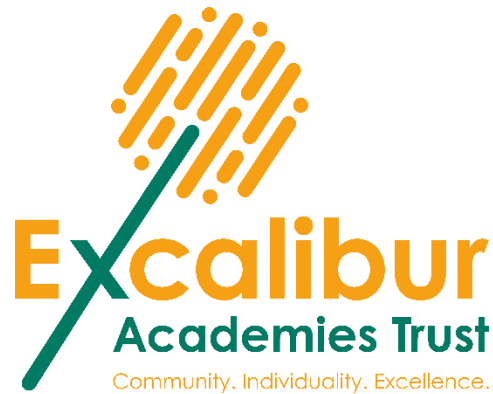




Nythe Primary School

Handwriting Policy

Version	Author	Created	Updated
1 (2025)	Gudrun Osborn	25 August 2025	
2 (2026)	Gudrun Osborn	29 th July 2026	

Date of approval	Approved by	Last Review date	Next Review date
September 2025	NPS Academy Committee		September 2026 (or earlier if requested)

Other Policies and Documents Associated

This policy should be read in conjunction with the following policies/procedures:

- English Policy
- Teaching and Learning Policy

The Principal must ensure that all policies and procedures are accessible, understood and followed by all staff.

Introduction

This document sets out Nythe Primary 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.

Nythe Primary 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.

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.

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 Nythe Primary School.

General Principles

Handwriting comprises physical and cognitive skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. To achieve this, Nythe Primary School has chosen the Kinetic Letters handwriting programme, to train teachers and teach pupils.

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 tripod grip is developmentally appropriate), and the strength is developed to maintain this, enabling comfort, speed and writing stamina.
- 1.1. Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole.

Year groups

The Kinetic Letters programme is commenced in Reception (or Nursery if relevant) and is used throughout Nythe Primary 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 begin Joining in Yr 2 or Yr 3.

By the end of KS2, the vast majority of pupils should be working at, or a greater depth, than the Expected Standard, the exceptions being those pupils who started their primary education elsewhere, and pupils with an identified weakness in handwriting. 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 takes place in sessions that are outside English lessons, since handwriting underpins the majority of curriculum areas and is integral to self-esteem and engagement with learning. Handwriting is taught in discrete sessions, separate from Phonics, and achieves Fidelity with the Reading Framework (2023).

Pupils in EYFS and KS1 do daily handwriting sessions of at least 20 minutes. 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, supported by visits to Sand Trays, with a transition to books via the 'Practice Patch' and the checking of weekly targets in other curriculum (subject) books.

The majority of the time, sessions are taught to the whole class with differentiation enabled Kinetic Letters strategies and resources. Reinforcement may take place in small groups and/or individually.

Strategies to build physical strength for handwriting are integrated into general school life and provision for EYFS.

The Digital Teaching Turtle (DTT), is used as a front of classroom teaching aide to animate letters and animate the strategies for Pencil Hold and Writing Positions.

Assessment

The Teacher 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.

Formative and summative assessment is built into the structure of the S.T.A.R.T. handwriting session and teachers and pupils use the Kinetic Letters strategy of **Assess, Detect, Correct** (ADC) for all Threads of Kinetic Letters. This is both during specific handwriting sessions, and when monitoring the transfer of the physical and cognitive handwriting skills into daily classwork.

Other Kinetic Letters assessment opportunities are listed and linked to the National Curriculum on Appendix 3 of this document.

Special Educational Needs and Disability (“SEND”)

Nythe Primary School's SEND policy applies. However, it should be noted that the Kinetic Letters programme is applicable to pupils with dyslexia 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 encouraged to purchase Kinetic Letters resources that are used by Nythe Primary School.

Presentation

Nythe Primary 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.

Class teachers are responsible for displays on the walls of their classrooms which will include the Kinetic Letters Tree with moveable monkeys, Letter Family posters, the weekly target lists and examples of teachers' and pupils' handwriting. These will be relevant, up to date, in good condition and reviewed at least once a term.

Policy adoption

This policy was adopted on 1st October 2025 by the Academy Committee and will be reviewed annually.

Appendix 1

KL fonts

Lower case Regular:	abcdefghijklmnopqrstuvwxyz
Lower case Joined:	abcdefghijklmnopqrstuvwxyz
Upper case:	ABCDEFGHIJKLMNOPQRSTUVWXYZ
Numbers:	1234567890

Letter groups (in teaching order)

Jumper Family:	hnmrbp
Abracadabra Family	coadgsq
Special Squirter	e
Window Cleaner Family:	ltiu
Fisher Family:	jgfy
Slider Family:	vwzk
Pushing numbers:	2357
Pulling numbers:	0689 4

Quick Tree icon: Shift + Tilde (~) = (lr)

Appendix 2: Expected Standards progression

The table below, from the teacher assessment framework, has the expected standards for pupils at the end of KS1 and KS2.

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
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 of the correct size relative to one another	Some*	All	All	All	All	All
Forming 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
Using spacing between words	All	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			All	All	All	All
Using the diagonal and horizontal strokes needed to join letters			Some*	Some*	All	All
Producing legible joined handwriting				All	All	All
Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.					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 National curriculum assessments – KS1 & 2: Interim teacher assessment frameworks at the end of KS1 & 2

Updated September 2021