



# English Handwriting

We strive to ensure that all children develop fluent, legible and automatic handwriting that supports composition and reduces cognitive load. Handwriting is a foundational skill; when it becomes automatic, pupils can focus fully on the content of their writing. Through a structured, physical approach, pupils develop strength, control and efficient movement patterns. Our approach is underpinned by the Kinetic Letters programme and informed by the National Curriculum, EYFS framework and Ofsted's *Strong Foundations*.

## Intent

We aim to:



Ensure all pupils develop fluent, legible and automatic handwriting

Build the physical and cognitive foundations required for writing

Develop accurate letter formation, orientation and spacing from the earliest stages

Enable pupils to write with stamina, speed and confidence

Ensure a consistent whole-school approach (Kinetic Letters) that supports all pupils, including those with SEND

## Implementation

How we achieve our aims:



### Ambitious Curriculum for All

Handwriting is taught through a clearly sequenced, progressive curriculum:

- EYFS: Physical development → mark-making → early formation
- KS1: Secure formation, orientation and spacing
- KS2: Fluency, joins and automaticity

This reflects a structured progression from **readiness** → **control** → **fluency** → **efficiency**

### Substantive Knowledge

Pupils learn the core components of handwriting:

- Posture and body position
- Correct pencil grip (tripod grip)
- Letter formation (start/finish, direction)
- Size and orientation (tall, short, descenders)
- Spacing within and between words
- Joins and flow (KS2)

Letters are taught as movements rather than shapes, embedding motor memory and automaticity

### Disciplinary Knowledge

We develop pupils' ability to think like writers by:

- Applying handwriting skills across all writing tasks
- Maintaining presentation standards across the curriculum
- Selecting joined or unjoined style appropriately (e.g. diagrams, notes)
- Developing fluency to support composition and extended writing

### Curriculum Links

Handwriting is applied across all subjects:

- Writing: supports composition and transcription
- Reading: supports encoding and fluency
- Wider curriculum: ensures high presentation standards in all subjects

### Enrichment

- Use of Kinetic Letters characters and stories to support memory
- Physical strengthening activities embedded in provision
- Celebration of presentation and pride in work

## Inclusive and Adaptive Teaching

All pupils access high-quality learning through adaptive teaching and targeted support. Teaching prioritises equity of access, not simplification of content. Progression is based on secure understanding and readiness.

### Support

- Explicit modelling of posture, grip and letter formation
- Scaffolded practice (e.g. larger lines, whiteboards, guided support)
- Targeted interventions (fine motor development, re-teaching formation)
- Use of Kinetic Letters strategies (e.g. ADC, letter families)
- Additional adult support and adapted resources to secure automaticity

### Challenge

- Increased expectations for fluency, speed and consistency
- Opportunities to apply handwriting across a range of subjects and purposes
- Focus on refining joins, spacing and overall efficiency
- Encouragement to adapt handwriting style appropriately (e.g. joined/unjoined for purpose)

## Assessment

- Formative assessment in every session (grip, posture, formation)
- Kinetic Letters strategies (ADC, 3-colour check, practice patch)
- Half-termly writing samples to assess fluency and automaticity
- Identification of pupils needing intervention

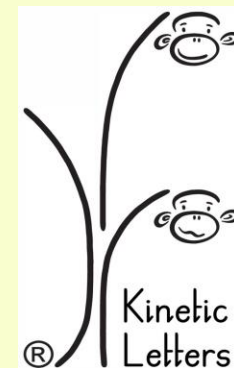
## Effective Teaching in Handwriting

Teaching follows the Holywell lesson structure:

- **Connect:** revisit prior learning (e.g. letter formation, joins, positioning)
- **Model:** explicitly demonstrate posture, grip, formation and joins
- **Practice:** pupils engage in guided and independent handwriting practice
- **Consolidate:** pupils apply handwriting skills in writing across the curriculum

Additional features:

- Daily discrete handwriting sessions
- Air writing → large scale → small scale practice
- Consistent use of shared language and routines
- Immediate feedback using Assess, Detect, Correct (ADC)
- Gradual development of fluency and automaticity



### Home Learning

- Guidance shared with parents on correct pencil grip and formation
- Encouragement of fine motor activities and handwriting practice at home

### Subject Leadership

#### Resources

KL materials and Digital Teaching Turtle  
Whiteboards & lined paper matched to development stage  
Fine motor resources (e.g. threading, playdough)

#### CPD

Ongoing training in Kinetic Letters approach.  
Consistent whole-school expectations.  
Professional development through coaching, modelling and monitoring.

#### Quality Assurance

- Book looks and learning walks
- Pupil voice
- Writing samples and progression checks
- Transfer from practice to independent work

## Impact

Our outcomes:



Pupils write legibly, fluently and with increasing speed

Handwriting is automatic and supports composition

Pupils demonstrate consistent presentation across the curriculum

Most pupils achieve age-related expectations or better

Pupils take pride in their work, supported by confident and consistent teaching