

Handwriting Policy

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Rationale

By the end of their time at primary school, it is important that children use a handwriting style which is correctly formed, legible, neat and joined when communicating ideas. They should be comfortable when writing at speed so they are able to focus on the content and meaning of their writing, rather than the formation of individual letters and words. Children's self-esteem is also heightened when they take pride in their handwriting, as this is a skill needed in everyday life.

At Clapgate, we understand that handwriting is a fine motor movement skill that is taught and learnt so regular opportunities to practise are important.

Aims

- By the end of their time at Clapgate, children should have developed an efficient, joined, confident handwriting style that is clear, legible and fluent, freeing them to concentrate on the content of writing rather than letter formation.
- To instil a positive attitude towards handwriting from EYFS through to Y6.
- To raise standards in writing across the school by ensuring a clearly structured, taught progression in handwriting.
- To raise expectations of children's and adult's handwriting and presentation skills.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

Teaching Strategies

All handwriting lessons from Reception – Y6 will be completed at a table and children must have good posture (feet flat on the floor, back touching the chair and chair tucked close to the table). Children will need to be shown how to tilt their book slightly (either to the left or right depending on their writing hand) to help them with their handwriting and should use their non-writing hand to steady the paper. Pupils should not fold books back on themselves. Consideration should be given to seating plans in order to ensure left-handed pupils have enough space to write comfortably.

Explicit handwriting sessions (lasting around 10 minutes) will be taught 4 times a week from Reception – Y6. Teachers and TAs should model handwriting as set out in this policy at all times (unless using a typed font), including when marking books. Fine motor movement interventions will support pupils who need extra provision to achieve their age-related expectations in handwriting.

While children are practising their letters, joins or words, teachers should be circulating around the room, checking pupils' work and modelling in books for children demonstrating errors in formation or joins.

Reception – Year 4 will be using Letter Village (Ruth Miskin Handwriting Scheme). Year 5 – 6 will recap joins.

Positioning

While teaching handwriting, teachers will encourage pupils to sit comfortably by:

- explaining why sitting comfortably helps them to write easily
- reminding pupils with pupil-friendly prompts: feet on the floor; bottom to the back of the chair; pencil in one hand and the other hand on the paper
- showing pupils what ‘poor’ sitting looks like: leaning forward, close to the paper; resting their head in their hand or on the table; dangling their non-writing arm or hand instead of using it to steady the paper
- checking whether a pupil might have a condition that might mediate against their sitting comfortably, for example, if poor eyesight is causing them to peer closely at their writing

EYFS

EYFS forms the foundation for handwriting. Children develop their fine motor skills and writing ability, beginning in Nursery 1 with objectives such as ‘to use a spoon accurately and feed themselves’ and ‘to produce side to side and to-and-fro scribble’. These objectives are built on throughout Nursery 1 (see appendix 2). This continues to be built on in Nursery 2, where children begin to copy simple horizontal and vertical letters by the end of the year. In Reception, the pincer grip is developed so children can use this independently, which builds so by the end of the year, this has progressed so children are confident at using a dynamic tripod grip (see appendix 1). Alongside the progression of fine motor skills, rigorous, synthetic phonics (Read, Write, Inc) begins in Reception. By the end of the year, pupils are writing sentences, correctly forming letters taught according to the rhymes and patterns learnt during phonics sessions (see appendix 3).

Reception will start in the Autumn term with their pre – handwriting sessions (see appendix 4). Once the children have moved on to Ditty group in RWI (usually Spring term), they will move on to Ruth Miskins handwriting scheme (Letter Village) and start at stage 1. See appendix 5 for what a stage 1 lesson will look like. In reception, children will write on blank paper during their handwriting sessions. Once the children have progressed through stage 1, they will then move on to stage 1B.

