



Handwriting Curriculum Map

Early Years: At Reed First School, our Early Years teachers, plan opportunities to develop the Physical Development to secure the foundational skills and readiness for mark making and writing. The sequence of teaching the formation of letters and numbers will follow the sequence taught in phonics (Little Wandle) and maths (NCTEM)

Nursery End points	Opportunities and provision
<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Draw a single line from left to right. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; • Writing letters to represent words e.g. ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately. 	<p>Climbing, balancing and riding resources in daily provision. Use of hammers and nails at the woodwork bench. Paint, chalk or make marks with water on large vertical surfaces. Use walls as well as easels to stimulate large shoulder and arm movements. Use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with. Use clipboards outdoors, chinks for paving stones, boards and notepads. Provide a range of pencils, crayons, chinks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Access to simple home-made books, different coloured and sized paper and paper decorated with fancy frames. Large-muscle co-ordination: whole body, leg, arm and foot through climbing, swinging, messy play. Small muscle co-ordination: hands and fingers through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Teach the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc).</p>



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Reception End points	Opportunities and provision
<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 	<p>Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.</p> <p>Give children experience of carrying things up and down on different levels (slopes, hills and steps).</p> <p>Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</p> <p>Provide regular access to floor space indoors for movement.</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Model precise vocabulary to describe movement and directionality, and encourage children to use it.</p>
<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance. 	<p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts.</p> <p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently <p>Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.</p>



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<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>Offer children activities to develop and further refine their small motor skills: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. Regularly review the equipment for children to develop their small motor skills.</p> <p>Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</p>
<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<p>Provide areas for sitting at a table that are quiet, purposeful and free of distraction.</p> <p>Give children regular, sensitive reminders about correct posture.</p> <p>Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest.</p>
<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Form numbers correctly 	<p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pencil grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.</p>



Handwriting Curriculum Map

Reception Autumn 1

	Phase 2 graphemes
Week 1	s a t p
Week 2	i n m d
Week 3	g o c k
Week 4	ck e u r
Week 5	h b f l

Reception Autumn 2

	Phase 2 graphemes
Week 1	ff ll ss j
Week 2	v w x y
Week 3	z zz qu ch
Week 4	sh th ng nk

Letters will continue to be modelled each week in discrete phonics lessons and through continuous provision.

Learn to form numbers as they are explored in discrete maths lessons using NCTEM.

Planned opportunities to rehearse and apply letter and number formation in continuous provision and at home.



Handwriting Curriculum Map

<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p>
<p>Year One End points</p>	<p>Opportunities and provision</p>
<ul style="list-style-type: none"> Secure the overall body strength, co-ordination, balance. 	<p>Continue to help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars, balance walking, climbing and pushing.</p>
<ul style="list-style-type: none"> Secure their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>Offer children activities to develop and further refine their small motor skills: threading and sewing, pouring, picking, stirring, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, construction kits and malleable materials like clay.</p> <p>Set up sensory trays.</p> <p>Regularly review the equipment for children to develop their small motor skills.</p> <p>Make continuous use of and model the pencil grip rhyme.</p> <p>Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback.</p>

Handwriting Curriculum Map

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Provide areas for sitting at a table that offer ample space to be handwriting ready.
 Ensure all children are positioned to support their dominant hand.
 Give children regular, sensitive reminders about correct posture.
 Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest.

Make continual reference to and model the expected sitting position.

Make daily use of:

Gross Motor Skills (GMS)

Animal Actions

The following fun gross motor activities can help improve your pupils' core strength, control and endurance in preparation for handwriting.

<p>BEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</p>  <p>Two-footed skidding jump with swinging arms.</p>	<p>COLIN THE CRAB SAYS: "WALK SIDeways."</p>  <p>Take side steps one way, then the other.</p>	<p>FRANK THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</p>  <p>Balance on left foot, then balance on right foot.</p>	<p>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</p>  <p>Stretch up and try and touch the ceiling.</p>	<p>COOIA THE COW SAYS: "MILK A COW."</p>  <p>Move arms up and down in milking action.</p>	<p>SASHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</p>  <p>Lie down and wiggle along the floor.</p>	<p>BURPS THE BEAR SAYS: "WALK ON ALL FOURS."</p>  <p>Move around on hands and feet.</p>
<p>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</p>  <p>Top, lifting knees high then run faster.</p>	<p>OSGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</p>  <p>Take long strides around the room.</p>	<p>ENOCK THE ELEPHANT SAYS: "LIFT ME UP."</p>  <p>Pretend to lift up a heavy object.</p>	<p>FRANK THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</p>  <p>Hop on one leg, then on the other leg.</p>	<p>PERRI THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</p>  <p>Spin around on the spot.</p>	<p>PIPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</p>  <p>Stand straight and tilt from left to right.</p>	<p>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</p>  <p>Raise arms up and down, palms facing down.</p>



Handwriting Curriculum Map

- Form lower-case cursive letters and capital letters correctly using *cursive non-joined script*
- Form numbers correctly
- Secure the foundations of a handwriting style which is fast, accurate and efficient using *cursive non-joined script*

Lessons 1 to 5: Warm-up Activities



Warm-up Activities

Learning outcomes:

- To demonstrate confidence in gross and fine motor skills.
- To hold a pencil using a tripod grip.
- To sit correctly for handwriting.
- To be able to copy visual cues on a large scale.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
1	<ul style="list-style-type: none"> • Display Letter-join's A4 posters for Gross Motor Skills Warm-up Exercises. • Explain that children are going to revisit some fun exercises to help get their bodies ready for handwriting. • Display each picture on IWB and practise the actions and movements. 	Whole class teaching in hall/playground. Teacher explanation.	Letter-join's GMS Warm-up Exercises A4 posters. GMS page in KS1 printouts.	Can the children follow simple instructions? Are they confident in performing GMS activities?	
2	<ul style="list-style-type: none"> • Explain to the children that they are going to practise some exercises to get their hands and fingers ready for handwriting. • Practise the activities from the Fine Motor Skills list. • Children can practise writing their names or some joined-up letters on paper or in their books (use A4 joined-up alphabet printouts as a reference). 	Whole class teaching with intervention, if needed. IWB demonstration and interactivity. Individual task.	Letter-join's FMS Warm-up Exercises page. A4 Joined-up alphabet printout. Handwriting pencils. Paper/handwriting books.	Are the children confident in performing FMS activities? Can they form the joined-up letters correctly using pencil and paper?	
3	<ul style="list-style-type: none"> • Display Letter-join's Sitting Position page. • Explain to children the importance of sitting comfortably to help them write. • Model how to sit correctly for handwriting for left- and right-handed children. • Show how to position the paper/book for left- and right-handed children. • Check the children are sitting correctly with their paper in the correct position. • Children can practise writing their names or some joined-up letters on paper or in their books (use A4 joined-up alphabet printouts as a reference). 	Whole class teaching with intervention, if needed. Individual task.	Letter-join's Sitting Position page. A4 Joined-up alphabet printout. Handwriting pencils. Paper/handwriting books.	Can the children model a good sitting position? Can they position their paper/book correctly? Can they form the joined-up letters correctly using pencil and paper?	
4	<ul style="list-style-type: none"> • Play the recording of Letter-join's Pencil Grip Rhyme. • Repeat and encourage the children to join in. • Model how to position a pencil on the table, pick up and hold using the tripod grip for left- and right-handed pupils. • Children to practise tripod grip whilst saying the rhyme. • Check that children are using the tripod grip correctly. • Children can practise writing their names or some joined-up letters on paper or in their books (use A4 joined-up alphabet printouts as a reference). 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's Pencil Grip Rhyme. A4 Joined-up alphabet printout. Handwriting pencils. Paper/handwriting books.	Can the children recite the Pencil Grip Rhyme? Can they use the tripod grip correctly? Can they form the joined-up letters correctly using pencil and paper?	
5	<ul style="list-style-type: none"> • Make a selection of sensory trays for the classroom (see How to Make a Sensory Tray on page 29). • Select a pattern or letter to practise and watch the animations on Letter-join. • Use as a visual cue for children to copy and practise in their sensory trays. 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Instructions for Sensory Tray. Selection of materials/tools. Letter-join's animations and 'Try' facility on IWB.	Can the children copy visual cues on a large scale? Don't forget the warm-up exercises before each lesson.	
Differentiation					
Extra practice Practise the Pencil Grip Rhyme with a partner.			Extra challenge Write all lowercase letters of the alphabet neatly.		



Handwriting Curriculum Map

Letter Families

Learning outcomes:

- To understand which letters belong to which handwriting 'families'.
- To be able to distinguish between the letters in each letter family.
- To be able to write the letters correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓		
6	<ul style="list-style-type: none"> • Introduce the Letter Families using Letter-join's A4 posters. • Select the Letter Families activity in the Fun section and listen to the description of the letters in each family. • Using Letter-join's Letter Family animations on the IWB, encourage children to 'air write' letters from each family. • Invite children to trace letters in each family on the IWB or tablets. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity.	Letter-join's A4 posters showing the Letter Families. Letter-join's Letter Families activity on IWB.	Can the children name the different letter families? Can they recognise which letters belong to each family?			
7	<ul style="list-style-type: none"> • Display Letter Families Long Ladder Letters page - i, l, t, u, j and y - which are the straight letters of the alphabet. • Revisit correct orientation of the letters using Letter Families animations. • Invite children to trace letters on the IWB or tablets. • Practise the letters using a variety of classroom resources. 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's Letter Families activity showing the Long Ladder Letters. Letter Families i, l, t, u, j and y animations on IWB. Wipe boards, mini blackboards, sensory trays.	Can the children name the Long Ladder Letters? Can they form the letters on a large scale?			
8	<ul style="list-style-type: none"> • Use the Letter Families page showing the Long Ladder Letters - i, l, t, u, j and y. • Revisit correct orientation of letters using Letter Families animations. • Reinforce sitting position and pencil grip. • Practise writing the Long Ladder letters on Letter-join's large worksheets. 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's Letter Families page showing the Long Ladder Letters. Letter-join's i, l, t, u, j and y animations on IWB. Long Ladder letters worksheets (large). Handwriting pencils.	Can the children name the Long Ladder Letters? Can they write each of the letters using a pencil and paper?			
9	<ul style="list-style-type: none"> • Display Letter Families Curly Caterpillar Letters page - a, c, f, e, s and g - which are the curved letters of the alphabet. • Revisit correct orientation of the letters using Letter Families animations. • Invite children to trace letters on the IWB or tablets. • Practise letters using a variety of classroom resources. 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's Letter Families activity showing the Curly Caterpillar Letters. Letter-join's a, c, f, e, s and g animations on IWB. Wipe boards, mini blackboards, sensory trays.	Can the children name the Curly Caterpillar Letters? Can they form the letters on a large scale?			
10	<ul style="list-style-type: none"> • Use the Letter Families page showing the Curly Caterpillar Letters - a, c, f, e, s and g. • Revisit correct orientation of the letters using Letter Families animations. • Reinforce sitting position and pencil grip. • Practise writing the Curly Caterpillars on Letter-join's large worksheets. 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's Letter Families page showing the Curly Caterpillar Letters. Letter-join's a, c, f, e, s and g animations. Curly Caterpillar Letters worksheets (large). Handwriting pencils.	Can the children name the Curly Caterpillar Letters? Can they write each of the letters using a pencil and paper?			
<p>Differentiation</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Extra practice Children can use the Magic Words facility to practise Long Ladder and Curly Caterpillar letters.</p> </td> <td style="vertical-align: top;"> <p>Extra challenge Children can use Letter-join's lined/high-lighted paper to practise writing LL and CC letters.</p> </td> </tr> </table>						<p>Extra practice Children can use the Magic Words facility to practise Long Ladder and Curly Caterpillar letters.</p>	<p>Extra challenge Children can use Letter-join's lined/high-lighted paper to practise writing LL and CC letters.</p>
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Letter Families

Learning outcomes:

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- To be able to distinguish between the letters in each letter family.
- To be able to write the letters correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
11	<ul style="list-style-type: none"> • Display Letter Families One-armed Robot Letters page - b, h, k, m, p and r - which are the letters of the alphabet with an 'arm'. • Revisit correct orientation of the letters using Letter Families animations. • Invite children to trace letters on the IWB or tablets. • Practise the letters using a variety of classroom resources. 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's A4 poster showing the One-armed Robot Letters. Letter-join's b, h, k, m, p and r animations on IWB. Wipe boards, mini blackboards, sensory trays.	Can the children name the One-armed Robot Letters? Can they form the letters on a large scale?	
12	<ul style="list-style-type: none"> • Use the Letter Families page showing the One-armed Robot Letters - b, h, k, m, p and r. • Revisit correct orientation of the letters using Letter Families animations. • Reinforce sitting position and pencil grip. • Practice writing the One-armed Robot letters on Letter-join's large worksheets. 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's A4 poster showing the One-armed Robot Letters. Letter-join's b, h, k, m, p and r animations on IWB. One-armed Robot worksheets (large). Handwriting pencils.	Can the children name the One-armed Robot Letters? Can they write each of the letters using a pencil and paper?	
13	<ul style="list-style-type: none"> • Display Letter Families Zig-zag Letters page - v, w, x and z - which are the up and down letters of the alphabet. • Revisit correct orientation of the letters using Letter Families animations. • Invite children to trace letters on the IWB or tablets. • Practise the letters using a variety of classroom resources. 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's A4 poster showing the Zig-zag Letters. Letter-join's v, w, x and z animations on IWB. Wipe boards, mini blackboards, sensory trays.	Can the children name the Zig-zag Letters? Can they form the letters on a large scale?	
14	<ul style="list-style-type: none"> • Use the Letter Families page showing the Zig-zag Letters - v, w, x and z. • Revisit correct orientation of the letters using Letter Families animations. • Reinforce sitting position and pencil grip. • Practice writing the Zig-zag letters on Letter-join's large worksheets. 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's A4 poster showing the Zig-zag Letters. Letter-join's v, w, x and z animations on IWB. Zig-zag letters worksheets (large). Handwriting pencils.	Can the children name the Zig-zag Letters? Can they write each of the letters using a pencil and paper?	
15	<ul style="list-style-type: none"> • Divide the class into 4 groups; each group is one letter family. • Ask the Long Ladder group to come to the front. • With their back to the class, children to take turns to 'air write', above their head, a letter from their 'family'. • The rest of the class can try to guess which letter they are writing. • Repeat for each letter family. 	Teacher explanation. Whole class and group learning.	Letter-join's A4 posters showing the Letter Families (one for each group).	Can the children recognise which letters belong to each family? Can the children distinguish between the letter families?	
Differentiation					
Extra practice Children can use the Magic Words facility to practise One-armed Robot and zig-zag letters.			Extra challenge Children can use Letter-join's lined/high-lighted paper to practise writing OAR and ZZ letters.		



