



Gagle Brook Primary & Nursery School

Southwold Primary & Nursery School



Letter-join 

Handwriting Policy  
2025

## Handwriting Policy

At our school, we are very proud of our pupil's handwriting and take particular care in our cursive handwriting style. We use Letter-join's on-line handwriting resource and progression as the basis of our handwriting policy as it covers all the requirements of the National Curriculum and builds fluency and stamina for writing. The children can access 'Letter-join' both in school and at home which reinforces letter and number formations taught at each phase.

Letter-join 



### Intent

Handwriting is a basic skill that influences the quality and quantity of written work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking by teaching the pupils to:

- To build fine and gross motor skills needed to develop early letter formation in a fun and engaging way.
- Develop a neat, legible and consistent size and shape of letters.
- Develop a fluent and smooth flow when joining letters.
- Develop a speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- Establish and maintain high expectations for the presentation of written work.
- Understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.
- Have a sense of pride, pleasure and enjoyment in their handwriting.

All children should be taught:

- To check the three 'P's when writing (paper orientation, pencil/ pen grip, posture).
- To form letters correctly (where to start and finish, regular size and shape, spaces in between words, upper and lower-case letters).
- How to join letters correctly using the cursive style.
- To use the correct terminology (see appendix for vocabulary used).

- Those that are left-handed should sit on the left or beside another left-handed child when paired.
- The importance of neat and clear presentation in all work across the curriculum.

## Implementation

We use the Letter-join Program [www.letterjoin.co.uk](http://www.letterjoin.co.uk) as the basis of our handwriting policy as it covers all the requirements of the 2014 National Curriculum. The letter formation Letter-Join Plus should be selected within the programme, in addition font Letter-join Plus 40 for computers is available.

In line with the DfE guidance on phonics teaching we use printed letters for Early Years and Y1 using the Letter-join Print Plus font.

From Y2 children are taught to join letters using a cursive script using the Letter-join font.

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

*Consistency throughout the school*  
Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our intention is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

## Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage progression is met.

## Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

## Inclusion

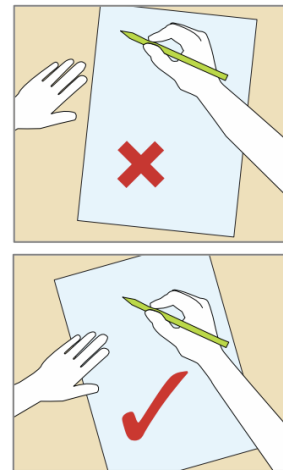
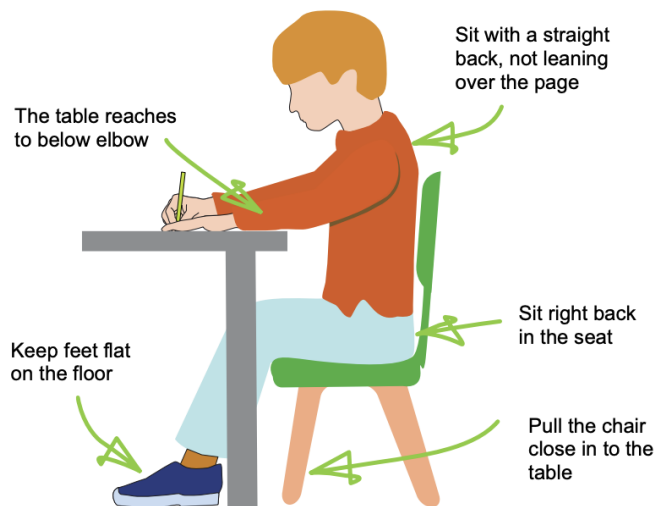
For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place to ensure activities are adapted for extra practice/challenge. E.g. instead of using lined paper, bubble paper can be used to support spacing, shape and uniformity.