Children will:

- Practise gross, fine and manipulative skills daily through structured sessions as well as play
- Develop gross motor control through activities such as: climbing, throwing, chair push ups, ribbon dancing, action songs and rhymes, sky writing, large scale painting on walls or playground and upper-body weight-bearing activities like wheelbarrow or animal walking
- Develop fine motor control through various activities such as: threading beads or pasta on to string, threading pipe cleaners through a colander, play dough, sand and water play, finger rhymes, using glue spreaders and sewing
- Manipulate objects with increasing control such as scissors to cut along lines with greater accuracy, tools such as hammers and screwdrivers to manipulate items such as screws and golf tees, cooking utensils to stir and whisk and tweezers to move increasingly smaller items with good speed and accuracy
- Nursery will begin with focusing on up and down movements, then side-to-side, next circles and finally diagonal movements using a multisensory approach. If children struggle to form these basic shapes, they are likely to have difficulties forming letters and numbers.
- Trace horizontal lines, vertical lines, wavy lines, shapes and letters.
- Learn and use edited ‘Read, Write, Inc’ letter formation rhymes to support writing letters

- Practise writing the letter without a pencil first by sky writing letters, writing on their palm with their finger and writing with their finger on their partner's back
- Use different mediums to form letters such as chalk, cornflour, foam, paint etc
- Write on blank paper.
- Use Ruth Miskin's hand writing scheme (Letter Village) Stage 1 and Stage 1B.

Year 1

By the end of Y1, pupils should:

- 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' (ie letters that are formed in similar ways) and to practise these

During year 1, children will continue to use the Ruth Miskin handwriting scheme (Letter Village). In the autumn term, most children will continue with stage 1B. When they have moved onto yellow group in RWI (usually Spring term) they will then progress to stage 2 of Letter Village. See appendix 6 for lesson structure. Handwriting will write in 15mm-lined books or books with handwriting tram lines – 21mm outside lines, 6mm inside lines.

Year 2

By the end of Y2, pupils should:

- 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

During year 2, children will continue to work through Stage 2 of letter village. See appendix 6 for lesson structure. Handwriting will write in 15mm-lined books or books with handwriting tram lines – 21mm outside lines, 6mm inside lines.

Years 3

By the end of LKS2, pupils should:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- 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]

In year 3, children will move on to stage 3 of letter village. This is where they will begin to join letters. See appendix 7 for lesson structure. Children will write in 15mm-lined books or books with handwriting tram lines – 21mm outside lines, 6mm inside lines.

Year 4

By the end of LKS2, pupils should:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined
- 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]

In year 4, children will complete the final stage of Letter Village (stage 4). See appendix 8 for lesson structure. Children will write in 8mm-lined exercise books.

Years 5 & 6

By the end of KS2, pupils should:

- 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

Children will follow a joining progression document where they revisit taught joins. They will recap the letter families and all the joins. Children will apply each join and focus on developing a fluid style. Children will rehearse handwriting through spelling, dictated sentences and copying short passages. (Appendix 9)

Writing Implements

Children will use a sharp pencil, of an appropriate length*, during handwriting and writing lessons. In Nursery and/or Reception, pupils may use chunky pencils to begin their mark making before moving to regular sized pencils.

In KS1 and KS2 pupils continue to use pencil. Our pupils take pride in their presentation but when pen has been introduced, this has led to a decline in handwriting and pupils lose confidence in their work. Avoiding ‘pen licences’ also prevents children from identifying themselves as ‘different’ if they are not yet ready to move onto using a pen, thus reducing stresses and worries for pupils. In KS2, pupils can be nominated by their class teacher for the ‘Presentation Award’ once a week, which can be a piece of work from any subject where the child has shown great presentation skills. This acts as an opportunity to celebrate handwriting expectations and motivates pupils to constantly improve and develop their own style.

Handwriting lessons will be completed in a specific handwriting book in years 1 - 6. They will be completed in blank handwriting books in Reception.

* When a pencil is held with an age-appropriate grip, the length of the pencil should extend past the hand by a minimum of 3cm.

Appendix 1

PENCIL GRIP & CONTROL Progression Map

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMBNAIL HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS									6-7 YEARS
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 scribbles are produced with this pencil grip.	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. Zigzag lines, horizontal lines and circular lines are able to be copied.	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.	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 quadrupod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.								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 fingers. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.

Appendix 2

Progression across writing (green) and fine motor control (purple) ELGs from Nursery 1 – Reception.