Handwriting Curriculum Map

A, B, C, D and E

Learning outcomes:

- To know that each letter is referred to by its name.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the capital letters A, B, C, D and E correctly using a pencil and paper.
- To recognise the initial capital letters of their names.
- To identify capital letters in a sentence.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
16	Introduce the children to capital letters by displaying Letter-join's Large Letters alphabet. Explain that some words, like our names, need to start with a capital letter. Explain that each capital letter is referred to by its name. Model writing initial capital letters of children's names on IWB. Invite children to trace initial letters of their names using 'Try' facility on IWB. Practise initial letters of their name and surname using a variety of classroom resources.	Whole class teaching (carpet area). Teacher explanation. IWB demonstration and interactivity.	Letter-join's Large Letters: Capital Letters (whole alphabet display). Listen to the letter names on the 'Capital Letters' page. Letter-join's Capital Letter animations and 'Try' facility. Wipe-boards, sensory trays, paper, pencils, crayons.	Do the children know the name of the letter that starts their name? Can they make the shape of this letter? Can they write the letters starting their name and surname on a large scale?	
17	Model writing A, B, C, D and E using Letter-join's animations on the IWB. Explain that each letter is referred to by its name. Ask the children if anyone in the class has a name starting with these letters. Invite these children to trace the letters using the 'Try' facility of Letter-join on the IWB. Practise the letters using a variety of classroom resources.	Whole class teaching with intervention, if needed. IWB demonstration and interactivity. Individual task.	Letter-join's A, B, C, D and E letters on IWB and tablets (as Lesson 1: Capitals). Wipe-boards, sensory trays, mini-blackboards, paper and pencils or crayons.	Do the children know the names of the letters A, B, C, D and E? Can they distinguish between the letters? Can they make the shape of each letter?	
18	Reinforce sitting position and pencil grip. Repeat A, B, C, D and E letter animations. Practise writing A, B, C, D and E on Letter-join's practice worksheets (print large size).	Whole class teaching. Individual task.	A, B, C, D and E letters on IWB (as Lesson 1: Capitals). Letter-join's A, B, C, D and E practice worksheets. Handwriting pencils.	Can the children sit correctly and hold a pencil correctly? Can the children write each of the letters using a pencil and paper?	
19	Use Letter-join's Word Animator to model capital letters in children's names, school name, familiar places, etc. Invite children to suggest examples of words where capital letters are used. Practise the letters A, B, C, D and E on Find the Capital Letters 1 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator. Letter-join's Find the Capital Letters 1 worksheet.	Can the children identify capital letters? Can they write capital letters correctly in a sentence?	
20	Explain to the children that a sentence always starts with a capital letter. Use Letter-join's Word Processor to model sentences without capital letters. Invite children to suggest where capital letters are required. Practise writing the letters A, B, C, D and E on Letter-join's Add the Capital Letters 1 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's A4 handout Capital Letters. Letter-join's Word Processor. Letter-join's Add the Capital Letters 1 worksheet.	Can the children write each sentence using a pencil and paper? Can they use capital letters correctly to begin a sentence?	
<p>Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.</p>		<p>Differentiation Please see page 15, 'Differentiation for Capital Letters' for options.</p>			



Handwriting Curriculum Map

F, G, H, I and J

Learning outcomes:

- To know that each letter is referred to by its name.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the capital letters F, G, H, I and J correctly using a pencil and paper.
- To recognise the initial capital letters of their names.
- To identify capital letters in a sentence.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
21	Model writing F, G, H, I and J using Letter-join's animations on the IWB. Explain that each letter is referred to by its name. Ask children if anyone in the class has a name starting with these letters. Invite these children to trace the letters using the 'Try' facility of Letter-join on the IWB. Practise the letters using a variety of classroom resources.	Whole class teaching with intervention, if needed. IWB demonstration and interactivity. Individual task.	Letter-join's F, G, H, I and J letters on IWB and tablets (as Lesson 1: Capitals). Wipe-boards, sensory trays, mini-blackboards, paper and pencils or crayons.	Do the children know the names of the letters F, G, H, I and J? Can they distinguish between the letters? Can they make the shape of each letter?	
22	Reinforce sitting position and pencil grip. Repeat F, G, H, I and J letter animations. Practise writing the letters F, G, H, I and J on Letter-join's practice worksheets (print large size).	Whole class teaching with intervention if needed. Individual task.	F, G, H, I and J letters on IWB (as Lesson 1: Capitals). Letter-join's practice worksheets for F, G, H, I and J letters. Handwriting pencils.	Can the children sit correctly and hold a pencil correctly? Can the children write each of the letters using a pencil and paper?	
23	Use Letter-join's Word Animator to model capital letters in children's names, school name, familiar places, etc. Invite children to suggest words where capital letters are used. Practise F, G, H, I and J on Find the Capital Letters 2 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator. Letter-join's Find the Capital Letters 2 worksheet.	Can the children identify capital letters? Can they write capital letters correctly in a sentence?	
24	Remind the children that a sentence always starts with a capital letter. Use Letter-join's Word Processor to model sentences without capital letters. Invite children to suggest where capital letters are required. Practise writing F, G, H, I and J on Letter-join's Add the Capital Letters 2 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's A4 handout Capital Letters. Letter-join's Word Processor. Letter-join's Add the Capital Letters 2 worksheet.	Can the children write each sentence using a pencil and paper? Can they use capital letters correctly to begin a sentence?	
25	Repeat all Capital Letters animations introduced so far. Use a variety of classroom resources to practise all letters. Practise recognition of capital letters using Letter-join's Word Search: A-L. Use the Word Animator to make a word bank of the children's names to Practise writing on lined paper.	Whole class teaching (carpet area). Class discussion. Individual task.	Letter-join's Capital Letters on IWB and tablets. Wipe-boards, sensory trays, mini-blackboards, paper and pencils or crayons. Letter-join's Word Search: A-L.	Are the children secure in forming Capital Letters learnt so far? Can they recognise words written in capital letters?	

Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.

Differentiation

Please see page 15, 'Differentiation for Capital Letters' for options.



Handwriting Curriculum Map

K, L, M, N and O

Learning outcomes:

- To know that each letter is referred to by its name.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the capital letters F, G, H, I and J correctly using a pencil and paper.
- To recognise the initial capital letters of their names.
- To identify capital letters in a sentence.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
26	Model writing K, L, M, N, and O using Letter-join's animations on the IWB. Explain that each letter is referred to by its name. Ask the children if anyone in the class has a name starting with these letters. Invite these children to trace the letters using the 'Try' facility of Letter-join on the IWB. Practise the letters using a variety of classroom resources.	Whole class teaching with intervention, if needed. IWB demonstration and interactivity. Individual task.	Letter-join's K, L, M, N, and O letters on IWB and tablets (as Lesson 1: Capitals). Wipe-boards, sensory trays, mini-blackboards, paper and pencils or crayons.	Do the children know the names of the letters K, L, M, N, and O? Can they distinguish between the letters? Can they make the shape of each letter?	
27	Reinforce sitting position and pencil grip. Repeat K, L, M, N, and O letter animations. Practise writing the letters K, L, M, N, and O on Letter-join's practice (print large size).	Whole class teaching with intervention if needed. Individual task.	K, L, M, N, and O letters on IWB (as Lesson 1: Capitals). Letter-join's practice worksheets for K, L, M, N, and O letters. Handwriting pencils.	Can the children sit correctly and hold a pencil correctly? Can the children write each of the letters using a pencil and paper?	
28	Use Letter-join's Word Animator to model capital letters in children's names, school name, familiar places, etc. Invite children to suggest examples of words where capital letters are used. Practise K, L, M, N, and O on Find the Capital Letters 3 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator. Letter-join's Find the Capital Letters 3 worksheet.	Can the children identify capital letters? Can they write capital letters correctly in a sentence?	
29	Remind the children that a sentence always starts with a capital letter. Use Letter-join's Word Processor to model sentences without capital letters. Invite children to suggest where capital letters are required. Practise writing K, L, M, N, and O on Letter-join's Add the Capital Letters 3 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's A4 handout Capital Letters. Letter-join's Word Processor. Letter-join's Add the Capital Letters 3 worksheet.	Can the children write each sentence using a pencil and paper? Can they use capital letters correctly to begin a sentence?	
30	Repeat all Capital Letters animations introduced so far. Use a variety of classroom resources to practise all letters. Practise recognition of capital letters using Letter-join's Word Search: A-R. Use the Word Animator to make a word bank of the children's names to Practise writing on lined paper.	Whole class teaching (carpet work). Class discussion. Individual task.	Letter-join's Capital Letters on IWB and tablets. Wipe-boards, sensory trays, mini-blackboards, paper and pencils or crayons. Letter-join's Word Search: A-R. Letter-join's Word Animator.	Are the children secure in forming Capital Letters learnt so far? Can they recognise words written in capital letters? Can they write their name starting with a capital letter?	

Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.

Differentiation

Please see page 15, 'Differentiation for Capital Letters' for options.



Handwriting Curriculum Map

P, Q, R, S and T

Learning outcomes:

- To know that each letter is referred to by its name.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the capital letters P, Q, R, S and T correctly using a pencil and paper.
- To recognise the initial capital letters of their names.
- To identify capital letters in a sentence.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
31	Model writing P, Q, R, S and T using Letter-join's animations on the IWB. Explain that each letter is referred to by its name. Ask the children if anyone in the class has a name starting with these letters. Invite these children to trace the letters using the 'Try' facility of Letter-join on the IWB. Practise the letters using a variety of classroom resources.	Whole class teaching with intervention, if needed. IWB demonstration and interactivity. Individual task.	Letter-join's P, Q, R, S and T letters on IWB and tablets (as Lesson 1: Capitals). Wipe-boards, sensory trays, mini-blackboards, paper and pencils or crayons.	Do the children know the names of the letters P, Q, R, S and T? Can they distinguish between the letters? Can they make the shape of each letter?	
32	Reinforce sitting position and pencil grip. Repeat P, Q, R, S and T letter animations. Practise writing the letters P, Q, R, S and T on Letter-join's practice worksheets (print large size).	Whole class teaching with intervention if needed. Individual task.	P, Q, R, S and T letters on IWB (as Lesson 1: Capitals). Letter-join's practice worksheets for P, Q, R, S and T letters. Handwriting pencils.	Can the children sit correctly and hold a pencil correctly? Can the children write each of the letters using a pencil and paper?	
33	Use Letter-join's Word Animator to model capital letters in children's names, school name, familiar places, etc. Invite children to suggest examples of words where capital letters are used. Practise P, Q, R, S and T on Find the Capital Letters 4 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator. Letter-join's Find the Capital Letters 4 worksheet.	Can the children identify capital letters? Can they write capital letters correctly in a sentence?	
34	Remind the children that a sentence always starts with a capital letter. Use Letter-join's Word Processor to model sentences without capital letters. Invite children to suggest where capital letters are required. Practise writing P, Q, R, S and T on Letter-join's Add the Capital Letters 4 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's A4 handout Capital Letters. Letter-join's Word Processor. Letter-join's Add the Capital Letters 4 worksheet.	Can the children write each sentence using a pencil and paper? Can they use capital letters correctly to begin a sentence?	
35	Repeat all Capital Letters animations introduced so far. Use a variety of classroom resources to practise all letters. Practise recognition of capital letters using Letter-join's Word Search: A-X. Use the Word Animator to make a word bank of the children's names to Practise writing on lined paper.	Whole class teaching (carpet area). Class discussion. Individual task.	Letter-join's Capital Letters on IWB and tablets. Wipe-boards, sensory trays, mini-blackboards, paper and pencils or crayons. Letter-join's Word Search: A-X. Letter-join's Word Animator.	Are the children secure in forming Capital Letters learnt so far? Can they recognise words written in capital letters? Can they write their name starting with a capital letter?	

Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.

Differentiation

Please see page 15, 'Differentiation for Capital Letters' for options.



Handwriting Curriculum Map

U, V, W, X, Y and Z

Learning outcomes:

- To know that each letter is referred to by its name.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the capital letters U, V, W, X, Y and Z correctly using a pencil and paper.
- To recognise the initial capital letters of their names.
- To identify capital letters in a sentence.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
36	Model the writing of U, V, W, X, Y and Z with Letter-join's animations on IWB. Explain that each letter is referred to by its name. Ask the children if anyone in the class has a name starting with these letters. Invite these children to trace the letters using the 'Try' facility of Letter-join on the IWB. Practise the letters using a variety of classroom resources.	Whole class teaching with intervention, if needed. IWB demonstration and interactivity. Individual task.	Letter-join's U, V, W, X, Y and Z letters on IWB and tablets (as Lesson 1: Capitals). Wipe-boards, sensory trays, mini-blackboards, paper and pencils or crayons.	Do the children know the names of the letters U, V, W, X, Y and Z? Can they distinguish between the letters? Can they make the shape of each letter?	
37	Reinforce sitting position and pencil grip. Repeat U, V, W, X, Y and Z letter animations. Practise writing the letters U, V, W, X, Y and Z on Letter-join's practice worksheets (print large size).	Whole class teaching with intervention if needed. Individual task.	U, V, W, X, Y and Z letters on IWB (as Lesson 1: Capitals). Letter-join's practice worksheets for U, V, W, X, Y and Z letters. Handwriting pencils.	Can the children sit correctly and hold a pencil correctly? Can the children write each of the letters using a pencil and paper?	
38	Use Letter-join's Word Animator to model capital letters in children's names, school name, familiar places, etc. Invite children to suggest examples of words where capital letters are used. Practise U, V, W, X, Y and Z on Find the Capital Letters 5 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator. Letter-join's Find the Capital Letters 5 worksheet.	Can the children identify capital letters? Can they write capital letters correctly in a sentence?	
39	Remind the children that a sentence always starts with a capital letter. Use Letter-join's Word Processor to model sentences without capital letters. Invite children to suggest where capital letters are required. Practise writing U, V, W, X, Y and Z on Letter-join's Add the Capital Letters 5 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's A4 handout Capital Letters. Letter-join's Word Processor. Letter-join's Add the Capital Letters 5 worksheet.	Can the children write each sentence using a pencil and paper? Can they use capital letters correctly to begin a sentence?	
40	Reinforce sitting position and pencil grip. Explain that as well as being used in word searches, capital letters are also used to fill in crossword puzzles. Practise recognition of capital letters using Letter-join's Word Search: A-Z. Practise writing whole words in capitals using Letter-join's Crossword.	Teacher explanation. Individual task.	A4 Alphabet Handout: Capital Letters. Letter-join A-Z Word Search. Letter-join Crossword. Handwriting pencils.	Can the children recognise words written in capital letters? Can they write whole words in capital letters to fill in a crossword?	

Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.

Differentiation

Please see page 15, 'Differentiation for Capital Letters for options.



