

Milborne Port Primary School's Handwriting Teaching Guide



Through daily teaching and practice of handwriting we ensure that children develop sufficient handwriting skills.

We make the physical process of writing – handwriting – enjoyable from the start, so children see themselves as ‘writers’. We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

We don’t ask children to copy letters or words. We need their attention to be focused on their own formation of letters and joins.

We teach handwriting daily in Reception to Year 4. Handwriting is taught in Year 5 and 6 three times a week.

From Stage 2, we use the RWI handwriting videos to support our teaching. This is complemented by teacher modelling and opportunities for independent practice. Based on the teacher’s assessment for learning, the structure will follow this sequence:

- **Day 1:** Use of RWI handwriting video
- **Day 2:** Teacher modelling and practice using the blueprint lesson plan
- **Day 3:** Independent practice, review of previous learnt letters and joins. Ensure target support on identified children.

Where should children sit to write?

First, we arrange tables and chairs so all children can clearly see the board/whiteboard. Children practise sitting comfortably at a table to write. This is much more comfortable than sitting cross-legged, hunched over a whiteboard.

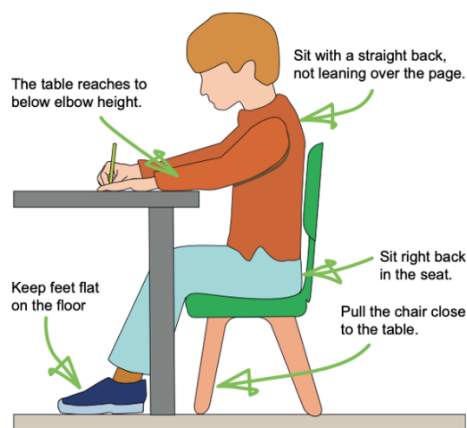
Handwriting position

We teach children that when we say '*perfect handwriting position*' they quickly:

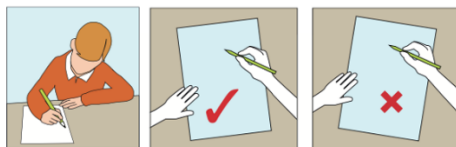
- put two feet on the floor
- push their bottom to the back of their chair
- tuck their chair under the table
- hold their pencil in a tripod grip
- place their other hand on their book or paper, so it doesn't move around.

Right handed children

How to sit correctly to be comfortable for handwriting.

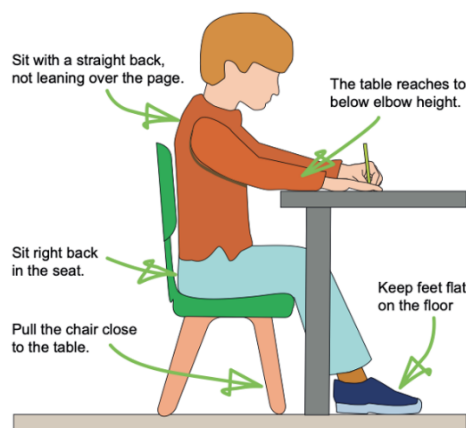


How to hold and position the paper.



Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



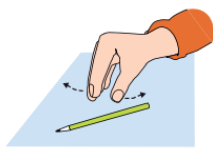
What should children use to write?

In EYFS, children use a chunky triangular HB pencil. From KS1, children use a standard HB pencil. We teach children how to hold a pencil in a tripod grip. We check their grip at the start of every handwriting lesson – and in all other writing activities. Some children benefit from using a triangular rubber grip on their pencil. Pencils are sharpened ready for the handwriting lesson.

When in KS2 teachers assess that children are competent at joined handwriting they should be allowed to use a black handwriting pen.

Pencil Grip

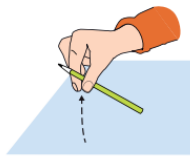
Right handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,

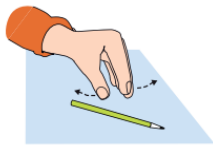


4. Spin it round...

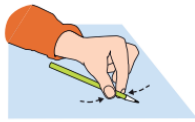


5. ...and grip.

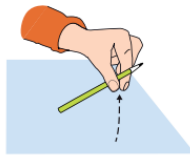
Left handed grip



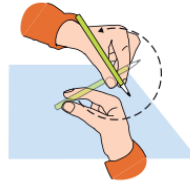
1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

What should children write on?

For Stage 1, children write in an unlined exercise book. This is so they can focus on correct letter formation (Reception)

For Stage 2, children write on highlighted yellow paper which is 15mm wide. (Year one)

For Stage 3, children write on highlighted yellow paper which is 10mm wide. (Year two onwards)

For Stage 4, children write in 8mm-lines.

How can I support children who are left-handed?

This how you can help children who are left-handed: Give them more space to write by placing them to the left of a child who is right-handed so their arms don't nudge each other, show them how to slant their

paper to the right so they can see more of their writing and show them how grip the pencil at a slightly higher point so they can see around their fingers.

