MANORFIELD PRIMARY AND NURSERY SCHOOL

Handwriting Protocol

Editors	Early Years and Writing Leaders
Review	Annual
Next Review Date	September 2027

Aims

Handwriting is a movement and memory activity, requiring explicit teaching. As a school our aims in teaching handwriting are that pupils will:

- Be motivated to write and enjoy writing
- Experience consistency in learning and teaching across the Nursery and School
- Understand the importance of presentation in order to communicate meaning clearly
- Develop a consistent cursive handwriting style from Year Two

Statutory Requirements

EYFS

Early Learning Goals:

Fine Motor Skills
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Writing
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Year 1 Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Year 2 Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Years 3 and 4 Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Years 5 and 6 Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
    - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
    - choosing the writing implement that is best suited for a task

Model

The fonts to be used when typing are:

Sassoon Penpals (pre-cursive)

abcdefghiklmnopqrstuvwxyz

Sassoon Penpals Joined (cursive)

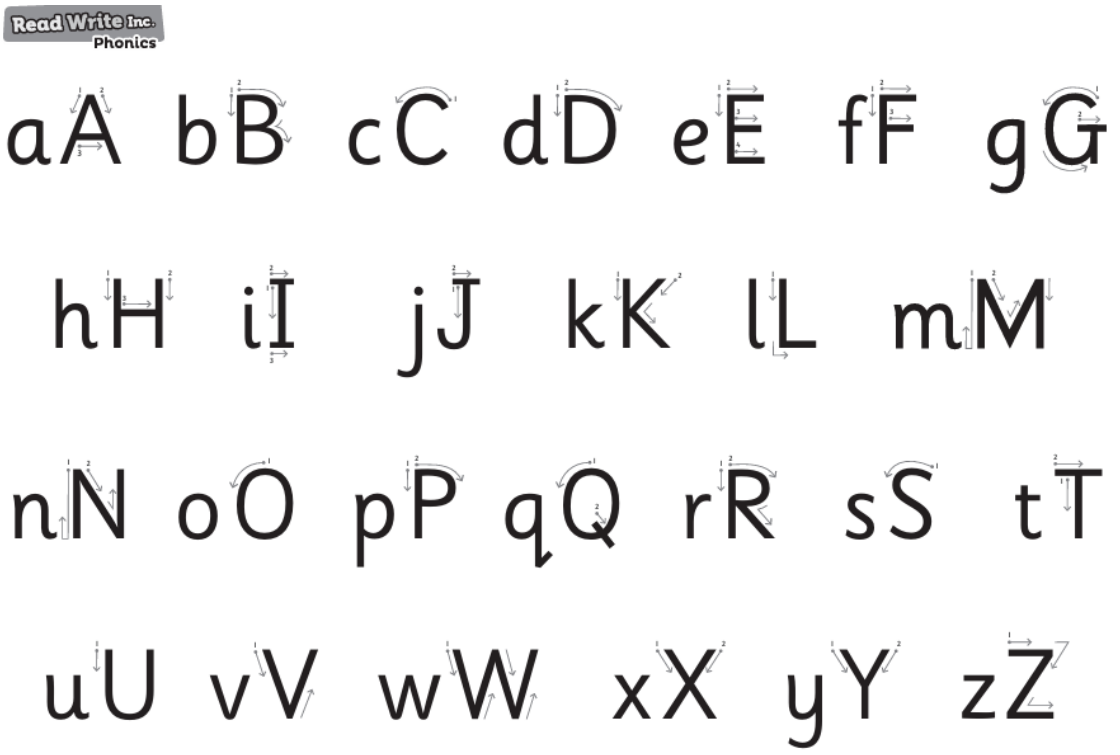
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To enable the joined font in Microsoft Word:

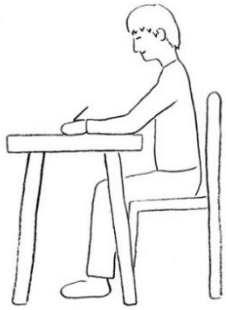
1. Right click on the page and select ‘Font’ (or Ctrl +D).
2. Click the ‘Advanced’ tab.
3. Check ‘Use Contextual Alternatives’.
4. Click ‘Ok’. Note: ‘Use Contextual Alternatives’

Capital Letters

Capital letters should be no higher than ascenders, preferably less. Ascenders and descenders should be no more than twice the height of smaller letters, preferably less. **See Appendix C.**



The 3 P's (posture, position and pencil)



Posture

A good posture when writing at a table is important to engage the correct muscles for the task and prevent fatigue.

