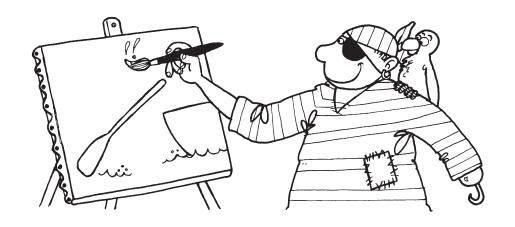


# Handwriting

## Resource Pack 1 Part 1



**Sue Peet** 

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Foundation Age 4–5 Hencil control  Part 1  Nursery/ Reception/P1 Foundation stage Foundation Stage Foundation Age 4–5 Pencil control Part 2 Perception/P1 Recognition of lower case letters Upper and lower case links Upper and surface Upper and strings High-frequency word practice Year 2/P3 High-frequency word practice Year 2/P3 High-frequency word practice Print in the environment Letter joins through common spelling patterns and strings Print for labels, notices etc. School and classroom vocabulary	Main Content	Main Teaching Aims	EYFS / 2014 National Curriculum	Cambridge International Primary Programme
Age 4–5 Reception/P1 Age 5–6 Year 1/P2 (Term 1) Age 5–6 Year 1/P2 and 3) Age 6–7 Year 2/P3		To make controlled pencil movements To join two points with a straight or curved line To follow a given sequence of movements	ELG 4: Handle equipment and tools effectively, including pencils for writing ELG 10: Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular	
Age 5–6 Year 1/P2 (Term 1) Age 5–6 Year 1/P2 (Terms 2 and 3) Age 6–7 Year 2/P3	order)	To produce a comfortable pencil grip To produce a controlled line that supports letter formation To write upper case letters using the correct sequence of movements To recognise lower case letters	common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible	
Age 5–6 Year 1/P2 (Terms 2 and 3) Age 6–7 Year 2/P3		To develop a comfortable and efficient pencil grip for forming and linking letters. To recognise upper and lower case counterparts. To form lower case letters correctly in a script that will be easy to join	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the: Right place Form capital letters	Develop a comfortable and efficient pencil grip Form letters correctly
Age 6–7 Year 2/P3		To reinforce the link between handwriting, spelling and the recognition of phonic patterns and letter strings. To practise correct letter orientation, formation and proportion	Form digits 0–9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Develop a comfortable and efficient pencil grip Form letters correctly
Beginnings of self-assessment	Di .	Practice in basic sight vocabulary Reinforcement and practice using the four basic handwriting diagonal and horizontal joins Linking handwriting to phonic and spelling knowledge and patterns Conceptual awareness of space required for printing (for labels, notices etc.)	Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters Understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters	Form letters correctly and consistently Practise handwriting patterns and the joining of letters

# National Curriculum

	Nursery objectives:  Pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer grip Demonstrate an understanding of the directionality of written print Identify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities Reception objectives:  Hold writing instruments appropriately Write from left to right Discriminate between letters Year 1 objective: form upper- and lower-case letters that are usually clearly shaped and correctly orientated Year 2 objective: form upper- and lower-case letters accurately and with consistent size
Ireland	Key Stage 1 objective: use a Pick ug Pick ug Pick ug Demor Identify Reception Write f Discrin Year 1
Scotland	First stage, Writing (Tools for writing): I can present my writing in a way that will make it legible and attractive for my reader (LIT 1-24a)

	Main Content	- S	Main Teaching Aims	EYFS / 2014 National Curriculum	Cambridge International Primary Programme
Age 7–8 Reinforcement and practice of print Age 7–8 And cursive style and cursive style Copy writing Uses to which handwriting may be put High-frequency word practice Development of spelling patterns Purposes an	nd practice of print ndwriting may be put rord practice spelling patterns	Reinforceme and printed and printed and printed spacing betw Purposes and print	Reinforcement and practice of cursive and printed style to ensure consistency in size and proportion of letters and the spacing between letters and words Purposes and uses of handwriting and print	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility.	Ensure consistency in the size and proportion of letters and the spacing of words Practise joining letters in handwriting Build up handwriting speed, fluency and legibility
Age 8–9  Copy writing  Vear 4/P5  Uses to which handwriting may be put and printed style High-frequency word practice Development of spelling patterns Development of a personal style Speed writing practice Consolidation that is fast, flut Presentation, I finished' work	ting may be put ractice ig patterns onal style	Reinforcemer and printed st in size and pri spacing betwe Purposes and and print Consolidation that is fast, flu Presentation,	Reinforcement and practice of cursive and printed style to ensure consistency in size and proportion of letters and the spacing between letters and words Purposes and uses of handwriting and print Consolidation and development of a style that is fast, fluent and legible Presentation, layout and decoration of 'finished' work	consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)	Use joined-up handwriting in all writing
Age 9–10  Copy writing  Year 5/P6  Speed writing practice  Uses to which handwriting may be put  Purposes and uses of handward bandward band band band bandward bandw	onal style ting may be put	Purposes and and print Consolidation ( that is fast, flue Presentation, Is finished' work	Purposes and uses of handwriting and print Consolidation and development of a style that is fast, fluent and legible Presentation, layout and decoration of 'finished' work	Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Practise fast, fluent and legible handwriting styles for different purposes
Age 10–11 Copy writing Year 6/P7 Speed writing practice Uses to which handwriting may be put Links into ICT and fonts  Development of a personal style and print Consolidation and development of a personal style Consolidation and development of a	onal style ting may be put s	Purposes and and print Consolidation that is fast, flue Presentation, I finished' work	Purposes and uses of handwriting and print Consolidation and development of a style that is fast, fluent and legible Presentation, layout and decoration of 'finished' work	Choosing the writing implement that is best suited for a task	Use handwriting and IT effectively, making appropriate choices of presentation, to prepare writing for publication Develop a personal handwriting style to write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task

# National Curriculum

Scotland	Ireland	Wales
Second stage, Writing (Tools for writing): I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader (LIT 2-24a)	Key Stage 2 objective: develop a swift and legible style of handwriting	Year 3 objective: produce legible handwriting and present work appropriately joining letters in some words Year 4 objective: produce handwriting which is clear and legible and may be cursive Year 5 objective: produce legible, cursive handwriting with increasing fluency Year 6 objective: produce fluent and legible handwriting



### **General introduction**

Treasure House Handwriting is a comprehensive programme designed to support teachers and children through the stages of learning a clear, fluent, legible and fast style of joined writing from the early stages to the top of the Primary phase. The programme provides copiable material that is intended for use through shared sessions, guided group tuition and individual practice.

The programme begins with patterns and movements, which will be necessary to improve hand-eye coordination, fine motor control and individual letter production.

Linked to the 2014 National Curriculum, the programme encourages a precursive and then a cursive style from the early stages of learning.

The programme aims to link the development of handwriting skills and style to the main patterns and rules of the English spelling system. As children practise the movements necessary to make the joins and patterns of the handwriting scheme, they are also reinforcing the patterns of the main onset, rime and spelling patterns.

By Book 2, children are provided with an opportunity to experiment with alternative letter shapes when forming their own personal handwriting style.

Books 3–6 introduce the notion of keeping a handwriting folder containing samples of material that will prove useful when presenting and setting out work for publication. The books include many uses to which both printing and joined handwriting skills may be put.

Books 3–6 also introduce the concept of two types of handwriting: one style may be used for 'speed' tasks, e.g. personal note-taking; the other, neater, style may be used for presentational work. Self-assessment sheets are included in Book 3 (pp.20 and 63) and Book 6 (p.20). Books 3–6 also link handwriting skills to the basic skills of layout and presentation on a computer keyboard.

# The joining of letters in words: which style is most appropriate?

Teachers will always have views about the efficacy or attractiveness of specific letterforms.

It must be remembered that every adult will consider the formation that they use to be the most comfortable to them. However, this does not necessarily make it the most effective formation for children learning for the first time. Teachers must bear in mind the need to develop a handwriting style that is clear, fluent, legible and fast for children learning for the first time.

### What about exceptions?

For children with dyspraxia or other handwriting difficulties, the teacher may need to look for SEND support. These children may already be receiving handwriting tuition as part of their support.

Children who move schools may well have already learned another handwriting style. If they enter school during the Infant stage, teachers may wish them to recap pages from the previous book, and this may be completed – with the cooperation of parents – as a homework activity. Children who move schools during the Junior stage may well have formed a personal handwriting style, which, although different, is clear, fluent and legible. It may be inappropriate to alter their handwriting style at this stage.

The notes on particular handwriting difficulties (see p.14 of the Teacher notes in Books F–2) may also provide useful information.

### Letterforms in the programme

Treasure House Handwriting aims for the development of joined handwriting as soon as individual precursive letterforms have been mastered. This is in line with National Curriculum guidance. Specific letterforms have been selected to meet the following criteria:

- They should help children's handwriting to be clear, fluent, legible and fast.
- Each individual lower case letter chosen begins from the main writing line.
- Each lower case letter is taught with both a leadin and a lead-out stroke. This is to help avoid confusion in young children about whether to

begin a letter at the top or the bottom. It has also proved to be beneficial for children with poor hand control and for dyslexic children.

- The joined lower case letters should, where possible, resemble closely their printed counterparts.
- Letters, such as 's' should have the same form wherever they occur in a word, thus reducing the amount that children need to relearn.
- It is possible to join all lower case letters. One letter ('f') changes from the precursive to the cursive stage. While it is felt that the 'f' used in Foundation Part 2 will be familiar to young children learning to form the precursive letters, the cursive 'f' is used from Foundation Part 2 to encourage a more fluent hand.
- The pencil or pen should need to be lifted from the page as little as possible when linking lower case letters in words, thus reinforcing the patterning of joined movements within letter strings as an aid to memorising phonic and spelling patterns.

### **Precursive Upright (Foundation Part 2)**

ABCDEFGHIJKLM
NOPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
The quick brown fox jumps
over the lazy dog.

### **Cursive Upright (Book 1)**

ABCDEFGHIJKLM
NOPQRSTUVWXYZ
abcdefghijklm
nopqrsturwxyz
The quick brown fox jumps
over the lazy dog.

### **Cursive Slanted (Books 2-6)**

ABCDEFGHIJKLM
NOPQRSTUVWXYZ

abcdefghijklm
nopqrstuvwxyz

The quick brown fox jumps
over the lazy dog.

The following letter styles have been chosen to meet the preceding list of criteria:

### Specific letter style options

The reasoning behind each cursive letter style option chosen for use in *Treasure House Handwriting* was discussed with several Literacy and SpLD (Dyslexic) practitioners who agreed with the choices.

WILLILLIE	e choices.
f	Chosen because, looped from the back, it is easiest to link to all other letters, always joining the same way and thus more fluent.
S	Chosen because it joins in the same way whether it is at the beginning, in the middle or at the end of a word, thus making it fluent and meaning there is less for children to learn.
N	Chosen because it is more legible, most like the printed 'v' and less likely to be confused with the letter 'u'.
W	Chosen because it is more legible, most like the printed 'w' and less likely to be confused with the letter 'u'.
×	This is the only small letter that requires the pencil/pen to be lifted from the paper. This style was chosen because it will join and because it is most like its precursive counterpart.
	A curved 'x' can often be confused for the letters 'sc'; this is particularly so for dyslexic and less able readers.
y	Chosen because it is more legible, most like the printed 'y' and doesn't involve taking the pencil/pen off the paper.
Z	Chosen because it will join and because it is most like its precursive counterpart.

As children move on to join letters in words, they will learn that many letters will join in different places, depending on the letter they are linked to. *Treasure House Handwriting* aims to support the development of strong links between the formation of patterns in handwriting and those involved in phonic and spelling knowledge.

### **Contents of the programme**

### **Infant Stage**

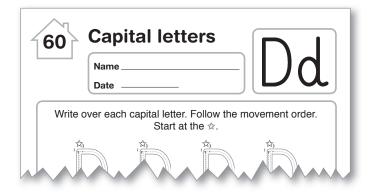
### Foundation Part 1: Reception/P1

This book introduces the fine motor movements and pencil control that will be necessary for the formation of letters and patterns. It provides practice in moving from left to right, keeping within 'tramlines' and making the up-and-down and curved movements necessary for letter formation.