The Four Stages

We teach children to read and write Set 1 sounds from the start of Reception as part of their Read Write Inc. Phonics lessons. Children first learn to form letters while they learn to read Set 1 letter-sounds in Reception. As soon as they can read Set 1 sounds, we teach a separate daily 10-minute handwriting lesson. These handwriting lessons are at a different time from the Read Write Inc. lesson.

Stage 1 begins as soon as most children can read Set 1 sounds. We continue to teach children to form letters correctly.

Stage 2 begins during Year 1. Children learn the relative size of letters and to form letters that will flow easily into a joined style.

There is also a focus on the teaching of capital letters and digits.

Stage 3 follows straight on. Children learn how to join letters using two basic joins – the ‘bridge’ join, the ‘hill’ join and the three variations on each.

Stage 4 helps children develop a mature and speedy style.

Each stage ensures pupils meet the National Curriculum requirements for handwriting from Reception to Year 4.

Handwriting Stage 1

We start teaching separate handwriting lessons as soon as children can read Set 1 sounds.

We now teach letters in handwriting families.

Each family has a common formation.

a d g o c q

u y

b p

h n m r

e s f i

l t k j

v w x z

Children continue to write on plain paper.

Stage 1: The lesson plan- Blueprint lesson plan

Practice the letters in the handwriting order (later on in this document). Use the following routine for every lesson (this is an example lesson for the letter a):

Use the following routine for every lesson:

1. Use **MTYT** to say the handwriting phrase: *Round the apple, down the leaf.*
2. **TOL** as you use the checklist below to write the letter on the board. For example:
 - ✓ start at the stalk
 - ✓ go round the apple
 - ✓ go back up to the stalk, then down
 - ✓ curl the leaf at the bottom

Ask the children to say the checklist with you as you write the letter a few times.

Children practise writing the letter

1. Check that the children are still sitting in the perfect handwriting position – above.
2. Rub out the picture and any letters from the board – the children must visualise the letter, not copy.
3. Ask the children to write one letter, slowly and carefully. (*Do not ask them to draw the handwriting picture.*)

4. Model again how you repeat writing the letter, getting a bit quicker each time.
5. Go round the room supporting children who need help. Don't sit with one child.

Review the letter

1. Write the letter on the board and make one error, choosing a common error children have made.
2. Ask the children to TTYP to find your 'two best bits', for example, you remembered to start at the stalk, and you went back up to the stalk.
3. Then ask children to TTYP to find 'one to fix', for example, you made the leaf too curly.
4. Rewrite the letter perfectly.
5. Ask children to practise again.

On the next day, choose a new focus letter or review one or two previously taught letters.

Note: Help children learn to visualise the letter as a picture and not the written checklist. Do not write the checklist on the board, though you may need a sticky note to help you remember to start with.

Individual letter formation plans

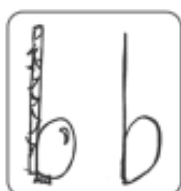
a d g o c q

Letter	Handwriting Phrase	Checklist
	Round the apple, down the leaf	✓ start at the stalk ✓ go round the apple ✓ go back up to the stalk, then down ✓ curl the leaf at the bottom
	Round the dinosaur's bottom, up its tall neck, down to the feet	✓ go round his bottom ✓ up the tall neck ✓ down the straight line to the feet ✓ make a curl for the feet
	Round her face, down her hair and give her a curl	✓ start at her bobble ✓ go round her face ✓ go back to her bobble ✓ go down her straight hair ✓ draw a curl
	All around the orange	✓ start at the stalk ✓ go around the orange back to the stalk
	Curl round the caterpillar	✓ start at the caterpillar's head ✓ curl round the body
	Round her head, up past her earrings and down her hair	✓ start at the back of her crown ✓ go round her face ✓ go back up to her crown ✓ go down her hair ✓ give it a sharp flick

u y

Letter	Handwriting Phrase	Checklist
	Down and under, up to the top and draw the puddle	✓ start at the handle ✓ go down the straight handle ✓ go underneath the umbrella and back up the other side ✓ go down the umbrella ✓ add a little curl for the puddle
	Down a horn, up a horn and under its head	✓ start at the top of the first horn ✓ go down the straight line for the first horn ✓ go underneath the horns ✓ draw a straight line up for the second horn ✓ go down and curl under its head

b p

Letter	Handwriting Phrase	Checklist
	Down the laces to the heel, round the toe	✓ start at the top of the boot ✓ go straight down the boot ✓ go up over the toe ✓ back to the heel
	Down the plait and over the pirate's face	✓ start at the top of the plait ✓ go down the plait ✓ go over the face ✓ finish under the chin