Handwriting Curriculum Map

Lessons 41 to 45: Printed Letters



a b c d and e

Learning outcomes:

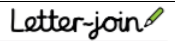
- To know that each letter is referred to as a sound.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the printed letters a, b, c, d, and e correctly.
- To explore some of the uses of printed letters.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
41	Introduce the children to printed letters by displaying Letter-join's printed letters on screen. Explain that sometimes we need to use printed letters, for example when filling in forms, labelling diagrams or writing an address or email address. Model the writing of the printed letters with Letter-join's animations on IWB. Encourage children to 'air-write' the letters as they are being animated. Invite children to trace letters using the 'Try' facility of Letter-join on IWB.	Whole class teaching (carpet area). Teacher explanation. IWB demonstration and interactivity.	Letter-join's Printed Letters (whole alphabet display on screen). Letter-join's Printed Letter animations and 'Try' facility on IWB.	Can the children make the shape of each letter? Can they name some uses for printed letters?	
42	Explain that each letter is referred to by its sound. Model the writing of the printed letters a, b, c, d and e with Letter-join's animations on the IWB. Encourage children to 'air-write' the letters as they are being animated. Invite children to trace letters using the 'Try' facility of Letter-join on IWB. Practise the letters using a variety of classroom resources.	Whole class teaching (carpet area). Teacher explanation. IWB demonstration and interactivity.	Display Letter-join's 'Printed Letters' page and select the 'Listen' button to hear the sound of each letter. a, b, c, d and e printed letters on IWB. Wipe-boards, mini blackboards, paper and pencils or crayons etc.	Do the children know the sounds of the letters a, b, c, d and e? Can they distinguish between the letters? Can they make the shape of each letter?	
43	Reinforce sitting position and pencil grip. Repeat a, b, c, d and e printed letter animations. Practise writing the printed letters a, b, c, d and e on Letter-join's practice worksheets (print large size).	Whole class teaching with intervention if needed. Individual task.	a, b, c, d and e printed letters on IWB. Letter-join's worksheets for a, b, c, d and e printed letters. Handwriting pencils.	Can the children write each of the letters using a pencil and paper?	
44	Print Letter-join's Large Letters in printed, joined-up and capital letters. In groups, children to make sets of printed, joined-up and capital letters a, b, c, d and e (eg. a, b, c, d, e, A, B, C, D, E). Practise the different ways to write words with Letter-join's Capitals, Printed and Joined-up Words: 1 worksheet.	Whole class teaching. Group and individual task.	Letter-join's Large Letters a, b, c, d and e in printed, joined-up and capital letters. Letter-join's Capitals, Printed and Joined-up Words: 1 worksheet. Handwriting pencils.	Can the children group printed, joined-up and capital letters? Can they write printed, joined-up and capital letters in the correct groups?	
45	Repeat a, b, c, d and e printed Letters animations. Practise all letters using a variety of classroom resources. Use printed letters, instead of numbers, to label pictures in a list with Letter-join's Printed Letter Practice: 1 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	a, b, c, d and e printed letters on IWB. Wipe-boards, mini blackboards, paper and pencils or crayons etc. Letter-join's Printed Letter Practice: 1 worksheet. Handwriting pencils.	Can the children make the shape of each letter? Can they write printed letters in a list?	
<p>Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.</p>		<p>Differentiation Please see page 22, 'Differentiation for Printed Letters' for options.</p>			



Handwriting Curriculum Map

Lessons 46 to 50: Printed Letters



f g h i and j

Learning outcomes:

- To know that each letter is referred to as a sound.
- To form the printed letters f, g, h, i and j correctly.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To explore some of the uses of printed letters.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
46	Explain that each letter is referred to by its sound. Model the writing of the printed letters f, g, h, i and j with Letter-join's animations on the IWB. Encourage children to 'air-write' the letters as they are being animated. Invite children to trace letters using the 'Try' facility of Letter-join on IWB.	Whole class teaching (carpet area). Teacher explanation. IWB demonstration and interactivity.	Display Letter-join's 'Printed Letters' page and select the 'Listen' button to hear the sound of each letter. f, g, h, i and j printed letters on IWB. Wipe-boards, mini blackboards, paper and pencils or crayons etc.	Do the children know the sounds of the letters f, g, h, i and j? Can they distinguish between the letters? Can they make the shape of each letter?	
47	Reinforce sitting position and pencil grip. Repeat f, g, h, i and j printed letter animations. Practise writing the printed letters f, g, h, i and j on Letter-join's practice worksheets (print large size).	Whole class teaching with intervention if needed. Individual task.	f, g, h, i and j printed letters on IWB. Letter-join's worksheets for f, g, h, i and j printed letters. Handwriting pencils.	Can the children write each of the letters using a pencil and paper?	
48	Print Letter-join's Large Letters in printed, joined-up and capital letters. In groups, children to make sets of printed, joined-up and capital letters f, g, h, i and j (eg. a A). Practise the different ways to write words with Letter-join's Capitals, Printed and Joined-up Words: 2 worksheet.	Whole class teaching. Group and individual task.	Letter-join's Large Letters f, g, h, i and j in printed, joined-up and capital letters. Letter-join's Capitals, Printed and Joined-up Words: 2 worksheet. Handwriting pencils.	Can the children group printed, joined-up and capital letters? Can they write printed, joined-up and capital letters in the correct groups?	
49	Repeat f, g, h, i and j printed Letters animations. Practise all letters using a variety of classroom resources. Use printed letters, instead of numbers, to label pictures in a list with Letter-join's Printed Letter Practice: 2 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	f, g, h, i and j printed letters on IWB. Wipe-boards, mini blackboards, paper and pencils or crayons etc. Letter-join's Printed Letter Practice: 2 worksheet. Handwriting pencils.	Can the children group printed, joined-up and capital letters? Can they write printed, joined-up and capital letters in the correct groups?	
50	Reinforce sitting position and pencil grip. Display the Printed Letters page on the IWB. Explain that sometimes, like when labelling a diagram, we need to use printed letters. Practise writing printed letters by completing Letter-join's 'Shapes' and 'Colour Wheel' worksheets.	Whole class teaching. Teacher explanation. Individual task.	Letter-join's Printed Letter handouts. Printed Letters on IWB. Letter-join's 'Shapes' and 'Colour Wheel' worksheets. Handwriting pencils.	Can the children make the shape of each letter? Can they write printed letters in a list?	

Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.

Differentiation

Please see page 22, 'Differentiation for Printed Letters' for options.



Handwriting Curriculum Map

k l m n and o

Learning outcomes:

- To know that each letter is referred to as a sound.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the printed letters k, l, m, n and o correctly.
- To explore some of the uses of printed letters.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
51	Explain that each letter is referred to by its sound. Model the writing of the letters k, l, m, n and o with Letter-join's animations on the IWB. Encourage children to 'air-write' the letters as they are being animated. Invite children to trace letters using the 'Try' facility of Letter-join on IWB.	Whole class teaching (carpet area). Teacher explanation. IWB demonstration and interactivity.	Display Letter-join's 'Printed Letters' page and select the 'Listen' button to hear the sound of each letter. k, l, m, n and o printed letters on IWB. Wipe-boards, mini blackboards, paper and pencils or crayons etc.	Do the children know the sounds of the letters k, l, m, n and o? Can they distinguish between the letters? Can they make the shape of each letter?	
52	Reinforce sitting position and pencil grip. Repeat k, l, m, n and o printed letter animations. Practise writing the printed letters k, l, m, n and o on Letter-join's practice worksheets (print large size).	Whole class teaching with intervention if needed. Individual task.	k, l, m, n and o printed letters on IWB. Letter-join's worksheets for k, l, m, n and o printed letters. Handwriting pencils.	Can the children write each of the letters using a pencil and paper?	
53	Print Letter-join's Large Letters in printed, joined-up and capital letters as used for Lesson 99. In groups, children to make sets of printed, joined-up and capital letters k, l, m, n and o (eg. o a A). Practise the different ways to write words with Letter-join's Capitals, Printed and Joined-up Words: 3 worksheet.	Whole class teaching. Group and individual task.	Letter-join's Large Letters k, l, m, n and o in printed, joined-up and capital letters. Letter-join's Capitals, Printed and Joined-up Words: 3 worksheet. Handwriting pencils.	Can the children group printed, joined-up and capital letters? Can they write printed, joined-up and capital letters in the correct groups?	
54	Repeat k, l, m, n and o printed Letters animations. Practise all letters using a variety of classroom resources. Use printed letters, instead of numbers, to label pictures in a list with Letter-join's Printed Letter Practice: 3 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	k, l, m, n and o printed letters on IWB. Wipe-boards, mini blackboards, paper and pencils or crayons etc. Letter-join's Printed Letter Practice: 3 worksheet. Handwriting pencils.	Can the children group printed, joined-up and capital letters? Can they write printed, joined-up and capital letters in the correct groups?	
55	Reinforce sitting position and pencil grip. Explain that sometimes we need to use a mixture of printed and capital letters, like when we write an address. Practise writing printed and capital letters by completing Letter-join's 'Address Labels' worksheet.	Whole class teaching. Teacher explanation. Individual task.	Letter-join's Printed and Capital letters handouts. Letter-join's Address Labels worksheet. Handwriting pencils.	Can the children make the shape of each letter? Can they write printed and capital letters in an address?	
<p>Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.</p>		<p>Differentiation Please see page 22, 'Differentiation for Printed Letters' for options.</p>			



Handwriting Curriculum Map

p q r s and t

Learning outcomes:

- To know that each letter is referred to as a sound.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the printed letters p, q, r, s and t correctly.
- To explore some of the uses of printed letters.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
56	Explain that each letter is referred to by its sound. Model the writing of the letters p, q, r, s and t with Letter-join's animations on the IWB. Encourage children to 'air-write' the letters as they are being animated. Invite children to trace letters using the 'Try' facility of Letter-join on IWB.	Whole class teaching (carpet area). Teacher explanation. IWB demonstration and interactivity.	Display Letter-join's 'Printed Letters' page and select the 'Listen' button to hear the sound of each letter. Letter-join's p, q, r, s and t animations and 'Try' facility on IWB.	Do the children know the sounds of the letters p, q, r, s and t? Can they distinguish between the letters? Can they make the shape of each letter?	
57	Reinforce sitting position and pencil grip. Repeat p, q, r, s and t letter animations. Practise writing the letters p, q, r, s and t on Letter-join's practice worksheets (print large size).	Whole class teaching with intervention if needed. Individual task.	p, q, r, s and t printed letters on IWB. Letter-join's worksheets for p, q, r, s and t printed letters. Handwriting pencils.	Can the children write each of the letters using a pencil and paper?	
58	Print Letter-join's Large Letters in printed, joined-up and capital letters. In groups, children to make sets of printed, joined-up and capital letters p, q, r, s and t (eg. a a A). Practise grouping printed, joined-up and capital letters and words with Letter-join's Capitals, Printed and Joined-up Words 4 worksheet.	Whole class teaching Group and individual work.	Letter-join's Large Letters p, q, r, s and t in printed, joined-up and capital letters. Letter-join's Capitals, Printed and Joined-up Words: 4 worksheet. Handwriting pencils.	Can the children group printed, joined-up and capital letters? Can they write printed, joined-up and capital letters in the correct groups?	
59	Repeat p, q, r, s and t printed Letters animations. Practise all letters using a variety of classroom resources. Use printed letters, instead of numbers, to label pictures in a list with Letter-join's Printed Letter Practice: 4 worksheet.	Whole class teaching Group and individual work.	p, q, r, s and t printed letters on IWB. Wipe-boards, mini blackboards, paper and pencils or crayons etc. Letter-join's Printed Letter Practice: 4 worksheet. Handwriting pencils.	Can the children group printed, joined-up and capital letters? Can they write printed, joined-up and capital letters in the correct groups?	
60	Reinforce sitting position and pencil grip. Explain that we need to use a mixture of printed and capital letters when we fill in a form. Practise using capital and printed letters to fill in Letter-join's 'Filling in a Form: My Favourite Things' worksheet.	Whole class teaching. Teacher explanation. Individual task.	Letter-join's Printed and Capital Letter handouts. Letter-join's 'Filling in a Form: My Favourite Things' worksheet. Handwriting pencils.	Can the children fill in a form using capital and printed letters correctly?	

Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.

Differentiation

Please see page 22, 'Differentiation for Printed Letters' for options.



Handwriting Curriculum Map

u v w x y and z

Learning outcomes:

- To know that each letter is referred to as a sound.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the printed letters u, v, w, x, y and z correctly.
- To explore some of the uses of printed letters.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
61	Explain that each letter is referred to by its sound. Model the writing of the printed letters u, v, w, x, y and z with Letter-join's animations on the IWB. Encourage children to 'air-write' the letters as they are being animated. Invite children to trace letters using the 'Try' facility of Letter-join on IWB.	Whole class teaching (carpet area). Teacher explanation. IWB demonstration and interactivity.	Display Letter-join's 'Printed Letters' page and select the 'Listen' button to hear the sound of each letter. Letter-join's u, v, w, x, y and z animations and 'Try' facility on IWB.	Do the children know the sounds of the letters u, v, w, x, y and z? Can they distinguish between the letters? Can they make the shape of each letter?	
62	Reinforce sitting position and pencil grip. Repeat u, v, w, x, y and z letter animations. Practise writing the letters u, v, w, x, y and z on Letter-join's practice worksheets (print large size).	Whole class teaching with intervention if needed. Individual task.	u, v, w, x, y and z letters on IWB. Letter-join's practice worksheets for u, v, w, x, y and z letters. Handwriting pencils.	Can the children write each of the letters using a pencil and paper?	
63	Print Letter-join's Large Letters in printed, joined-up and capital letters. In groups, children to make sets of printed, joined-up and capital letters u, v, w, x, y and z (eg. u, v, w, x, y, z). Practise the different ways to write words with Letter-join's Capitals, Printed and Joined-up Words: 5 worksheet.	Whole class teaching. Group and individual work.	Letter-join's Large Letters u, v, w, x, y and z in printed, joined-up and capital letters. Letter-join's Capitals, Printed and Joined-up Words: 5 worksheet. Handwriting pencils.	Can the children group printed, joined-up and capital letters? Can they write printed, joined-up and capital letters in the correct groups?	
64	Repeat u, v, w, x, y and z printed Letters animations. Practise all letters using a variety of classroom resources. Use printed letters, instead of numbers, to label pictures in a list with Letter-join's Printed Letter Practice: 5 worksheet.	Whole class teaching. IWB demonstration and interactivity. Individual task.	u, v, w, x, y and z printed letters on IWB. Wipe-boards, mini blackboards, paper and pencils or crayons etc. Letter-join's Printed Letter Practice: 5 worksheet.	Can the children make the shape of each letter? Can they write printed letters in a list?	
65	Display A4 alphabet handouts for printed, capitals and joined-up letters as a reference for the children. Children to practise different ways to write words using a variety of classroom resources. Practise writing in different ways using Letter-join's Printed, Capital and Joined-up Writing worksheet.	Whole class teaching. Individual task.	A4 alphabet handouts for printed, capitals and joined-up letters. Wipe-boards, mini blackboards, paper and pencils or crayons etc. Letter-join's Printed, Capitals and Joined-up worksheet. Handwriting pencils.	Can the children write printed, capital and joined-up letters correctly?	
<p>Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.</p>		<p>Differentiation Please see page 22, 'Differentiation for Printed Letters' for options.</p>			

Numbers will be taught to be formed correctly following on from EYFS during daily maths and fluency sessions.