### Foundation Part 2: Reception/P1

This book reinforces movements and patterns which will help children to make the movements they will need when learning to form letter shapes. For many children the movements from left to right and from top to bottom may not be intuitive, hence the instruction to 'Start at the ☆.'

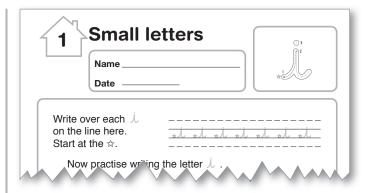
Practice is also provided in each of the movements for upper case letters. These have been placed early in the programme because many children will have learned at least some of these letters before they begin formal schooling, and so any inappropriate movements can be corrected early.



### Book 1 Part 1: Year 1/P2 (Term 1)

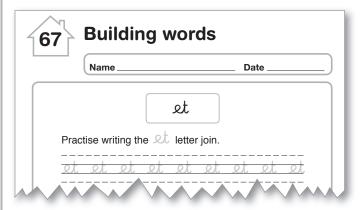
Linked closely to the National Curriculum and Primary National Strategy, this book provides more intense teaching strategies and practice for the first term of formal tuition.

Since it is at this stage that children may learn incorrect or inappropriate movements, each individual letter shape and movement is taught with a lead-in and a lead-out stroke beginning from the writing line. The letters are grouped according to the main movements involved so that children gain extra reinforcement of the shapes and movements involved. By grouping letters according to their movement, it is also hoped to avoid the confusion that many children encounter between letters that may look very similar in print, e.g. 'b' and 'd', 'p' and 'q', 'n' and 'h'.



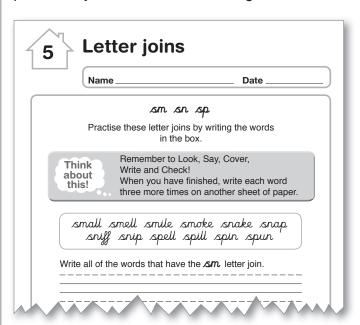
### Book 1 Part 2: Year 1/P2 (Terms 2 and 3)

To provide extra practice in the transition from precursive to cursive letters, an extra section has been included at this stage. In this section, upper case letters and lower case letters are reinforced through some of the main rime patterns that will be used for spelling. In this way the development of a cursive hand is linked to the introduction of spelling patterns.



Book 2: Year 2/P3

This book continues the development of linking handwriting to spelling, introducing joins through the main onset groups and blends and the high-frequency words required to be learned and practised by the end of the Infant stage.

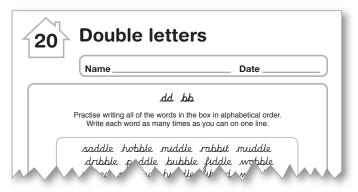


### **Junior Stage**

### Book 3: Year 3/P4

This book reinforces the handwriting style already learned, through sentences, spelling patterns and simple tongue-twisters and rhymes. During this book, children are encouraged to attempt writing with their eyes closed to help fix the pattern of movements in the mind. (It may be helpful if teachers show children how to place their pencil or pen on the writing line before closing their eyes!)

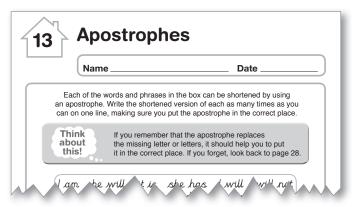
Through this book, children are introduced to the idea of collating a handwriting folder. Some tasks will need to be completed on another sheet of paper. This book also contains ideas for exemplar material to be retained by children in their handwriting folder.



### Book 4: Year 4/P5

At this stage, children are encouraged to examine different handwriting purposes and styles. This book also includes settings in which print letters may be appropriate both in upper case and lower case forms.

Links with common spelling rules and patterns and common high and medium-frequency vocabulary are continued. This book also introduces practice in writing at speed.

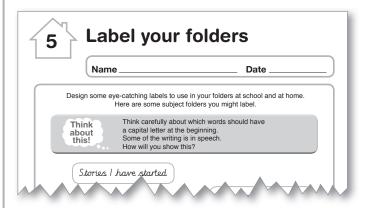


Book 5: Year 5/P6

Throughout this book, children explore different contexts in which a well-formed handwriting style plays an important part. They are asked to use both print and joined styles to transform material from

a range of curricula and everyday situations for presentation to others. By this stage, children will be developing at least three handwriting styles:

- A neat, 'best' form for presentational work that may be produced slowly and with care. This style may be part of a 'school style'.
- A speedier and sometimes less neat form for, e.g. making personal notes or copying work to be presented later. It is perfectly reasonable that some children using this style may begin to 'personalise' their writing. They may begin to add loops or serifs, adopt alternative letterforms and link upper case letters to lower case letters as many adults do. They may also experiment with a unique signature at the foot of their work. This personalisation should be encouraged as long as it fits the criteria of being clear, fluent, legible and fast.
- A clear, well-formed print style for labels, notices, captions etc. demonstrating judgement about style, size, and spatial awareness of the room available.



### Book 6: Year 6/P7

This book extends children's mastery of the three forms of handwriting listed in the Book 5 entry on this page. Children are encouraged, through a variety of traditional calligraphy and modern presentational tasks, to develop a style that is personal and unique to themselves. (The relationship between hand-crafted and computer-aided design is extended.)



# Points to remember when teaching handwriting

### Seating

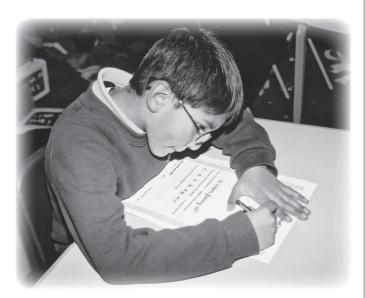
The seating of children for handwriting lessons is particularly important. For this reason, some teachers prefer to specify a 'handwriting table', where the light is particularly good and shines from the side or back of the children.

Many children find it more comfortable to slant their work to the side, away from their writing hand, so that they can clearly see what they are writing. For this reason, they may need more room for handwriting practice than may normally be available.

Left-handed children will need to be seated at the left-hand side of the table or desk. These children might also need a cushion or pad to provide extra height and may often benefit from a sloping surface, which might be provided by using a ringbinder file, on which to rest their paper.

### Pencil/pen control

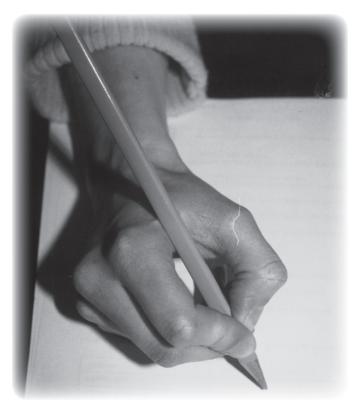
The pencil or pen should be gripped loosely between the first finger and thumb, using the second finger as a rest. The non-writing hand should be used to support and guide the paper. Many children do not learn this automatically, and it may need to be specifically taught.



Children may, even at a very early age, have learned an inappropriate grip. In some cases the hand may curl right over the pencil or pen, making their writing look extremely awkward. Teachers need to make several judgements before intervening to alter such a grip:

- If the child suffers from even a minor manual difficulty, the grip used may be the most comfortable to them.
- If their handwriting is clear, fluent, reasonably legible (to themselves and other children!) and reasonably fast, attempting to change their grip may do more harm than good. These children would benefit from the same practice in patterning and fluency as those with cramped or jerky hand movements. Tips on detecting and correcting difficulties can be found on pp.13–15 of the Teacher notes for Books 3 and 4.
- If altering the grip is the only solution, these children may benefit from recapping of earlier units in the programme as homework practice or in SEND support sessions, to help them relearn the correct movements.

Setting up a special handwriting table makes it easier to make pencil grips or triangular-shaped pencils or pens available for those children who find them more comfortable to use. Several suppliers make triangular-shaped pencils, which children may find more comfortable than a pencil grip.



If the layout of the classroom precludes or hinders the setting-up of a handwriting table, children should be taught where their particular handwriting aids are kept and trained to find them for themselves before beginning their Handwriting lesson. Information about these implements and aids should also be made readily available to all staff members.

### Pencils and pens

Teachers often feel that providing special handwriting pens for lessons and practice encourages children to take more care with their work. It is now possible to provide a range of rollerball and felt-tip pens that are less likely to leak onto a child's hands or clothes. Many teachers feel that 'biros' are unsuitable because they can easily be smudged, particularly by the left-handed writer whose hand moves across their work.



It is likely, in the main, that children will write in pencil. Teachers may wish to keep some 'special' pencils with other handwriting materials. These pencils should be of reasonable length (left-handers may require a slightly higher grip than their right-handed peers). A range of pencils of differing hardness will also allow children to make judgements about which is the most suitable for them. Pencils should be sharp, but not so sharp that the point breaks on use. Some triangular or wedge-shaped pencils may be included for those who need them. Several suppliers also make triangular-shaped pencils that children may find more comfortable than a grip.

### **Paper**

It is also helpful for children to use different types of paper for writing. A box on the handwriting table might contain paper of different textures, quality, colours and shapes for children to present their sample or test pieces. Preprinted sheets with decorative borders might also be used for display or presentation.

### Lined or unlined paper

For example:

For Books F–2, teachers may wish each child to have their own handwriting book with staved lines for extra practice. This will also provide additional opportunity to reinforce the onset, rime and spelling patterns plus reinforcement of high-frequency words.

Books 3-6 encourage the use of a handwriting folder for which children may use the copiable pages themselves or separate pieces of paper that are then stored in the folder.

It should be remembered that lines spaced too far apart can be as cumbersome as lines spaced too close together. The final page of Books F–6 is a set of copiable guidelines. These have been deliberately varied throughout the scheme to provide the optimum type for children with particular handwriting difficulties.

I				
Books F-2				
	- — — —	 	- — — -	
	- — — —	 		
Books 3-6				

While many teachers prefer to use unlined paper for everyday work with younger children, *Treasure House Handwriting* provides sets of lines for practice. As children gain confidence, they may prefer to use a sheet of unlined paper with a set of guidelines placed underneath it.

### The writing environment

All of us use both print and joined writing for different purposes. Work in Europe has shown that children are easily able to distinguish between the two if they are used to seeing them. The instructions in the *Treasure House Handwriting* books are written in printed script to distinguish them from writing the children will copy. It is helpful if children see signs and posters around the classroom in both printed and joined styles, to help them make judgements about the appropriateness of each for particular situations. As they gain confidence, children will take great pride in producing some of these signs, notices and labels for themselves.

It is also helpful for children to see the upper case and lower case alphabets in the selected letter styles, displayed close to where they write. Children should be encouraged to contribute to the classroom display by copying out class rules, tips for better writing etc. As they learn them, they might also make posters of grammatical definitions, spelling rules or useful proverbs and sayings etc.

If display space permits, examples from children's handwriting may be specially mounted and displayed in the writing area. Where space is at a premium, children might mount 'best' examples of their handwriting in a Big Book anthology.

### **Before writing**

### Organisation and timing of lessons

Teachers may use *Treasure House Handwriting* as part of a Literacy lesson or as a separate lesson. The programme has been designed for use by a guided group who will then continue on to complete the sheets independent of teacher support. (Children with particular difficulties may work with the support of a teaching assistant.)

Some teachers may prefer to work through particular pages with the whole class before children move into groups to complete the tasks. Pages marked in the notes on p.16 are considered most suitable for this. All pages are copiable and have a self-assessment box at the foot of the page that allows the child to decide, in cooperation with the teacher, whether to move on or repeat the task for reinforcement or practice.

Ideally, children should practise their handwriting on a daily basis, and to facilitate this, teachers may decide to work through the content of a particular sheet in a guided group session, once a week, so that children may be observed as they practise in their own Handwriting folders. The children might then complete the sheet independently in the following days.