h n m r

Letter	Handwriting Phrase	Checklist
	Down the head to the hooves and over its back	✓ start at the horse's head ✓ go down its straight neck ✓ go down to its feet ✓ go round its back ✓ draw a back leg ✓ add a little curl of dust as the horse runs away
	Down Nobby, over his net	✓ start at the top of Nobby's head ✓ go straight down Nobby ✓ go over the net ✓ add a curve for the grass
	Maisie, mountain, mountain	✓ start at Maisie's head ✓ go straight down Maisie ✓ go over the mountains ✓ check the mountains are the same height as Maisie ✓ add a small curl for the grass
	Down its back, then curl over its arm	✓ start at the robot's head ✓ go straight down its body ✓ go over the robot's arm

e s f i

Letter	Handwriting Phrase	Checklist
	Lift off the top and scoop out the egg	✓ go up around the shell that needs to be cut off the egg ✓ draw underneath the egg
	Slither down the snake	✓ start at the snake's head ✓ curl one way ✓ curl the other
	Down the stem and draw the leaves	✓ start at the top of the flower ✓ go round and down the flower stem – then lift the pencil off the page ✓ draw a straight line across the leaves
	Down the body, dot the head	✓ start at the top of the insect's neck ✓ go down the body ✓ draw a tail ✓ add a dot for the head

t k l j

Letter	Handwriting Phrase	Checklist
	Down the tower, across the tower	✓ start at the top of the tower ✓ go straight down the tower ✓ add a curve ✓ make a straight line across the tower
	Down the kangaroo's body, tail and leg	✓ start at the kangaroo's head ✓ go down its body ✓ draw a tail to the body ✓ draw a straight back leg
	Down the long leg	✓ start at the top of his leg ✓ go down his long leg ✓ add a curl for the shoe
	Down its body, curl and dot	✓ start at the top of the jack-in-a-box's neck ✓ go down the long straight body ✓ draw a smooth curl for the legs ✓ add a dot for the head

V W X Z

Letter	Handwriting Phrase	Checklist
	Down a wing, up a wing	✓ draw two straight lines for the wings – down, up
	Down, up, down, up	✓ draw four lines, all the same length – down, up, down, up
	Down the arm and leg and repeat the other side	✓ start at the top left ✓ go to the feet ✓ start at the bottom left ✓ go up to the arms
	Zig-zag-zig	✓ draw three straight lines – across, down, across

Handwriting Stage 2

The Lesson Plan – Capital Letters and Digit

Once children are secure with how to form all lower-case letters correctly, the next stage is to teach them how to form capital letters correctly. Use the yellow lines to teach the children that capital letters sit on the line and are taller than the lower-case letters. Use the capital letter formation guide to teach the children the different strokes needed to form each capital letter. Children will also learn digits.

Demonstrate

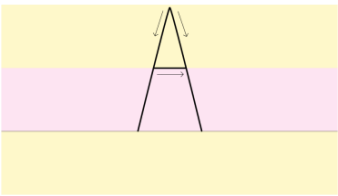
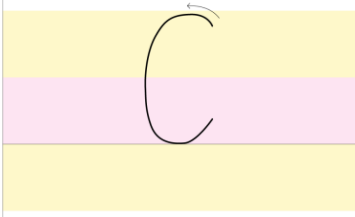
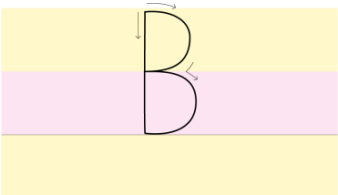
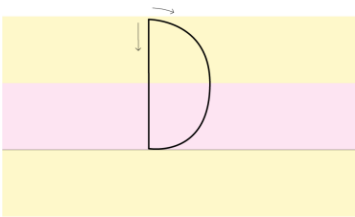
1. Display the highlighted paper for modelling
2. Show the children where to start the letter and the strokes needed to form it.
Use the guide to ensure you are modelling this correctly.
3. Remind children about the size of the capital letter.

