



Greatworth Primary School

## Handwriting Kinetic Letters Policy

Statutory Policy	Yes	
Published on Website	Yes	
Policy Ownership	Head Teacher	Yes
	Finance & Premises Committee	No
	Quality & Standards Committee	Yes
	Full Governing Board	Yes
Implementation Date	April 2022	
Review Period	Every 2 years	
Planned Review Date	April 2024	



## **Introduction**

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.

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.

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.

## **General Principles**

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, the School 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).

Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole.

### **Year groups**

- The Kinetic Letters programme is commenced in Reception and is used throughout the School. 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 start in Year 2.
- By the end of KS2, the vast majority of pupils should be working at a greater depth than the expected standard, the exceptions being those pupils who started their primary education elsewhere, and statemented pupils. 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.
- Pupils in EYFS and KS1 will spend about 20 minutes at the beginning of school day/afternoon on activities that are part of the Kinetic Letters programme at least 3 times per week. Handwriting is taught in discrete sessions, separate from Phonics. Thereafter 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 continues to be made. Handwriting practice takes place on the 6-lined (or 3-lined if appropriate) Kinetic Letters white boards, with a transition to books via the "practice patch".
- 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.

### **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 (see Appendix 2). Prior to these two measurement points, teachers will use the Kinetic Letters assessment guides on a daily basis (Appendix 3). Marking of work by teachers will be positive and self-correction by pupils will be encouraged.



### **Special Educational Needs and Disability (“SEND”)**

- The School's SEND policy applies. However, it should be noted that 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 encouraged to purchase Kinetic Letters resources that are used by the School.

### **Presentation**

- The School will use the Kinetic Letters font for all class and display work produced in the School, ensuring consistent presentation that reinforces handwriting teaching. The general protocols for pupils' work is set out in Appendix 5.
- Class teachers are responsible for displays on the walls of their classrooms; a member of the senior leadership team will be responsible for all other displays in corridors and other rooms. Displays will be relevant, up to date, in good condition and reviewed at least once a term.

### **Appendices**

Appendix 1	KL font and letter groups
Appendix 2	Assessment framework for a pupil's Performance
Appendix 3	Assessment opportunities
Appendix 4	Handwriting requirements – national framework
Appendix 5	Presentation protocols



## Appendix 1 KL

font	abcdefghijklmnopqrstuvwxyz
Lower case:	ABCDEFGHIJKLMNOPQRSTUVWXYZ
Upper case:	1234567890
Numbers:	
<b>Letter groups</b> (in teaching order)	<b>hbnrmp</b>
Jumper Family: Abracadabra	<b>coadgqs</b>
Family Special Squirter	<b>e</b>
Window Cleaner Family:	<b>ltiu</b>
Fisher Family:	<b>gjyf</b>
Slider Family:	<b>vwzk</b>
Pulling and Pulling	<b>2357</b>
numbers:	<b>689014</b>



## 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.

The expected standard	Key Stage 1			Key Stage 2		
	Working towards	Working at	Working at greater depth	Working towards	Working at	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 of the correct size relative to one another	Some	All	All	All	All	All
Forming capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Some	All	All	All	All	All
Using spacing between words	All	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		Some	Most	Most	All	All



Using the diagonal and horizontal strokes needed to join letters		Some	Most	All	All	All
Producing legible joined handwriting				All	All	All
Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.					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.

**Source** 2017 national curriculum assessments - Key stage 1 and 2: Interim teacher assessment frameworks at the end of key stage



### Appendix 3 Assessment opportunities for working towards expected standards

Learning objective for expected standard	New pupil's writing questionnaire	Pencil hold diagnostic sheet	Writing samples	Peer feedback in "3 by the Tree" task	Peer feedback in group sand tray work	Monkey face targets
Forming lower-case letters in the correct direction, starting and finishing in the right place	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forming lower-case letters of the correct size relative to one another	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forming capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letters that have the correct relationship to the line (either sitting on it or descending below)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using spacing between words	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using spacing between words that reflects the size of the letters.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Use of question marks and exclamation marks	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Using the diagonal and horizontal strokes needed to join letters	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Producing legible joined handwriting	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Able to sit correctly for concentration, and flowing and fast handwriting	<input type="checkbox"/>					<input type="checkbox"/>
Able to maintain optimal grip on pencil	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>



The **New Pupil's Writing Questionnaire** is completed with pupils beginning the programme in KS2 and pupils joining from another school, in order to establish starting points.