### The handwriting lesson

Handwriting is a motor skill and can be physically quite demanding. Ideally, children should work on their handwriting style by practising it for about 15 minutes every day. If the classroom organisation follows a specified Literacy lesson format, this might be during an independent group activity session.

Where handwriting practice is rotated with other independent activities, children might work independently at other times during the day or at home.

During Books F-2 at least, it is suggested that each new block of skills might be introduced through a shared class lesson. Suggested pages appropriate for this are marked in the notes. Teachers may enlarge these worksheets, if they wish, to form the basis of a shared session; or they may prefer to use a whiteboard or blackboard, flip chart or overhead projector to demonstrate the correct movements, joins or the spelling pattern that is being emphasised.

Some children might move from a shared session directly on to working without teacher support. For most children, however, particularly in the early stages, it is suggested that the shared session be followed by a guided group session. During this session, teachers can observe each child to ensure a full understanding of the tasks involved; while children can begin working on each sheet under teacher supervision to ensure correct movement, seating position, pencil grip etc.

### **Practice and reinforcement**

The self-assessment box at the foot of most pages provides an opportunity for children to decide for themselves whether work on a particular sheet needs to be repeated. Teachers might also decide to ask a child to repeat a page during independent work or at home. This will also provide parents or carers with an opportunity to become involved with their children's handwriting development.

The final page in each book provides guidelines and this page can be copied to enable children to practise particular sheets again.

It is suggested that children also have a small handwriting book in which they can practise letters, joins and words that they have worked on during a guided session. The *Treasure House Word Books* can be used for this purpose.

My First Word Book (age 4-5) 978-0-00-819413-0
My Second Word Book (age 5-6) 978-0-00-819414-7
My Third Word Book (age 6-7) 978-0-00-819415-4
My Fourth Word Book (age 7-9) 978-0-00-819416-1
My Fifth Word Book (age 9-11) 978-0-00-819417-8

### **Assessment**

The principles of good handwriting are that it should be legible, fluent and comfortable to produce at speed. Some children will never be able to achieve the degree of neatness and consistency of others in the class.

The style chosen for these books allows for each letter to be joined to others (with the exception of upper case to lower case), but children should not be penalised, especially after Book 4, for adopting a personal handwriting style in which some letters do not join. What is important is that their personal style of handwriting should be one that meets the principles detailed in the Book 5 entry on p.9.

Children should be encouraged to pay particular attention to handwriting when work is to be presented to others and at the publication stage of a piece of work. For some children, their style will become so much a part of them that they will even use it for rough notes – but few children achieve these heights. *Treasure House Handwriting* encourages children, from the start, to make a self-assessment of their work, practising and reinforcing as and when necessary. At the foot of most pages is a 'How did you do?' entry to allow children to make a self-evaluation of their work. Where children regularly work with a partner, the partner may be consulted before the self-evaluation is completed.

Handwriting assessment checklists are provided in Book 3 (pp.20 and 63) and Book 6 (p.20). Teachers and children may use these at any time, to make a more formal assessment.

By storing their work in handwriting folders, children should be able to judge for themselves the progress they are making over a term or year. It should also be possible, through conferences with children, to highlight any periods where handwriting lacks the usual care and attention for whatever reason.

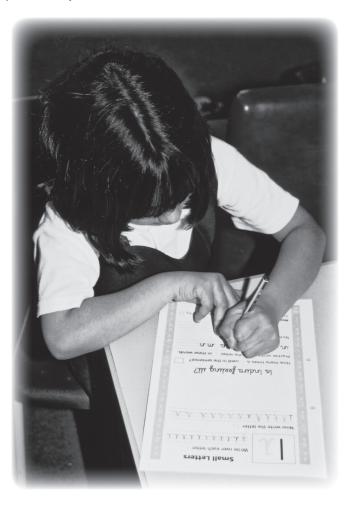
Teachers may also wish to compare work in other subject books with the work within a child's handwriting folder. The different handwriting styles outlined in the entry for Book 5 (see p.9) should be kept in mind when making this comparison.

### Handwriting and the use of ICT

Treasure House Handwriting, in conjunction with handwriting software, aims to link manual handwriting with computer-generated handwriting from the earliest stages. Software may be used to create extra worksheets for practice and reinforcement. Children may also be able to print out their stories, poems and non-fiction writing using handwriting software that features a cursive style.

### **Detecting and correcting difficulties**

How many left-handers are there in your class? Did you know that left-handers often find it difficult to write with a hard pencil? They may grip more tightly and press down harder on the paper. A softer lead pencil may be easier for them to use.



Are all the left-handers in your class able to sit at the left-hand side of a desk for the handwriting session? Are their seats high enough? Are they able to slant and slope their work? Do they use their right hand to steady the paper? Checking these points early can save a great deal of time later remedying poor habits.

Some children with mild dyspraxia may have jerky or shaky hand movements and will never achieve a style of handwriting that looks 'regular'. But they may still achieve a comfortable and legible handwriting style that can be produced at speed.

Many children find triangular-shaped pencils more comfortable to hold and use than a separate pencil grip. Thus it is important to have a range of different writing implements available for the handwriting lesson.

There is a very strong link between handwriting and spelling. People often find that they can write something familiar, e.g. their signature, in a better hand if they write with their eyes closed. When children are memorising a particular spelling pattern, writing the words in a joined hand with their eyes closed may help to fix the pattern in their memory. This may be of particular value to SpLD (dyslexic) children, who need strong reinforcement of the patterns within language.

Just as many people have a special 'telephone voice', so they also often have more than one standard of handwriting. Children should not be expected to achieve the most careful standard for everyday writing. 'Best' handwriting should be considered for use during the publishing stage of writing, particularly if the writing is for presentation to others.

Producing careful handwriting may be physically demanding for many children. In the early stages of learning to join letters, children should be given plenty of time and opportunity to rest their hands. As they become more fluent, short speed tasks in which fluency and legibility take precedence over style may help to prepare them for timed writing tasks or assessment.

NB: More details of activities to correct specific difficulties in handwriting may be found on pp.13–15 of the Teacher notes in Books 3–5.

### **Book 1 Part 1**

### Year 1/P2 (Term 1)

This book is designed for use by children whom teachers feel are ready for formal instruction in a precursive style using letters that will be easy to join later in the book. The letters are introduced in an order that facilitates their formation.

Each lower case letter is introduced in an unjoined style with a lead-in and a lead-out stroke. Children are also introduced to how each letter will look as it is joined to others at the beginning, in the middle and at the end of words where appropriate.

To avoid confusion in starting points, the lead-in stroke for each letter begins on the writing line.

Using a combination of solid and tinted styles, children are gradually taught to join the focused letter to others to make simple words. This introduces the link between handwriting and the spelling of simple words using common letter patterns and strings.

By page 54, children will have learned all the lower case letters. It may be helpful if teachers draw children's attention to their own progress as the solid letters disappear, to be replaced by tinted ones showing the letters they have mastered.

### Page 20 🎎

Teachers may wish to introduce the format of this book through a class session.



The sentence in joined script serves as a model and illustration. (Children are not expected to read this independently, although they may wish to recite it as they complete the sheet.)

Teachers should introduce the words for copying, encouraging children to repeat them aloud as they copy them. In each case, the focused letter is presented in tinted script. Letters in solid script are also used to make words but children are not asked to copy these yet. However, some children may wish to write over the solid letters to complete the word.

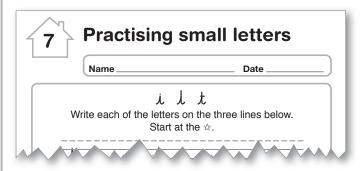
### Pages 21-25

These pages may be introduced through guided group sessions for children to complete as an independent activity. Alternatively, with less confident writers teachers may wish to supervise completion of the sheets to check that movements are correct.

The letters in this group are all formed with an initial up-and-down 'stick' movement.

### Pages 26-27, 34-36, 42-43, 52-54

These pages may be used as practice and reinforcement or check pages. The letters introduced so far are repeated using simple words. In each case, the focused letters are presented in tinted script while other letters, not yet introduced, are in solid script. The number of solid-script letters will gradually decrease as children work through all the lower case letters. It may also be helpful to encourage children, in their other writing lessons, to join letters they have now mastered.



Children are not expected to read the words before completion of the sheet. Each word should be read to children by the teacher, who will encourage them to say the word aloud as they write it. Teachers may wish to check how many of the words children can read after they have completed each sheet.

If teachers wish, children might extend each task by practising the words on the Practice pages, on a separate piece of paper, using a 'Look, Say, Cover, Write and Check' approach. This might be as an independent task or as part of their homework.

### Pages 28-33 🎎

Teachers may prefer to introduce each new group of movements through a whole-class session.

The letters in this group also begin with an upand-down 'stick' movement, with the addition of a curved-over movement. It should be noted that 'b', which is introduced here, has been deliberately separated from 'd' and 'p', which are formed with different movements. In this way it is hoped to avoid some of the confusion that many children experience with these letters.

### Pages 36-41

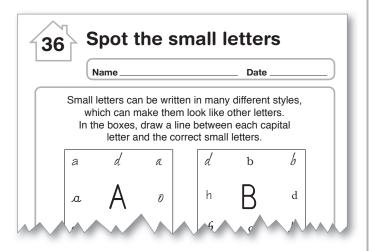
This group of letters begins with a movement based on 'c' and involves a rounded movement from the line. It is particularly important that the letter 'o' is based on this movement, using an anti-clockwise movement that will make it much easier, later, to join with other letters. The loop is included on the 'g' to distinguish it from the 'q', which follows it.

### Pages 44-51

The letter 'p' has been included in this group even though it begins with a stick movement. This is to separate it from 'b' and 'd', and also from 'q', which children sometimes see as a mirror image but which in fact involves different movements. This group also contains a group of letters that are often difficult for children to master. The style chosen for each letter is to enable it to be joined to other letters.

### Pages 55-56

It is important that children realise at this stage that they will see different versions of certain letters in print and in the handwriting of others. These two pages select some of these letters and link their upper case form to alternative forms of the corresponding lower case letter. Teachers may use these pages diagnostically, if they wish to check any confusion. (An additional activity might be for children to carry out a letter search for different letterforms in print. These might then be displayed near the handwriting table for reference.)

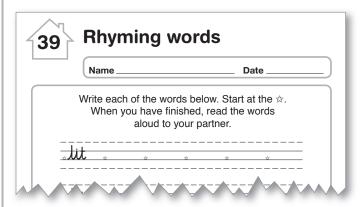


### Page 57

This page may be used as a practice and reinforcement or check page. Children are asked to think of words beginning with the sound indicated by each upper case letter. They might use words written on earlier pages to complete the sheet.

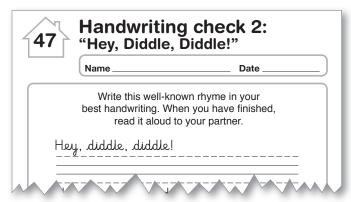
### Pages 58-64 244

These pages begin to join some of the simpler stick letters to make words. Many children may already be joining these particular letters in their own writing. This should be praised and encouraged. The joins are introduced through common rime patterns. These pages may act as introductory tasks for the joins children will meet in Book 1B. Children may practise each group of words on a separate sheet of paper using a 'Look, Say, Cover, Write and Check' approach.



### Pages 65-66

Children are asked to use their knowledge of the letter joins to copy some familiar rhymes. They should attempt to join as many of the letters as they can. Some of the best or most carefully produced examples might be displayed in the writing area or used in Records of Progress and Achievement.



### **Book 1 Part 2**

### Year 1/P2 (Terms 2 and 3)

Each join is introduced on its own and then as a rime for different onsets. The pattern is then included in other words where it may occur at the beginning, middle or end. Practice pages on which the patterns taught are included in the context of silly sentences have been inserted at regular intervals. Teachers may wish to use pages from this book to reinforce their work on phonics and spelling in Literacy lessons.

One deliberate feature of Part 2 is the use of patterns that may have more than one sound or may be affected by other letters. For example, 'balloon' has been included with 'all' words (p.74) because it is a) a word that will be familiar to children and b) in producing the word as a joined unit, children are practising the pattern for spelling.