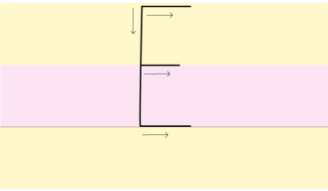
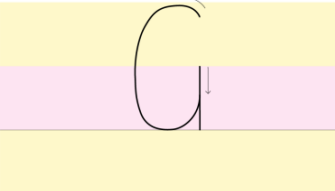
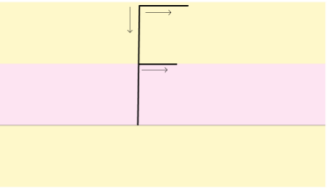
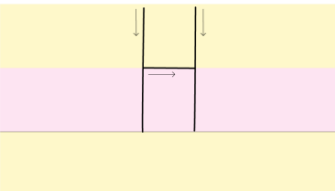
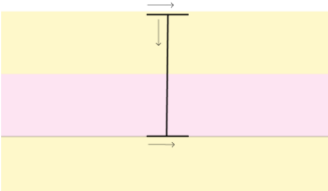
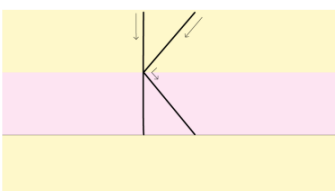
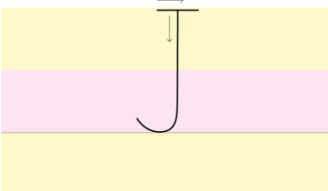
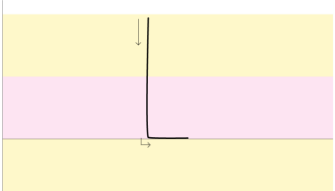
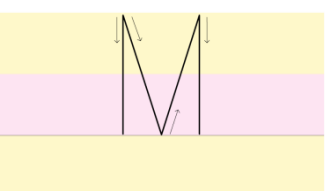
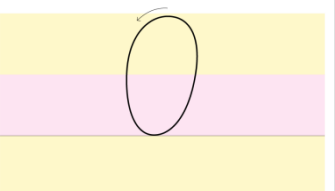
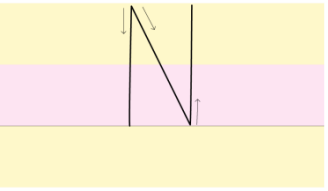
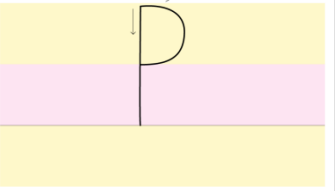
Practice

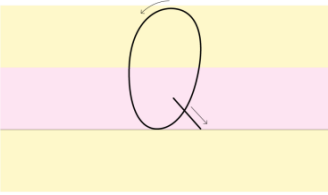
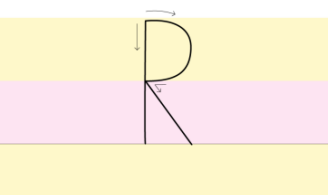
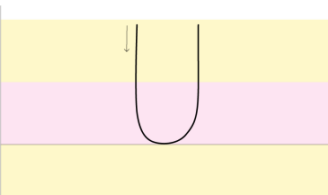
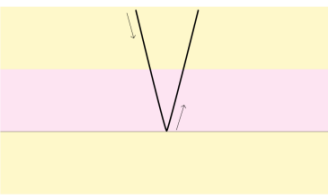
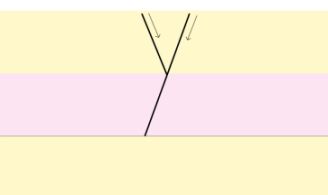
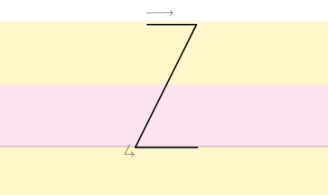
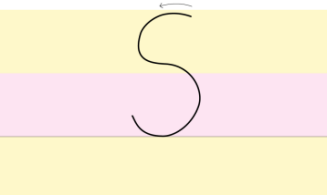
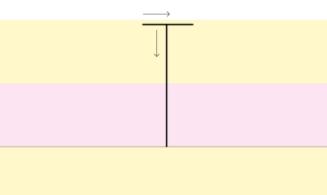
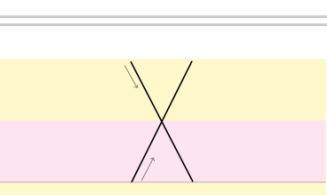
1. Check the children are sitting the perfect handwriting position.
2. Rub out the model on the board, children must not copy.
3. Ask the children to write each letter slowly and carefully.
4. Model again how you write each letter, getting quicker each time.
5. Circulate the room praising what you see.

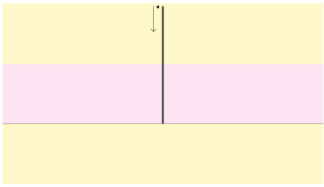
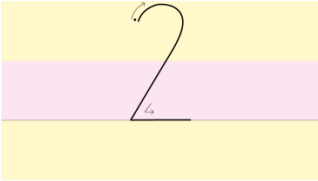
Review

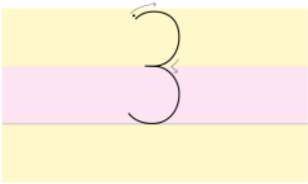
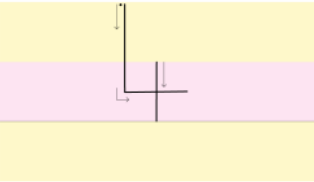
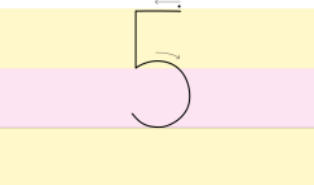
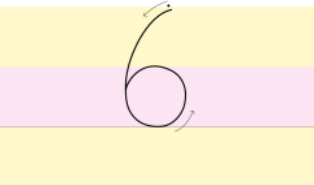
1. Write the letter on the board, making an error.
2. Ask the children to TTYP to find two positives and one fix.
3. Rewrite the letter perfectly, correcting using the children's feedback.
4. Ask the children to practice again.
5. Ask the children to work with a partner to find two positives and one thing to fix in their own work.

