



Handwriting Policy 2026

The CFLP English Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.

Chair of Local Advisory Board:

K.Gibson

Responsible Officer:

Headteacher: Miss L.Lease

Agreed and ratified by the Local Advisory Board on:

15/05/2026

To be reviewed:

15/05/2027



Knypersley First School

Handwriting Policy 2026

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our English curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

Intent:

Our challenging and creative English curriculum aims to enable all pupils to achieve ambitious levels of literacy. Children are provided with an exciting and innovative curriculum which promotes a love of reading and a belief that everybody is an author.

Children are exposed to high quality literature to inspire their own writing and to model engaging uses of the English language. Through the critique of these texts, children develop their oral comprehension skills. Imagination and originality are nurtured through exploration, discussion and drama. Spelling, punctuation, grammar and phonics teaching ensure that children have the skills and confidence to develop their writing style across a range of genres and in varied contexts.

We recognise the importance of communication and language development in achieving academic success in English. Therefore, oracy is at the heart of our curriculum. Children are immersed in a language rich curriculum that intends to give all pupils an extensive vocabulary and oral proficiency.

Implementation:

We use the **National Curriculum** programme of study for Reading, Writing, Spelling, Grammar and Punctuation alongside the **Writing Framework (July 2025)**. In the Early Years Foundation Stage, we use the **Statutory Framework** and **Development Matters**. Handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of an automatic cognitive skill. As a result, at Knypersley First School, we follow the **Kinetic Letters®** handwriting scheme to teach accurate letter formation and automatic fluency from printing through to joining. The mastery of automaticity in handwriting is a key priority of the School.

The programme has four threads.

- Making bodies stronger
- Holding the pencil (for speed, comfort and legibility)
- Learning the letters
- Flow and fluency

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 Methods:

Handwriting underpins the majority of the English Curriculum and as a result, at Knypersley First School, it is taught in discrete sessions, separate from phonics delivery and writing instruction. Pupils in Reception, KS1 and KS2 will complete daily handwriting sessions following the Kinetic Letters® programme. Handwriting practice takes place on the Kinetic Letters® 6-lined whiteboards, in sensory sand trays, with large gross motor movements and on paper in books. Sessions are taught to the whole class with differentiated targets. Additional practise may take place in small groups and/or individually. All adults will consistently model the agreed handwriting style across all written work, including on whiteboards, in books and on displays and pupils are expected to apply their handwriting skills consistently across the curriculum.

Kinetic Letters® uses letter families (Appendix 1) to teach handwriting by grouping letters with similar movement. Pupils start by mastering the kinetic movements needed within each family before learning the small adaptations that each individual letter needs. Pupils are taught formation through the movements of down, up, bump, pull, push and flick to form the letters of the alphabet. (Appendix 2)

The key principles of the programme are taught to the children through the four threads. Its intended outcomes are:

- Building physical strength which 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 progress until they 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 (E.g. As soon as a tri-pod grip is developmentally appropriate)

Progression

In EYFS, pupils develop overall body strength, a tri-pop grip, gross and fine motor control and begin to form letters correctly.

In KS1, pupils secure correct letter formation, orientation and spacing, progressing towards joining when developmentally ready.

In KS2, pupils develop a consistent, fluent and joined handwriting style, increasing speed while maintaining legibility and presentation across all subjects.

Inclusivity:

Children who are working significantly below their year group expectations will follow handwriting objectives that are appropriate to their developmental stage and where relevant, linked to their Personal Learning Plan (PLP) targets. These pupils will not be expected to join their writing until they have secured accurate letter formation. Where appropriate and where handwriting is a barrier to writing outcomes, some children will be given increased access to word processing facilities. However, discreet handwriting instruction interventions remain a priority to ensure that gaps close. In addition, suitable resources such as triangular pencils, 3-lined whiteboards or other adaptations will be provided to meet individual needs.

Impact:

What we aim to achieve from our English curriculum across the Children First Learning Partnership;

- To raise attainment and encourage a consistent approach throughout the school
- To develop correct letter formation.
- To encourage a high standard of presentational skills in all contexts when writing.
- To enable children to produce a legible, consistent and fluent handwriting style which enables the children to write efficiently in terms of speed.
- For all handwriting to be modelled effectively by both teachers and support staff throughout the school.

Role of Leaders

- Plan an effective and varied schedule of monitoring including moderation, which is triangulated through our internal school, leader and triad moderation, so that the Quality of Education in English is embedded throughout the school and the CLFP.
- Respond quickly and in a supportive manner to overcome barriers to implementation and impact.
- Use assessment information to provide effective CPD and challenge.
- Provide clear updates to the Local Advisory Board, Headteacher and SLT.

Version Control and History

Version	Review Date	Changes Made	By
V1	12.05.26	New policy written in line with moving to the Kinetic Letters® programme	A.Booth

Appendix 1- Letter families

(In teaching order)

Jumper Family: hnmrbp

Abracadabra Family: coadgsq

Special Squirter e

Window Cleaner Family: ltiu

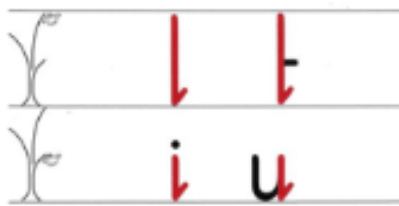
Fisher Family: jgyf

Slider Family: vwzxk

Pushing numbers: 2357

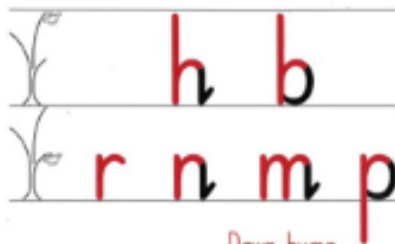
Pulling numbers: 068914

Window Cleaner Family



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Jumper Family



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Abracadabra Family



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Fisher Family



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Slider Family

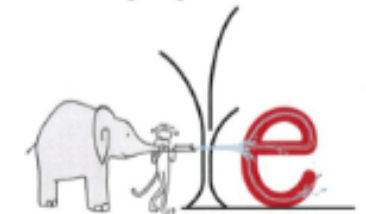


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Special Squirter



Push across.
Up. Pull around and Push (along the ground).



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Kinetic Letters®

