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<b>Handwriting Policy</b>	Issued: June 2020
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<b>APPROVAL BY</b>	<b>STANDARDS COMMITTEE</b>

# Handwriting Policy

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## 1. Purpose

The teaching of handwriting, to support pupils to learn to read and write fluently and confidently is fundamental to our work. Mastery of a clear, fluent handwriting style is a key priority for the education of every pupil at Alfred Street Junior School (ASJS).

## 2. Intent

At ASJS, it is our intent to ensure that all of our pupils achieve the following:

- a fluent, legible and speedy handwriting style that can be performed automatically, so that the attention of the brain is on the content of the writing
- the stamina and skill to write at length, with accurate spelling and punctuation
- competence in transcription (spelling and handwriting) and composition

- clear, accurate and coherent writing, adapted in language and style depending on context, purpose and audience.
- a comfortable and efficient pencil grip and working position

### **3. Kinetic Letters**

At ASJS staff follow the Kinetic Letters programme [1] to develop handwriting (see Appendix 1). This scheme is used because it builds on the work of our feeder Infant school and develops the following 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 until 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

### **4. Expectations & Key Skills**

#### **4.1. KS1**

The Kinetic Letters Programme is taught at Tennyson Road Infant School, the main feeder school for ASJS, and is used throughout the ASJS. By the end of KS1, every pupil should be working at the national standard and some should be working at greater depth (see Appendix 2). Pupils should be using some of the strokes needed to join letters before they start KS2.

#### **4.2. KS2**

By the end of KS2, the vast majority of pupils should be working at or above the expected standard, the exception being those pupils who have fine-motor difficulties or SEND. Pupils should be clear about what standard of handwriting is appropriate for particular tasks (e.g. quick notes or presentational handwriting). Pupils should also be able to select presentational styles for themselves as they deem appropriate to the task.

### **5. When is Handwriting Taught?**

Handwriting skills are taught discretely as part of skills sessions in lower KS2. Interventions may be required for pupils who are not working at the standard required. These could

include group sessions, 1:1 support or additional homework. In upper KS2, teachers consistently model appropriate handwriting and build practice into either skills sessions or English units of study. Constant reminders of the expectations are given to pupils across the curriculum.

## **6. Assessment and Moderation**

The assessment framework in the National Curriculum [2] will apply to each pupil when their progress and attainment is being assessed at the end of KS2 (see Appendix 3). Prior to this assessment point, work will be assessed using the handwriting statements (devised from the Focus materials) and included on the writing assessment statements for each year group which the teachers use to make an overall assessment.

When marking work, the presentation of the work is considered and pupils may be asked to repeat work if the handwriting is considered to be of a poor standard compared to their usual presentation standard.

The moderation of handwriting (as part of writing moderation) takes place at a cluster level three times annually for each year group. Internal moderation is also built into the school calendar and handwriting forms a key part of this. Further moderation is completed by the subject leader/SLT during book scrutiny exercises.

## **7. Inclusion**

The school Inclusion policy [3] applies. However, Kinetic Letters is appropriate for pupils with dyslexia and dyspraxia.

## **8. Presentation**

All lessons, materials and display work use the Kinetic Letters font for all classes and display work produced in the school, ensuring a consistent presentation that reinforces our handwriting teaching.

'Perfect Presentation' posters are displayed in every classroom, which outline the expectations of presentation, so that the standards across the school are consistent.

## **9. Celebration of Success**

Pupils who successfully demonstrate, on a consistent basis, the skills of joined handwriting are awarded with a pen license in our weekly celebration assembly.

Good work is celebrated within the classroom through the use of the Visualiser and is considered for display either in the classroom or on other display boards throughout the school.

Children are given opportunities to show-off their very best handwriting and presentation when completing a presentation piece for their Masterpiece Book. These again, may be considered for display.

Topic based writing that the children complete is displayed in the lower hall.

## **10. References**

- [1] Kinetic Letters, "Kinetic Letters: making hand-writing easy for everyone," [Online]. Available: <https://kineticletters.co.uk/>. [Accessed 16 June 2020].
- [2] gov.uk, "National curriculum in England: primary curriculum," 6 May 2015. [Online]. Available: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>. [Accessed 14 June 2020].
- [3] Alfred Street Junior School, "Inclusion Policy including SEND," 2020.
- [4] Alfred Street Junior School, "Child Protection and Safeguarding Policy," 2020.

## **11. Safeguarding**

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [4]. All concerns must be reported to our Designated Safeguarding leads:

ASJS: Mrs K O'Connor, Mr C Butler, Mrs S Smith, Mrs W Watts, Mrs A Love

## Appendix 1. Letter Groups

### 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: 2357

Pulling numbers: 689014

## Appendix 2. Teacher assessment framework – Key Stage 1

### 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.