As children master a pattern, they should be encouraged to use it in their other writing.

The patterns 'ing' and 'all' may be two of the first to appear and children should be praised as they transfer knowledge to their other writing books. Many children will still find it helpful to vocalise sounds and patterns as they practise them.

### Page 68 🎎

Teachers may wish to introduce the format of this book through a class session. The letters are presented in a cursive style, and children may begin to link them as they complete the sheets.

Words are introduced through rime patterns, to help children build a pattern of movements on each page to reinforce the link between handwriting and spelling.

### Pages 69-70

Words are introduced first through rime patterns with a single onset and then through a double-letter onset or blend. Children are asked to write only the focused pattern in each case.

As before, teachers should read through each word with children before working on the sheet. Children should then be encouraged to vocalise each pattern as they write and may be able to read the words on completion of the page.

### Pages 71, 94, 99, 112–113 (Practice/Samplers)

These pages may be used for diagnostic assessment. The sentences on these pages form silly tongue-twisters that reinforce the focused vowel sounds. Children should be encouraged to recognise which vowel sound occurs most often in each of the tongue-twisters. These tasks may be used to support work in differentiating between vowels and consonants.

Name	Date	
Write each of thes in your best h		
Raggedy Maggy drags	Barry's fat cat.	
 The black sack sat on S	Sallis saddle	
How many times does the lin the two silly sentences?	etter a appear	
How many double letters ar	re there	
How many double letters ar n the two silly sentences?	e there	

### Page 72, 81, 107, 114 (Practice/Samplers)

Throughout Part 2, children are asked to copy out some rhymes that may be stored in their progress file, displayed in the classroom, or taken home to show to parents or carers.

Teachers may wish to use this task diagnostically to check which children are beginning to join letters within the words and which of the joins may need further practice.

### Pages 73-80

In this section, the introduction of rime patterns is augmented by the addition of endings such as 'er', 'ed' and 'le' to create second syllables, and some compound words using the same rime pattern. Teachers might discuss with children what happens to the pattern of the final consonant when these endings are added.

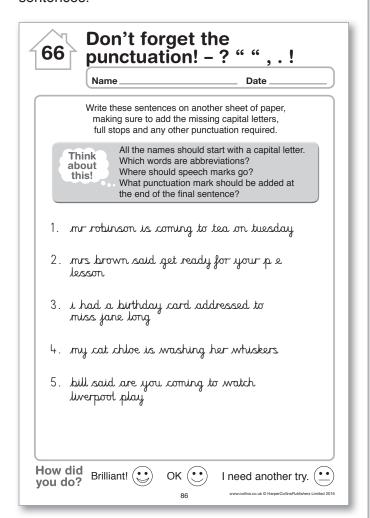
### Pages 82-85

This section continues rime patterns around the vowel sound 'a'. Teachers will need to underline the changes that this sound may make as it links with other letters. For example, the sound of 'a' alters when it is linked in different ways: 'ar', 'aw' and 'ay'. By linking the letters, it may support other 'word work' in Literacy lessons on blends, digraphs and phonemes.

## Page 86: Don't forget the punctuation! (Practice/Sampler)

This page acts as a reminder for children that upper case letters are important in specific places; for example, at the beginning of each sentence and where proper nouns are used.

This page also reminds children of the need to use correct punctuation when composing and copying sentences.



### Pages 87-93

This section continues rime patterns around the vowel sounds 'e' and 'i'.

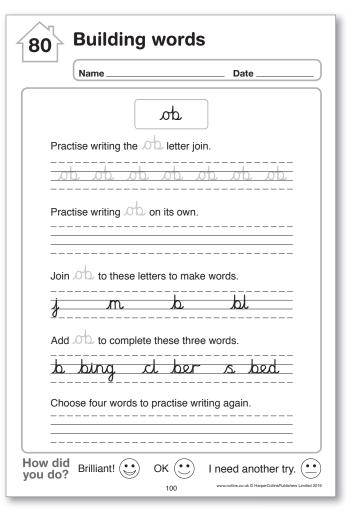
### Pages 95-98

Rime patterns with the vowel 'i'.

### Pages 100-106

This section continues rime patterns around the vowel sounds 'o' and 'u'.

For the first time while using patterns with 'o', children will learn that letters may join in different ways and at different points. The letter 'o' usually leads out at the top of the letter, ready to join to its successor. Many children will need to practise these particular pages several times. To do so, they may use the guideline page from the back of the book (p.115).



### Pages 108-111

This section continues rime patterns around the vowel sound 'u'.

### **Page 115**

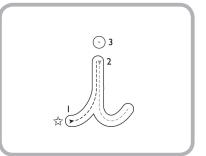
A set of guidelines is included for use when teachers wish children to repeat or practise specific task pages on separate sheets of paper.

Teachers may copy the page and children may write directly onto the page, or use it as a guide by placing it underneath a sheet of plain paper.



# **Small letters**

Name	
Date -	

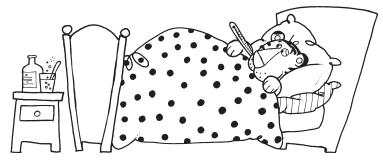


Write over each  $\dot{\downarrow}$  on the line here. Start at the  $\Leftrightarrow$ .



Now practise writing the letter  $\dot{\downarrow}$  .



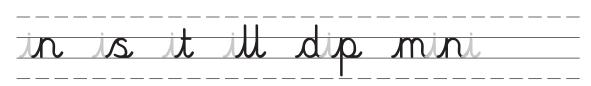


Tiger Tim is feeling ill.

How many times is  $\dot{\lambda}$  used in the sentence?

Practise writing over the letter  $\mathcal L$  in these words.

in is it ill dip mini



How did you do?

Brilliant!



OK

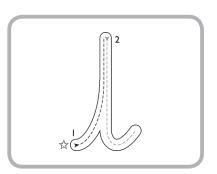




# **Small letters**

Name \_\_\_\_\_\_

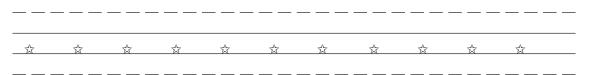
Date \_\_\_\_\_



Write over each on the line here. Start at the ☆.



Now practise writing the letter  $oldsymbol{\perp}$  .





All lions like to lunch.

How many times is  $\lambda$  used in the sentence?

Practise writing over the letter  $\lambda$  in these words.

teg tip titte batt fell

teg tip titte batt fett

How did you do?

Brilliant!

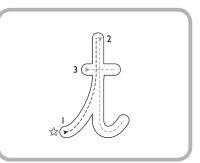


OK (••



# **Small letters**

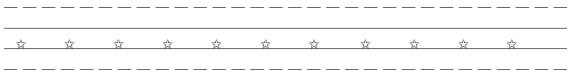
**Date** 



Write over each on the line here. Start at the ☆.



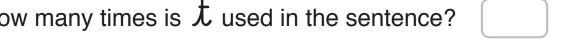
Now practise writing the letter  $\mathcal{I}$ .





Tom tries trampolining.

How many times is t used in the sentence?



Practise writing over the letter t in these words.

How did you do?

Brilliant!



OK



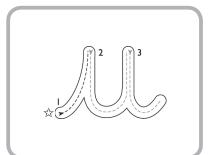




# **Small letters**

Name \_\_\_\_\_\_

Date \_\_\_\_\_



Write over each 从 on the line here.
Start at the ☆.

Now practise writing the letter J.



Huddle under the umbrella.

How many times is  ${\cal M}$  used in the sentence?

up us under cup run

up us under cup run

How did you do?

Brilliant!



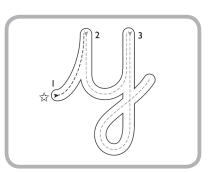
OK (





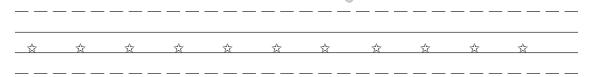
# **Small letters**

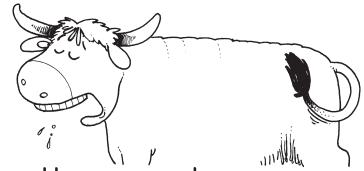
Name \_\_\_\_\_



Write over each you on the line here.
Start at the ☆.







A yellow yak yawns.

How many times is  $\mathcal{Y}$  used in the sentence?

Drootioo	writing	over the	lottor /	in those words	

Practise writing over the letter  $\mathcal{Y}$  in these words.

you yo-yo eye fly my

you yo-yo eye fly my

How did you do?

Brilliant!



OK

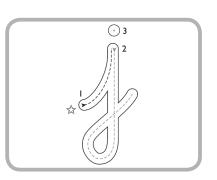




_	6	
	6	

# **Small letters**

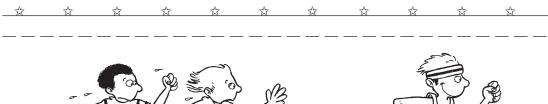
Date



Write over each on the line here. Start at the ☆.



Now practise writing the letter .





John enjoys jog

How many times is $\mathcal{J}$ used in the sentence	e?
--	----

Practise writing over the letter / in these words.

How did

Brilliant!



OK

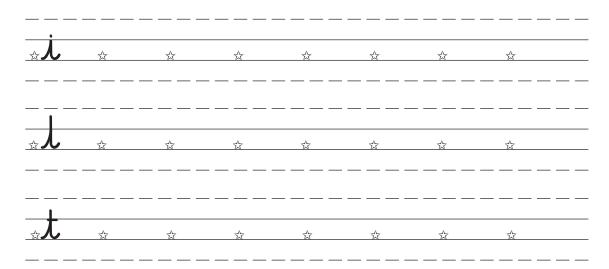


# **Practising small letters**

Name	Date

# i l t

Write each of the letters on the three lines below. Start at the  $\Rightarrow$ .



Now practise writing the three letters again by writing over the grey letters in each of the words below.

ill		lit lit
till	till	witt witt

fall fall bett bet

mik mik laugh laugh









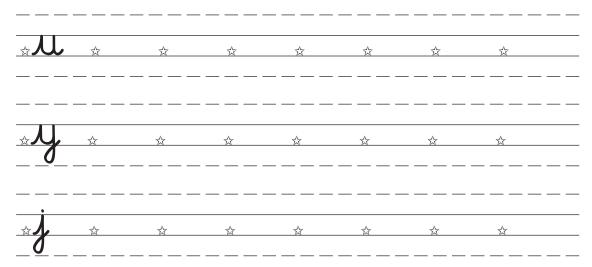


# **Practising small letters**

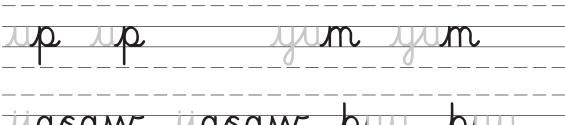
Name	Date

M y j

Write each of the letters on the three lines below. Start at the ☆.



Now practise writing the three letters and others again by writing over the grey letters in each of the words below.



jigsaw jigsaw buy buy

jig jig fly. fly.

joke joke under under

How did you do?

Brilliant!



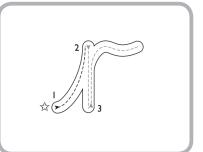
OK (••)





# **Small letters**

**Date** 

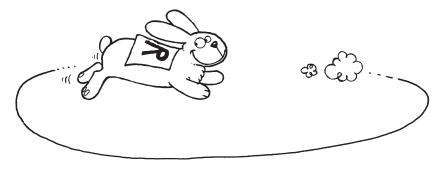


Write over each / on the line here. Start at the ☆.



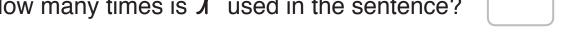
Now practise writing the letter  $\mathcal{I}$ .





Robby rabbit runs around.

How many times is \( \mathcal{L} \) used in the sentence?



Practise writing over the letter / in these words.

How did you do?

Brilliant!



OK

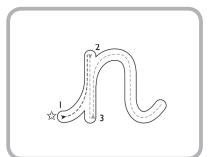




# **Small letters**

Name \_\_\_\_\_\_

Date \_\_\_\_\_



Write over each  $\mathcal{N}$  on the line here. Start at the  $\Leftrightarrow$ .

