



Camps Hill

Primary, Nursery and Pre-School

Handwriting Policy

Last reviewed: June 2026

Next review due: June 2027

This policy was adopted from the HCC model policy.

Headteacher:

Mrs E Murray

Chair of Governors:

Mrs C Kemp

Handwriting is part of our effective English curriculum that **secures strong foundations** for all pupils, prioritising accurate, legible and fluent handwriting.

Teachers provide teaching and practice for all pupils to become fluent in handwriting. They provide additional teaching and practice for those who need it, prioritising 'keeping up' and quickly addressing any identified gaps in pupil's handwriting skills.

Vision

At Camps Hill Primary School, our children will develop a legible, joined handwriting style that is fluent and enables them to write at length.

We will do this by focusing on five key areas so to equip the children with the fluency and stamina to write at length. The five key areas are:

- Using an appropriate writing tool
- pencil grip and posture
- gross and fine motor control
- orientation and sizing of lower case and capital letters.
- print handwriting to be taught in EYFS and Year 1 Autumn and Spring term
- cursive handwriting approach (Year 1 summer term to Year 6)

Pencil grip and posture (Appendix 1)

Pencil grip

Children should use a tripod grip, the teacher will teach the 'pinch and flip' or 'Pinch and spin' technique to support children to achieve a tripod grip. However, we recognise for some children this will not be the case and providing the child is not in pain and can maintain the stamina to write at length, we will support the child in their chosen grip.

A library of shaped pencil holders and pencil shapes are available in school for children to trial and choose which is most appropriate to them. The Class Teacher will facilitate this with the child, supported by our SENCO.

Posture

Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor. Adults working with the child may make adaptations, such as steps, different height chair/table, writing slopes, foot rests and cushions.

Position of paper Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing and to reduce smudging later on when they write in ink. The class teacher will ensure left handed children are positioned to the left hand side of desks to avoid clashing arms/hands with their peers. Left handed writing pens will be provided.

Right handed children may find it helpful to tilt paper slightly to the left.

In both cases, paper should be steadied with the free hand. The children will be sat in places on the table which allow for the size of their book.

Paper (Appendix 2) Early writers will write on unlined paper or other blank surfaces so that they are able to write at a size appropriate to their needs.

As soon as children are beginning to control the size of their writing, they will be given lined paper (of appropriate height) and exercise books (of appropriate height), to encourage the correct placing of letters on the line.

Typically, lined books will have lines at intervals of:

- Reception – 15mm
- Year 1 Autumn and Spring - 12mm
- Year 1 Summer, Year 2 and KS2 – 8mm or 10mm

It is important to acknowledge that some children will have different needs and the class teacher will evaluate these needs and will make the most appropriate exercise book available for that child.

For the teaching and practice of handwriting, handwriting exercise books will be used so to give further support for the relative heights of parts of the letters. Guides may be used when writing in other subjects where more practice is required.

Gross and Fine Motor Control

Gross motor control is the term used to describe the development of controlled movements of the whole body, or limbs (arms or legs). Of particular importance in relation to handwriting is the development of good posture and balance.

Fine motor control is the term used to describe smaller movements, usually of the hand and fingers. Fine motor control is best developed through activities which involve small-scale movements.

Class teachers will evaluate their class' motor control need and integrate gross and fine motor control activities into the teaching of handwriting. Suggested activities are outlined in more detail in the Handwriting Key Entitlements document.

Cursive handwriting approach

At Camps Hill, we have adopted the cursive approach to handwriting from Year 1 Summer term to Year 6. Cursive letters are formed by each letter starting from the same point on the line and forming words without taking the pen off the paper.

Children are to be secure in the correct print formation of each letter before moving on to the cursive approach.

The Camps Hill Alphabet and Number set can be found in Appendix three. This has been developed by the school and is not a published scheme.

All classrooms (Year 1 to 6) are expected to display examples of the cursive script alongside a variety of other types of print/font style. Members of staff (Teachers, TAs and Supply Teachers) are expected to model the appropriate style of writing for the year group they are teaching whenever their writing is to be seen by a child (for example, on whiteboards and when marking etc.) The modelled writing is to be representative of the type of handwriting being taught to that age group:

EYFS	Print writing
Year 1	Autumn and Spring term - Print writing Summer term Lead-in lines and exit strokes in pre-cursive font
Year 2	Autumn and Spring term - Lead-in lines and exit strokes in pre-cursive font Summer term – beginning to join
Year 3 - 6	Joined handwriting

Orientation and sizing of letters

Handwriting will be taught in discrete lessons throughout the school and will focus on the correct orientation and sizing of letters (both lower case and capital letters) and on the different joins that are made between letters. The correct orientation of writing of numbers will also be taught.

Letters are grouped into four basic letter shapes based on the main movements used to create the letters. To meet the 2014 National Curriculum and Writing Framework 2025 expectations for Year 1, children must be familiar with these groups.