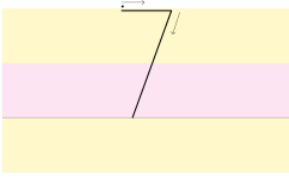
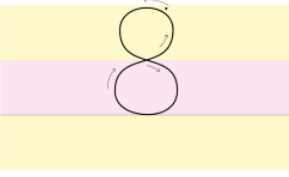
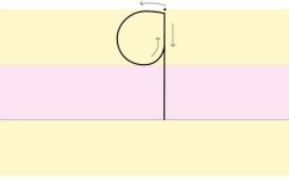
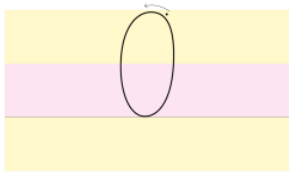
	1. Down left 2. Down right 3. Across- left to right.		1. Curve around the top sponge and into the jam 2. Finish in the jam.
	1. Straight down 2. Curve in the sponge 3. Curve in the jam.		1. Straight down 2. Curve from top sponge to the bottom of the jam.

	1. Straight down 2. Three lines- left to right.		1. Curve around the top sponge and into the jam 2. Back up to the top of the jam 3. Back down to the bottom of the jam.
	1. Straight down 2. Two lines- left to right.		1. Straight down left 2. Straight down right 3. Join them at the top of the jam- left to right.
	1. Straight down 2. Draw two short lines- left to right- across the top and bottom.		1. Straight down 2. Down to the top of the jam 3. Down to the bottom of the jam.
	1. Straight down 2. Curve round at the bottom of the jam 3. Draw a short line across the top- left to right.		1. Straight down 2. Line across the bottom of the jam- left to right.
	1. Straight down 2. Down to the bottom of the jam 3. Up to the top of the sponge 4. Back down to the bottom of the jam.		1. Curve round to the bottom of the jam 2. Curve back to the top sponge.
	1. Straight down 2. Down to the bottom of the jam 3. Back up to the top of the sponge.		1. Straight down 2. Curve in the sponge.

	1. Curve round to the bottom of the jam 2. Curve back to the top sponge 3. Line from the middle of the jam to the bottom of the jam.
	1. Straight down 2. Curve in the sponge 3. Down to the bottom of the jam.
	1. Straight down 2. Curve in the bottom of the jam 3. Up to the top sponge.
	1. Down left 2. Up right.
	1. Down right 2. Down left to the jam.
	1. Across the top sponge 2. Down to the bottom of the jam 3. Across the bottom of the jam.
	1. Curve round the top sponge 2. Curve round the bottom sponge- follow the shape of an egg.
	1. Straight down 2. Line across the top- left to right.
	1. Down and back up 2. Down and back up.
	1. Down left 2. Up right.

	1. Straight down.
	1. Curve in the sponge 2. Line to the bottom of the jam 3. Across the bottom of the jam.

	1. Curve in the sponge 2. Curve in the jam.
	1. Straight down to the middle of the jam 2. Across the middle of the jam 3. Straight down the jam.
	1. Across the top sponge- right to left 2. Down the sponge 3. Curve in the jam.
	1. Curve round the top sponge and into the jam 2. Loop round in the jam.

	1. Across the top sponge- left to right 2. Down to the bottom of the jam.
	1. Write an s 2. Curve back to the start.
	1. Curve round and up in the sponge. 2. Straight down.
	1. Write 0 like a capital O.

At Stage 2, we now group letters that have a similar formation:

a d g o c q

u y

b p

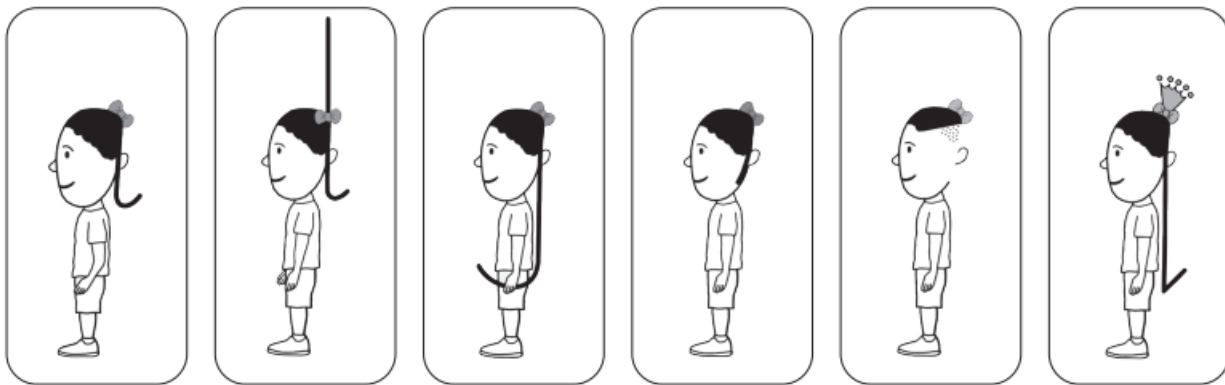
h n m r

e s f i

l t k j

v w x z

These new handwriting ‘picture hooks’ focus on each group’s shared similarities. For example, here’s the first group of letters – a d g o c q. You can see that the shape of all six sisters’ heads is identical – except for their hair.