±N ±N ±N ±N ±N

Now practise writing the letter  ${\cal N}$ .



Nine hens running.

How many times is  $\mathbf{N}$  used in the sentence?

Practise writing over the letter  $\mathcal N$  in these words.

no nap not bend pin

no nap not bend pin

How did you do?

Brilliant!



OK (



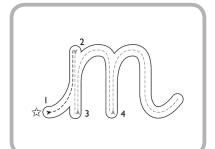




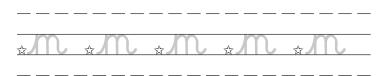
# **Small letters**

Name \_\_\_\_\_\_

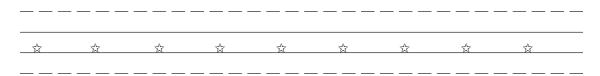
Date \_\_\_\_\_

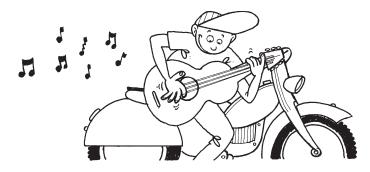


Write over each Mon the line here.
Start at the ☆.



Now practise writing the letter  $\mathcal{M}$ .





Making music on a motorbike.

How many times is  $\mathfrak{M}$  used in the sentence?

ე	
<u> </u>	
- 1	

Practise writing over the letter  $\mathcal{M}$  in these words.

me my mum lump an

me my mum lump am

How did you do?

Brilliant!



OK

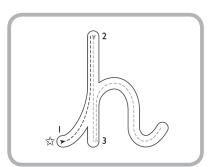




# **Small letters**

Name \_\_\_\_\_\_

Date \_\_\_\_\_



Write over each hon the line here.
Start at the ☆.

\*h \*h \*h \*h \*h

Now practise writing the letter \hatherdoor.



Happy horses eating hay.

How many times is h used in the sentence?

Practise writing over the letter h in these words.

her him have chop fish

her him have chop fish

How did you do?

Brilliant!



OK (

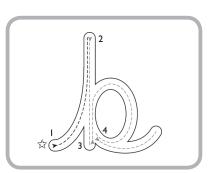




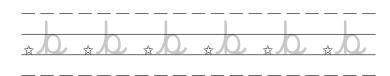
# **Small letters**

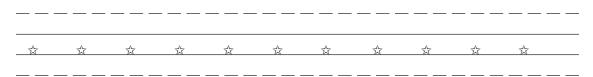
Name \_\_\_\_\_\_

Date \_\_\_\_\_



Write over each on the line here.
Start at the ☆.







Branches bend in the breeze.

How many times is b used in the sentence?



Practise writing over the letter b in these words.

by but bull about tub

by but bull about tub

How did you do?

Brilliant!



OK

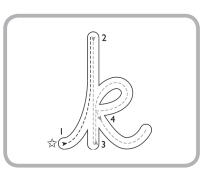




# **Small letters**

Name \_\_\_\_\_\_

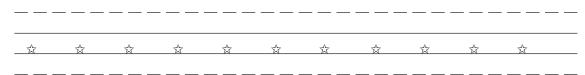
Date \_\_\_\_\_

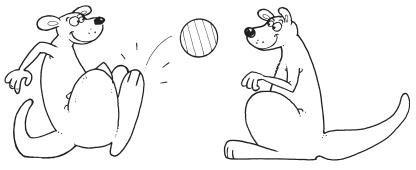


Write over each k on the line here. Start at the  $\Leftrightarrow$ .



Now practise writing the letter k.





Kangaroos like kicking.

How many times is & used in the sentence?

Practise writing over the letter k in these words.

keep kiss lick like tick

keep kiss lick like tick

How did you do?

Brilliant!



OK (



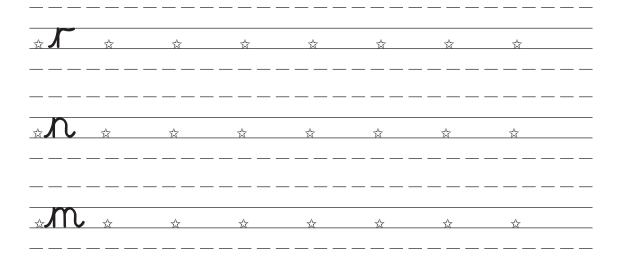


# **Practising small letters**

Name	Date

### rnm

Write each of the letters on the three lines below. Start at the  $\Rightarrow$ .



Now practise writing the three letters and others again by writing over the grey letters in each of the words below.

rip rip	nutty nutty
met met	jump jump
mik mik	titte titte
damp damp	staim staim



Brilliant!



OK (

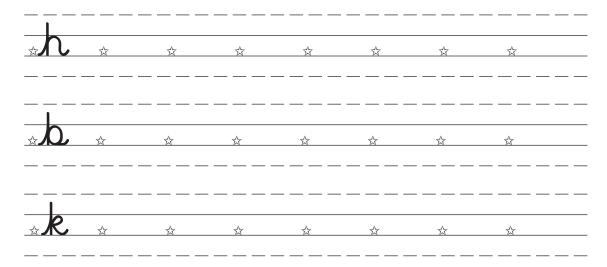


# **Practising small letters**

Name	Date

# hbk

Write each of the letters on the three lines below. Start at the  $\Rightarrow$ .



Now practise writing the three letters and others again by writing over the grey letters in each of the words below.

hide hide	built built
kilt kilt	rubbed rubbed
timit limit	blink blink
mud mud	hillop hillop

How did you do?

Brilliant!



OK (••)

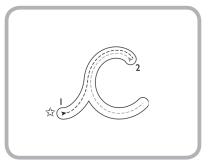




# **Small letters**

Name \_\_\_\_\_\_

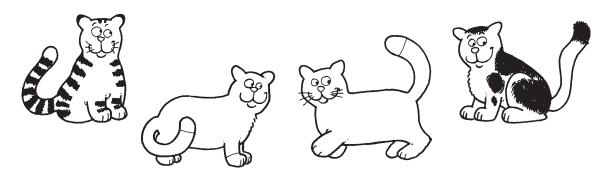
Date \_\_\_\_\_



Write over each  $\mathcal{L}$  on the line here. Start at the  $\Leftrightarrow$ .

\*C \*C \*C \*C \*C

Now practise writing the letter  $\mathcal{L}$ .



Count the cuddly cats.

How many times is  $\mathcal{L}$  used in the sentence?

Practise writing over the letter  $\mathcal L$  in these words.

aut call chick reach attic

cut call chick reach attic

How did you do?

Brilliant!



OK

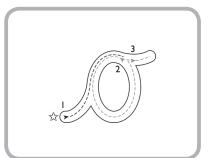




#### **Small letters**

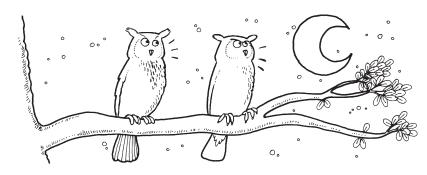
Name \_\_\_\_\_\_

Date \_\_\_\_\_



Write over each  $\mathcal{N}$  on the line here. Start at the  $\diamondsuit$ .

Now practise writing the letter  ${\cal N}$  .



Owls hoot at the moon.

How many times is  $\mathcal{D}$  used in the sentence?

Practise writing over the letter  $\mathcal N$  in these words.

on out over how go

on out over how go

How did you do?

Brilliant!



OK

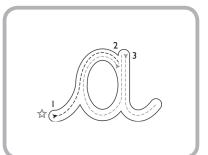




#### **Small letters**

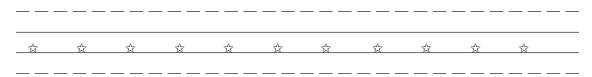
Name \_\_\_\_\_\_

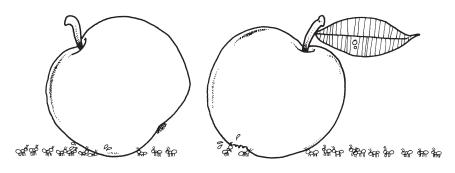
Date \_\_\_\_\_



Write over each  $\Omega$  on the line here. Start at the  $\approx$ .

Now practise writing the letter . . .





Ants like eating apples.

How many times is  $\Delta$  used in the sentence?

Practise writing over the letter  $\mathcal L$  in these words.

am as are hat back era

am as are hat back era

How did you do?

Brilliant!



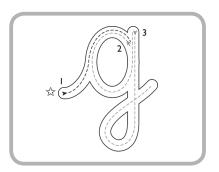
OK







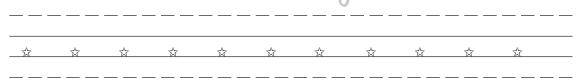
**Date** 

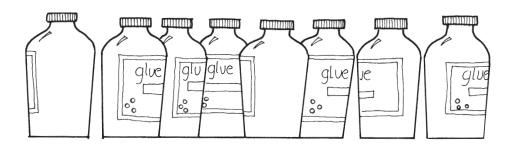


Write over each on the line here. Start at the ☆.



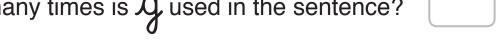
Now practise writing the letter . . .





Eight bottles of gooey glue.

How many times is  $\mathcal{A}$  used in the sentence?



Practise writing over the letter  $\mathcal{Q}$  in these words.

How did

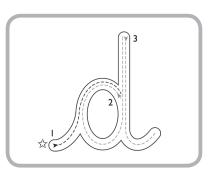
Brilliant!



OK



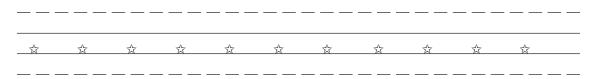
**Date** 

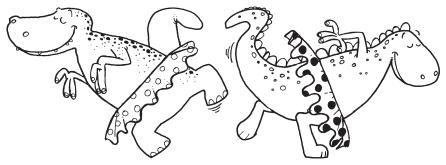


Write over each. on the line here. Start at the ☆.



Now practise writing the letter . . .



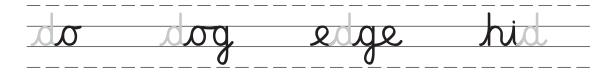


Dinosaurs dancing daintily.

How many times is $\mathcal M$ used in the sentence?	

Practise writing over the letter d in these words.

DOQ.	20al	hud



How did you do?

Brilliant!



OK

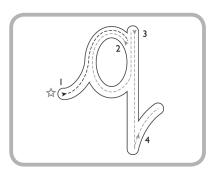






Name \_\_\_\_\_\_

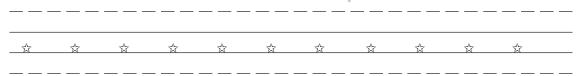
Date \_\_\_\_\_



Write over each  $\Omega$  on the line here. Start at the  $\approx$ .



Now practise writing the letter . . .





The Queen queues quietly.

How many times is  $\mathcal{A}$  used in the sentence?

Practise writing over	the letter	in th	nese words.
-----------------------	------------	-------	-------------

quit quack quiet liquid

quit quack quiet liquid

How did you do?

Brilliant!



OK

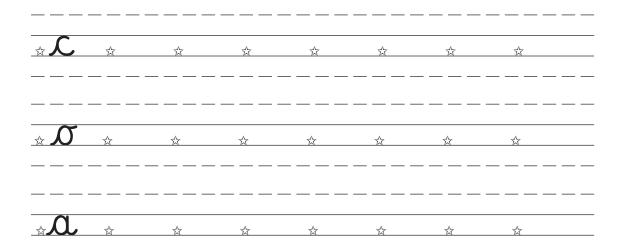






	· ·
Name	Date

# $\mathcal{L}$ $\mathcal{M}$ $\mathcal{M}$ Write each of the letters on the three lines below. Start at the $\approx$ .



Now practise writing the three letters and others again by writing over the grey letters in each of the words below.

care care	ous ous
acom acom	blane blane
roam roam	closed closed
ape ape	orange orange









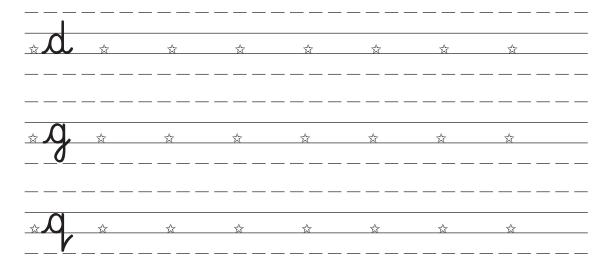


#### **Practising small letters**

Name	Date

dgq

Write each of the letters on the three lines below. Start at the ☆.