- Sit up and lean slightly forward
- Feet flat on the floor
- All chair legs on the ground
- Body one fist width away from the table
- Shoulders down and relaxed

Position

- Paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case. The tilt should be no more than 45 degrees.
- Left-handed pupils may need a slightly longer stem to write with.
- Left-handed pupils should sit to the left of a right-handed child so they have adequate space.



Left handers



Right handers

Pencil

Pupils' pencil grip is tracked using the following stages of development:

Stage 1 – Fisted Grasp or Palmar Supinate Grasp
1 to 2 Years Old

- Pencil is held in the palm.
- All fingers and thumb are used.
- Movement is from the shoulder; the arm and the hand move as a unit.
- Light marks are produced with this pencil grip.



Stage 2 – Digital Pronate Grasp
2 to 3 Years Old

- All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page.
- Movement comes mostly from the elbow and the shoulder is now stabilized.
- Horizontal lines, vertical lines and circular lines are able to be copied.

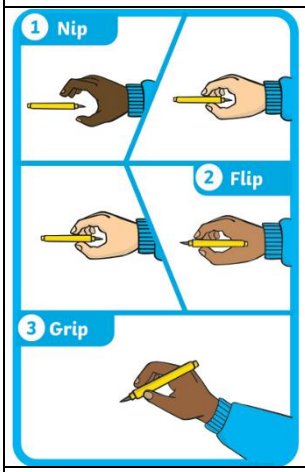


Stage 3 – Four-Finger Grasp
3 to 4 Years Old

- Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.
- Movement occurs from the wrist; the hand and fingers move as a whole unit.
- Zigzag lines, crossed lines and simple humans can be drawn with this grip.



Stage 4 – Static Tripod Grasp or Static Quadropod Grasp
4 to 6 Years Old



- A three-finger grasp, where the thumb, index finger and middle finger work as one unit.
- Movement is usually from the wrist with this static grasp.
- A static quadropod grip has a fourth finger involved.
- Triangles, circles and squares can be copied with this grip.
- This is taught as nip, flip and grip



Stage 5 – Dynamic Tripod Grasp
6 to 7 Years Old

- Pencil is held in a stable position between the thumb, index and middle finger.
- The ring and little fingers are bent and rest comfortably on the table.
- The index finger and thumb form an open space.
- Movement comes from the fingertips.
- This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.



Children in need of support to meet age-related expectations, in relation to pencil grip, will receive intervention. This may include strengthening exercises such as finger or dough gym.

Inclusion

Some children may need more support and for provision to be adapted. This may involve small group activities to develop gross and/or fine motor skills, access to different coloured paper or one to one support in handwriting sessions. Children working below the expected level are identified quickly and supported in class or have interventions put in place.

Progression

Handwriting is a developmental process, from mark-making to conventional writing and spelling. There are five stages in our handwriting progression:

1. Readiness for writing
2. Securing letter formation
3. Beginning to join
4. Securing joins
5. Speed, fluency and developing a personalised style

Across the school, handwriting is taught using the Read Write Inc. (RWI) handwriting programme to ensure a consistent approach to letter formation, sizing, orientation and joins. Pupils are encouraged to develop a fluent, legible and automatic handwriting style that supports effective written communication across the curriculum.

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.

In Read Write Inc., we teach handwriting in four stages:
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.
Stage 3 follows straight on. Children learn how to join letters using two basic joins – the 'bridge' join, the 'hill' join and the two 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.

EYFS

In the Early Years we focus on building the foundations for handwriting. In the Nursery, Pre-School and Reception children develop gross and fine motor strength and co-ordination through continuous and enhanced provision. During free flow learning a range of resources are available including:

- Various types of paper (for example sticky notes, notepads, card)
- Writing tools (for example pens, crayons, pencils)
- Tools (for example scissors, tweezers, hole punches)
- Malleable materials (for example play dough, cornflour, clay)

Alongside continuous and enhanced provision, adult-led gross and fine motor activities take place. Activities may include dance, ball games and exercises using scissors.

Handwriting is taught in line with the Read Write Inc. (RWI) handwriting programme. Children take part in a weekly explicit handwriting lesson, daily handwriting practice during RWI sessions, regular fine motor development activities including 'Funky Fingers', and 'Dough Disco' sessions to strengthen the muscles needed for handwriting. Letter formation is assessed as part of the baseline assessment process, with targeted small-group or one-to-one support provided where needed to secure correct formation and pencil control.

