



Handwriting and Presentation Policy

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Clee Hill Community Academy

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I. Introduction

- 1.1. 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.
- 1.2. Rationale

Handwriting is a necessary tool for effective communication. It should not only be seen as a means of recording ideas clearly but as a creative skill, which is aesthetically pleasing. Handwriting is a taught skill and teachers put a high value on teaching and sustaining neat handwriting. Pupils' self-esteem and pride in their work is raised by high quality presentation.

- 1.3. 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.
- 1.4. 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.
- 1.5. 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.

2. General Principles

- 2.1. 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.
- 2.2. The programme has four threads:
 - Making bodies stronger
 - Holding the pencil (for speed, comfort and legibility)
 - Learning the letters
 - Flow and fluency
- 2.3. 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).
- 2.4. Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole.

3. Year groups

- 3.1. The Kinetic Letters programme is commenced in Nursery 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.
- 3.2. 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 Children with an EHCP. Pupils should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
- 3.3. 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.
- 3.4. Pupils in EYFS will spend at least 20 minutes a day on activities that are part of the Kinetic Letters programme. 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 or 9-lined if appropriate) Kinetic Letters white boards, with a transition to books via the "practice patch". In key stage one and two, this will happen at least three times per week.
- 3.5. 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.

4. Assessment

- 4.1. 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.

5. Special Educational Needs and Disability ("SEND")

- 5.1. 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).

6. Home involvement

- 6.1. 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. Information will be available on the school website to support parents.

7. Presentation

- 7.1. 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.
- 7.2. 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 include the Kinetic Letters Tree with moveable monkeys, Letter Family posters and examples of teachers' and pupils' handwriting. These will be relevant, up to date, in good condition and reviewed at least once a term.

8. Policy adoption

8.1. This policy was adopted on.....by the School Governors and will be reviewed annually.

Signed.....

Headteacher

Appendix I

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 Squirter	e
Window Cleaner Family:	lihu
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 KSI/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
Form lower-case letters in the correct direction, starting and finishing in the right place	All	All	All	All	All	All
Form lower-case letters of the correct size relative to one another	*Some	All	All	All	All	All
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	*Some capitals All numbers	All	All	All	All	All
Use spacing between words	All	All	All	All	All	All
Use spacing between words that reflects the size of the letters.		All	All	All	All	All
Use question marks correctly when required.		All	All	All	All	All
Use the diagonal and horizontal strokes needed to join some letters			Some	Some	All	All
Write legibly (no requirement to be joined)				All	All	All
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" NCI)					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 KSI & 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)

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 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= orange highlighter, Grounding=brown highlighter Heights=blue highlighter. (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 each 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)

Handwriting requirements – national framework

- 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)

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

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<p style="text-align: center;">Year 2</p> <p>In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down, and to form individual letters correctly, so establishing good handwriting habits from the beginning.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another; • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; • use spacing between words that reflects the size of the letters. 	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>
<p style="text-align: center;">Lower key stage 2 Years 3-4</p> <p>Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; • increase the legibility, consistency and quality of their 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. 	<p>Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.</p> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
<p style="text-align: center;">Upper key stage 2 Years 5-6</p> <p>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"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, ○ choosing the writing implement that is best suited for a task. 	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that 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
Writing implements - for Handwriting practice	When developmentally appropriate, whiteboard pens on whiteboards	Whiteboard pens on whiteboards for handwriting practice. When age appropriate, children may progress to handwriting practice in books.			
-for Classwork	Thin triangular pencils or pen for writing in class work. <u>Pen licence</u> This is awarded by the class teacher to children with consistent fluent handwriting showing: 1) All similar letters are the same height and joined 2) All down strokes are straight and parallel 3) Letters within their work are evenly spaced 4) Words are evenly spaced 5) The body of the letter sits on the line with descenders below the line				
Self- correction	Simple, straight line through error.			Simple, straight line through error.	
	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. Coloured pens may also be used to assess for letter heights (blue), spacing (orange) and grounding (brown).				
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					
	All work to be dated (day month) by teacher.	All work to be dated by child or teacher at top of page	All written work to be dated by child, at top, using full date. Maths to use numbered date format dd.mm.yy eg.14.11.2021		
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 for maths.		
	3-line whiteboards, wider lined paper and large squared exercise books to be used by some pupils at teacher discretion.				
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

Response to reading framework

In Summary: There is no conflict with Kinetic Letters (it always has and will continue to be compatible with all phonics programmes and we will continue to provide guidance as to balancing handwriting and phonics in the validated phonics programmes).