Now practise writing the three letters and others again by writing over the grey letters in each of the words below.

drain	drain	grew grew
quick	quick	cage cage
trees	trees	young young
pedal	pedal	quote quote

How did you do?

Brilliant!

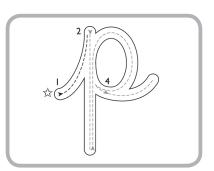


OK (••)





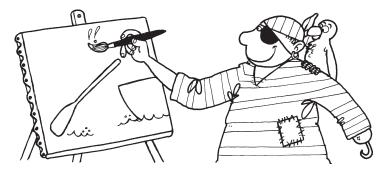
Name \_\_\_\_\_



Write over each pon the line here.
Start at the ☆.







A pirate paints a paddle.

How many times is  $\Lambda$  used in the sentence?

Practise writing over the letter  $\bigwedge$  in these words.

pet pul roje top chip

pet put pull rope top chip

How did you do?

Brilliant!



OK

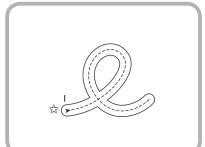






Name \_\_\_\_\_\_

Date \_\_\_\_\_



Write over each  $\mathcal{L}$  on the line here. Start at the  $\Leftrightarrow$ .



Now practise writing the letter  $\ensuremath{\mathcal{L}}$  .





Elaine eats eleven eggs.

How many times is  $\mathcal L$  used in the sentence?



Practise writing over the letter  $\mathcal L$  in these words.

eat end over see send

eat end over see send

How did you do?

Brilliant!



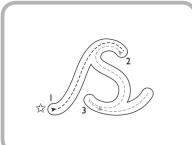
OK (••





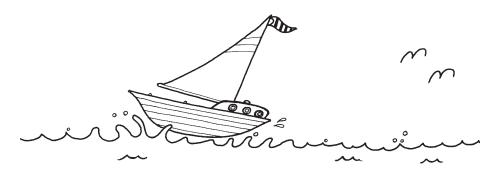
Name \_\_\_\_\_\_

Date \_\_\_\_\_



Write over each ∕S on the line here.
Start at the ☆.

Now practise writing the letter . . .



A sailing ship at sea.

How many times is 720 asea in the sentence:

so say sell house kiss

so say sell house kiss

How did you do?

Brilliant!



OK

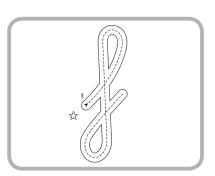




#### **Small letters**

Name \_\_\_\_\_\_

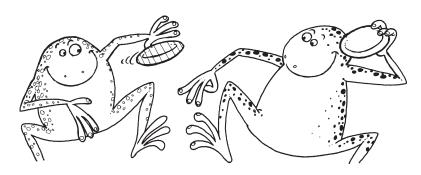
Date \_\_\_\_\_



Write over each on the line here. Start at the ☆.



Now practise writing the letter .



## Frogs flicking Frisbees.

How many times is  $\mathcal{J}$  used in the sentence?

Practise writing over the letter in these words.

fin fly for raft if tiff

fin fly for raft if tiff

How did you do?

Brilliant!

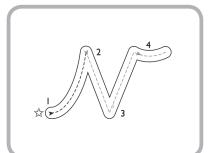


OK (••



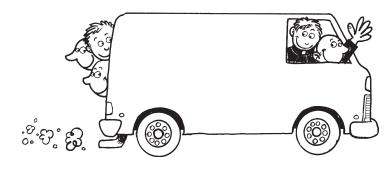
Name \_\_\_\_\_\_

Date \_\_\_\_\_



Write over each  $\mathcal{N}$  on the line here. Start at the  $\approx$ .

Now practise writing the letter  $\mathcal{N}$ .



Five movers in a van.

How many times is  $\mathcal{N}$  used in the sentence?

Practise writing over the letter  ${\cal N}$  in these words.

vain very ever cover wave

vain very ever cover wave

How did you do?

Brilliant!

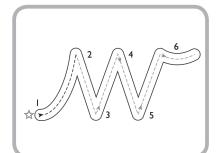


OK





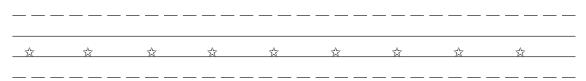
**Date** 

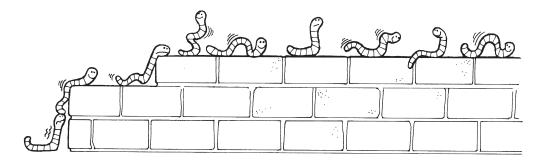


Write over each ✓ on the line here. Start at the ☆.



Now practise writing the letter M.





Wobbly worms on a wall.

now many	y unies is Jvv	used in the sentence	<b>f</b> ( )

Practise writing over the letter ⋙ in these words.

How did

Brilliant!



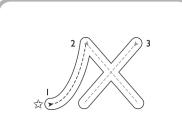
OK



#### **Small letters**

Name \_\_\_\_\_\_

Date \_\_\_\_\_

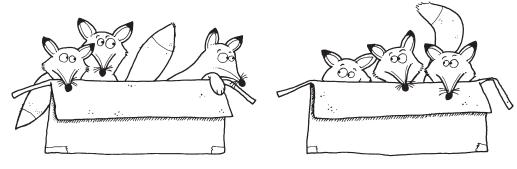


Write over each *X* on the line here.
Start at the ☆.



Now practise writing the letter X.





Six foxes in boxes.

How many times is X used in the sentence?

Practise	writing	over the	letter X	in these	words
i iactisc	wiitiiig	OVCI LIIC			words.

fix mix are flex coax

fix mix axe flex coax

How did you do?

Brilliant!



OK

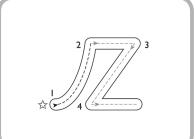






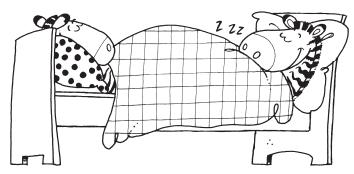
Name \_\_\_\_\_\_

Date \_\_\_\_\_



Write over each  $\mathbb{Z}$  on the line here. Start at the  $\Leftrightarrow$ .

Now practise writing the letter  ${\mathbb Z}$ .



Dozy zebras in the zoo.

How many times is  $\mathcal{I}$  used in the sentence?

Practise writing over the letter  $\mathcal I$  in these words.

zip zero glaze buzz fizz

rip rero glare burr firm

How did you do?

Brilliant!



OK (••

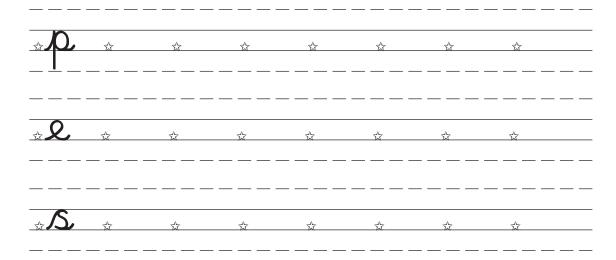




Name	Date



Write each of the letters on the three lines below. Start at the ☆.



Now practise writing the three letters and others again by writing over the grey letters in each of the words below.

	each	each
street street	joker	joker
flies flies	pest	pest
wade wade	Jaces	Jaces

How did you do?

Brilliant!



OK







Name		Date		
Write ead	ch of the lette		ee lines below	'.
	\$ \$	\$ \$	\$ \$	
<u>*************************************</u>	<u> </u>	<u> </u>	** ***********************************	
	* **	<del>*************************************</del>	<del>*************************************</del>	 
-	by writing ove		ers and others tters in each	
fact f	act	NOSE	Nase	
		z half	half	
cover	cover	slow	slow	
wash	wash			









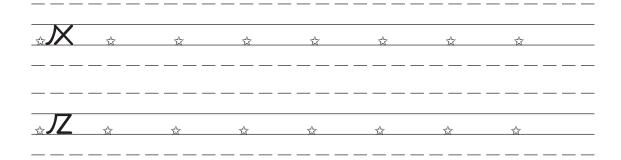




Name	Date



Write each of the letters on the three lines below. Start at the  $\Rightarrow$ .



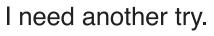
Now practise writing the two letters and others again by writing over the grey letters in each of the words below.

		zebra	zebra
mixec	t mixed	t lazy	lazy
boxer	boxer	puzzle	pwzzle
pixie	pixie	buzz	buzz











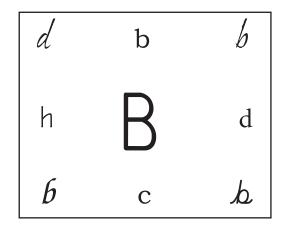
#### **Spot the small letters**

Name	Date
Name	

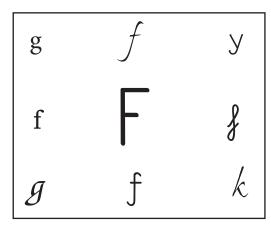
Small letters can be written in many different styles, which can make them look like other letters.

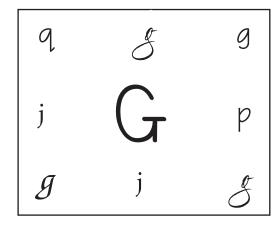
In the boxes, draw a line between each capital letter and the correct small letters.

а	d	а
a	A	0
С	e	a



е	L	С
Ь	E	t
а	0	e





$$\begin{array}{|c|c|c|c|} \hline k & h & b \\ \hline k & K & k \\ \hline k & h & l \end{array}$$









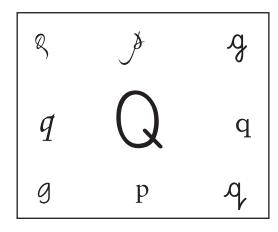
#### **Spot the small letters**

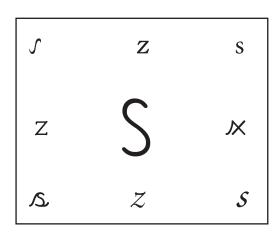
Name \_\_\_\_\_\_ Date \_\_\_\_\_

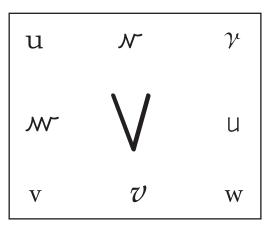
Small letters can be written in many different styles, which can make them look like other letters.

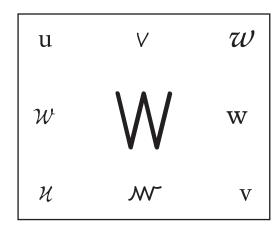
In the boxes, draw a line between each capital letter and the correct small letters.

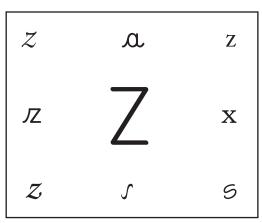
n	m	m
n	M	н
m	m	W















OK





#### Think of a word

Name	Date

Can you write a word beginning with each of the letters in the alphabet?

Some have been done for you.

n is for n
o is for o
p is for p
q is for queen
ris for r
s is for s
tis for t
u is for umbrella
v is for very
w is for w
x is for x-ray
y is for y
z is for z





Name	Date

Write each of the words below. Start at the ☆. When you have finished, read the words aloud to your partner.