Handwriting Curriculum Map

Year Two End points	Opportunities and provision																										
<ul style="list-style-type: none"> Form lower-case cursive letters and capital letters correctly using <i>cursive non-joined script</i> Use correct formation to join diagonal and horizontal letter groups. Form numbers correctly Secure the foundations of a handwriting style which is fast, accurate and efficient using <i>cursive non-joined script and joined diagonal and horizontal letter groups.</i> 	<div style="text-align: right;"><i>Letter-join</i> ✓</div> <p>Lessons 1 to 3</p> <p><i>Letter families, high frequency words and dictation exercises</i></p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> To be able to write Long Ladder letters correctly. To be able to write High Frequency words. To listen to the 'CVC' dictation exercise and write the words correctly. <table border="1" data-bbox="891 587 2168 1082"> <thead> <tr> <th>LESSON</th> <th>Activities</th> <th>Teaching</th> <th>Resources</th> <th>Success Criteria</th> <th>✓</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <ul style="list-style-type: none"> Revisit Long Ladder letters which are the straight letters of the alphabet. Model the correct orientation of letters i, l, t, u, j and y using Letter-join's Letter Families activity on the IWB. Invite children to trace the letters using the Letter Families activity. Reinforce sitting position and pencil grip. Practise writing Long Ladder letters on Letter-join's small worksheets. </td> <td>Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.</td> <td>Letter-join's Letter Families animations for i, l, t, u, j and y. Letter-join's practice worksheets > Letter Families > Long Ladder Letters > Small letters Handwriting pencils.</td> <td>Can the children distinguish between the letters? Can they write each of the letters using a pencil and paper?</td> <td></td> </tr> <tr> <td>2</td> <td> <ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 1 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. </td> <td>Whole class teaching. Teacher explanation. Individual task.</td> <td>Letter-join's High Frequency Words sheet 1. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 1. Handwriting pencils.</td> <td>Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?</td> <td></td> </tr> <tr> <td>3</td> <td> <ul style="list-style-type: none"> Select Easy Dictation Exercises: List of CVC words. Explain to the children that they need to listen to the list of words at normal speed, then listen to them again, one at a time, and write down each word. Listen to the list again and re-write any words missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the words out again neatly. </td> <td>Whole class teaching. Teacher explanation. Individual task.</td> <td>Select Letter-join's Easy Dictation Exercises: List of CVC words and follow the onscreen instructions. Handwriting pencils.</td> <td>Can the children listen to and write the CVC words correctly?</td> <td></td> </tr> </tbody> </table> <div data-bbox="1496 1086 2168 1214"> <p>Differentiation</p> <table border="0"> <tr> <td> <p>Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.</p> </td> <td> <p>Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting.</p> </td> </tr> </table> </div>	LESSON	Activities	Teaching	Resources	Success Criteria	✓	1	<ul style="list-style-type: none"> Revisit Long Ladder letters which are the straight letters of the alphabet. Model the correct orientation of letters i, l, t, u, j and y using Letter-join's Letter Families activity on the IWB. Invite children to trace the letters using the Letter Families activity. Reinforce sitting position and pencil grip. Practise writing Long Ladder letters on Letter-join's small worksheets. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's Letter Families animations for i, l, t, u, j and y. Letter-join's practice worksheets > Letter Families > Long Ladder Letters > Small letters Handwriting pencils.	Can the children distinguish between the letters? Can they write each of the letters using a pencil and paper?		2	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 1 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 1. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 1. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?		3	<ul style="list-style-type: none"> Select Easy Dictation Exercises: List of CVC words. Explain to the children that they need to listen to the list of words at normal speed, then listen to them again, one at a time, and write down each word. Listen to the list again and re-write any words missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the words out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's Easy Dictation Exercises: List of CVC words and follow the onscreen instructions. Handwriting pencils.	Can the children listen to and write the CVC words correctly?		<p>Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.</p>	<p>Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting.</p>
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<p>Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.</p>	<p>Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting.</p>																										



Handwriting Curriculum Map

Letter families, high frequency words and dictation exercises

Learning outcomes:

- To be able to write Curly Caterpillar letters correctly.
- To be able to write High Frequency Words.
- To listen to the 'double digit numbers' dictation exercise and write the numbers correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
4	<ul style="list-style-type: none"> • Revisit Curly Caterpillar letters which are the curved letters of the alphabet. • Model the correct orientation of letters a, c, f, e, s and g using Letter-join's Letter Families Activity on the IWB. • Invite children to trace the letters using the Letter Families activity. • Reinforce sitting position and pencil grip. • Practise writing the letters on Letter-join's small worksheet for Curly Caterpillars. 	Whole class teaching, IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's Letter Families animations for a, c, f, e, s and g. Letter-join's practice worksheets > Letter Families > Curly Caterpillar Letters > Small letters Handwriting pencils.	Can the children distinguish between the letters? Can they write each of the letters using a pencil and paper?	
5	<ul style="list-style-type: none"> • Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. • Reinforce sitting position and pencil grip. • Practise writing the words on page 2 of Letter-join's medium-size High Frequency Words worksheets. • Write sentences using HFWs. 	Whole class teaching, Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 2, Practice worksheets > High frequency words > Lesson Planner HFWs > Page 2. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
6	<ul style="list-style-type: none"> • Select Easy Dictation Exercises: List of double-digit numbers. • Explain to the children that they need to listen to the list of numbers at normal speed, then listen to them again, one at a time, and write down each number. • Listen to the list again and re-write any number missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write the numbers out again neatly. 	Whole class teaching, Teacher explanation. Individual task.	Select Letter-join's Easy Dictation Exercises: List of double-digit numbers and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write double digit numbers correctly?	
Differentiation					
Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.			Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting.		

Letter families, high frequency words and dictation exercises

Learning outcomes:

- To be able to write One Armed Robot letters correctly.
- To be able to write High Frequency Words.
- To listen to the 'easy poem' dictation exercise and write the words correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
7	<ul style="list-style-type: none"> • Revisit One Armed Robot letters which are the letters of the alphabet which have an 'arm'. • Model the correct orientation of letters b, h, k, m, p and r using Letter-join's Letter Families Activity on the IWB. • Invite children to trace the letters using the Letter Families activity. • Reinforce sitting position and pencil grip. • Practise writing the letters on Letter-join's small worksheets for One Armed Robots. 	Whole class teaching, IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's Letter Families animations for b, h, k, m, p and r. Letter-join's practice worksheets > Letter Families > One Armed Robot letters. Handwriting pencils.	Can the children distinguish between the letters? Can they write each of the letters using a pencil and paper?	
8	<ul style="list-style-type: none"> • Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. • Reinforce sitting position and pencil grip. • Practise writing the words on page 3 of Letter-join's medium-size High Frequency Words worksheets. • Write sentences using HFWs. 	Whole class teaching, Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 3, Practice worksheets > High frequency words > Lesson Planner HFWs > Page 3. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
9	<ul style="list-style-type: none"> • Select Easy Dictation Exercises: Easy Poem. • Explain to the children that they need to listen to the poem at normal speed, then listen again, one line at a time, and write down each line. • Listen to the poem again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write the poem out again neatly. 	Whole class teaching, Teacher explanation. Individual task.	Select Letter-join's Easy Dictation Exercises: Easy Poem and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write the poem correctly?	
Differentiation					
Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.			Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting.		



Handwriting Curriculum Map

Letter families, high frequency words and dictation exercises

Learning outcomes:

- To be able to write Zig-zag letters correctly.
- To listen to the 'short phrases' dictation exercise and write the words correctly.
- To be able to write High Frequency words.

LESSON	Activities	Teaching	Resources	Success Criteria	✓		
10	<ul style="list-style-type: none"> Revisit Zig-zag letters which are the up and down letters of the alphabet. Model the correct orientation of letters v, w, x and z using Letter-join's Letter Families Activity on the IWB. Invite children to trace the letters using the Letter Families activity. Reinforce sitting position and pencil grip. Practise writing the letters on Letter-join's practice worksheets for Zig-zags. 	Whole class teaching, IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's Letter Families animations for v, w, x and z. Letter-join's practice worksheets > Letter Families > Zig-zag letters. Handwriting pencils.	Can the children distinguish between the letters? Can they write each of the letters using a pencil and paper?			
11	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 4 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching, Teacher explanation, Individual task.	Letter-join's High Frequency Words sheet 4. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 4. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?			
12	<ul style="list-style-type: none"> Select Harder Dictation Exercises: List of short phrases. Explain to the children that they need to listen to the list at normal speed, then listen again, one phrase at a time, and write down each phrase. Listen to the phrases again and re-write any words missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the phrases out again neatly. 	Whole class teaching, Teacher explanation, Individual task.	Select Letter-join's Harder Dictation Exercises: List of short phrases and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write short phrases correctly?			
Differentiation <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets. </td> <td style="width: 50%; vertical-align: top;"> Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting. </td> </tr> </table>						Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.	Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting.
Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.	Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting.						

Diagonal joins, high frequency words and dictation exercises

Learning outcomes:

- To be able to join letters diagonally.
- To listen to the 'number sentences' dictation exercise and write the words correctly.
- To be able to write High Frequency words.

LESSON	Activities	Teaching	Resources	Success Criteria	✓		
13	<ul style="list-style-type: none"> Introduce the letters of the alphabet which join diagonally using Letter-join's Joining Techniques animations. Invite children to trace the letters using the 'Try' facility of Letter-join on the IWB and their tablets. Reinforce sitting position and pencil grip. Practise diagonal joins with Letter-join's practice worksheet. 	Whole class teaching, IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's Joining Techniques animations: Diagonal Joins Letter-join's Diagonal Join Practice worksheet. Handwriting pencils.	Can the children distinguish between the letters? Can they join letters diagonally using a pencil and paper?			
14	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 5 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching, Teacher explanation, Individual task.	Letter-join's High Frequency Words sheet 5. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 5. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?			
15	<ul style="list-style-type: none"> Select Harder Dictation Exercises: Number sentences. Explain to the children that they need to listen to the number sentences at normal speed, then listen to them one at a time, and write down each number sentence. Listen to the list again and re-write any numbers missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the number sentences out again neatly. 	Whole class teaching, Teacher explanation, Individual task.	Select Letter-join's Harder Dictation Exercises: Number sentences and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write number sentences correctly?			
Differentiation <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Extra Practice Practise diagonal joins by selecting 'Diag joins' from the Word Bank examples menu. </td> <td style="width: 50%; vertical-align: top;"> Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting. </td> </tr> </table>						Extra Practice Practise diagonal joins by selecting 'Diag joins' from the Word Bank examples menu.	Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting.
Extra Practice Practise diagonal joins by selecting 'Diag joins' from the Word Bank examples menu.	Extra Challenge Play Write it Right! to practise correct joins in words and neat handwriting.						




Handwriting Curriculum Map

Horizontal joins, high frequency words and dictation exercises

Learning outcomes:

- To be able to join letters horizontally.
- To be able to write High Frequency words.
- To listen to the 'three verse poem' dictation exercise and write the words correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
16	<ul style="list-style-type: none"> Introduce the letters of the alphabet which join horizontally using Letter-join's Joining Techniques animations. Invite children to trace the letters using the 'Try' facility of Letter-join on the IWB and their tablets. Reinforce sitting position and pencil grip. Practise horizontal joins with Letter-join's practice worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's Joining Techniques animations: Horizontal Joins. Letter-join's Horizontal Join Practice worksheet. Handwriting pencils.	Can the children distinguish between the letters? Can they join letters horizontally using a pencil and paper?	
17	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 6 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 6. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 6. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
18	<ul style="list-style-type: none"> Select Harder Dictation Exercises: A three verse poem. Explain to the children that they need to listen to the poem at normal speed, then listen again, one line at a time, and write down each line. Listen to the poem again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the poem out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's Harder Dictation Exercises: A three-verse poem and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write a three-verse poem correctly?	
Differentiation Extra Practice Practise horizontal joins by selecting 'Hori joins' from the Word Bank examples menu.					
Extra Challenge Play 'Write it Right!' to practise correct joins in words and neat handwriting.					

The letter 'f', high frequency words and sequencing sentences

Learning outcomes:

- To be able to join letters and words to and from the letter 'f'.
- To be able to write High Frequency Words.
- To be able read, order and write a simple sequence of sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
19	<ul style="list-style-type: none"> Explain to the children that they will be focusing on the letter 'f'. Revisit the correct orientation of the letter 'f' using Letter-join's animation on IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB and their tablets. Reinforce sitting position and pencil grip. Practise words joining to and from the letter 'f' with Letter-join's Letter 'f' Practice worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'f' animation and 'Try' facility on IWB and tablets. Letter-join's Letter 'f' Practice worksheet. Handwriting pencils.	Can the children write and join to and from the letter 'f' correctly?	
20	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 7 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 7. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 7. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
21	<ul style="list-style-type: none"> Display page 1 of Sequencing Sentences 1 on IWB. Read each set of sentences with the children. Invite children to read the sentences in the correct order. Children to write sentences in the correct sequence with Page 1 of Letter-join's Sequencing Sentences. 	Whole class teaching. Teacher explanation and interactivity. Individual task.	Page 1 of Letter-join's Sequencing Sentences 1 worksheets. Handwriting pencils.	Can the children read, order and write a simple sequence of sentences?	
Differentiation Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.					
Extra Challenge Ask children to make up alliteration sentences using the letter 'f'.					



Handwriting Curriculum Map

The letter 'k', high frequency words and sequencing sentences

Learning outcomes:

- To be able to join letters and words to and from the letter 'k'.
- To be able to write High Frequency Words.
- To be able read, order and write a simple sequence of sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
22	<ul style="list-style-type: none"> Explain to the children that they will be focusing on the letter 'k'. Revisit the correct orientation of the letter 'k' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB and their tablets. Reinforce sitting position and pencil grip. Practise words joining to and from the letter 'k' with Letter-join's Letter 'k' Practice worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'k' animation and 'Try' facility on IWB and tablets. Letter-join's Letter 'k' Practice 1 worksheet. Handwriting pencils.	Can the children write and join to and from the letter 'k' correctly?	
23	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 8 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 8. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 8. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
24	<ul style="list-style-type: none"> Display page 2 of Sequencing Sentences 1 on IWB. Read each set of sentences with the children. Invite children to read the sentences in the correct order. Children to write sentences in the correct sequence with Page 2 of Letter-join's Sequencing Sentences. 	Whole class teaching. Teacher explanation and interactivity. Individual task.	Page 2 of Letter-join's Sequencing Sentences 1 worksheets. Handwriting pencils.	Can the children read, order and write a simple sequence of sentences?	
		Differentiation			
		Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.	Extra Challenge Use Sequencing Sentences 2, page 1.		

The letter 'b' and 'd', high frequency words and sequencing sentences

Learning outcomes:

- To be able to join letters and words to and from the letters, 'b' and 'd'.
- To be able to write High Frequency Words.
- To be able read, order and write a simple sequence of sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
25	<ul style="list-style-type: none"> Explain to the children that they will be focusing on the letters, 'b' and 'd'. Revisit the correct orientation of the letters 'b' and 'd' using Letter-join's animation on the IWB. Invite children to trace the letters using the 'Try' facility of Letter-join on the IWB and their tablets. Reinforce sitting position and pencil grip. Practise words joining to and from the letters, 'b' and 'd' with Letter-join's Letters 'b' and 'd' Practice worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'b' and 'd' animations and 'Try' facility on IWB and tablets. Letter-join's Letters 'b' and 'd' Practice worksheet. Handwriting pencils.	Can the children write and join to and from the letters 'b' and 'd' correctly?	
26	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 9 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 9. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 9. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
27	<ul style="list-style-type: none"> Display Page 3 of Sequencing Sentences 1 on IWB. Read each set of sentences with the children. Invite children to read the sentences in the correct order. Children to write sentences in the correct sequence with Page 3 of Letter-join's Sequencing Sentences. 	Whole class teaching. Teacher explanation and interactivity. Individual task.	Page 3 of Letter-join's Sequencing Sentences 1 worksheet. Handwriting pencils.	Can the children read, order and write a simple sequence of sentences?	
		Differentiation			
		Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.	Extra Challenge Use Sequencing Sentences 2, page 2.		

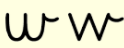


Handwriting Curriculum Map

The letter 'w', high frequency words and sequencing sentences.

