new page.	New work will usually commence on a new page, unless teacher advises otherwise.		New work to be commenced after ruling off previous work, if there is usable space available.	
Un-joined / Joined writing	All writing will be un-joined.		Joined writing gradually integrated into independent work.		Joined writing fully integrated.

		Un-joined writing used for dates, titles, labels, data, email addresses, algebra.			
Date and title	These are to be written on the second line of the page in order for pupils to use the same line spacing as for the writing that follows and learn the comparative heights of numbers and upper and lower-case letters. These are always written unjoined even when the subsequent work is in joined writing, in order for pupils to continue practising both skills.				
	All work to be dated (day month) by teacher.	All work to be dated (day month year) by child or teacher at top, right hand side.		All written work to be dated by child, at top, right hand side using full date. Maths to use numbered date format dd/mm/yyyy	
Writing surface (whiteboard / paper)	KL 6-line whiteboards transitioning to appropriate size (1.5mm gap) lined paper, with the additional guide of the Kinetic Letters tree, for the majority of the time.	KL 6-line whiteboards transitioning to appropriate size (1.5mm then 1.2mm gap) lined paper. Squared exercise books for maths.		KL 9-line whiteboards and narrow lines (1.0mm gap) and small squared exercise books.	
	3-line whiteboards, wider lined paper and large squared exercise books to be used by some pupils at teacher discretion.				
	Lines on worksheets / sheets of paper to follow the same widths as those used in exercise books.				
The KL Tree	The Kinetic Letters Tree will be used to guide letter formation, either in its full form with monkey faces, or as the Quick Tree (two-line tree with ground-line and sky-line).				
	The tree may be drawn on whiteboards and/or added to the left-hand edge of books/paper, used by the teacher before demonstrating letters / words / numbers etc. and by pupils when handwriting.				
	EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6