The four groups are:

Long Ladder Letters



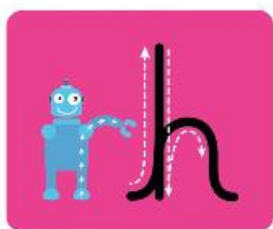
i l t u j y

Curly Caterpillar Letters



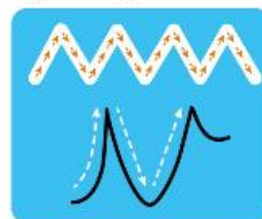
a d c o f e s g q

One-armed Robot Letters



b h k m n p r

Zig-zag Letters



v w x z

Progression in Handwriting

The end of year outcomes demonstrate the progression in handwriting from Nursery to Upper KS2 are outlined overleaf. When teaching handwriting, class teachers are expected to differentiate appropriately for children that are not working at age related expectations so to close any gaps. Handwriting interventions, gross and fine motor exercises and support at home are all possible strategies for closing the gap.

The end of year outcomes (from English progression document) for each year group are as follows:

Preschool	I can copy finger movements and other gestures I can notice some print, such as the first letter of my name, a bus or a door number or a familiar logo I can enjoy drawly freely
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	I can add some marks to my drawings, which I can give meaning to. I can make marks on my pictures to stand for my name,
Nursery	I can use some of my print and letter knowledge to write. I can write some or all my name. I can write some letters accurately.
Reception	I can form lower case and capital letters correctly I can write recognisable letters, most of which are correctly formed
Year 1	I can sit correctly at a table, holding a pencil comfortably and correctly. I can write lower case letters in the correct direction, starting and finishing in the right place. I can write capital letters. I can write numbers 0-9 correctly orientating them. I can see which letters belong to which handwriting families.
Year 2	I can write lower case letters all the same size. I can use some of the diagonal and horizontal strokes that I need to join letters. I can write capital letters and numbers in the correct orientation and the correct size relative to lower case letters. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can use spacing between words that is relative to the size of letters.

Year 3	I can use the diagonal and horizontal strokes that I need to join letters in a lot of my writing. I am beginning to write legibly and consistently (for example, ascenders and descenders do not touch words above and below).
Year 4	I can use the diagonal and horizontal strokes that I need to join letters correctly all the time when writing.

	I can write legibly and consistently (for example, ascenders and descenders do not touch words above and below).
Upper KS2	I can write legibly, fluently and with increasing speed and can decide which letters should be joined. I can choose the most appropriate writing implement for the task.

Progression from pencil Children will write in pencil in EYFS and KS1. In Year 3 once they are able to show their writing is neat and all letters are legible and joined. At this time, the class teacher will make a decision to award a 'school handwriting pen' and all written work will now be in pen. Pencils must continue to be used in Maths books.

Use of pens Some children may find the school handwriting pen inappropriate for their grip/pressure/handedness. Class Teachers will make a decision to order alternate pens, with support of the English Leader or SENCO to ensure that all children can be successful when writing in pen.

Teaching of Handwriting

EYFS: **Daily** mark making opportunities and activities to develop fine and gross motor skills. Handwriting to be taught through phonics lessons and group time, including 'Busy Fingers'.

KS1 and KS2: **4 x 15 minute lessons** per week.

The order of teaching is as follows:

Nursery Promote writing in the environment and encourage anti clockwise movements to be made. When appropriate, teach all lowercase letters individually as they are covered in the Phonics lessons (i.e. the Little Wandle progression), using the Little Wandle formation rhymes.

Reception Teach all lowercase letters individually in their print form. Teach each letter as they are covered in the Phonics lessons (i.e. the Little Wandle progression), using the Little Wandle formation rhymes. Handwriting opportunities will be as follows:

- Little Wandle letter formation during phonic lessons in Autumn term

- Daily sensory, fine and gross motor opportunities during busy fingers and CIL
- Daily gross motor handwriting / scarf tracing to music
- Handwriting wall 2 x half term
 - Autumn term name
 - Work through letter families
 - Quality over quantity 5 x letters
- Green books – first line is to practice forming a letter 5 times
- use letter families to inform sequence of letters practiced from Spring term
- Provide a dot as the starting place to form the letter

KS1

Year 1 In Autumn and Spring term teach lowercase letters in the print form alongside capital letters and numbers. Using the Letter-join planning as follows:

- Year 1 planning 'Module 2 – Print to Cursive' (P2) to lesson 65.