Learning outcomes:

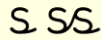
- To be able to join letters and words to and from the letter 'w'.
- To be able to write High Frequency Words.
- To be able read, order and write a simple sequence of sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	
28	<ul style="list-style-type: none"> Explain to the children that they will be focusing on the letter 'w'. Revisit the correct orientation of the letter 'w' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB and their tablets. Reinforce sitting position and pencil grip. Practise words joining to and from the letter 'w' with Letter-join's Letter 'w' Practice worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'w' animation and 'Try' facility on IWB and tablets. Letter-join's Letter 'w' Practice 1 worksheet. Handwriting pencils.	Can the children write and join to and from the letter 'w' correctly?	✓
29	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 10 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 10. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 10. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
30	<ul style="list-style-type: none"> Display Page 4 of Sequencing Sentences 1 on IWB. Read each set of sentences with the children. Invite children to read the sentences in the correct order. Children to write sentences in the correct sequence with Page 4 of Letter-join's Sequencing Sentences. 	Whole class teaching. Teacher explanation and interactivity. Individual task.	Page 4 of Letter-join's Sequencing Sentences 1 worksheet. Handwriting pencils.	Can the children read, order and write a simple sequence of sentences?	
<p>Differentiation</p> <p>Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.</p> <p>Extra Challenge Use Sequencing Sentences 2, page 3.</p>					

The letter 's', high frequency words and word spacing

Learning outcomes:

- To be able to join letters and words to and from the letter 's'.
- To be able to write High Frequency

LESSON	Activities	Teaching	Resources	Success Criteria	
31	<ul style="list-style-type: none"> Explain to the children that they will be focusing on the letter 's'. Revisit the correct orientation of the letter 's' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB and their tablets. Reinforce sitting position and pencil grip. Practise words joining to and from the letter 's' with Letter-join's Letter 's' Practice worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 's' animation and 'Try' facility on IWB and tablets. Letter-join's Letter 's' Practice 1 worksheet. Handwriting pencils.	Can the children write and join to and from the letter 's' correctly?	✓
32	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 11 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 11. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 11. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
33	<ul style="list-style-type: none"> Explain to the class that today's focus is on correct word spacing; the words the children write should be evenly spaced (the size of a lowercase letter 'o') to reflect the size of the letters. Invite children to use Letter-join's online word processor to make up sentences to demonstrate the appropriate spacing between words. Reinforce sitting position and pencil grip. Practice accurate spacing with Letter-join's 'Spaces between words' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual task.	Letter-join's online Word Processor. Letter-join's 'Spaces between words' worksheet. Handwriting pencils.	Can the children use spacing between words that reflects the size of the letters?	
<p>Differentiation</p> <p>Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.</p> <p>Extra Challenge Ask children to make up alliteration sentences using the letter 's'.</p>					



Handwriting Curriculum Map

The letter 'z', and high frequency words

Learning outcomes:

- To be able to join letters and words to and from the letter 'z'.
- To be able to write High Frequency Words.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
34	<ul style="list-style-type: none"> • Explain to the children that they will be focusing on the letter 'z'. • Revisit the correct orientation of the letter 'z' using Letter-join's animation on the IWB. • Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB and their tablets. • Reinforce sitting position and pencil grip. • Practise words joining to and from the letter 'z' with Letter-join's Letter 'z' Practice worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'z' animation and 'Try' facility on IWB and tablets. Letter-join's Letter 'z' Practice 1 worksheet. Handwriting pencils.	Can the children write and join to and from the letter 'z' correctly?	
35	<ul style="list-style-type: none"> • Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. • Reinforce sitting position and pencil grip. • Practise writing the words on page 12 of Letter-join's medium-size High Frequency Words worksheets. • Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 12. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 12. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
36	<ul style="list-style-type: none"> • Explain to the class that they are going to complete some fun activities to help them remember how to write high frequency words (HFW). • Display Letter-join's High Frequency Words template on the IWB. • Select a high frequency word and complete each of the activities with the class. • Children can then work in pairs to complete the activities by choosing their own HFW to write. 	Whole class teaching. IWB demonstration. Individual and paired learning.	Large HFW cards (laminated). Letter-join's High Frequency Words template. Handwriting books/lined paper. Coloured pens/pencils/pastels, etc. Timer/stopwatch. Mini whiteboards and pens.	Can the children write HFWs correctly from memory? Can they join the letters in each HFW correctly?	
Differentiation					
Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.			Extra Challenge Ask children to make up alliteration sentences using the letter 'z'.		

Dictation exercises and high frequency words

Learning outcomes:

- To listen to and write a set of simple sentences correctly.
- To listen to and write a short paragraph correctly.
- To write a selection of high frequency words.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
37	<ul style="list-style-type: none"> • Select KS1 Dictation Exercises: A slippery floor (Sentences 1). • Explain to the children that they need to listen to the sentences at normal speed, then listen again, one at a time, and write down each sentence. • Listen to the sentences again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write the sentences out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS1 Dictation Exercises: A slippery floor (Sentences 1) and follow the onscreen instructions. Handwriting pencils.	Can the children listen to and write the sentences correctly?	
38	<ul style="list-style-type: none"> • Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. • Reinforce sitting position and pencil grip. • Practise writing the words on page 13 of Letter-join's medium-size High Frequency Words worksheets. • Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 13. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 13. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
39	<ul style="list-style-type: none"> • Select KS1 Dictation Exercises: A slippery floor (Paragraph 1). • Explain to the children that they need to listen to the paragraph at normal speed, then listen again, one phrase at a time, and write down each phrase. • Listen to the paragraph again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write the paragraph out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS1 Dictation Exercises: A slippery floor (Paragraph1) and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write the paragraph correctly?	
Differentiation					
Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.			Extra Challenge Select Remember Write KS1 Level 2 from the Fun section to practise spelling and neat handwriting.		

Don't forget Letter-join's warm-up exercises before each lesson.



Handwriting Curriculum Map

Dictation exercises and high frequency words

Learning outcomes:

- To listen to and write simple sentences correctly.
- To write a selection of high frequency words.
- To listen to and write a short paragraph correctly.

Dictation exercises and high frequency words

Learning outcomes:

- To listen to and write simple sentences correctly.
- To write a selection of high frequency words.
- To listen to and write a short paragraph correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
40	<ul style="list-style-type: none"> Select KS1 Dictation Exercises: Bath time! (Sentences 2). Explain to the children that they need to listen to the sentences at normal speed, then listen again, one at a time, and write down each sentence. Listen to the sentences again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the sentences out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS1 Dictation Exercises: Bath time! (Sentences 2) and follow the onscreen instructions. Handwriting pencils.	Can the children listen to and write the sentences correctly?	
41	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 14 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 14. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 14. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
42	<ul style="list-style-type: none"> Select KS1 Dictation Exercises: Bath time! (Paragraph 2). Explain to the children that they need to listen to the paragraph at normal speed, then listen again, one phrase at a time, and write down each phrase. Listen to the paragraph again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the paragraph out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS1 Dictation Exercises: Bath time! (Paragraph 2) and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write the paragraph correctly?	
<i>Don't forget Letter-join's warm-up exercises before each lesson.</i>		<p>Differentiation</p> <p>Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.</p> <p>Extra Challenge Select Remember Write KS1 Level 2 from the Fun section to practise spelling and neat handwriting.</p>			

LESSON	Activities	Teaching	Resources	Success Criteria	✓
43	<ul style="list-style-type: none"> Select KS1 Dictation Exercises: Mum and dog (Sentences 3). Explain to the children that they need to listen to the sentences at normal speed, then listen again, one at a time, and write down each sentence. Listen to the sentences again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the sentences out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS1 Dictation Exercises: Mum and dog (Sentences 3) and follow the onscreen instructions. Handwriting pencils.	Can the children listen to and write the sentences correctly?	
44	<ul style="list-style-type: none"> Explain to the class that it is important to practise writing high frequency words (HFW) as they are the most common words they will use in their reading and writing. Reinforce sitting position and pencil grip. Practise writing the words on page 15 of Letter-join's medium-size High Frequency Words worksheets. Write sentences using HFWs. 	Whole class teaching. Teacher explanation. Individual task.	Letter-join's High Frequency Words sheet 15. Practice worksheets > High frequency words > Lesson Planner HFWs > Page 15. Handwriting pencils.	Can the children write each of the words using a pencil and paper? Can they use a selection of HFW in sentences?	
45	<ul style="list-style-type: none"> Select KS1 Dictation Exercises: Mum and dog (Paragraph 3). Explain to the children that they need to listen to the paragraph at normal speed, then listen again, one phrase at a time, and write down each phrase. Listen to the paragraph again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the paragraph out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS1 Dictation Exercises: Mum and dog (Paragraph 3) and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write the paragraph correctly?	
<i>Don't forget Letter-join's warm-up exercises before each lesson.</i>		<p>Differentiation</p> <p>Extra Practice Create a word bank using Letter-join's Word Animator with the words and letters used in these lessons for children to practise on their tablets.</p> <p>Extra Challenge Select Remember Write KS1 Level 2 from the Fun section to practise spelling and neat handwriting.</p>			

Days 46 – 54 close any gaps to keep up



Handwriting Curriculum Map

KS1 Spelling, Punctuation and Grammar practice

Learning outcomes:

- To identify and join words containing the long 'a' sound correctly.
- To identify and write words which are nouns.
- To identify and write words which are verbs.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
55	<ul style="list-style-type: none"> Introduce the long 'a' sound (a, ay, ei, ai, ey and a-e) using Letter-join's word animator. Write examples of words that contain each sound. Ask the children to think of other words containing these sounds. Invite children to trace the letters and words using the 'Try' facility of Letter-join on the IWB or tablets. Practise joining letters and words containing the long 'a' sound with Letter-join's Long 'a' sound worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated words containing the long 'a' sound. Letter-join's practice worksheet: Long 'a' sound. Handwriting pencils.	Can the children identify the long 'a' sound in words? Can they join letters and words containing the long 'a' sound correctly?	
56	<ul style="list-style-type: none"> Explain to the children that a noun is a naming word. Write examples of nouns on Letter-join's word animator. Ask the children to think of other examples of nouns around the classroom to add to the list. Invite children to trace the words using the 'Try' facility of Letter-join on the IWB or tablets. Practise finding and writing nouns on Letter-join's KS1 Grammar: Nouns worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated nouns. Letter-join's practice worksheet > KS1 Grammar > Nouns. Handwriting pencils	Can the children identify and write the words which are nouns?	
57	<ul style="list-style-type: none"> Explain to the children that a verb is a doing and being word. Write examples of verbs on Letter-join's word animator. Ask the children to think of other examples of verbs to add to the list. Invite children to trace the words using the 'Try' facility of Letter-join on the IWB or tablets. Practise finding and writing verbs on Letter-join's KS1 Grammar: Verbs worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated verbs. Letter-join's practice worksheet > KS1 Grammar > Verbs. Handwriting pencils	Can the children identify and write the words which are verbs?	
Differentiation Please see page 32, 'Differentiation for KS1 SPaG Revision'.					

KS1 Spelling, Punctuation and Grammar practice

Learning outcomes:

- To identify and join words containing the long 'e' sound correctly.
- To know when to use capital letters.
- To identify and write words which are adjectives.
- To be able to write capital letters correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
58	<ul style="list-style-type: none"> Introduce the long 'e' sound (e, ee, ea, y, ey and e-e) using Letter-join's word animator. Write examples of words that contain each sound. Ask the children to think of other words containing these sounds. Invite children to trace the letters and words using the 'Try' facility of Letter-join on the IWB or tablets. Practise joining letters and words containing the long 'e' sound with Letter-join's Long 'e' sound worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated words containing the long 'e' sound. Letter-join's practice worksheet: Long 'e' sound. Handwriting pencils.	Can the children identify the long 'e' sound in words? Can they join letters and words containing the long 'e' sound correctly?	
59	<ul style="list-style-type: none"> Display Letter-join's Capital Letters page. Revisit correct orientation of capital letters using Letter-join's animations on IWB or tablets. Invite children to trace the letters and words using the 'Try' facility of Letter-join on the IWB or tablets. Discuss the uses of capital letters in our writing: to begin a sentence, names of people, pets and places, etc. Practice using capital letters correctly in sentences with Letter-join's KS1 Capital letters worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's capital letters animations and 'Try' facility on IWB and tablets. Letter-join's KS1 practice worksheet: Capital letters. Handwriting pencils.	Do the children know when to use capital letters? Can they write capital letters correctly?	
60	<ul style="list-style-type: none"> Explain to the children that an adjective is a word that describes a noun. Write examples of adjectives on Letter-join's word animator. Ask the children to think of more examples of adjectives to add to the list. Invite children to trace the words using the 'Try' facility of Letter-join on the IWB or tablets. Practise finding and writing adjectives on Letter-join's KS1 Grammar: Adjectives worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated adjectives. Letter-join's practice worksheet > KS1 Grammar > Adjectives. Handwriting pencils. Handwriting paper/book.	Can the children identify and write the words which are adjectives?	
Differentiation Please see page 32, 'Differentiation for KS1 SPaG Revision'.					



Handwriting Curriculum Map

KS1 Spelling, Punctuation and Grammar practice

Learning outcomes:

- To identify and join words containing the long 'i' sound correctly.
- To know when to use commas in a list.
- To identify and write words which are adverbs.
- To be able to write commas correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
61	<ul style="list-style-type: none"> Introduce the long 'i' sound (i, y, igh, ie and i-e) using Letter-join's word animator. Write examples of words that contain each sound. Ask the children to think of other words containing these sounds. Invite children to trace the letters and words using the 'Try' facility of Letter-join on the IWB or tablets. Practise joining letters and words containing the long 'i' sound with Letter-join's Long 'i' sound worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated words containing the long 'i' sound. Letter-join's practice worksheet: Long 'i' sound. Handwriting pencils.	Can the children identify the long 'i' sound in words? Can they join letters and words containing the long 'i' sound correctly?	
62	<ul style="list-style-type: none"> Display Letter-join's Punctuation Marks page. Revisit correct orientation of commas using Letter-join's animations on IWB or tablets. Invite children to trace the comma using the 'Try' facility of Letter-join on the IWB or tablets. Discuss the use of commas to separate items in a list. Practice using commas correctly in sentences with Letter-join's KS1 Commas worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Punctuation Marks: comma animation and 'Try' facility on IWB and tablets. Letter-join's KS1 practice worksheet: Commas. Handwriting pencils.	Do the children know when to use commas in a list? Can they write commas correctly?	
63	<ul style="list-style-type: none"> Explain to the children that an adverb is a word that describes a verb. Write examples of adverbs on Letter-join's word animator. Ask the children to think of other examples of adverbs to add to the list. Invite children to trace the words using the 'Try' facility of Letter-join on the IWB or tablets. Practise finding and writing adverbs on Letter-join's KS1 Grammar: Adverbs worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated adverbs. Letter-join's practice worksheet > KS1 Grammar > Adverbs. Handwriting pencils. Handwriting paper/book.	Can the children identify and write the words which are adverbs?	
Differentiation Please see page 32, 'Differentiation for KS1 SPaG Revision'.					

KS1 Spelling, Punctuation and Grammar practice

Learning outcomes:

- To identify and join words containing the long 'o' sound correctly.
- To know when to use apostrophes for missing letters.
- To be able to use the appropriate verb tense in a sentence.
- To be able to write apostrophes correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
64	<ul style="list-style-type: none"> Introduce the long 'o' sound (o, oa, ow, oe and o-e) using Letter-join's Word Animator. Write examples of words that contain each sound. Ask the children to think of other words containing these sounds. Invite children to trace the letters and words using the 'Try' facility of Letter-join on the IWB or tablets. Practise joining letters and words containing the long 'o' sound with Letter-join's Long 'o' sound worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated words containing the long 'o' sound. Letter-join's practice worksheet: Long 'o' sound. Handwriting pencils.	Can the children identify the long 'o' sound in words? Can they join letters and words containing the long 'o' sound correctly?	
65	<ul style="list-style-type: none"> Display Letter-join's Punctuation Marks page. Revisit correct orientation of apostrophes using Letter-join's animation on IWB or tablets. Invite children to trace the apostrophe using the 'Try' facility of Letter-join on the IWB or tablets. Explain to the children that one use for apostrophes is to show missing letters when two words are shortened to one. Write examples of words using apostrophes to show missing letters with Letter-join's word animator. Practice using apostrophes with Letter-join's KS1 Apostrophes 1 worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's apostrophe animation and 'Try' facility on IWB and tablets. Letter-join's Word Animator: create your own list of animated words using apostrophes. Letter-join's KS1 practice worksheet: Apostrophes 1. Handwriting pencils.	Do the children know when to use apostrophes for missing letters? Can they write apostrophes correctly?	
66	<ul style="list-style-type: none"> Explain to the children that when writing verbs in sentences we need to use the right tense so that we know when an action takes place. Write examples of verbs in past, present and future tenses on Letter-join's word animator. Ask the children to think of other examples of verbs in each tense to add to the list. Invite children to trace the words using the 'Try' facility of Letter-join on the IWB or tablets. Practise writing verbs in the correct tense on Letter-join's KS1 Grammar: Verb tenses worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated verb tenses. Letter-join's practice worksheet > KS1 Grammar > Verb tenses. Handwriting pencils. Handwriting paper/book.	Can the children write the different verb tenses correctly in sentences?	
Differentiation Please see page 32, 'Differentiation for KS1 SPaG Revision'.					