Nursery 1

Writing	To know that marks are made with different movements. To experience mark making with a range of media. For example: marks in wet sand, shaving foam, paint, glitter etc. To use mark making tools to make spontaneous marks and scribbles using whole arm.	To make vertical marks and lines. To make circular scribbles using clockwise and anti-clockwise movements. To produce side to side and to-and-fro scribble.	To produce lines that intersect, beginning to make cross and grid-like patterns. To scribble write using V shapes, loops, and vertical lines. To create and experiment with symbols and marks.
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	Fine Motor	<p>To open own packed lunch box with support. To hold a whole palm grip when using mark making tools. To use a spoon accurately to feed themselves. To make snips with scissors spring loaded scissors. To turn pages in a broad book one page at a time.</p> <p>To use a range of small and large building equipment independently. To enjoy large muscle movement e.g. parachute games, lifting and build large construction, running and rolling up and down hills, scarves, ribbons and pom poms. To enjoy using large mark making resources such as rollers, sweeping brushes, paint brushes.</p> <p><i>See Writing for drawing skills and development.</i></p>	<p>To begin to use an four fingered grip when using mark making tools. To begin to use construction equipment that needs putting together in a particular way e.g. Duplo. To cut through paper using spring loaded scissors support to hold the paper.</p>	<p>To use a fork accurately to feed themselves. To begin to hold paper and cut at the same time independently. To turn pages in a book one page at a time. To explore digging tools.</p>
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Nursery 2

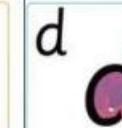
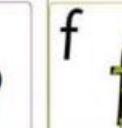
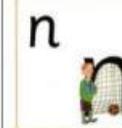
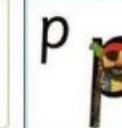
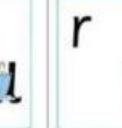
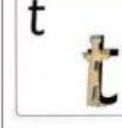
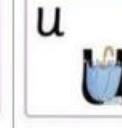
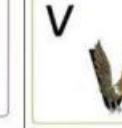
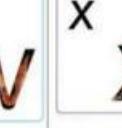
	Fine Motor	<p>To begin to use a three fingered grip with support. To <u>cut through</u> paper using whole palm scissors. To open own packed lunch box.</p>	<p>To begin to use a knife for cutting but may not use a fork at the same time. To begin to use whole palm scissors to cut for a purpose To begin to show a dominate hand.</p>	<p>To begin to use a pincer grip independently. To use whole palm scissors to cut shapes roughly.</p>
	Writing	<p>To draw simple and recognisable shapes. For example: sun, tree. To imitate drawing simple shapes. For example: circle, square. To imitate drawing a simple face. For example: circle for the head, nose, eyes, and mouth.</p>	<p>To distinguish between the different marks, they make. To copy own initial letter in their name To draw spontaneous and recognisable forms. To draw a person with a head and one or two other features.</p>	<p>To starts to copy simple horizontal and vertical letters. For example: t l k j v w. To give meaning to marks as they draw and paint. To begin to copy letters from the alphabet, including letters from their name. To begin to write random letter strings to convey meaning, some of which are correctly formed.</p>