Key Stage One

In Year 1, children participate in four 15-minute handwriting sessions each week alongside a weekly 45-minute handwriting lesson. During the longer lesson, teachers work with focus groups to provide targeted support while ensuring all pupils have regular opportunities to practise handwriting independently at a table. Teaching follows the Read Write Inc. (RWI) handwriting programme, with a continued focus on correct letter formation, orientation, sizing and presentation.

In Year 2, handwriting is explicitly modelled and practised at the start of every English lesson. Children use the RWI handwriting characters to support accurate letter formation and, once letters are formed consistently and correctly, are taught to join letters fluently. Pupils are encouraged to apply these joins in all independent writing to develop a legible, fluent and efficient handwriting style.

Key Stage Two

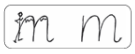
In Key Stage 2, pupils participate in a weekly 30-minute handwriting lesson which explicitly teaches and practises the RWI letter joins and handwriting conventions. Daily handwriting starters within English lessons provide further opportunities to model, rehearse and apply taught joins. High expectations for handwriting and presentation are maintained across the curriculum. Additional handwriting interventions are provided for pupils who are significantly behind, while adaptive teaching strategies and in-class support are used to meet the needs of all learners during lessons.

Motivation and Celebration

- When children reach Year Four they are able to earn a pen licence. The class teacher(s) will assess handwriting to see if children are joining competently and consistently. Children can then move from writing with a pencil to using a handwriting pen.
- Sharing work of a high standard takes place via displays, in whole class and whole school situations, such as assembly.
- Staff model good handwriting practice and maintain high expectations for pupils work.

Appendix A

Mnemonics

Speed Sound Card	Letter	Picture name	Phrase
		mountain	Maisie, mountain, mountain
		apple	Round the apple, down the leaf
		snake	Slither down the snake
		dinosaur	Round the dinosaur's bottom, up its tall neck, down to the feet
		tower	Down the tower, across the tower
		insect	Down the body, dot the head
		net	Down Nobby, over his net
		pirate	Down the plait and over the pirate's face
		girl	Round her face, down her hair and give her a curl

Speed Sound Card	Letter	Picture name	Phrase
		orange	All around the orange
		caterpillar	Curl round the caterpillar
		kangaroo	Down the kangaroo's body, up round the tail to the body and leg.
		umbrella	Down and under, up to the top and draw the puddle
		boot	Down the laces to the heel, round the toe
		flower	Down the stem and draw the leaves
		egg	Lift off the top and scoop out the egg
		leg	Down the long leg
		horse	Down the head to the hooves and over its back

Speed Sound Card	Letter	Picture name	Phrase
		robot	Down its back, then curl over its arm
		jack-in-a-box	Down its body, curl and dot
		vulture	Down a wing, up a wing
		yak	Down a horn, up a horn and under its head
		worm	Down, up, down, up
		zip	Zig-zag-zig
		x ray	Down the arm and leg and repeat the other side
		queen	Round her head, up past her earrings and down her hair

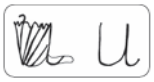
Appendix B

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

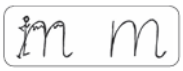
u y

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

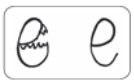
b p

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

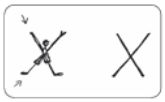
e s f i

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 the 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

Appendix C

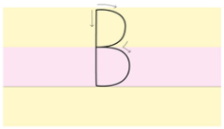
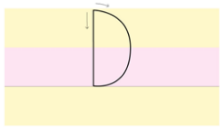
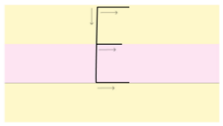
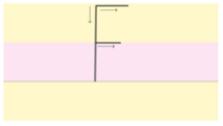
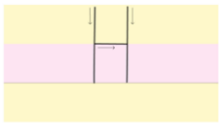
Capital Letter Formation

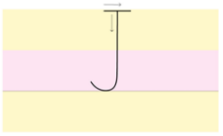
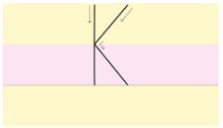
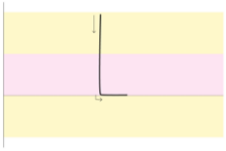
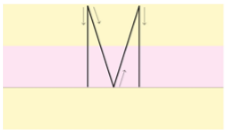
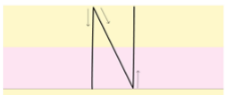
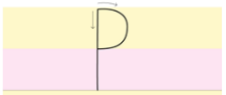
Capital letters