Introduce the formation family: six sisters, two uncles and their two pets. The six sisters – Annie, Dina, Gabi, Olivia, Carina and Queenie – all look the same. Their mother tells them that they must all have a different haircut so people can tell them apart!

The uncles – Uncle Umberto and Uncle Yaseen – look just like the sisters, except they are bald on the top of their heads.

The family have a dog and a bunny whose faces are very similar too, but they have long ears.

Stage 2 FILM - Blueprint lesson plan (DAY 1)

Each film follows the same structure:

1. **Introduce** the story with a letter and a rap.
2. **Show** children how to write the letter.
3. Children **practise** writing the letter.
4. Children **check** their letters with their partner.
5. Repeat steps 2, 3 and 4.
6. **Review** the new letter and previous letters by asking children to practise writing words containing them.

While your children are writing, support children who need extra help.

Stage 2 teacher modelling- Blueprint lesson plan (DAY 2)

This is an example lesson for the letter d.

Demonstrate

1. TOL as you use your mental checklist to write the letter d.

✓ start at her hair bobble on top of her head

✓ all the way over the top of her head

✓ curve down her face

✓ round chin

✓ join the chin by her ear

✓ up to the bobble

✓ straight tall spiky hair – up and down

✓ curve at the line and draw small flick (not curvy)

Repeat a few times using MTYT.

2. Ask the children to TTYP to say the mental checklist.

3. Take feedback.

4. Ask two partners to tell you how to write the letter d.

Repeat a couple more times until the children can say the mental checklist to each other.

Practice

1. Use the handwriting signal to check that the children are still sitting in the perfect handwriting position.
2. Rub out the picture and any letters from the board – the children must not copy.
3. Ask the children to write one letter, slowly and carefully. (Do not ask them to draw the handwriting picture.)
4. Model again how you repeat writing the letter, getting a bit quicker each time.

5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: "Nice round chin there! Love the long straight hair. What a great curl."

Review

1. Write the letter on the board and make one error, drawing on children's common errors.
2. Ask the children to TYP to find your 'two best bits', for example, you remembered to start at the bobble. Then ask the children to TYP to find 'one to fix'.
3. Rewrite the letter perfectly, correcting using children's feedback.
4. Ask children to practise again.
5. Ask children to find 'two best bits' and 'one to fix' in each other's work.

On the next day, independent practice, and review one or two previously taught letters. Ensure target support on identified children. **(DAY 3)**

Individual letter formation plans

Letter	Name	Checklist
a 	Annie	✓ start at the bow on the top of her head ✓ over the top of her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her bow ✓ straight hair down ✓ add a curl (not too curvy)
d 	Dina	✓ start at her bow on the top of her head ✓ over the top of her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her bow ✓ spiky hair – up to the top sponge and down ✓ add a curl (not too curvy)
Review: a d		
g 	Gaia	✓ start at her bow ✓ over her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her bow ✓ down her long hair to the bottom sponge ✓ add a round curl
Review: a d g		
o 	Olive	✓ start at her bow ✓ over her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ and up to her bow
Review: d g o		
c 	Cara	✓ start at her bow ✓ over her head ✓ curve down her face ✓ round her chin and stop
Review: g o c		

q		Queenie ✓ start at her crown ✓ over her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her crown ✓ down her long hair ✓ sharp flick
Review: o c q		

Letter	Name	Checklist
u		Uncle Umberto ✓ start at the top of the jam ✓ down to the bottom ✓ round his chin ✓ up to his ear ✓ up to the top of his head ✓ back down ✓ add a curl on the line (not too curvy)

Review words: dug, dog, add

y		Uncle Yan ✓ start at the top of the jam ✓ down his face – to the bottom of the jam ✓ round his chin ✓ join the chin by his ear ✓ up to the top of his head ✓ down his very straight long hair – to the bottom sponge ✓ add a nice round curl
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Review words: day, daddy, cod

Letter	Name	Checklist
b		Bunnie B ✓ start at the top of the sponge ✓ down his straight ears ✓ over his head ✓ curve down his face ✓ make a round chin ✓ join his chin to his ears

Review words: bad, bug, body

p		Puppy P ✓ start at the top of the jam ✓ go down her straight long ears – to the bottom of the sponge ✓ back up again ✓ over the top of her head ✓ curve down her face ✓ make a round chin ✓ join her chin to her ears
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Review words: yap, puppy, good

