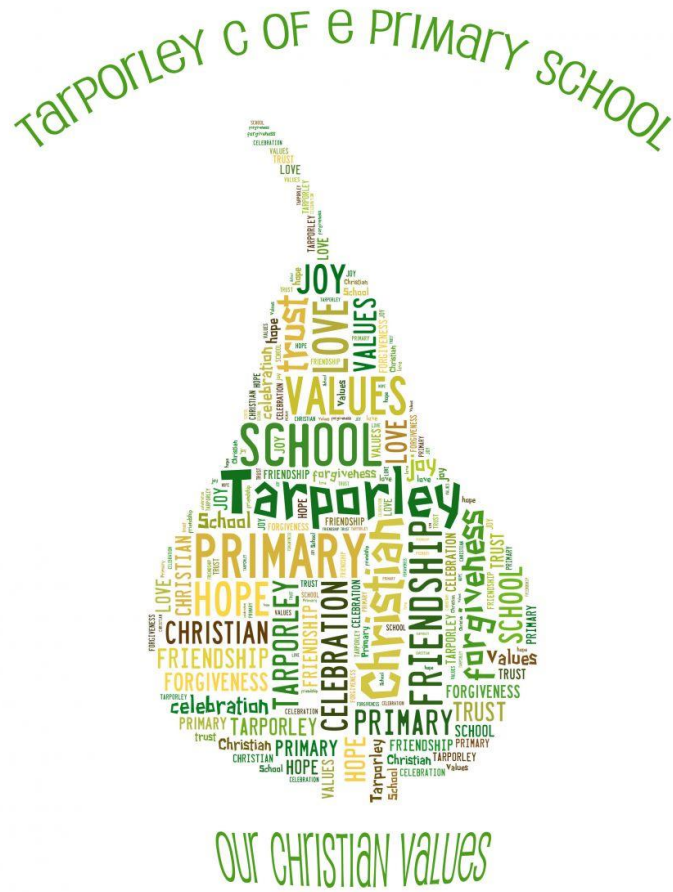


TARPORLEY CE PRIMARY SCHOOL



Handwriting Policy

Tarporley CE Primary School

HANDWRITING POLICY

Overall Aims

A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. As such, we actively teach handwriting as part of the English curriculum through discrete daily lessons, quick reinforcing sessions and application every day. Handwriting is a developmental process with its own distinctive stages of progression from physical development and readiness for handwriting, through to letter joins and practising flow and fluency.

The School follows the statutory framework for the Early Years Foundation Stage (2021) and National Curriculum for Key Stage 1 and Key Stage 2 (2014). The handwriting requirements of each stage 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

Teaching and Learning

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).

Left Handed Children

Teachers should be aware of the children in their class who are left handed and make appropriate provision:

- pupils should be taught to organise their own handwriting position so their board slopes downhill;

- left-handed pupils should sit or lie to the left of a right-handed child so that they do not knock each other.

Year groups

The Kinetic Letters programme is commenced in Reception and is used throughout the School. 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. 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”.

Foundation Stage - Children will begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided. They will move from gross to finer motor skills using a variety of tactile methods. They will use the Air-Sand-Whiteboard methodology with some using paper when they are ready. Children will learn letter shapes through the stories of the Bounce and Skip and Curly the Caterpillar. Children will learn to pick up their pencil using the ‘pencil pick up song’ and hold their pencil using the ‘three friends hold’ (tri-pod grip).

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. In Year 1, continue to learn through the adventures of Bounce and Skip following the Air-Sand-Whiteboard-Paper approach but will spend more time transferring their learning to paper. Pupils in EYFS and KS1 will spend at least 20 minutes at the beginning of school day on activities that are part of the Kinetic Letters programme. Handwriting is taught in discrete sessions, separate from Phonics. As children move through Year 2, children will be using some of the strokes needed to join letters and will begin the joining programme if ready. They will be introduced to which letters are best joined and which are not.

Key Stage 2- By the end of KS2, the vast majority of pupils should be working at a greater depth rather 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 continues to take place in sessions that are outside English lessons, since handwriting underpins the majority of curriculum areas and is integral to self-esteem. The main focus in Key Stage 2 is to maintain handwriting development and increase speed and flow therefore sessions will be at the discretion of the class teacher so long as appropriate progression continues to be made.

Assessment

Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole. 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. Prior to these two measurement points, teachers will use the Kinetic Letters assessment guides on a daily basis.

A selection of writing books and handwriting books will be regularly monitored by the Literacy subject leader and SLT to monitor the impact and implementation of the policy and the standards of handwriting and progression across the school.

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 are able to purchase Kinetic Letters resources that are used by the School. Parents are invited into regular sessions where they can learn about the Kinetic Letters programme and children can show the parents how they are taught to form letters in school. Video tutorials are available on the school website and YouTube pages.

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. Class teachers are responsible for displaying Kinetic Letters posters on the walls of their classrooms for children to use as a reference. All context labels should be in the Kinetic Letters font and teachers should aim to have as many resources as possible in the font as well.

Reviewed: August 2021

Due for Review: August 2023

Appendix 1

Kinetic Letters Fonts

Lower case regular:

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

Lower case joined:

abcdefghijklmnopqrstuvwxyz

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 e s

Special Squirter: e

Window Cleaner Family: l i u t

Fisher Family: g l y p

Slider Family: v w x z k

Pushing numbers: 2 3 5 7

Pulling numbers: 6 8 9 0 1 4