	<u>☆</u>	<u>☆</u>	<del>}</del>	<del>\</del>	☆
	\$	\$ 	\$	\$	<del>*************************************</del>
 <b>hit</b>	À	À	\frac{1}{2}	<del>\</del>	· — — — — — ☆
	<u> </u>	<del>*</del>	<u> </u>	<u> </u>	<u> </u>
 <b>wit</b>	<u></u>	<u> </u>	<u> </u>	<u> </u>	<u></u>
	À	À	<u> </u>	<u> </u>	<del>*************************************</del>
			<u> </u>		<del>*************************************</del>













Name	Date
Harrie	

Write each of the words below. Start at the ☆. When you have finished, read the words aloud to your partner.

⇒hill	☆	☆	☆	<u></u>
*pill	<del>\}</del>	À	<del>*</del>	<u></u>
 will	☆	☆	☆	<del>*************************************</del>
mill	☆	☆	☆	☆
grill	☆	☆	☆	<u>*</u>
	☆	☆	<u></u>	<u></u>
*bill	☆	☆	☆ 	<del>*************************************</del>













	· ·
Name	Date

Write each of the words below. Start at the ☆. When you have finished, read the words aloud to your partner.

	<u></u>	<del>*</del>	☆	<u> </u>	
 <b>tin</b>	Å	± 	☆	<u> </u>	
 	₩	<del>*************************************</del>		₩	
	<u></u>	<u></u>		<del>*</del>	
		<b>☆</b>	☆	☆	
	<u> </u>	±	☆	<u> </u>	

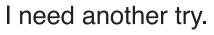








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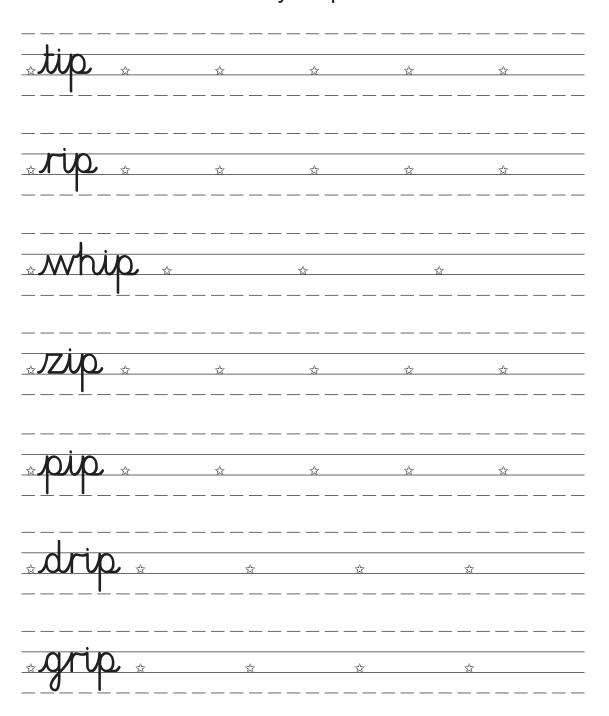






Name	Date

Write each of the words below. Start at the ☆. When you have finished, read the words aloud to your partner.





Brilliant!



OK (••)





Name	Date

Write each of the words below. Start at the ☆. When you have finished, read the words aloud to your partner.

dick	<del>*************************************</del>	<del>*************************************</del>	ýz	
kick *	<del>*************************************</del>	<u></u>	\$ 	
*stick *	<del>*************************************</del>		<u>☆</u>	
thick *	<b>立</b>	<del>*************************************</del>	<u> </u>	
brick *				
	<u> </u>	☆	<u> </u>	











Name	Date
Harric	

Write each of the words below. Start at the ☆. When you have finished, read the words aloud to your partner.

wing *			<b>☆</b>
ring *	<b>☆</b>	<u> </u>	±
sting *	Å.		<u>☆</u>
	→ — — — — — — — — — — — — — — — — — — —	<u> </u>	± 
fling *	**************************************	☆	<u></u>
bring *	<u> </u>	<u></u>	
king *	→ — — — — — — — — — — — — — — — — — — —	<u></u>	立 二













Name	Date

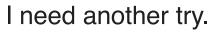
Write each of the words below. Start at the ☆. When you have finished, read the words aloud to your partner.

dig ÷	<b>☆</b>	<del>*************************************</del>	<b>☆</b>	<del>*</del>
	<u> </u>	☆	<u>☆</u>	<u> </u>
pig *				
	<u></u>	<del>*************************************</del>	<del>*************************************</del>	<del>*************************************</del>
	<b>☆</b>	\$	<u></u> ∴ — — — — — — — — — — — — — — — — — —	<u></u> - — — — — — — — — — — — — — — — — — —
±twig *	- — — — — — — — — — — — — — — — — — — —	<u></u> Д	<u> </u>	
	Δ	<u>*</u>	☆	<u> </u>













## Handwriting check 1: "Jack and Jill"

Name	Date

Write this well-known rhyme in your best handwriting. When you have finished, read it aloud to your partner.

Jack	, and Jill 	went up	2 the hill  	
  To le	etch a pai	 il of wat		
			roke his cro	 wn,
And	Jill came	 tumblin	g after.	













# Handwriting check 2: "Hey, Diddle, Diddle!"

Name	Date

Write this well-known rhyme in your best handwriting. When you have finished, read it aloud to your partner.

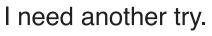
Hey, diddle!
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such fun,
And the dish ran away with the spoon.















# Handwriting

#### Resource Pack 1 Part 2



**Sue Peet** 



#### **Building words**

Name	Date

ab Practise writing the All letter join. Practise writing an its own. Join to these letters to make words. Add Add to complete these two words. Choose four words to practise writing again.













### **Building words**

Marra	Data
Name	Date

	ack	
Practise writing the 🗸	uk letter jo	oin.
ack ack a	ck ack	ack ack
Practise writing $\Omega$ C	on its own	·
Join ack to these	letters to ma	ke words.
b h		bl
Add ack to compl	lete these two	o words.
t ing	st	ed
Choose four words to	practise writ	ing again. 









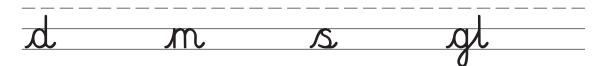




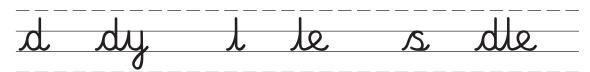
#### **Building words**

Name	Date

Join Ad to these letters to make words.



Add add to complete these three words.



Choose four words to practise writing again.













## Handwriting check 3: Silly sentences

Write each of these silly sentences

Name	Date

in your best handwriting.	
Raggedy Maggy drags Barry's fat car	t.
The black sack sat on Sally's saddle.	
How many times does the letter $\alpha$ appear in the two silly sentences?	
How many double letters are there	

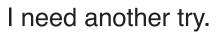




in the two silly sentences?







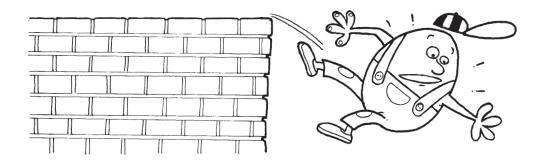




#### Handwriting check 4: "Humpty Dumpty"

Name	Date

Write this well-known rhyme in your best handwriting.



Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall. All the King's horses and all the King's men Couldn't put Humpty together again.










# 53

### **Building words**

ag

Practise writing the Alpha letter join.

ag ag ag ag ag

Practise writing Qq on its own.

Join Ag to these letters to make words.

b g t ft

Add Ag to complete these two words.

h gle t ged

Choose four words to practise writing again.

How did you do?

Brilliant!



OK (•





Name	Date

all Practise writing the All letter join. Practise writing all on its own. Join all to these letters to make words. Add all to complete these three words. Choose four words to practise writing again.









74







Name	Date
. 1441110 .	

		Ω	m		
Practise	e writing t	he AM	letter joir	۱.	
am	am	am	am	am	am
Practis	e writing	<b>am</b> on	its own.		
Join A	m to the	ese letter	s to make	words.	
Add A	m to co	mplete th	ese three	words.	
sh	2	h	mer		Q.
Choose	e four wor	ds to pra	ctise writir	ng again.	













Name	Date

Practise writing the AMD letter join. Practise writing Omo on its own. Join Omo to these letters to make words. Add to complete these three words. Choose four words to practise writing again.

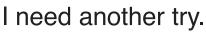








76







Marra	Data
Name	Date

an Practise writing the M letter join. Practise writing on its own. Join An to these letters to make words. Add An to complete these three words. Choose four words to practise writing again.













Name	Date

	and		
Practise writing the	and letter j	oin.	
and and	and o	ind c	ind
Practise writing Al	on its owr	I. 	
Join and to the	se letters to ma	ke words.	
b h	/S.		
Add and to com	nplete these thr	ee words.	
s ed	s y	P	<u>a</u>
Choose four words to practise writing again.			









78







Name	Date
Harrie	

		۵	ınk			
Practis	se writing	the AN	k lette	er join.		
	k a	nk a	nk	ank		k
Practis	se writing	ank o	on its o	wn.		
Join C	nk to t	hese letto	ers to r  大	nake wo	rds.	
Add $\mathcal L$	ink to a	complete	these	three wo	rds.	
<b>b</b>	2	pl	S	<del></del>	λ	ed
Choos	e four wo	rds to pra	actise v	vriting ag	ain.	













Name	Date

ar Practise writing the A letter join. Practise writing on its own. Join to these letters to make words. Add At to complete these three words. Choose four words to practise writing again.













## Handwriting check 5: "Higgledy Piggledy my black hen"

Name	Date

Write this well-known rhyme in your best handwriting.



Higgledy Piggledy my black hen, She lays eggs for gentlemen. Gentlemen come every day, To see what my black hen will lay.
















Name	Date

ash Practise writing the ASA letter join. Practise writing Ash on its own. Join Ash to these letters to make words. Add Ash to complete these three words. Choose four words to practise writing again.









82



Name	Date

			atch		
Practi	se writi	ng the $arOmega$	tch let	ter join.	
ato	h	utch	atch	atch	atch
Practi	se writi	ng atc	on its	own.	
Join	atch	to these	letters to	make w	ords.
<u>C</u>		L	m		<b>D</b>
Add J	atch	to comp	lete these	three w	ords.
<u>C</u>	21	th	ed	h	ing
Choos	se four	words to	practise w	riting ag	gain.













Name	Date

	a	W		
Practise writing th	e AW	letter joi	n.	
		aw		
Practise writing $\mathcal{L}$	W on	its own.		
Join AW to the	se letter	s to make	e words.	
j p		<u></u>		J
Add AW to cor	nplete th	nese three	e words.	
s ina		n	th	ed

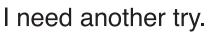








84







Name	Date

Practise writing the All letter join. Practise writing Oy on its own. Join My to these letters to make words. Add My to complete these three words. Choose four words to practise writing again.













## Don't forget the punctuation! -? "", .!

Name	Date

Write these sentences on another sheet of paper, making sure to add the missing capital letters, full stops and any other punctuation required.

Think about this!

All the names should start with a capital letter. Which words are abbreviations? Where should speech marks go? What punctuation mark should be added at the end of the final sentence?

- 1. mr robinson is coming to tea on tuesday
- 2. mrs brown said get ready for your pe lesson
- 3. i had a birthday card addressed to miss jane long
- 4. my cat chloe is washing her whiskers
- 5. bill said are you coming to watch liverpool play













Mana	Data
Name	Date

et Practise writing the 2t letter join. Practise writing 2t on its own. Join 2t to these letters to make words. Add 2t to complete these three words. Choose four words to practise writing again.













Name	Date

للع Practise writing the 2 letter join. Practise writing 211 on its own. Join 211 to these letters to make words. Add Add to complete these three words. Choose four words to practise writing again.















Mana	Data
Name	Date

en Practise writing the 2N letter join. Practise writing An on its own. Join 20 to these letters to make words. Add In to complete these three words. Choose four words to practise writing again.