Letter	Name	Checklist
h 	H hen	✓ start at the top of the sponge ✓ straight down her long feather - back up to the top of her beak ✓ slope up her forehead ✓ curve round her head ✓ straight down ✓ add a curl for the tail feather

Review words: hug, hop, happy

n 	N hen	✓ start at the top of the jam ✓ straight down her feather ✓ back up to the top of her beak ✓ slope up her forehead ✓ curve round her head ✓ straight down ✓ add a curl for the tail feather
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Review words: and, bun, hand

m 	M hen	✓ start at the top of the jam ✓ straight down their feather ✓ back up to the top of the beak ✓ slope up the forehead ✓ curve round her head ✓ straight down ✓ back up to the top of the beak ✓ slope up the forehead ✓ curve round her head ✓ straight down ✓ add a curl for the tail feather
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Review words: map, mug, man

r 	R hen	✓ start at the top of the jam ✓ straight down her feather ✓ back up to the top of her beak ✓ slope up her forehead ✓ curve round her head and stop
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Review words: egg, queen, deep

Letter	Name	Checklist
e 	egg	✓ start in the middle of the jam ✓ scoop and loop up to the top of the egg at the top of the jam ✓ round the egg back to the middle of the jam

Review words: egg, queen, deep

s		snake	✓ start at the snake's tongue at the top of the jam ✓ slither round the back of the egg ✓ slither round the front of the egg ✓ and round the bottom of the jam
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Review words: sunny, soggy, dress

f		flower	✓ start at the flower in the middle of the top sponge ✓ curve gently round ✓ straight down the stem to the middle of the bottom sponge ✓ curve gently over the root ✓ go the leaves left to right – across the top of the jam
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Review words: fluffy, floppy, huff

i		insect	✓ start at the top of the jam ✓ straight down its body to the bottom of the jam ✓ add a curl for its tail – not too sharp, not too round ✓ dot for the eye in the middle of the top sponge
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Review words: flip, spin, igloo

Letter	Name	Checklist
l 	Long-legged Layla	✓ start at the top of the sponge ✓ straight down her legs to the bottom of the jam ✓ add a curl – not too sharp, not too round

Review words: long, well, smelly

t		Top hat Taylor	✓ start at the top of her hat in the middle of the top sponge ✓ down to the bottom of the jam ✓ add a curl – not too sharp, not too round ✓ go the rim of the hat left to right on top of the jam
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Review words: trap, teeth, attic

k		Kay the Clown	✓ start at the top of the sponge for Kay's tall hat ✓ straight down to the bottom of the jam up to the middle of the jam ✓ around the hoola hoop – keep it in the jam! ✓ make a diagonal line to the bottom of the jam ✓ add a curl – not too sharp, not too round
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Review words: knock, kitten, kick

j		Jumping Jay	✓ start at the top of the jam ✓ straight down Jay's body to the bottom of the sponge ✓ add a round curl for his legs ✓ dot for the eye in the middle of the top sponge
Review words: jump, jacket, jolly			

Letter	Name	Checklist
v	V- Acrobat	✓ start at the hand at the top of the jam ✓ diagonal line down to the feet at the bottom of the jam ✓ diagonal line up to the hands at the top of the jam the same both sides

Review words: love, have, give

w	W- Acrobat	✓ start at the hand at the top of the jam ✓ diagonal line down to the feet at the bottom of the jam ✓ diagonal line up to the hand at the top of the jam ✓ diagonal line down to the feet again ✓ diagonal line up to the hand at the top of the jam ✓ all lines are the same length
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Review words: what, when, which

x	X- Acrobat	✓ start at the left hand at the top of the jam diagonal line down to the feet at the bottom of the jam ✓ lift your pencil ✓ diagonal line up to the hand at the top of the jam ✓ hand, feet, feet, hand
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Review words: fox, box, extra

z	Z- Acrobat	✓ start at the hand at the top of the jam go across the jam to his head ✓ diagonal line down to his knees at the bottom of the jam ✓ across the bottom of the jam to his feet ✓ hand, head, knee feet
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Review words: zebra, zoo, quiz

Handwriting Stage 3

Children return to Letter Village for Stage 3. They will learn two joins: the 'hill' join and the 'bridge' join. There are three variations of both joins:

Explain to the children that there are two basic joins:

- The hill join (diagonal)
- The bridge join (horizontal)

Hill to jam letter

Hill to top sponge letter

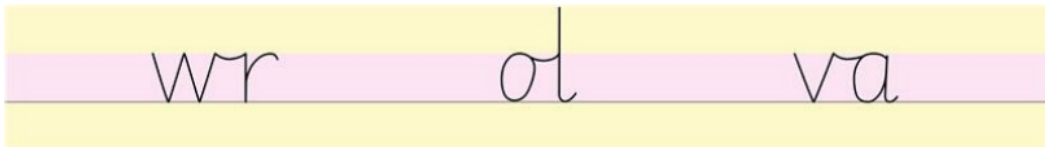
Hill to 'sister' letter



Bridge to jam letter

Bridge to top sponge letter

Bridge to 'sister' letter



Children practise each join with specific letter combinations. Then they write words with the joins they have practised.