'writing on a mini whiteboard does not help children learn to hold a pencil

1. They are referring to writing the standard whiteboard pens that schools provide for children (which are of a 'chunky' diameter which does not allow them to hold it correctly and develops bad habits for holding a pencil). This is why Kinetic Letters manufactures whiteboard pens of the same diameter as a pencil to enable transfer between whiteboard and pencil. These are also triangular in cross-section to support the correct positioning of the 3 digits around it.

'Using a whiteboard also means there is no paper record of the work for the child, teacher or parent'

1. National Curriculum and Ofsted say that handwriting and phonics need 'separate, discrete, direct teaching' (and see other quotes on the current guidance on pages 12-13 of the Training notes on the module-listing page of eTraining).

The focus of this report is phonics (with handwriting used as a tool for writing the letters, combined into words for spelling)

...But anyway....

2. Kinetic Letters uses Air, Sand, Whiteboard, paper ' as a systematic progression and cycle of mastery'. Therefore, in KL sessions the boards are used to gain a number of benefits:

-Pupils practise 3 By the Tree (3BT): they work 3BT-down the board, to master formation

Then 3BT-across the board, to practise Flow

-Whiteboards give a good sensory experience and pupils find them a more controllable surface to learn on than paper and pencil

-the letters are of a size (about 30mm for h) that is easier for pupils/teachers to see errors than on paper (about 12mm for h). This helps learning in letter formation and joining and also helps for learning speed (as larger letters are easy to learn this with too).

-it is easy to do a number of repeats as letters are easily erased

-KL whiteboards have additional icons on to guide comparative heights of letters, grounding of letters, and self-marking of Letter formation/writing characteristics and also Pencil Hold.

- they instil confidence to as marks are less 'permanent' than on paper.

-they can be left 'displayed' for a short while after lessons as an exemplar/for praise in a quick, easy and visible way.

In addition pupils transfer these 'mastered targets' from whiteboard to paper about once a week, within the START structure for lessons. (The end 'T' in the mnemonic stands for target Transfer)

'To write, they should sit comfortably on a chair at a table'

Kinetic Letters has two writing positions : Table-writing position and Floor-writing position. They each serve different purposes for learning.

Floor writing: Builds the physical strength of the Pelvic Girdle so they can sit on chairs (as without this they fall off, tuck one leg up, rock etc)

2.it builds the shoulder girdle strength to control a pencil. 3.It teaches the supported position of the forearm and wrist which supports the

correct pencil Hold. 4. It helps concentration as their gaze is directed downwards at their work. 5.it is calming because of the heavy muscle pressure over half the surface of the body. 6. It enables the teachers to see all the children's writing at the same time and give ongoing praise and correction (as by contrast if you are having to walk around the classroom looking at individual boards... it takes more time, the pace of the lesson slows off ...and meanwhile others have gone wrong and you haven't seen!!)

Table-writing: pupils learn to transfer all the above to the table-writing position (with a particular teaching time for mastery of this at the end of the START- when for this strand of Kinetic Letters the 'target Transfer' could be about Writing-position)

Tables and chairs allow them to sit and write properly without materials balanced on their laps'

This is referring to the negative 'tradition' that has grown up of pupils sitting with whiteboards on their knees to write. KL does not use this writing position and constantly warns against the problems it causes- see page 2.15 in the Kinetic Letters Teacher Book.

In both Table-writing and Floor-writing positions, pupils learn that forearms and hands must always be resting on the writing surface in order to hold the pencil correctly and that a strong stable position helps concentration.