Year 1 - Summer term children will begin to learn the pre-cursive style of writing by using 'lead in and out' strokes. Children should be taught the terminology 'lead in and lead out'. Using the letter-join planning as follows:

- Starting with lessons 66-73
- Letter families with lead in and out strokes, lessons 6-15
- Lessons 74 - 80

Year 2 Autumn and Spring: Continue to practise pre-cursive style of writing of the lowercase letters using lead in and lead out strokes. Using the Letter-join planning as follows:

- Year 2 planning 'Module 3 – Starting Cursive (P3)
- Use font - Letter-join Air Plus (Lead-in lines enabled, unjoined font)
- Lessons 1-18
- Lessons 25 – 72

Year 2 - Summer term: Introduce the joining of letters using the Letter-join planning as follows:

- Year 2 planning 'Module 3 – Starting Cursive (P3)
- Use font - Letter-join Plus (Lead-in lines enabled, joined font)
- Lessons 1-51
- Lessons 60-78

Year 3

Consolidate the joining of letters, using the Letter-join planning as follows:

- Year 3 planning' Module 4 Cursive' (C4)
- Use font - Letter-join Plus (Lead-in lines enabled, joined font)
- Develop use of a pen. When children can form their letters and make the appropriate joins, they are ready to achieve their pen licence and use pens for writing.

Year 4 Consolidate the joining of letters, using the Letter-join planning as follows:

- Year 4 planning' Module 5 Cursive' (C5)
- Use font - Letter-join Plus (Lead-in lines enabled, joined font)
- Develop use of a pen. When children can form their letters and make the appropriate joins, they are ready to achieve their pen licence and use pens for writing.

Year 5 Consolidate the joining of letters, using the Letter-join planning as follows:

- Year 5 planning' Module 6 Cursive' (C6)
- Use font - Letter-join Plus (Lead-in lines enabled, joined font)
- Develop use of a pen. When children can form their letters and make the appropriate joins, they are ready to achieve their pen licence and use pens for writing.
- Focus should now move to neatness, legibility and efficiency so to improve writing stamina.

Year 6 Consolidate the joining of letters, using the Letter-join planning as follows:

- Year 5 planning' Module 6 Cursive' (C6)
- Use font - Letter-join Plus (Lead-in lines enabled, joined font)
- Develop use of a pen. When children can form their letters and make the appropriate joins, they are ready to achieve their pen licence and use pens for writing.
- Focus should now move to neatness, legibility and efficiency so to improve writing stamina.

Appendix one:

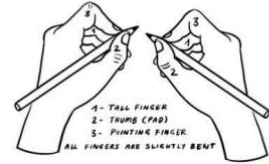
The Tripod Pencil Grip

Both right and left-handed children should use the tripod grip which enables the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

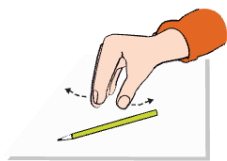
We use the Tripod Grip rhyme:



Finger positioning using the tripod grip:



Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

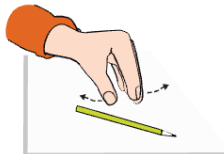


Spin it round...



and grip.

Left-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

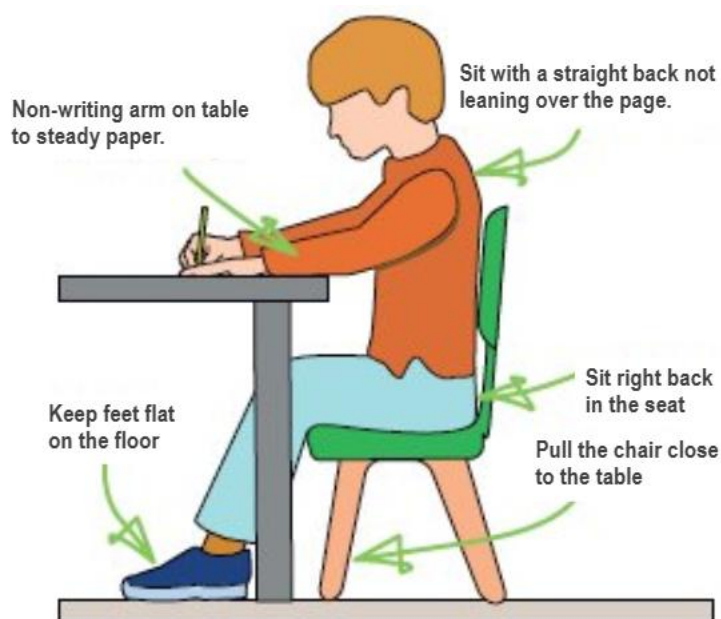


Spin it round...



and grip.

Posture:



Paper Position:

Paper positioning for right-handers:



Paper positioning for left-handers:

Appendix Two:

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, and bottom lines) for writing practice.

Appendix Three:

The Camps Hill Alphabet

A a B b C c D d E e F f

G g H h I i J j K k L l

M m N n O o P p Q q

R r S s T t U u V v

W w X x Y y Z z

The Camps Hill Numbers

0	5
1	6
2	7
3	8
4	9

Printed lowercase letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z