We teach children that all letters are joined with the 'hill' or 'bridge' join with the exception of g, j, q, y and z:

gap jump quit yak zoo

We modify some letters to allow them to join. For example, r, e and s.



Children will learn a style that looks like this:

Welcome back to Letter Village. At
Stage 3, children learn the 'hill'
and 'bridge' joins.

Stage 3 FILM- Blueprint lesson plan (DAY 1)

Each 10-minute film follows the same structure

1. **Introduce** the join with a story and a rap.
2. **Show** children how to join two letters.
3. Children **practise** writing two letters with the join.
4. Children **check** their letter joins with their partner.
Repeat steps 2, 3 and 4.

Every fourth film is a 'celebration' lesson: children practise writing words that contain all the joins they have learnt following the same structure.

Stage 3 teacher modelling- Blueprint lesson plan (DAY 2)

Demonstrate

1. Demonstrate how to write the letters.
 - TOL about where to start a – level with the top of the jam. Recall the checklist for Annie as you write the letter.
 - TOL as you write the join – not too spiky, not too round, not too squeezed, not too spaced.
 - TOL as you write i. Recall the checklist for i.
2. Ask children to TTYP: What size is each letter? What is good about your join?
3. Take feedback.

Practice

1. Use the handwriting signal to check that the children are still sitting in the perfect handwriting position.
2. Rub out the joined letters from the board – the children must not copy.
3. Ask the children to write each letter and the join, slowly and carefully.
4. Model again how you repeat writing the letters and join, getting a bit quicker each time.
5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: "I love the spacing of your join and the join is not too spiky or too round."

Review

1. Write the letters and join on the board and make one error, drawing on children's common errors.
2. Ask the children to TTYP to find your 'two best bits'. Then ask them to TTYP to find 'one to fix'.
3. Rewrite the letters and join perfectly, correcting using children's feedback.
4. Ask the children to practise again.
5. Now ask them to find 'two best bits' and 'one to fix' in each other's work.

On the next day, independent practice, and review one or two previously taught joins. Ensure target support on identified children. **(DAY 3)**

Stage 3 Joining Plan

Hill to Jam Letter

1. ai du cr

2. mi nu hi

3. by pr uv

4. cup tip turn lip nup

Hill to Top Sponge Letter

1. ab cl ch

2. mb nk th

3. bl ph ub

4. rit bull bubb tilt nutty

Hill to Sister Letter

1. co dg da

2. ma no na

3. ba ka pa

4. dad dig add can back

Bridge to Jam Letter

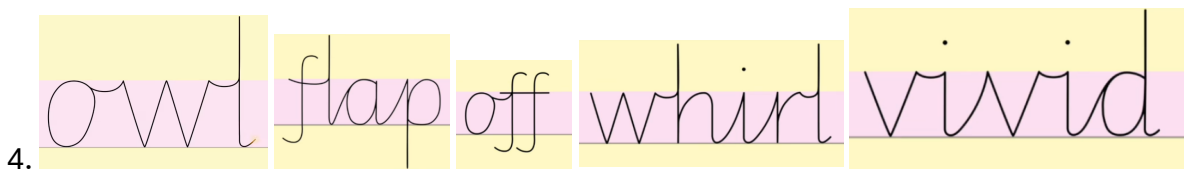
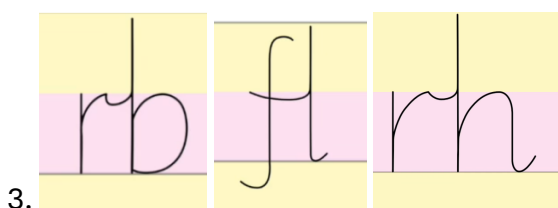
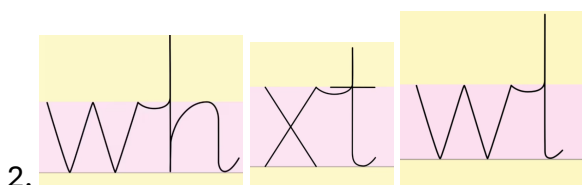
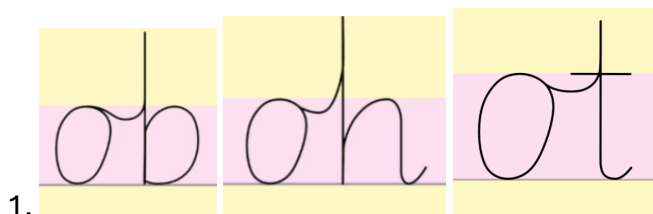
1. oi or ow

2. wr vu fn

3. ri ry rr

4. fur own ring warm fruit

Bridge to Top Sponge Letter



Handwriting Stage 4 - TBC Coming in Spring 1

