The Federation of St. Giles and St. John

Handwriting Policy (trial)

School Vision

In our schools, we believe handwriting is an essential life skill. Through our Christian values of perseverance and respect, we encourage all pupils to take pride in their work. Handwriting supports communication, confidence and achievement across the curriculum.

Rationale

We use the "Kinetic Letters" handwriting scheme because it recognises that writing is both a physical and cognitive process. Children require strong bodies, secure letter formation and increasing automaticity to become successful writers.

Aims

- Develop physical readiness for writing.
- Teach accurate letter formation.
- Develop automaticity.
- Establish fluent joined handwriting.
- Promote pride in presentation.
- Support all learners including those with SEND.

Statutory Framework

This policy reflects the EYFS Framework, National Curriculum for England (2014), Equality Act 2010 and SEND Code of Practice (2015).

The Four Strands of Kinetic Letters

1. Making Bodies Stronger.
2. Holding the Pencil.
3. Learning the Letters.
4. Flow and Fluency.

The 6 Ks of "Kinetic Letters"

Children develop:

- Strong Core
- Comfortable Pencil Hold
- Correct Posture
- Correct Letter Formation
- Accurate Letter Positioning
- Automaticity

Ready, Steady, Squiggle

All pupils are taught the physical routines necessary for successful handwriting including posture, paper position and pencil grip.

EYFS Implementation

Children develop gross and fine motor control through practical activities, mark making, movement and explicit teaching of letter formation when developmentally ready.

Key Stage 1 Implementation

Children are taught correct letter formation, orientation, sizing and positioning. Joins are introduced when children demonstrate readiness.

Key Stage 2 Implementation

Children develop fluency, stamina, consistency and efficiency through regular practice and application across the curriculum.

Kinetic Letters Language

Letter Type	Description	Examples
Sky Letters	Tall letters	b d h k l t
Grass Letters	Small letters	a c e i m n o r s u v w x z
Root Letters	Below the line	g j p q y
Trunk Letters	Above and below	f

Progression by Year Group

Year	Focus	Expected Outcome
Reception	Ready Steady Squiggle	Correct formation begins
Year 1	Formation and positioning	Consistent letters
Year 2	Fluency and joins	Legible handwriting
Year 3	Continuous cursive	Joined writing applied
Year 4	Speed and stamina	Automatic joined writing
Year 5	Refinement	Efficient handwriting
Year 6	Mastery	Secondary-ready handwriting

Joining Progression

Stage	Learning Focus
1	Secure letter formation
2	Positioning and spacing
3	Lead-in strokes
4	Diagonal joins
5	Horizontal joins
6	Automatic joined handwriting

Presentation Expectations

Children are expected to take pride in presentation in every subject.

Children are expected to:

- write on the line.
- use correct letter size and orientation.
- date and title work appropriately.
- present work neatly in all curriculum areas.
- take pride in the appearance of their books.

Inclusion and SEND

Reasonable adjustments include intervention programmes, specialist equipment and assistive technology.

Assessment and Monitoring

Monitoring includes book scrutiny, learning walks, pupil voice and curriculum review.

Roles and Responsibilities

Teachers deliver high-quality instruction; leaders monitor implementation; governors provide strategic oversight; parents support handwriting development.

Parent Partnership

Parents are encouraged to support correct pencil grip, posture and regular handwriting practice.

Policy Review

The policy will be reviewed every year or sooner if guidance changes.

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Approved by governing body	November 2026
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