Reception

	<p>To begin to use a knife and fork together to cut food (some support needed). To begin to enjoy exploring small scale resources. To begin to open packets and cartons at mealtimes. To begin to peel their own fruit. Shows preference for dominant hand when using tools.</p> <p>Cutting skills To be able to use scissors correctly to cut through a piece of paper.</p> <p>Pencil Grip To be able to use a pincer grip independently.</p> <p><i>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.</i></p> <p>To begin to develop the use of a static tripod grip (beginning).</p> <p><i>Pencil is held in a stable position between the thumb, index and middle finger. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</i></p>	<p>To be able to use a knife and fork together to cut food. To be able to draw freely using a range of resources and movements. To be able to manipulate materials for a purpose and effect. To be able to hold and use a paintbrush effectively using the correct grip. To be able to open packets and cartons independently at mealtimes. To be able to peel a range of fruit independently.</p> <p>Cutting skills To be able to use scissors correctly to cut out shapes.</p> <p>Pencil Grip To become more confident when using a static tripod grip (developing)</p> <p><i>Pencil is held in a stable position between the thumb, index and middle finger. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</i></p>	<p>To have developed their own handwriting style which fast, accurate and efficient. To be able to fasten and unfasten buttons on clothing. To be able to show accuracy and care when drawing (see EAD strand).</p> <p>Cutting skills To use scissors effectively for a purpose.</p> <p>Pencil grip To be confident at using a dynamic tripod grip (secure).</p> <p><i>Pencil is held in a stable position between the thumb, index and middle finger. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</i></p>	<p>To begin to copy letters from the alphabet, including letters from their name. To begin to copy print from the environment. To be able to link sounds to letters, naming and sounding the letters of the alphabet. To begin to hear and write the initial sounds in words. To be able to give meaning to marks as they draw and paint. To begin to write random letter strings to convey meaning, some of which are correctly formed. To begin to hear and write the initial and end sounds in words.</p> <p>To begin to write CVC words (middle sounds). To begin to make plausible attempts at longer words, getting some letters in the correct order. To begin to write some of the red words taught in RWI. To write more than one word as part of a string.</p> <p>To begin to use finger spaces. To write a few words with gaps between each word (understanding a word is a word). To be able to spell most of the red words taught in RWI.</p> <p>To write a short phrase or sentence in meaningful contexts that can be read by others (with support). To begin to use finger spaces and full stops. To begin to understand how capital letters. To be able to spell most of the red words taught in RWI.</p> <p>To write a short sentence using finger spaces and full stops (independently). To be able to form capital letters correctly. To re-read work back to check for errors in writing. To be able to spell most of the red words taught in RWI</p> <p>To write a sentence independently that can be read by others (including capital letters, finger spaces and full stops). To begin to write more than one sentence. To be able to use first 6 set 2 sounds in their writing. To be able to spell most of the red words taught in RWI</p>
	Writing			

Appendix 3

Read, Write, Inc letter formations with explanations to share with children.

 a	 b	 c	 d	 e	 f
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
 g	 h	 i	 j	 k	 l
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
 m	 n	 o	 p	 qu	 r
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
 s	 t	 u	 v	 w	 x
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
 y	 z				
Down a horn, up a horn and under head.	Zig-zag-zig.				

Appendix 4

Part of the pre - Handwriting

Before Stage 1- Pre Handwriting-Progression

Steps	Type of Mark	Description	Example Activities	Checklist
Vertical Lines	Top-to-bottom strokes	Develops directional awareness.	Draw rain, tree trunks, or fence posts.	<p>1. Vertical Lines</p> <ol style="list-style-type: none"> Start at the top. Move your pencil straight down. Stop at the bottom. <p>👉 Try saying "Down, stop!" as you draw.</p>
Horizontal Lines	Left-to-right strokes	Builds the direction used in writing.	Draw the horizon, waves, or ladders.	<p>2. Horizontal Lines</p> <ol style="list-style-type: none"> Start on the left side. Move your pencil straight across to the right. Stop at the end. <p>👉 Say "Across and stop!"</p>
Circles- clockwise	Continuous curved motion	Strengthens shoulder and wrist control.	Draw faces, suns, wheels.	<p>3. Circles – Clockwise</p> <ol style="list-style-type: none"> Start at the top. Move your pencil around to the right, down, left, and back to the top. Join the ends neatly. <p>👉 Say "Around we go, to the right!"</p>
Circles- anticlockwise	Continuous curved motion	Strengthens shoulder and wrist control.	Draw faces, suns, wheels.	<p>4. Circles – Anticlockwise</p> <ol style="list-style-type: none"> Start at the top. Move your pencil around to the left, down, right, and back to the top. Join the ends. <p>👉 Say "Around we go, to the left!"</p>
Cross (+)	Combine vertical and horizontal	Teaches intersecting lines, foundation for letters like "t" and "f."	Make roads that cross or plus signs.	<p>5. Cross (+)</p> <ol style="list-style-type: none"> Draw one vertical line (down). Then draw one horizontal line (across the middle). <p>👉 Say "Down and across – make a cross!"</p>

Appendix 5

A stage 1 lesson and letters taught during this stage.