Handwriting Curriculum Map

KS1 Spelling, Punctuation and Grammar practice

Learning outcomes:

- To identify and join words containing the long 'u' sound correctly.
- To be able to write apostrophes correctly.
- To know when to use apostrophes to show possession.
- To be able to use conjunctions correctly in a sentence.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
67	<ul style="list-style-type: none"> Introduce the long 'u' sound (u, ue, ew, oo, oe and u-e) using Letter-join's word animator. Write examples of words that contain each sound. Ask the children to think of other words containing these sounds. Invite children to trace the letters and words using the 'Try' facility of Letter-join on the IWB or tablets. Practise joining letters and words containing the long 'u' sound with Letter-join's Long 'u' sound worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated words containing the long 'u' sound. Letter-join's practice worksheet: Long 'u' sound. Handwriting pencils.	Can the children identify the long 'u' sound in words? Can they join letters and words containing the long 'u' sound correctly?	
68	<ul style="list-style-type: none"> Display Letter-join's Punctuation Marks page. Revisit correct orientation of apostrophes using Letter-join's animation on IWB or tablets. Invite children to trace the apostrophe using the 'Try' facility of Letter-join on the IWB or tablets. Explain to the children that the other use for apostrophes is to show possession. Ask the children to think of sentences where apostrophes are used to show possession. Practice using apostrophes to show possession with Letter-join's KS1 Apostrophes 2 worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's apostrophe animation and 'Try' facility on IWB and tablets. Letter-join's KS1 practice worksheet: Apostrophes 2 Handwriting pencils.	Do the children know when to use apostrophes to show possession? Can they write apostrophes correctly?	
69	<ul style="list-style-type: none"> Explain to the children that conjunctions are words used to join two sentences together (and, but, because). Write examples of conjunctions on Letter-join's word animator. Ask the children to think of sentences using these conjunctions. Invite children to trace the words using the 'Try' facility of Letter-join on the IWB or tablets. Practise using conjunctions with Letter-join's KS1 Grammar: Joining Words worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated conjunctions. Letter-join's practice worksheet > KS1 Grammar > Joining Words. Handwriting pencils. Handwriting paperbook.	Can the children use conjunctions correctly in sentences?	
Differentiation Please see page 32, 'Differentiation for KS1 SPaG Revision'.					

KS1 Grammar and Punctuation

Learning outcomes:

- To be able to use prepositions correctly in a sentence.
- To know when to use speech marks.
- To use appropriate punctuation at the end of a speech sentence.
- To know the vowels and their sounds.
- To be able to use the correct article before a noun.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
70	<ul style="list-style-type: none"> Explain to the children that a preposition is a word that tells us where something is. Write examples of prepositions on Letter-join's word animator. Ask the children to think of sentences using these prepositions. Invite children to trace the words using the 'Try' facility of Letter-join on the IWB or tablets. Practise writing prepositions correctly in sentences with Letter-join's KS1 Grammar: Prepositions – Where is it? worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Word Animator: create your own list of animated preposition words. Letter-join's practice worksheet > KS1 Grammar > Prepositions-Where is it? worksheet. Handwriting pencils.	Can the children use prepositions correctly in a sentence?	
71	<ul style="list-style-type: none"> Display Letter-join's Punctuation Marks page. Revisit correct orientation of speech marks, commas, exclamation and question marks using Letter-join's animation on IWB or tablets. Invite children to trace these punctuation marks using the 'Try' facility of Letter-join on the IWB or tablets. Explain to the children that speech marks go around the bits of a sentence that is being spoken and a comma, exclamation or question mark is needed before they close. Practice using speech marks with Letter-join's KS1 Speech marks worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Punctuation Marks animations and 'Try' facility on IWB and tablets. Letter-join's KS1 practice worksheet: Speech marks. Handwriting pencils.	Do the children know when to use speech marks? Can they use appropriate punctuation at the end of a speech sentence?	
72	<ul style="list-style-type: none"> Explain to the children that articles (a and an) are used before a noun. Check that the children know the vowels (a, e, i, o, u) by listening to their sounds on Letter-join's Printed Letters page. Invite children to think of words beginning with each letter. Explain that we write 'an' before words starting with a vowel and 'a' before words starting with other letters. Practise writing the correct article before a noun with Letter-join's KS1 Grammar: a or an? worksheet. 	Whole class teaching. Teacher explanation. IWB demonstration and interactivity. Individual task.	Letter-join's Printed Letters page. Letter-join's practice worksheet > KS1 Grammar > a or an?. Handwriting pencils. Handwriting paperbook.	Can the children say the vowel sounds? Can they use the correct article in front of a noun?	
Differentiation Please see page 32, 'Differentiation for KS1 SPaG Revision'.					

Days 73 – 84 close any gaps to keep up



Handwriting Curriculum Map

Dictation exercises and digraphs

Learning outcomes:

- To listen to and write simple sentences correctly.
- To join common digraphs correctly.
- To order words correctly in a simple sentence.
- To listen to and write a short paragraph correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
85	<ul style="list-style-type: none"> Select KS1 Dictation Exercises: The school play (Sentences 11) Explain to the children that they need to listen to the sentences at normal speed, then listen again, one at a time, and write down each sentence. Listen to the sentences again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the sentences out again neatly 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS1 Dictation Exercises: The school play (Sentences 11) and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write the sentences correctly?	
86	<ul style="list-style-type: none"> Revisit the following digraphs in Phonics phases 2-4: ff, nd, nk, th, sh, mp. Invite children to practise tracing the digraphs on IWB or tablets. Display Letter-join's Jumbled Phonics worksheet on the IWB. Invite children to read the jumbled sentences and suggest the correct word order. Children to complete the Jumbled Phonics worksheet. 	Whole class teaching and teacher explanation. IWB demonstration. Individual task.	Letter-join's Phonics animations and 'Try' facility on IWB and tablets. Letter-join's Jumbled Phonics worksheet. Handwriting books/lined paper. Handwriting pencils.	Can the children join the digraphs correctly? Can they order words in a simple sentence so it makes sense?	
87	<ul style="list-style-type: none"> Select KS1 Dictation Exercises: The school play (Paragraph 11) Explain to the children that they need to listen to the paragraph at normal speed, then listen again, one phrase at a time, and write down each phrase. Listen to the paragraph again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the paragraph out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS1 Dictation Exercises: The school play (Paragraph 11) and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write the paragraph correctly?	
Differentiation					
Extra Practice Ask children to use Magic Words to practise more number writing.			Extra Challenge Select Remember Write KS1 Level 3 from the Fun section to practise spelling and neat handwriting.		

Dictation exercises and rhyming words in sentences

Learning outcomes:

- To listen to and write simple sentences correctly.
- To be able to recognise rhyming words.
- To listen to and write a short paragraph correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
88	<ul style="list-style-type: none"> Select KS1 Dictation Exercises: Pigs in a pen (Sentences 12) Explain to the children that they need to listen to the sentences at normal speed, then listen again, one at a time, and write down each sentence. Listen to the sentences again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the sentences out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS1 Dictation Exercises: Pigs in a pen (Sentences 12) and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write the sentences correctly?	
89	<ul style="list-style-type: none"> Model some rhyming words using the Word Animator (eg. frog-log, pot-hot, bear-pear). In pairs children to list rhyming words on their mini-whiteboards. Invite them to share their lists with the class. Encourage children to think of sentences using the rhyming words (eg. The kangaroo is at the zoo). Children to complete the Rhyming Words in Sentences 1 and 2 worksheets. 	Whole class teaching. IWB demonstration and class discussion. Paired and individual learning.	Letter-join's Word Animator facility on IWB. Mini-whiteboards and pens. Letter-join's Rhyming Words in Sentences 1 and 2 worksheets. Handwriting books/lined paper Handwriting pencils.	Can the children recognise rhyming words? Can they give examples of rhyming words?	
90	<ul style="list-style-type: none"> Select KS1 Dictation Exercises: Pigs in a pen (Paragraph 12) Explain to the children that they need to listen to the paragraph at normal speed, then listen again, one phrase at a time, and write down each phrase. Listen to the paragraph again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the paragraph out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS1 Dictation Exercises: Pigs in a pen (Paragraph 12) and follow the onscreen instructions. Handwriting pencils. Handwriting paper/book.	Can the children listen to and write the paragraph correctly?	
Differentiation					
Extra Practice Ask children to use Magic Words to practise more number writing.			Extra Challenge Select Remember Write KS1 Level 3 from the Fun section to practise spelling and neat handwriting.		



Handwriting Curriculum Map

Year Three and Four End points	Opportunities and provision																				
<ul style="list-style-type: none"> • Use correct formation to join diagonal and horizontal letter groups • Form numbers correctly • Secure a handwriting style which is fast, accurate and efficient using cursive joined script • To write at speed with fluidity and accuracy 	<p>Graffiti wall DIY dictation I - Regular verbs: i</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • To be able to explore creative styles of handwriting. • To contribute to a whole class display. • To be able to use the different forms of regular verbs in a sentence. • To be able to listen to and write the different forms of regular verbs correctly. <table border="1" data-bbox="1151 520 2175 834"> <thead> <tr> <th>LESSON</th> <th>Activities</th> <th>Teaching</th> <th>Resources</th> <th>Success Criteria</th> <th>✓</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <ul style="list-style-type: none"> • Create a graffiti wall (see Appendix page 37). • Explain that each child will be contributing a piece of art which will be part of a colourful display in the classroom. • Model ideas for how children can write their names in cursive handwriting to fill an A4 or A5 piece of paper using a variety of materials (see appendix). • Children to fill their page by writing their name in pencil first. • Add patterns and colour to their name and then decorate the background using materials of their choice. • Exhibit each child's contribution as part of a larger display in the classroom. </td> <td>Teacher explanation and demonstration. Individual task.</td> <td>Graffiti appendix. Plain paper (A4 or A5). Handwriting pencils. Coloured pencils, felt tips, coloured chalks, charcoal, paints.</td> <td>Can the children adapt their cursive handwriting to a larger scale?</td> <td></td> </tr> <tr> <td>2</td> <td> <ul style="list-style-type: none"> • Explain that children will be working in pairs to practise their dictation skills. • Using DIY Dictation worksheet (Regular verbs: i) demonstrate how to use the root word in its different forms from the example given. • Children write their own three sentences for each of the two root words. • Each child reads their sentences to their partner, who writes down each form of the verb. • Children to check each other's spellings and correct if necessary. </td> <td>Teacher explanation. Paired and individual learning.</td> <td>Letter-join's DIY Dictation worksheet (Regular verbs: i). Handwriting pencils.</td> <td>Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?</td> <td></td> </tr> </tbody> </table> <p>Differentiation</p> <table border="1" data-bbox="1626 839 2175 927"> <tr> <td>Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.</td> <td>Extra Challenge Children can try writing their surnames in large scale cursive handwriting on A4 or A5 paper.</td> </tr> </table>	LESSON	Activities	Teaching	Resources	Success Criteria	✓	1	<ul style="list-style-type: none"> • Create a graffiti wall (see Appendix page 37). • Explain that each child will be contributing a piece of art which will be part of a colourful display in the classroom. • Model ideas for how children can write their names in cursive handwriting to fill an A4 or A5 piece of paper using a variety of materials (see appendix). • Children to fill their page by writing their name in pencil first. • Add patterns and colour to their name and then decorate the background using materials of their choice. • Exhibit each child's contribution as part of a larger display in the classroom. 	Teacher explanation and demonstration. Individual task.	Graffiti appendix. Plain paper (A4 or A5). Handwriting pencils. Coloured pencils, felt tips, coloured chalks, charcoal, paints.	Can the children adapt their cursive handwriting to a larger scale?		2	<ul style="list-style-type: none"> • Explain that children will be working in pairs to practise their dictation skills. • Using DIY Dictation worksheet (Regular verbs: i) demonstrate how to use the root word in its different forms from the example given. • Children write their own three sentences for each of the two root words. • Each child reads their sentences to their partner, who writes down each form of the verb. • Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Regular verbs: i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?		Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.	Extra Challenge Children can try writing their surnames in large scale cursive handwriting on A4 or A5 paper.
LESSON	Activities	Teaching	Resources	Success Criteria	✓																
1	<ul style="list-style-type: none"> • Create a graffiti wall (see Appendix page 37). • Explain that each child will be contributing a piece of art which will be part of a colourful display in the classroom. • Model ideas for how children can write their names in cursive handwriting to fill an A4 or A5 piece of paper using a variety of materials (see appendix). • Children to fill their page by writing their name in pencil first. • Add patterns and colour to their name and then decorate the background using materials of their choice. • Exhibit each child's contribution as part of a larger display in the classroom. 	Teacher explanation and demonstration. Individual task.	Graffiti appendix. Plain paper (A4 or A5). Handwriting pencils. Coloured pencils, felt tips, coloured chalks, charcoal, paints.	Can the children adapt their cursive handwriting to a larger scale?																	
2	<ul style="list-style-type: none"> • Explain that children will be working in pairs to practise their dictation skills. • Using DIY Dictation worksheet (Regular verbs: i) demonstrate how to use the root word in its different forms from the example given. • Children write their own three sentences for each of the two root words. • Each child reads their sentences to their partner, who writes down each form of the verb. • Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Regular verbs: i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?																	
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.	Extra Challenge Children can try writing their surnames in large scale cursive handwriting on A4 or A5 paper.																				



Handwriting Curriculum Map

Double letters: bb
DIY dictation 2 - Regular verbs: ii

Learning outcomes:

- To be able to write and join 'bb' correctly in words and sentences.
- To be able to use the different forms of regular verbs in a sentence.
- To be able to listen to and write the different forms of regular verbs correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
3	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'b' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'bb' join on their tablets. Practise words and sentences containing 'bb' using Letter-join's Double letters 'bb' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'b' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'bb' worksheet. Handwriting pencils.	Can the children write and join 'bb' correctly in words and sentences? Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	✓
4	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Regular verbs: ii), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the verb. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Regular verbs: ii). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	✓
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Practise Double letters or Double letter words from the Word Bank examples menu.		

Double letters: cc
DIY dictation 3 - Verbs ending in 'e': i

Learning outcomes:

- To be able to write and join 'cc' correctly in words and sentences.
- To be able to use the different forms of verbs ending in 'e' in a sentence.
- To be able to listen to and write the different forms of verbs ending in 'e' correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
5	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'c' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'cc' join on their tablets. Practise words and sentences containing 'cc' using Letter-join's Double letters 'cc' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'c' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'cc' worksheet. Handwriting pencils.	Can the children write and join 'cc' correctly in words and sentences?	✓
6	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Verbs ending in 'e': i), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the verb. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Verbs ending in 'e': i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	✓
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Practise Double letters or Double letter words from the Word Bank examples menu.		



Handwriting Curriculum Map

Double letters: dd
DIY dictation 4 - verbs ending in 'e': i

- Learning outcomes:**
- To be able to write and join 'dd' correctly in words and sentences.
 - To be able to use the different forms of verbs ending in 'e' in a sentence.
 - To be able to listen to and write the different forms of verbs ending in 'e' correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
7	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'd' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'dd' join on their tablets. Practise words and sentences containing 'dd' using Letter-join's Double letters 'dd' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'd' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'dd' worksheet. Handwriting pencils.	Can the children write and join 'dd' correctly in words and sentences?	
8	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Verbs ending in 'e': i), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the verb. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Verbs ending in 'e': i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Practise Double letters or Double letter words from the Word Bank examples menu.		