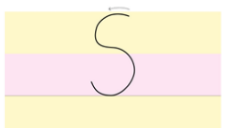
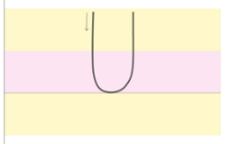
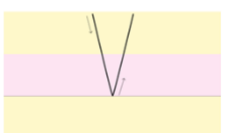
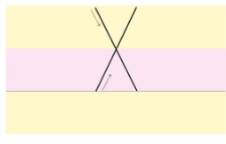
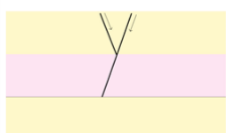
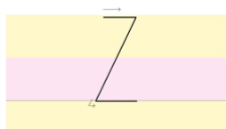
Use the below examples to teach the capital letters the children in your class need to practise.

Start at the top of the sponge and make the down stroke first.

1. **Show** the children how to write the letter
2. Children **practise** writing the letter
3. Children **check** their letter with their partner.

	1. Down left 2. Down right 3. Across- left to right.
	1. Straight down 2. Curve in the sponge 3. Curve in the jam.
	1. Curve around the top sponge and into the jam 2. Finish 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. Straight down 2. Two 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 left 2. Straight down right 3. Join them at the top of the jam- left to right.

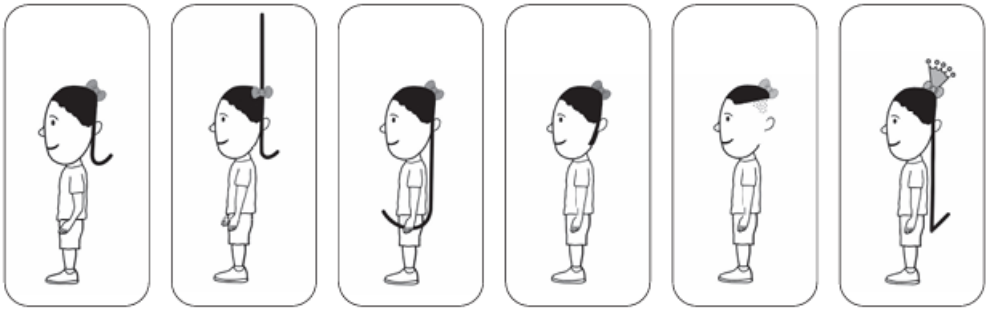
	1. Straight down 2. Draw two short lines- left to right- across the top and bottom.
	1. Straight down 2. Curve round at the bottom of the jam 3. Draw a short line across the top- left to right.
	1. Straight down 2. Down to the top of the jam 3. Down to the bottom of the jam.
	1. Straight down 2. Line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

Appendix D

Order of Teaching

<table>
<tr><td>Stage 1</td><td>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. They continue to write on plain paper.
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
<table><tr><th>Letter</th><th>Handwriting Phrase</th><th>Checklist</th></tr><tr><td></td><td>Round the apple, down the leaf</td><td>✓ start at the stalk
✓ go round the apple
✓ go back up to the stalk, then down
✓ curl the leaf at the bottom</td></tr></table></td></tr>
<tr><td>Stage 2</td><td>We teach children to ‘visualise to memorise’. We do not ask children to copy. Copying means they haven’t memorised and will likely copy what they think they see – often starting in the wrong place and writing an approximation of the letter or join. We use an imaginary sponge cake so children can visualise where to place each letter on the line: the jam in the middle and a layer of sponge on the top and bottom. At Stage 3, children learn that ‘all joins are in the jam’.
At Stage 2, we 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 fi rst 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.</td></tr>
</table>

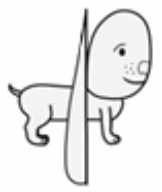


Individual letter formation plans

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
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
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
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
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
Review words: run, room, pram		