The **Pencil Hold Diagnostic Sheet** records an individual pupil's progress towards maintaining the optimal grip on the pencil. It is completed every four weeks until all pupils can use and maintain the optimal grip on the pencil. In addition, it tracks a class's progress towards this.

A **Writing Sample** is completed every half term: pupils write for five minutes on a subject that makes limited demands on the brain for content, such as "what I can see from where am sitting". The word count is recorded, to measure speed and automaticity, and a "3 colours assessment" carried out to assess for progress towards expected standards [colour key: Brown – Letter starting points / heights; Green – Letters grounding on or below the line; Yellow – Spacing of letters].

**Peer feedback** is an integral part of the programme, being part of the teaching and learning, particularly in the "3 by the Tree" / "3 done better than before" and sand tray work.

**Monkey Face Targets** are used for recording progress towards each of the learning objectives for the expected standards. They consist of a stamp of the monkey's face, that has its mouth drawn by the pupil when the target is achieved.

**Automaticity** can be assessed according to the extent that skills practiced in the Practice Patch are applied to the writing task that then follows.



## Appendix 4

### Handwriting requirements – national framework

This document sets out National Curriculum 2016 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
<b>Early Years Foundation Stage</b>	
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.





	<p>want to say. This, in turn, will support their composition and spelling.</p>	
<p><b>Upper key stage 2                      Years 5-6</b>          Children should be able to write down their ideas quickly. By the end of Year 6, pupils' writing should be sufficiently fluent and effortless to manage the general demands of the curriculum in Year 7.</p>		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:             <ul style="list-style-type: none"> <li>○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters,</li> <li>○ choosing the writing implement that is best suited for a task.</li> </ul> </li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place;</li> <li>• form capital letters;</li> <li>• form digits 0-9;</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these;</li> <li>• write from memory simple sentences dictated by the teacher</li> </ul>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it and 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 or 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 in a form).</p>	

Appendix 5

School Presentation Protocols					
	EYFS (Rec)	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<b>Writing implements</b> - 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				Blue (books) black (display) handwriting pens
<b>Self-correction</b>	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.	
	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.  Coloured pens may also be used to assess for letter heights (brown), spacing (yellow) and grounding (green).				
<b>Ruler use</b>		All straight lines to be drawn with a ruler.			
<b>New work</b>	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.	
<b>Un-joined / Joined writing</b>	All writing will be un-joined.		Joined writing gradually integrated into independent work.		Joined writing fully integrated.
	Un-joined writing may be used for dates, titles, labels, data, email addresses, algebra.				



<b>Date</b>	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, left hand side using full date. Maths to use numbered date format dd/mm/yyyy eg.14/11/2014		
<b>Writing surface (whiteboard / paper)</b>	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. Blank exercise books for maths.	Narrow lines (1.0mm gap) and small squared exercise books.		
	Wide lines and large squared exercise books for some pupils at teacher discretion.				
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Years 3 &amp; 4</b>	<b>Years 5 &amp; 6</b>

# Kinetic Letters

## Helping your child at home with writing

### Making bodies stronger

Lie on tummy on the floor to read, write, play on electronic games, watch TV

Sit on the floor to play

Chair push-ups, pull-ups on monkey bars, the plank

Using scissors, knives and forks, playing clapping games

Using playdough and plasticine – rolling, pinching, squeezing using different parts of the hand

### Holding the pencil

Practice picking it up

Learn and practice the Pencil Checks

Use optimal sizes and shapes of writing tools (small diameter with triangular cross sections)

### Learning the letters and their families

#### *Lower-case letters*

Jumper Family	h n m b r p
Abracadabra Family	c a o d s q g
Window Cleaner Family	l t i u
Fisher Family	y j f g
Squirter	e
Slider family	k v w x z

#### *Upper-case letters*

Straight lined group	I L E F H T
Curved line group	C O S G Q
Lines with Curves group	D P B R J U
Sliding lines group	A M N K W V Z X Y

### Using the tree

When practising writing, use a writing line and the tree symbol to give a guide for both where the letters start and their proportions.