Double letters: ee
DIY dictation 5 - Irregular verbs: i

- Learning outcomes:**
- To be able to write and join 'ee' correctly in words and sentences.
 - To be able to use the different forms of irregular verbs in a sentence.
 - To be able to listen to and write the different forms of irregular verbs correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
9	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'e' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'ee' join on their tablets. Practise words and sentences containing 'ee' using Letter-join's Double letters 'ee' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'e' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'ee' worksheet. Handwriting pencils.	Can the children write and join 'ee' correctly in words and sentences?	
10	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Irregular verbs i), demonstrate how to use the verb in its different forms from the example given. Children write their own three sentences for each of the two verbs. Each child reads their sentences to their partner, who writes down each form of the verb. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Irregular verbs: i). Handwriting pencils.	Can the children write the different forms of the verb in a sentence? Can they listen to and write correctly the different forms of the verb when it is dictated to them?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Practise Double letters or Double letter words from the Word Bank examples menu.		



Handwriting Curriculum Map

Irregular verbs: 2 Ascenders

Learning outcomes:

- To be able to use the different forms of irregular verbs in a sentence.
- To be able to listen to and write the different forms of irregular verbs correctly.
- To understand the correct height of ascenders.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
11	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (irregular verbs ii), demonstrate how to use the verb in its different forms from the example given. Children write their own three sentences for each of the two verbs. Each child reads their sentences to their partner, who writes down each form of the verb. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Irregular verbs: ii). Handwriting pencils.	Can the children write the different forms of the verb in a sentence? Can they listen to and write correctly the different forms of the verb when it is dictated to them?	
12	<ul style="list-style-type: none"> Revisit Letter-join's animations of b, d, h, k, l, t Ask children to focus on the height of tall letters. Invite children to trace the letters on tablets. Reinforce correct sitting position and pencil grip. Complete Letter-join's 'Ascenders' worksheet. 	Group/individual teaching. Individual task.	Letter-join's Ascenders worksheet. Handwriting pen or pencil.	Do the children understand the correct height of ascenders in their handwriting?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Children can dictate the whole of each sentence for their partners to write down. These can then be checked by their peers.		

Double letters: ff

Learning outcomes:

- To be able to write and join 'ff' correctly in words and sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
13	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'f' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'ff' join on their tablets. Practise words and sentences containing 'ff' using Letter-join's Double letters 'ff' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'f' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'ff' worksheet. Handwriting pencils.	Can the children write and join 'ff' correctly in words and sentences?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling			Extra Challenge Practise Double letters or Double letter words from the Word Bank examples menu.		

Double letters: gg

Learning outcomes:

- To be able to write and join 'gg' correctly in words and sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
14	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'g' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'gg' join on their tablets. Practise words and sentences containing 'gg' using Letter-join's Double letters 'gg' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'g' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'gg' worksheet. Handwriting pencils.	Can the children write and join 'gg' correctly in words and sentences?	

Double letters: ll

Learning outcomes:

- To be able to write and join 'll' correctly in words and sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
15	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'l' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'll' join on their tablets. Practise words and sentences containing 'll' using Letter-join's Double letters 'll' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'l' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'll' worksheet. Handwriting pencils.	Can the children write and join 'll' correctly in words and sentences?	



Handwriting Curriculum Map

Double letters: mm
Palindromes I

Learning outcomes:

- To be able to write and join 'mm' correctly in words and sentences.
- To use research to find examples of palindromes.
- To understand the concept of palindromes.
- To contribute to a class discussion.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
16	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'm' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'mm' join on their tablets. Practise words and sentences containing 'mm' using Letter-join's Double letters 'mm' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'm' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'mm' worksheet. Handwriting pencils.	Can the children write and join 'mm' correctly in words and sentences?	
17	<ul style="list-style-type: none"> Explain to the children that palindromes are words or sentences that read the same backwards and forwards. Use the Word animator to model palindrome words e.g. dad, mum, nan, pop, etc. Encourage children to use Letter-join's Magic words facility to practise the palindrome words on their tablets. Practise writing palindrome words and sentences using Letter-join's Palindromes 1 worksheet. Children can research other examples of palindromes to share with rest of the class. 	Whole class teaching. Teacher explanation. Individual task. Whole class interaction.	Letter-join's Word animator and Magic words facility. Letter-join's Palindromes 1 worksheet. Handwriting pencils.	Can the children write palindromes correctly? Can they find other examples of palindromes and contribute their findings to the class?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling palindrome words.			Extra Challenge Practise Double letters or Double letter words from the Word Bank examples menu.		

Double letters: nn
Tongue twisters I

Learning outcomes:

- To be able to write and join 'nn' correctly in words and sentences.
- To read and say the tongue twisters correctly.
- To demonstrate awareness of handwriting size.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
18	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'n' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'nn' join on their tablets. Practise words and sentences containing 'nn' using Letter-join's Double letters 'nn' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'n' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'nn' worksheet. Handwriting pencils.	Can the children write and join 'nn' correctly in words and sentences?	
19	<ul style="list-style-type: none"> Explain to the children that a tongue twister is a phrase or sentence that is hard to say fast. Using Letter-join's Tongue twisters 1 worksheet, read some examples of tongue twisters. Children can practise saying them quickly. Practise writing them neatly on the Letter-join worksheet. Children can make up their own tongue twisters for their friends to say. 	Teacher explanation. Whole class teaching and interactivity. Individual task.	Letter-join's Tongue twisters 1 worksheet. Handwriting pencils.	Can the children write the tongue twisters neatly? Can they show awareness of the size of their handwriting? Can they read and say the tongue twisters correctly?	
Differentiation					
Extra Practice Children can work in pairs to practise saying the tongue twisters to their partner.			Extra Challenge Practise Double letters or Double letter words from the Word Bank examples menu.		

Double letters: oo

Learning outcomes:

- To be able to write and join 'oo' correctly in words and sentences.
- To write cursive words that sit on the baseline.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
20	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'o' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'oo' join on their tablets. Practise words and sentences containing 'oo' using Letter-join's Double letters 'oo' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'o' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'oo' worksheet. Handwriting pencils.	Can the children write and join 'oo' correctly in words and sentences?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling 'oo' words.			Extra Challenge Practise Double letters or Double letter words from the Word Bank examples menu.		

Double letters: pp

Learning outcomes:

- To be able to write and join 'pp' correctly in words and sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
21	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'p' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'pp' join on their tablets. Practise words and sentences containing 'pp' using Letter-join's Double letters 'pp' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'p' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'pp' worksheet. Handwriting pencils.	Can the children write and join 'pp' correctly in words and sentences?	



Handwriting Curriculum Map

Double letters: rr

Learning outcomes:

- To be able to write and join 'rr' correctly in words and sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
22	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'r' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'rr' join on their tablets. Practise words and sentences containing 'rr' using Letter-join's Double letters 'rr' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'r' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'rr' worksheet. Handwriting pencils.	Can the children write and join 'rr' correctly in words and sentences?	

Double letters: ss

Learning outcomes:

- To be able to write and join 'ss' correctly in words and sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
23	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 's' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'ss' join on their tablets. Practise words and sentences containing 'ss' using Letter-join's Double letters 'ss' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 's' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'ss' worksheet. Handwriting pencils.	Can the children write and join 'ss' correctly in words and sentences?	

Double letters: tt

Learning outcomes:

- To be able to write and join 'tt' correctly in words and sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
24	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 't' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'tt' join on their tablets. Practise words and sentences containing 'tt' using Letter-join's Double letters 'tt' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 't' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'tt' worksheet. Handwriting pencils.	Can the children write and join 'tt' correctly in words and sentences?	

Double letters: zz

Learning outcomes:

- To be able to write and join 'zz' correctly in words and sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
25	<ul style="list-style-type: none"> Revisit the correct orientation of the letter 'z' using Letter-join's animation on the IWB. Invite children to trace the letter using the 'Try' facility of Letter-join on the IWB or on their tablets. Encourage children to use Letter-join's Magic words facility to practise the 'zz' join on their tablets. Practise words and sentences containing 'zz' using Letter-join's Double letters 'zz' worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written task.	Letter-join's 'z' animation and 'Try' facility on IWB and tablets. Letter-join's Magic words facility. Letter-join's Double letters 'zz' worksheet. Handwriting pencils.	Can the children write and join 'zz' correctly in words and sentences?	



Handwriting Curriculum Map

Similes DIY dictation 7 (Regular comparative adjectives: i)

Learning outcomes:

- To be able to identify and use similes correctly.
- To demonstrate awareness of handwriting size.
- To be able to use the different forms of regular comparative adjectives in a sentence.
- To be able to listen to and write the different forms of regular comparative adjectives correctly.

Word of the Week 1 DIY dictation 8 (Regular comparative adjectives: ii)

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to use the different forms of regular comparative adjectives in a sentence.
- To be able to listen to and write the different forms of regular comparative adjectives correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
26	<ul style="list-style-type: none"> Explain to the children that a simile compares two different things and always contains 'as' or 'like' e.g. as busy as a bee, to sing like an angel. Add some comparison words to Letter-join's Word animator e.g. white/snow, angry/bull, bouncy/kangaroo and invite the children to think of similes for them. Practise writing similes using Letter-join's Similes 1 worksheet. 	Teacher explanation. Whole class teaching. Individual written task.	Letter-join's Word animator. Letter-join's Similes 1 worksheet. Handwriting pencils.	Can the children identify a simile? Can they use similes in their writing? Can they demonstrate awareness of the size of their handwriting?	
27	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Regular comparative adjectives: i), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the adjective. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Regular comparative adjectives: i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Write descriptions of objects and people around the classroom using similes eg. Amy's blonde hair shines like gold.		

LESSON	Activities	Teaching	Resources	Success Criteria	✓
28	<ul style="list-style-type: none"> Use Letter-join's Word animator to introduce the word of the week (see Appendix, page 38, for suggestions). Invite children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting pencils.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
29	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Regular comparative adjectives: ii), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the adjective. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Regular comparative adjectives: ii). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		



Handwriting Curriculum Map

Word of the Week 2 DIY dictation 9 (Comparative adjectives ending in 'e': i)

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to use the different forms of comparative adjectives in a sentence.
- To be able to listen to and write the different forms of comparative adjectives correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
30	<ul style="list-style-type: none"> Use Letter-join's Word animator to introduce the word of the week (see appendix, page 38 for suggestions). Invite children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting pencils.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
31	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Comparative adjectives ending in 'e' i), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the adjective. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Comparative adjectives ending in 'e' i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Word of the Week 3 DIY dictation 10 (Comparative adjectives ending in 'e': i)

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to use the different forms of comparative adjectives in a sentence.
- To be able to listen to and write the different forms of comparative adjectives correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
32	<ul style="list-style-type: none"> Use Letter-join's Word animator to introduce the word of the week (see appendix, page 38 for suggestions). Invite children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting pencils.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
33	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Comparative adjectives ending in 'e' i), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the adjective. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Comparative adjectives ending in 'e' i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		



Handwriting Curriculum Map

Word of the Week 4 DIY dictation 11 (Comparative adjectives ending in 'y': i)

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to use the different forms of comparative adjectives in a sentence.
- To be able to listen to and write the different forms of comparative adjectives correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
34	<ul style="list-style-type: none"> Use Letter-join's Word animator to introduce the word of the week (see appendix, page 38, for suggestions). Invite children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting pencils	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
35	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Comparative adjectives ending in 'y': i), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the adjective. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Comparative adjectives ending in 'y': i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

DIY dictation 12 (Comparative adjectives ending in 'y': i) Copying and labelling

Learning outcomes:

- To be able to use the different forms of comparative adjectives in a sentence.
- To be able to listen to and write the different forms of comparative adjectives correctly.
- To accurately copy a small, near point passage of comparative adjectives in a sentence.
- To choose an appropriate style of handwriting for different tasks.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
36	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Comparative adjectives ending in 'y': i), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the adjective. Children to check each other's spellings and correct if necessary. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's DIY Dictation worksheet (Comparative adjectives ending in 'y': i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	
37	<ul style="list-style-type: none"> Explain to children that it is important to practise accurate copying to build speed and stamina in handwriting. Use Letter-join's Dinosaur Names worksheet for near point copying. Discuss with children what style of handwriting should be chosen for each part of the worksheet. Complete Letter-join's Dinosaur Names worksheet. 	Whole class teaching. Individual task.	Letter-join's Dinosaur Names worksheet. Handwriting pen or pencil.	Can the children accurately copy a small, near point passage? Can they choose an appropriate style of handwriting for different tasks?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Children can dictate the whole of each sentence for their partners to write down. These can then be checked by their peers.		



Handwriting Curriculum Map

Word of the Week: 6
DIY dictation 14 (Comparative adjectives needing a double letter: ii)

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to use the different forms of comparative adjectives in a sentence.
- To be able to listen to and write the different forms of comparative adjectives correctly.

Word of the Week: 7
DIY dictation 15 (Irregular comparative adjectives: i)

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to use the different forms of comparative adjectives in a sentence.
- To be able to listen to and write the different forms of comparative adjectives correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
38	<ul style="list-style-type: none"> Use Letter-join's Word animator to introduce the word of the week (see appendix, page 38, for suggestions). Invite children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting pencils	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
39	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Comparative adjectives needing a double letter: ii), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the adjective. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Comparative adjectives needing a double letter: ii). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

LESSON	Activities	Teaching	Resources	Success Criteria	✓
40	<ul style="list-style-type: none"> Use Letter-join's Word animator to introduce the word of the week (see appendix, page 38, for suggestions). Invite children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting pencils	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
41	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Irregular comparative adjectives: i), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the adjective. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Irregular comparative adjectives i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Word of the Week: 8
DIY dictation 16 (Irregular comparative adjectives: i)

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to use the different forms of comparative adjectives in a sentence.
- To be able to listen to and write the different forms of comparative adjectives correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
42	<ul style="list-style-type: none"> Use Letter-join's Word animator to introduce the word of the week (see appendix, page 38, for suggestions). Invite children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting pencils	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
43	<ul style="list-style-type: none"> Explain that children will be working in pairs to practise their dictation skills. Using DIY Dictation worksheet (Irregular comparative adjectives: i), demonstrate how to use the root word in its different forms from the example given. Children write their own three sentences for each of the two root words. Each child reads their sentences to their partner, who writes down each form of the adjective. Children to check each other's spellings and correct if necessary. 	Teacher explanation. Paired and individual learning.	Letter-join's DIY Dictation worksheet (Irregular comparative adjectives i). Handwriting pencils.	Can the children write the different forms of the root word in a sentence? Can they listen to and write correctly the different forms of the root word when it is dictated to them?	
Differentiation					
Extra Practice Use Letter-join's Magic words facility to practise writing and spelling the different forms of the root words.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		



Handwriting Curriculum Map

Word of the Week: 9 Collective Nouns

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To become familiar with collective nouns.
- To be able to write a selection of collective nouns neatly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
44	<ul style="list-style-type: none"> Use Letter-join's Word animator to introduce the word of the week (see appendix, page 38, for suggestions). Invite children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting pencils.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
45	<ul style="list-style-type: none"> Explain that collective nouns are used to describe a group of people, animals or objects. Use Letter-join's Word Processor to list objects (e.g. flowers, cards, crisps, shoes) and invite children to suggest collective nouns for each object (bunch, pack, packet, pair). Ask children to list other collective nouns they have heard of (e.g. a pride of lions) Read the examples together and complete Letter-join's Collective Nouns for Animal Groups worksheet. 	Whole class teaching. Class discussion. Individual task.	Letter-join's On-line Word Processor. Letter-join's Collective Nouns for Animal Groups worksheet. Handwriting pencils.	Can the children give examples of collective nouns? Can they write a selection of collective nouns neatly?	
Differentiation					
Extra Practice Research other collective nouns to share with the class.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Word of the Week: 10 Synonyms for 'said'

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To write synonyms for 'said' correctly.
- To use the words appropriately in sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
46	<ul style="list-style-type: none"> Use Letter-join's Word animator to introduce the word of the week (see appendix, page 38, for suggestions). Invite children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting pencils	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
47	<ul style="list-style-type: none"> Use Letter-join's Word Animator to make a word bank of synonyms for 'said'. Invite children to use each word in a speech sentence. Encourage them to think of different words for 'said' when speaking in different ways eg. loudly, quietly, etc. Complete Letter-join's Synonyms for 'said' worksheet. 	Whole class teaching. Class discussion. Individual task.	Letter-join's Word Animator. Letter-join's Synonyms for 'said' worksheet. Handwriting pencils.	Can the children use alternative words for 'said'? Can they use the words appropriately in sentences?	
Differentiation					
Extra Practice Use Letter-join's Magic Words facility to practise words from the 'said' synonyms word bank.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Spelling 1 Cloze Sentences 1

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

address accidentally arrive

My Mum _____ wrote the wrong _____
so her letter did not _____.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
48	<ul style="list-style-type: none"> Display page 1 of the year 3/4 word list from Spelling Appendix 1. Read through the list of words with the children and check that they understand their meanings. Invite children to give examples of sentences using each word. Practise writing each word and using it in context with Letter-join's Year 3/4 spelling word list, page 1 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 1, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
49	<ul style="list-style-type: none"> Display page 1 of the year 3/4 Cloze Sentences. Read through the list of words with the children and check that they understand their meanings. Invite children to read one sentence at a time, filling in the missing words, so that it makes sense. Complete Letter-join's 3/4 Cloze Sentences worksheet, page 1 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 1, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Type spellings into Magic Words and trace for extra practice.			Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'Dev's Mistake'.		

