



Title	Handwriting Policy
Reviewed	September 2022
Next Review	September 2023
Originator	Kate Cleaver

Handwriting Policy

This policy sets out Ecton Village Primary Academy's approach to handwriting and presentation. It sits within the context of the school's vision and other policies of the school; it applies to the whole school community – directors, staff, pupils and parents/guardians/carers.

Ecton Village Primary Academy (EVPA) 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 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, Ecton Village Primary Academy 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, 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

About Kinetic Letters

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 (i.e. as soon as a tri-pod grip is developmentally appropriate).

Implementation

All teachers in EYFS, KS1 and KS2 have been trained in the implementation of this programme and all Teaching Assistants have also received the training in order to support the delivery of the programme and to run intervention groups as necessary.

Expectations and Key Skills taught:

The Kinetic Letters Programme is commenced in Reception. By the end of KS1, each pupil should be working at the national standard and most should be working at a greater depth. Children will be using some of the strokes needed to join letters; teaching this will start in summer Year 2 and continue upwards in the school.

When will it be taught?

Pupils in EYFS and KS1 will spend 25 minutes twice a week, working on activities that are part of the Kinetic Letters Programme. Handwriting is taught in discrete sessions, separate from Phonics. Handwriting practice takes place on the 5 lined white boards which have been made by the Kinetic Letters co-ordinator, with transition to practice on the handwriting paper. 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.

Pupils in KS2 will spend 20 minutes twice each week, working on activities that are part of the Kinetic Letters Programme. They will be focusing on the fundamental skills of handwriting, then moving onto the joining once all trained in this area. However, alongside discrete taught sessions, children will frequently be reminded of the importance of handwriting and supported to use KL strategies in all areas of the curriculum.

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

Special Education Needs and Disability (SEND).

EVPA's SEND policy applies. However, Kinetic Letters Programme is applicable to pupils with dyslexia and dyspraxia. (Developmental co-ordination disorder).