Stage 1



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 lesson plans

Blueprint lesson plan

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 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 TYP 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 TYP to find 'one to fix', for example, you made the leaf too curly.

4. Review 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.

Appendix 6

Structure of stage 2 Letter Village lesson.

Blueprint lesson plan

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.

How do I make the most of practice time?

Pause the film to:

- remind children how the sponge cake layers correspond to the lines in their books
- address any common difficulties
- give children extra time to practise.

How do I make the most of partner check?

This symbol shows when it's time for partners to check each other's letter, join or word.



In each film, one of the sisters writes the letter. They then choose their best letter and decide 'the two best bits and one to fix'.

Children take turns to do the same for one of their letters.

Pause the film if children need more discussion time.

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

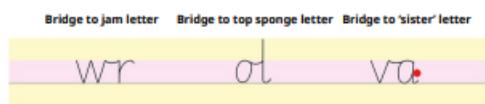
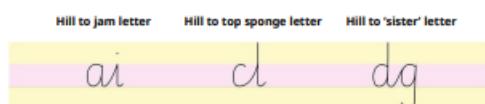
l t k j

v w x z

Appendix 7

Stage three joins.

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:



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

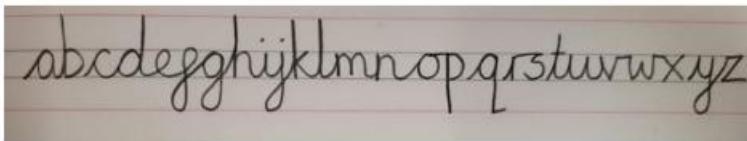
We look forward to sharing our Stage 3 films with schools in Autumn 2. Stage 4 will teach children to build writing fluency and will be available in 2026.

Appendix 8

Stage four joins – to be added when they are available on Letter Village.

Appendix 9

Joining progression and handwriting formation.



<p>Recap the letter families and all the joins. Application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages.</p> <p>ai, am, an, <u>ao</u>, <u>ar</u>, au ca, ci, co, cu, ia, <u>im</u>, in, io, <u>ir</u> <u>iu</u>, ma, mi, mm, mo, mu na, <u>nc</u> <u>nd</u>, ne, <u>ni</u> <u>nn</u>, no, np, nu, <u>ua</u>, <u>ui</u>, um, un, <u>uo</u>, ag, aj, dy, ig, ip, lp, mp, np, ug, up da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, <u>ku</u>, la, le, li, <u>lm</u>, lo, lp, lu ac, ec, ic, lc, uc as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us ce, de, ee, he, ie, ke, le, me, ne, ue</p>	<p>Recap the letter families and all the joins. Application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages.</p> <p>Join 2</p> <p><u>oa</u>, <u>oc</u>, <u>od</u>, <u>oe</u>, <u>og</u>, <u>oi</u>, <u>oj</u>, om, on, <u>oo</u>, <u>or</u>, <u>os</u>, <u>ou</u>, <u>ov</u>, <u>ow</u>, ox, oy, oz <u>ra</u>, rg, <u>ri</u>, rm, <u>rn</u>, <u>ro</u>, <u>rp</u>, rr, rs, ru, va, vi, <u>vo</u>, vs, vu wa, <u>wi</u>, <u>wn</u>, wo, <u>ws</u>, wu, <u>wy</u> <u>oe</u>, re, ve, we</p>	<p>Recap the letter families and all the joins. Application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages.</p> <p>Join 3</p> <p>ab, ah, <u>ak</u>, al, at, el, <u>ch</u>, ck, cl, ct, eb, eh, <u>ek</u>, el, et <u>lb</u>, ih, <u>ik</u>, ill, it, kl, ll, ph, pl, pt, <u>sb</u>, sh, sk, sl, st, bu, ba, be, bi, bl, <u>bo</u>, br, bs, th, tt, ub, uh, uk, ul, <u>ut</u>, ob, oh, ok, ol, ot, rt, pu, pa, pe, pi, pl, po, pr, ps</p>
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