Name	Date

	Q	est		
Practise writing the	est	letter joi	n.	
est est	est	est	est	est
Practise writing &	st on	its own.		
Join 25t to these	e letter	s to make	words.	
n b		JZ	q	L
Add 25t to complete these three words.				
ch y	j			ed
Choose four words	to pra	ctise writi	ng again.	· - — — — — —













71

## **Building words**

Mana	Data
Name	Date

		ic	k		
Practis	se writing the	ick	etter joir	ı.	
	k ick	ick	ick	ick	ick
Practis	se writing ic	k on its	s own.		
Join Å	ck to these	letters	to make	words.	
<u>t</u>	<u></u>	tt		st	
Add $\dot{\mathbb{J}}$	ck to compl	ete thes	se three	words.	
d	ed	p	S	t	le
Choos	e four words	to prac	tise writ	ing again	



Brilliant!



OK (••





Name	Date

j	ff	
Practise writing the	etter join	-
Practise writing if on it	s own.	
Join iff to these letters	to make	words.
b m		wh
Add iff to complete these two words.		
cls	st	en
Choose four words to pra	ctise writ	ing again.



Brilliant!



OK





# 73

#### **Building words**

Name	Date
Practise writing th	ig e ig letter join.
ig ig ig	ig ig ig ig
Practise writing J	g on its own.
Join ig to these	letters to make words.
b d	P
	ete these three words.
h and	

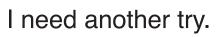
How	did
vou	do?





Choose four words to practise writing again.









## Handwriting check 6: Silly sentences

Name	Date

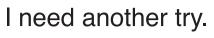
Write each of these silly sentences in your best handwriting.	
Send ten men to rescue Ken and Debb	vie. 
Three green trees shed their leaves.	
How many times does the letter & appear in the two silly sentences?	
How many double letters are there in the two silly sentences?	















Name Date
-----------

in
Practise writing the M letter join.
in in in in in in
Practise writing M on its own.
Join in to these letters to make words.
f p t sh
Add in to complete these three words.
d ner t ned warn g
Choose four words to practise writing again.













Name	Date
	But

	in	g		
Practise writing th	ne ing	letter joi	n.	
ing ing	ing	ing	ing	ing
Practise writing	ng on i	ts own.		
Join ing to the	se letters	to make	words.	
p	S	<i>J</i> Z	k	<u>,                                     </u>
Add ing to cor	nplete the	ese three	words.	
k dom	<u></u>	ing	th	\
Choose four word	ds to prac	tise writi	ng again.	

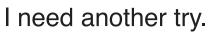








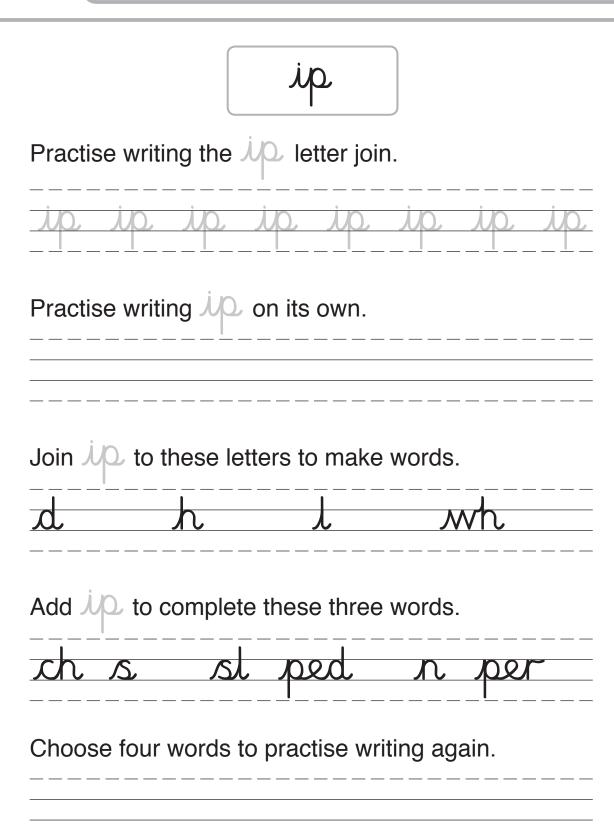
96







Name_	Date

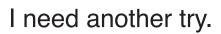








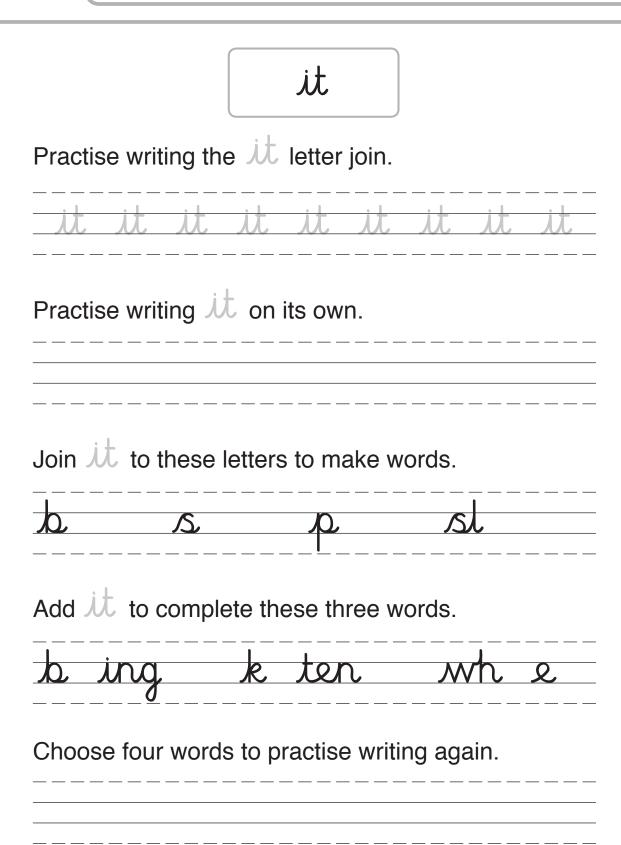








Name	Date



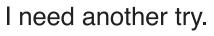








98







## Handwriting check 7: Silly sentences

Name	Date

Write each of these silly sentences in your best handwriting.
King Griff had a stiff quiff.
King Biff the Bigger giggled and got better.
How many times does the letter it appear in the two silly sentences?







How many double letters are there

in the two silly sentences?







Name	Date

Practise writing the letter join. Practise writing on its own. Join to these letters to make words. Add to complete these three words. Choose four words to practise writing again.









100





Name _	Date	,

		π	ck		
Practis	se writing th	ne ock	letter joi	n.	
ock	ock	ock	ock	ock	ock
Practis	se writing 🗸	on	its own.		
Join 🗸	to the	ese letter	s to make	e words.	
<u>t</u>	d		S. 		
Add 🗸	to co	mplete th	ese three	e words.	
bl	ed		S	sh	ed
Choos	e four word	ds to prac	tise writir	ng again.	



Brilliant!



OK (••)

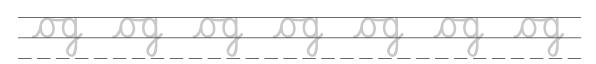




Name	Date

Dg

Practise writing the Og le	etter join.
----------------------------	-------------

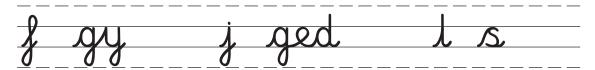


Practise writing	on its own.



$\mathcal{L}$	A	Sl	

Add of to complete these three words.



Choose four words to practise writing again.











# 83

#### **Building words**

Name_	Date

σp

Practise writing the Op letter join.

σρ σρ σρ σρ σρ

Practise writing on its own.

Join To these letters to make words.

c h t sh

Add  $\mathcal{O}$  to complete these three words.

fla sles steped

Choose four words to practise writing again.

How did you do?

Brilliant!



OK (







Name	Date

ot Practise writing the ot letter join. Practise writing on its own. Join ot to these letters to make words. Add to complete these three words. Choose four words to practise writing again.









104





Nome	Doto
Name	Date

			ıb			
Pract	ise writing the	e ub	letter	join.		
ub				ub	J	h uh
Pract	ise writing ${\cal J}$	b on	its ow	n.		
Join	ub to these	e letters	s to ma	ake wor	ds.	
<u>C</u>	P		t		st	
Add	ub to comp	olete the	ese th	ree wor	ds.	
d	bed	st	by	, )	<b>O</b>	ble
Choo	se four words	s to pra	ctise v	vriting a	ıgai	n. - – – – – –













Name	Date
	But

uck

Practise writing the LUCk letter join.
uck uck uck uck
Practise writing UCk on its own.
Join Juck to these letters to make words.
d m s st
Add LUCk to complete these three words.
ded by pled
Choose four words to practise writing again.
Choose four words to practise writing again.













## Handwriting check 8: "Little Tommy Tucker"

Name	Date
Name	

Write this well-known rhyme in your best handwriting.



Little Tommy Tucker, Sings for his supper. What shall we get him? Brown bread and butter!

 	. — — — — -	
 	. — — — — — -	
 	. — — — — — -	









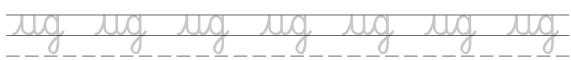




Name	Date
	But

ug

Practise writing the	Juga letter join.



Practise writing Jug	on its own.

Join	LLA.	to these letters to make words.	

		_ — — — — — — -	
1	1	1	1.1
h		<u> </u>	th
			<u> </u>

Add  $\mathcal{M}_{\mathcal{G}}$  to complete these three words.

		<u> </u>					
m	aer		, a	la	TI.	$\mathcal{L}$	S
	0		0				

Choose four words to practise writing again.













Name	Date

		W	n		
Practise	e writing the	um	letter joir	٦.	
	um	um	um	um	Jum
Practise	writing JU	<b>m</b> on	its own.		
Join JU	M to these	e letters	s to make	words.	
<b>g</b>	h		S.	ch	
Add JU	m to com	olete th	ese three	words.	
th	bs		my		
Choose	four words	to prac	tise writin	g again.	













Name	Date

	, M	\bigcup_{\bigcup_{\delta}}		
Practise writing the	e UN Ie	etter joir	٦.	
un un	un	ш 	Jun	, un
Practise writing 人	M on its	own.		
Join Un to these	e letters t	o make	words	S.
b n		g .		st
Add Un to comp	plete thes	se three	words	S.
j ny	g s	<u> </u>	S	shine
Choose four word	s to pract	ise writi	ng ag	ain. 

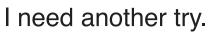








110







Manaa	Data
Name	Date

ut Practise writing the Aut letter join. Practise writing Aut on its own. Join Aut to these letters to make words. Add to complete these three words. Choose four words to practise writing again.













## Handwriting check 9: Silly sentences

Name	Date

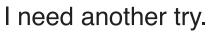
Write each of these silly sentences in your best handwriting.	
The top cop stopped the rotten robber	
Flopsy mopped the sloppy slops.	
How many times does the letter $\sigma$ appear	
in the two silly sentences?	
How many double letters are there in the two silly sentences?	















## Handwriting check 10: Silly sentences

Name	Date

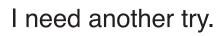
Write each of these silly sentences in your best handwriting.	
Bugs Burny has a Junny tummy.	
The mucky truck missed the lucky duck.	
How many times does the letter $\mu$ appear in the two silly sentences?	
How many double letters are there in the two silly sentences?	











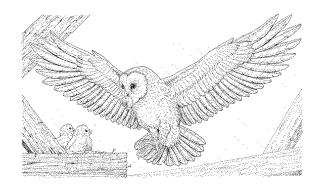




## Handwriting check 11: "The Boy in the Barn"

Name	Date

Write this well-known rhyme in your best handwriting.



A little boy went into a barn And lay down on some hay. An owl came out, and flew about, And the little boy ran away.

_		_								 _					_						 					
_	_	$\overline{}$	_	_	_	_	_	_	_	 _	$\overline{}$	_	_	_	_	$\overline{}$				_	 	$\overline{}$	_	_	_	
		_	_		_	_		_	_	 _	_	_			_	_	_	_	_		 _	_	_	_		
										 _											 					
							_	_	_	_					_			_			_	_				
_																										