Spelling 2 Cloze Sentences 2

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

busy business centre

My Dad has a very _____ in the _____
of town.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
50	<ul style="list-style-type: none"> Display page 2 of the year 3/4 word list from Spelling Appendix 1. Read through the list of words with the children and check that they understand their meanings. Invite children to give examples of sentences using each word. Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 2 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 2, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
51	<ul style="list-style-type: none"> Display page 2 of the year 3/4 Cloze Sentences. Read through the list of words with the children and check that they understand their meanings. Invite children to read one sentence at a time, filling in the missing words, so that it makes sense. Complete Letter-join's 3/4 Cloze Sentences worksheet, page 2 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 2, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Type spellings into Magic Words and trace for extra practice.			Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'Tall Towers'.		



Handwriting Curriculum Map

Spelling 3 Cloze Sentences 3

circle continue difficult

The teacher told us to sit in a _____ and
_____ to work on a _____ problem.

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
52	<ul style="list-style-type: none"> • Display page 3 of the year 3/4 word list from Spelling Appendix 1. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 3 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 3, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
53	<ul style="list-style-type: none"> • Display page 3 of the year 3/4 Cloze Sentences. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that it makes sense. • Complete Letter-join's 3/4 Cloze Sentences worksheet, page 3 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 3, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Type spellings into Magic Words and trace for extra practice.			Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'Tricky Problem'.		

Spelling 4 Cloze Sentences 4

earth enough experiment

Class 4 did an _____ in Science to find
out if _____ contained _____ minerals.

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
54	<ul style="list-style-type: none"> • Display page 4 of the year 3/4 word list from Spelling Appendix 1. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 4 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 4, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
55	<ul style="list-style-type: none"> • Display page 4 of the year 3/4 Cloze Sentences. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that it makes sense. • Complete Letter-join's 3/4 Cloze Sentences, page 4 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 4, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Type spellings into Magic Words and trace for extra practice.			Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'A Scientist'.		



Handwriting Curriculum Map

Spelling 5 Cloze Sentences 5 Seasonal

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

February forward group

I look _____ to joining your _____
in _____.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
56	<ul style="list-style-type: none"> • Display page 5 of the year 3/4 word list from Spelling Appendix 1. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 5 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 5, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
57	<ul style="list-style-type: none"> • Display page 5 of the year 3/4 Cloze Sentences. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that it makes sense. • Complete Letter-join's 3/4 Cloze Sentences, page 5 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 5, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Optional Activities Choose an activity from Letter-join's Seasonal resources.		Differentiation			
		Extra Practice Type spellings into Magic Words and trace for extra practice.	Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'Healthy Eating'.		

Spelling 6 Cloze Sentences 6

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

history interest increase

My Dad told me that my _____ in _____
will _____ as I get older.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
58	<ul style="list-style-type: none"> • Display page 6 of the year 3/4 word list from Spelling Appendix 1. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 6 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 6, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
59	<ul style="list-style-type: none"> • Display page 6 of the year 3/4 Cloze Sentences. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that it makes sense. • Complete Letter-join's 3/4 Cloze Sentences, page 6 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 6, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
		Differentiation			
		Extra Practice Type spellings into Magic Words and trace for extra practice.	Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'The Library'.		



Handwriting Curriculum Map

Spelling 7 Cloze Sentences 7

material mention occasion

Did I _____ that this _____
can only be used for a special _____?

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
60	<ul style="list-style-type: none"> Display page 7 of the year 3/4 word list from Spelling Appendix 1. Read through the list of words with the children and check that they understand their meanings. Invite children to give examples of sentences using each word. Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 7 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 7, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
61	<ul style="list-style-type: none"> Display page 7 of the year 3/4 Cloze Sentences. Read through the list of words with the children and check that they understand their meanings. Invite children to read one sentence at a time, filling in the missing words, so that it makes sense. Complete Letter-join's 3/4 Cloze Sentences, page 7 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 7, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Type spellings into Magic Words and trace for extra practice.			Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'Naughty Dog'.		

Spelling 8 Cloze Sentences 8

peculiar possession possible

Is it _____ that you have such a
_____ ?

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
62	<ul style="list-style-type: none"> Display page 8 of the year 3/4 word list from Spelling Appendix 1. Read through the list of words with the children and check that they understand their meanings. Invite children to give examples of sentences using each word. Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 8 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 8, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
63	<ul style="list-style-type: none"> Display page 8 of the year 3/4 Cloze Sentences. Read through the list of words with the children and check that they understand their meanings. Invite children to read one sentence at a time, filling in the missing words, so that it makes sense. Complete Letter-join's 3/4 Cloze Sentences, page 8 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 8, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Type spellings into Magic Words and trace for extra practice.			Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'Wizards'.		



Handwriting Curriculum Map

Spelling 9 Cloze Sentences 9

promise purpose reign

The _____ of the _____ of our queen
is to _____ to serve our country.

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
64	<ul style="list-style-type: none"> Display page 9 of the year 3/4 word list from Spelling Appendix 1. Read through the list of words with the children and check that they understand their meanings. Invite children to give examples of sentences using each word. Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 9 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 9, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
65	<ul style="list-style-type: none"> Display page 9 of the year 3/4 Cloze Sentences. Read through the list of words with the children and check that they understand their meanings. Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense. Complete Letter-join's 3/4 Cloze Sentences, page 9 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 9, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Type spellings into Magic Words and trace for extra practice.			Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'Potato Farmers'.		

Spelling 10 Cloze Sentences 10

Remember sentence separate

_____ to write your _____
on a _____ piece of paper.

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
66	<ul style="list-style-type: none"> Display page 10 of the year 3/4 word list from Spelling Appendix 1. Read through the list of words with the children and check that they understand their meanings. Invite children to give examples of sentences using each word. Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 10 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 10, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
67	<ul style="list-style-type: none"> Display page 10 of the year 3/4 Cloze Sentences. Read through the list of words with the children and check that they understand their meanings. Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense. Complete Letter-join's 3/4 Cloze Sentences, page 10 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 10, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Type spellings into Magic Words and trace for extra practice.			Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'Surprise Party'.		



Handwriting Curriculum Map

Spelling II Cloze Sentences II Seasonal

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

thought tomato woman

Ryan _____ he saw that _____
steal a _____ !

LESSON	Activities	Teaching	Resources	Success Criteria	✓
68	<ul style="list-style-type: none"> Display page 11 of the year 3/4 word list from Spelling Appendix 1. Read through the list of words with the children and check that they understand their meanings. Invite children to give examples of sentences using each word. Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 11 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 spelling word list, page 11, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
69	<ul style="list-style-type: none"> Display page 11 of the year 3/4 Cloze Sentences. Read through the list of words with the children and check that they understand their meanings. Invite children to read one sentence at a time, filling in the missing words, so that it makes sense. Complete Letter-join's 3/4 Cloze Sentences, page 11 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Year 3/4 Cloze Sentences, page 11, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Optional Activities Choose an activity from Letter-join's Seasonal resources.					
Differentiation					
Extra Practice Type spellings into Magic Words and trace for extra practice.			Extra Challenge Letter-join Dictation Exercises: Year 3-4 Statutory Words Stories, 'Giant Tomato'.		

KS2 Dictation

Learning outcomes:

- To listen to and write a short poem correctly.
- To be able to check and edit written work.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
70	<ul style="list-style-type: none"> Select KS2 Dictation Exercises 1: My Shadow Explain to the children that they need to listen to the poem at normal speed, then listen again, one phrase at a time, and write down what they hear. Listen to the poem again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the sentences out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS2 Dictation Exercises 1: My Shadow and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the poem and write it out correctly? Can they check and edit their writing?	

LESSON	Activities	Teaching	Resources	Success Criteria	✓
71	<ul style="list-style-type: none"> Select KS2 Dictation Exercises 2: There was an Old Man Explain to the children that they need to listen to the poem at normal speed, then listen again, one phrase at a time, and write down what they hear. Listen to the poem again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the sentences out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS2 Dictation Exercises 2: There was an Old Man and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the poem and write it out correctly? Can they check and edit their writing?	

LESSON	Activities	Teaching	Resources	Success Criteria	✓
72	<ul style="list-style-type: none"> Select KS2 Dictation Exercises 3: What is Pink? Explain to the children that they need to listen to the poem at normal speed, then listen again, one phrase at a time, and write down what they hear. Listen to the poem again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the sentences out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS2 Dictation Exercises 3: What is Pink? and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the poem and write it out correctly? Can they check and edit their writing?	

LESSON	Activities	Teaching	Resources	Success Criteria	✓
73	<ul style="list-style-type: none"> Select KS2 Dictation Exercises 4: Custard the Dragon. Explain to the children that they need to listen to an extract from the poem at normal speed, then listen again, one phrase at a time, and write down what they hear. Listen to the poem again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write the sentences out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS2 Dictation Exercises 4: Custard the Dragon and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the poem and write it out correctly? Can they check and edit their writing?	



Handwriting Curriculum Map

KS2 Dictation

Learning outcomes:

- To listen to and write a story extract correctly.
- To be able to check and edit written work.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
74	<ul style="list-style-type: none"> • Select KS2 Dictation Exercises 5a: Jack climbs the Beanstalk. • Explain to the children that they need to listen an extract from the story at normal speed, then listen again, one phrase at a time, and write down what they hear. • Listen to the extract again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write the sentences out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS2 Dictation Exercises 5a: Jack climbs the Beanstalk and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the story and write it out correctly? Can they check and edit their writing?	✓

LESSON	Activities	Teaching	Resources	Success Criteria	✓
75	<ul style="list-style-type: none"> • Select KS2 Dictation Exercises 5b: The Giant chases Jack. • Explain to the children that they need to listen an extract from the story at normal speed, then listen again, one phrase at a time, and write down what they hear. • Listen to the extract again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write the sentences out again neatly. 	Whole class teaching. Teacher explanation. Individual task.	Select Letter-join's KS2 Dictation Exercises 5b: The Giant chases Jack and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the story and write it out correctly? Can they check and edit their writing?	✓

Word of the Week: I Pangrams 1

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To copy pangrams neatly.
- To write all the letters of the alphabet correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
76	<ul style="list-style-type: none"> • Use Letter-join's Word Animator to introduce the word of the week (see appendix for suggestions). • Invite the children to think of a definition or to use the word in a sentence. • Use a dictionary or thesaurus to find the correct definition of the word. • Ask the children to suggest antonyms and synonyms for this week's word. • Model sentences to demonstrate how to use the word correctly. • Complete Letter-join's Word of the Week template or copy into handwriting books from the IWB. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word Animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template or handwriting books. Handwriting pencils/pens.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	✓
77	<ul style="list-style-type: none"> • Explain that a pangram is a sentence which uses every letter of the alphabet. • Display Letter-join's Pangrams 1 worksheet on the IWB and invite children to read the sentences. • Ask children to pick out unfamiliar words and discuss their meanings (eg. waltzes and jigs are a type of dance). • Complete Letter-join's Pangrams 1 worksheet or copy into handwriting books from the IWB. • Choose four new words from this worksheet and write each one in a sentence. 	Whole class teaching. Class discussion. Individual written task.	Letter-join's Pangrams 1 worksheet or handwriting books. Handwriting pencils/pens.	Can the children copy the pangrams neatly? Can they write all the letters of the alphabet correctly?	✓

Differentiation

Extra Practice

Use Letter-join's Magic Words facility to practise the unfamiliar pangram words on their tablets.

Extra Challenge

Write a short paragraph to begin a story using the word of the week.



Handwriting Curriculum Map

Word of the Week: 2 Palindromes 2

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To neatly copy palindrome words and sentences.
- To use research to find examples of palindromes.

Word of the Week: 3 Alliteration

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to give examples of alliteration.
- To be able to write alliteration sentences neatly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
78	<ul style="list-style-type: none"> Use Letter-join's Word Animator to introduce the word of the week (see appendix for suggestions). Invite the children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template or copy into handwriting books from the IWB. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word Animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template or handwriting books. Handwriting pencils/pens.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
79	<ul style="list-style-type: none"> Ask the children to define a palindrome (words or sentences that read the same backwards and forwards). Use the Word Animator to model palindrome words and names e.g. level, radar, madam, Hannah, Bob, etc. Encourage children to use Letter-join's Magic Words facility to practise the palindrome words on their tablets. Practise writing palindrome words and sentences using Letter-join's Palindromes 1 worksheet or copy into handwriting books from the IWB. Children can research other examples of palindromes to share with rest of the class. 	Whole class teaching. Teacher explanation. Individual task. Whole class interaction.	Letter-join's Word Animator and Magic Words facility. Letter-join's Palindromes 1 worksheet or handwriting books. Handwriting pencils/pens.	Can the children write palindromes correctly? Can they find other examples of palindromes and contribute their findings to the class?	
Differentiation					
Extra Practice Use Letter-join's Magic Words facility to practise writing and spelling palindrome words.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

LESSON	Activities	Teaching	Resources	Success Criteria	✓
80	<ul style="list-style-type: none"> Use Letter-join's Word Animator to introduce the word of the week (see appendix for suggestions). Invite the children to think of a definition or to use the word in a sentence. Use a dictionary or thesaurus to find the correct definition of the word. Ask the children to suggest antonyms and synonyms for this week's word. Model sentences to demonstrate how to use the word correctly. Complete Letter-join's Word of the Week template or copy into handwriting books from the IWB. 	Whole class teaching. Teacher demonstration. Individual written task.	Letter-join's Word Animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template or handwriting books. Handwriting pencils/pens.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
81	<ul style="list-style-type: none"> Ask children to define alliteration (when most of the words in a sentence start with the same sound). Display Letter-join's Alliteration worksheet on the IWB and invite children to read the sentences. Children to work in pairs to write their own alliteration sentence on their whiteboards. Each pair read their sentence to the class. Children to practise writing sentences neatly with Letter-join's Alliteration worksheet or copy into handwriting books from the IWB. 	Whole class teaching. Paired and individual written task.	Mini-whiteboards and pens. Letter-join's Alliteration worksheet or handwriting books. Handwriting pencils/pens.	Can the children give examples of alliteration? Can they write the alliteration sentences neatly?	
Differentiation					
Extra Practice Make up alliteration phrases or sentences to describe different animals or food.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		