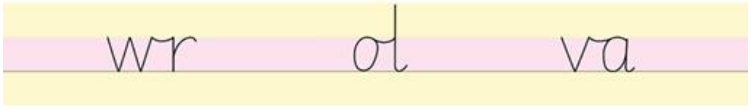
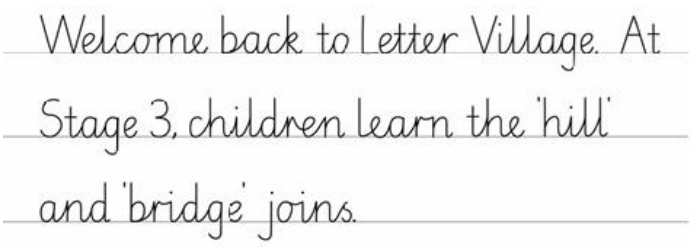
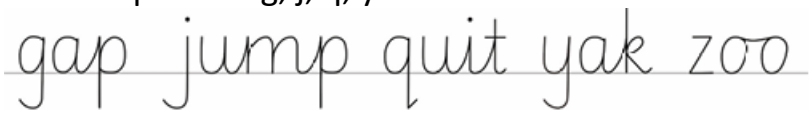
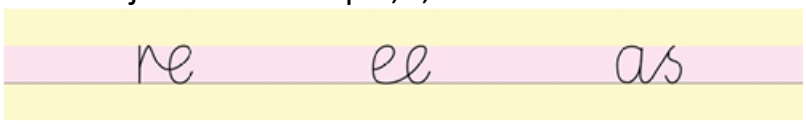
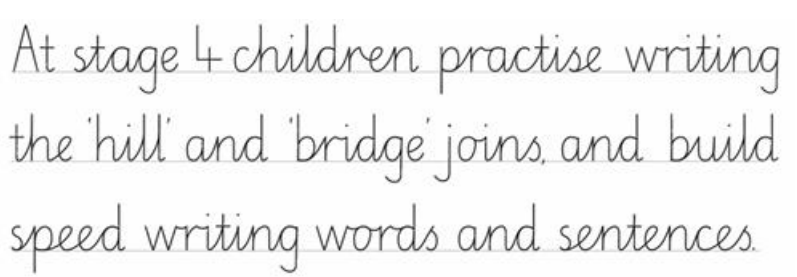
Letter	Name	Checklist
e 	egg	✓ start in the middle of the jam ✓ scoop and loop up to the top of the egg at the top of the jam ✓ round the egg back to the middle of the jam
Review words: egg, queen, deep		

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
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
Review words: food, huff, puff		
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
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, bell, 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
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
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
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
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
Review words: zebra, zoo, quiz		

Stage 3	Children learn how to join letters using two basic joins: the 'hill' join and the 'bridge' joins. Each has three variations: **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. They will learn a style that looks like this.  We teach children that all letters are joined with the 'hill' or 'bridge' join with the exception of g, j, q, y and z  We have separate lessons that show how we modify some letters to allow them to join. For example, r, e and s 
Stage 4	At Stage 4, we help children to develop a mature and speedy style. Stage 4 Children continue to practise using the two basic joins - the 'hill' join and the 'bridge' join and the two variations of each. The Stage 4 writing style is the same as Stage 3. They will learn a style that looks like this: 

Hill to jam letters

	Join	Word	Sentence
Part 1	du	duck	A duck splashed.
Part 2	ai	rain	A duck splashed in the rain.
Part 1	by	baby	The baby slept.
Part 2	cr	crawl	The baby learned to crawl.
Part 1	sn	snack	I ate a snack.
Part 2	mu	mum	I ate a snack with my mum.
Part 1	ur	nurse	The nurse was kind.
Part 2	hi	him	The nurse cared for him.
Part 1	pr	spray	I spray water.
Part 2	ee	tree	I spray the tree with water.

Hill to top sponge letters

	Join	Word	Sentence
Part 1	cl	clear	The sky is clear.
Part 2	ab	above	The sky above is clear.
Part 1	bb	rabbit	The rabbit hopped.
Part 2	sh	sheep	The rabbit hopped to the sheep.
Part 1	th	they	They all smiled.
Part 2	ph	photo	They all smiled for a photo.
Part 1	bl	blow	I can blow a bubble.
Part 2	nk	think	I think you can blow a bubble.
Part 1	ch	much	There is not much.
Part 2	el	else	There is not much else to do.