## Correct Posture and Pencil Grip for Handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

### Sitting Position

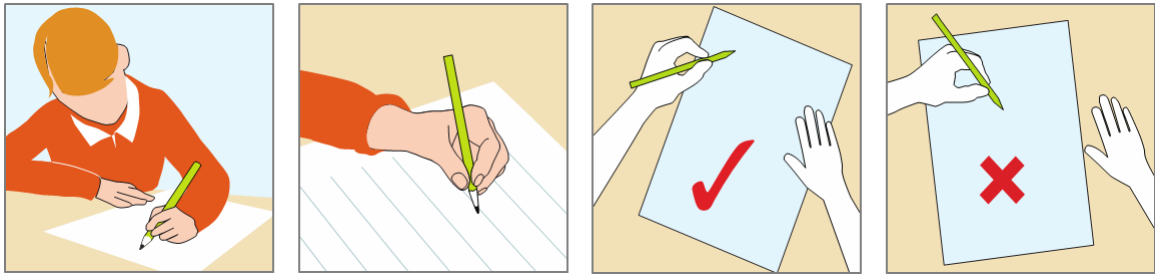


*Paper position for right-handed children.*

### Left-Handed Children

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

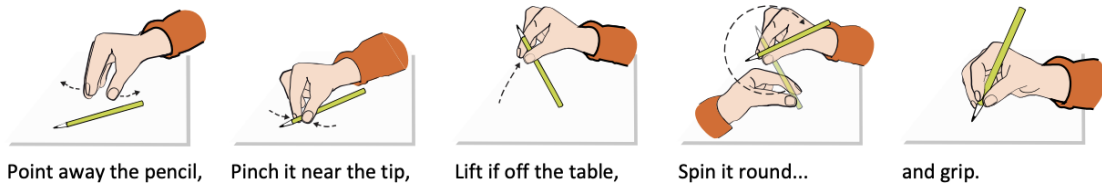
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



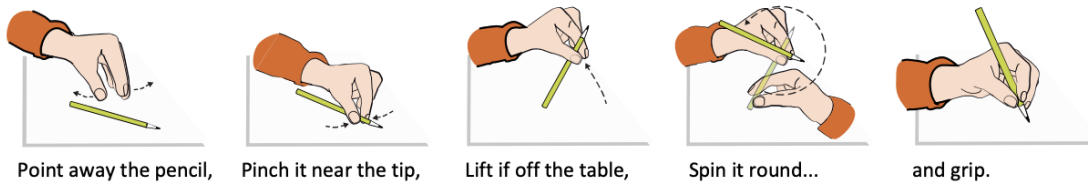
## The Tripod Pencil Grip

Both right- and left-handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use Sit with a straight back, not leaning over the page Sit right back in the seat Pull the chair close in to the table The table reaches to below elbow height Keep feet flat on the floor Paper position for right-handed children. Paper position for left-handed children. 4 the Tripod Grip Rhyme:

### Right-handed pencil grip



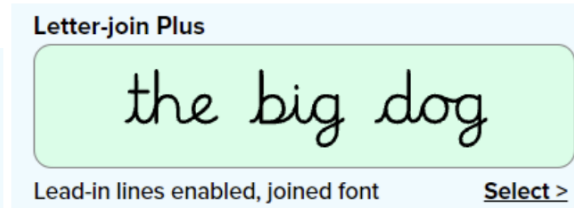
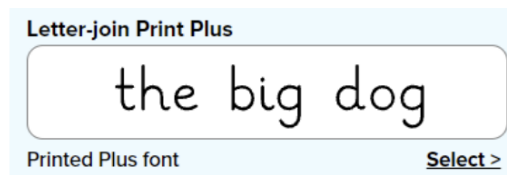
### Left-handed pencil grip



## Phase Expectations for Handwriting

EYFS, Y1, SEN

Y2-Y6



### Early Years

For our youngest pupils we teach short handwriting sessions through a range of learning opportunities including phonics and targeted motor skills sessions. This includes;

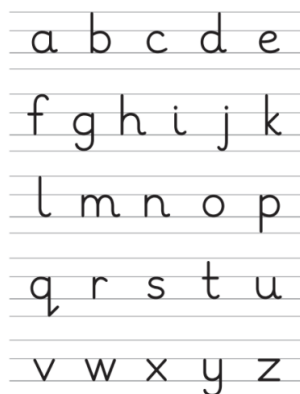
- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

Our handwriting expectations are in line DFE and EEF Guidance that states; 'Accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. There is no quick way to develop these essential skills other than through regular and substantial practice.'

By the end of Early Years Foundation Stage all children should be able to recognise and form correctly all printed uppercase and lowercase letters of the alphabet from the correct starting point, so they are Year 1 ready.