Hill to 'sister' letters

	Join	Word	Sentence
Part 1	ng	sang	They sang with joy.
Part 2	no	note	They sang each note with joy.
Part 1	ba	ball	She caught the ball.
Part 2	nd	hand	She caught the ball with one hand.
Part 1	ca	came	Large crowds came.
Part 2	ma	match	Large crowds came to the match.
Part 1	da	dark	Friday was dark.
Part 2	co	cold	Friday was dark and cold.
Part 1	pa	path	The path was rocky.
Part 2	dg	edge	The edge of the path was rocky.

Bridge to jam letters

	Join	Word	Sentence
Part 1	vi	visit	It was a nice visit.
Part 2	fi	first	It was his first visit to the beach.
Part 1	or	horse	A horse ate grass.
Part 2	ow	cow	A horse and a cow ate grass.
Part 1	oe	shoe	Her shoe was brown.
Part 2	wr	wrong	Her shoe was on the wrong foot.
Part 1	ri	river	The river ran.
Part 2	ry	dry	The river ran dry.
Part 1	rr	burrow	A rabbit dug a burrow.
Part 2	oi	soil	A rabbit dug a burrow in the soil.

Bridge to top sponge letters

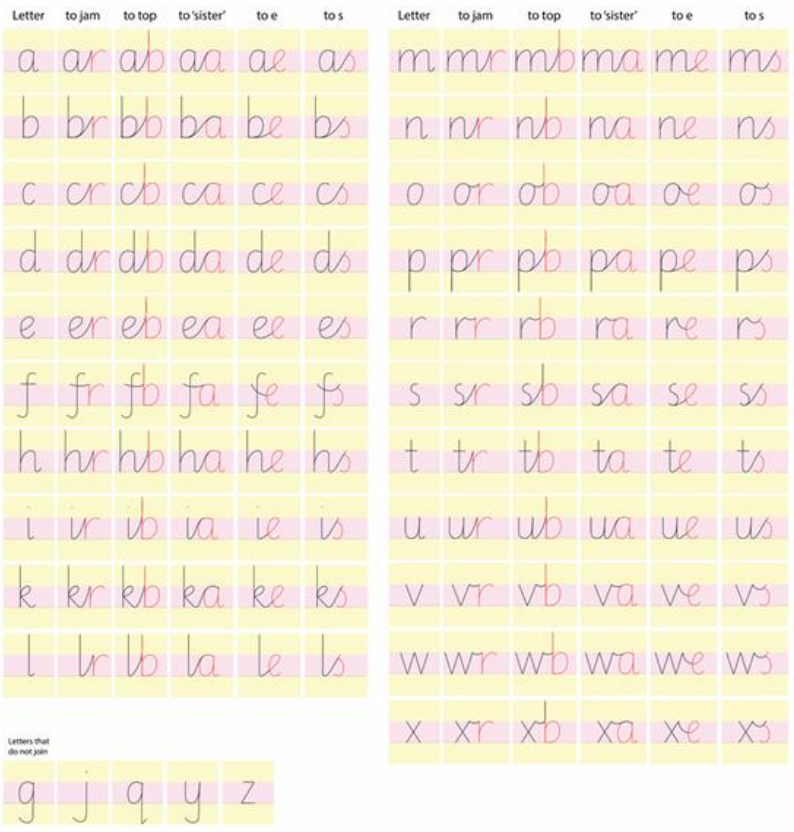
	Join	Word	Sentence
Part 1	ol	school	I wrote a poem at school.
Part 2	rh	rhymes	I wrote a poem that rhymes at school.
Part 1	wl	bowl	Tip it into a bowl.
Part 2	fl	flour	We tipped flour into a bowl.
Part 1	wh	what	What shall we do?
Part 2	xt	next	What shall we do next?

	Join	Word	Sentence
Part 1	rl	girl	The girl ran.
Part 2	ot	hot	The girl was hot when she ran.
Part 1	ok	spoke	He was quiet when he spoke.
Part 2	ob	nobody	Nobody heard him when he spoke.

Bridge to 'sister' letters

	Join	Word	Sentence
Part 1	va	van	They saw a van.
Part 2	ro	road	They saw a van on the road.
Part 1	oa	boat	A boat bobbed.
Part 2	wa	water	A boat bobbed on the water.
Part 1	og	dog	I walked the dog.
Part 2	fa	father	My father walked the dog.
Part 1	ra	rat	I saw a rat.
Part 2	od	today	I saw a rat today.
Part 1	wo	wolf	The wolf howled.
Part 2	oo	moon	The wolf howled at the moon.

Example letter joins



Handwriting guidelines