Printed Plus lower case letters



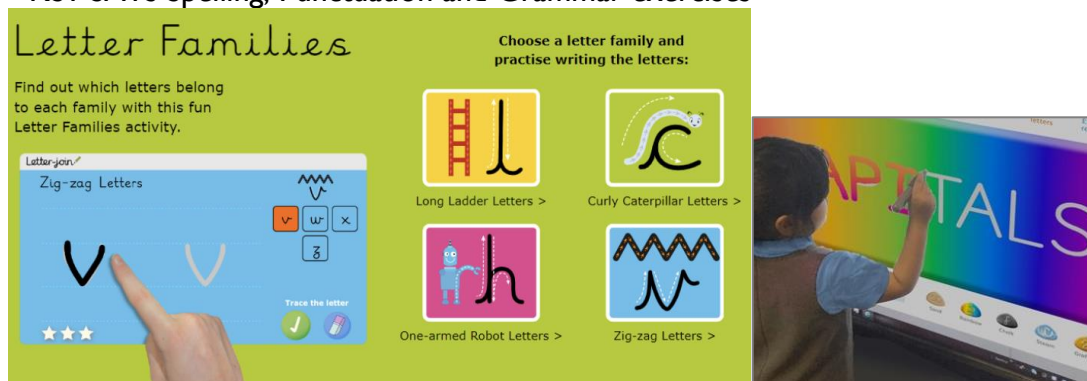
Capital Letters



## Key Stage 1: Years 1 & 2

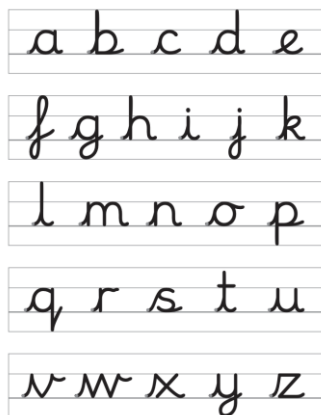
Key Stage 1: Years 1 and 2 In Key Stage 1, we teach at least three discreet handwriting lessons per week, which build on children's starting points to develop fully cursive joined up writing. Lessons will include;

- continuing with gross and fine motor skills exercises
- learning cursive through letter families
- revisiting numerals, capitals and printed letters; where and when to use the lead in, learning and practice
- knowing high frequency words
- developing diagonal and horizontal joins which will support the spelling of Year 1 and 2 Statutory spellings and tricky words.
- dictation exercises
- strengthening cursive handwriting, learning and practice
- KSI SATs Spelling, Punctuation and Grammar exercises



With regular handwriting practice throughout Key stage 1, children will develop the fluency and speed of their writing to ensure it becomes automotive and that they have the stamina to achieve well in lessons and meet age-related expectations.

Cursive lowercase letters



Letter-join

## Key Stage 2

Handwriting lessons will continue three times a week in Lower Key Stage 2 and only as needed in Year 5 and 6. Children should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. The focus of handwriting lessons will be to build fluency and consistency and will support other key areas of the curriculum for example statutory spellings and aspects of grammar and punctuation. Lessons may include;

- exercises linked to spelling, grammar and punctuation for year group expectations
- reinforcement and practice of cursive handwriting joins
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- redrafting of writing for moderation
- KS2 SATs Spelling, Punctuation and Grammar practice

By the end of Key Stage 2 all children will have been given the opportunity to develop the stamina and skills to write at length in a given time frame, with accurate spelling and punctuation. They will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects. Children should be producing cursive writing automatically, without thought, enabling them to focus on the content of their work rather than the process of writing so that they can achieve well in lessons and meet age related expectations for Year 6.

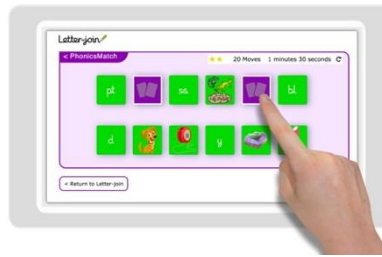


During Year 3, most children achieve their pen licence, so they record in pen rather than pencil as their confidence and accuracy has developed to a more secure place.





## Handwriting at Home



Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

- Magic Patterns
- Magic Words
- Sound Match
- Phonics Match
- Letter Match
- Letter Lotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

## Impact

By the end of Key Stage One most pupils will be able to:

- form lower-case letters of the correct size relative to one another
- use diagonal and horizontal strokes needed to join letters and
- 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. Pupils with specific identified needs will be able to hold a pencil correctly to form un-joined letters.

By the end of Key Stage Two most pupils will be able to:

- write legibly, fluently and speedily
- choosing which shape of a letter to use when given choices e.g. cursive or printed
- choosing the writing implement that is best suited for a task e.g. marker for a poster

Pupils with specific identified needs will be able to hold a pencil correctly to neatly print un-joined words and leave appropriately sized spaces between them.



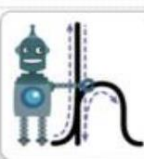
### Letter-join Plus

a b c d e f g h i j k l m n o p q r s t u v w x y z

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0 1 2 3 4 5 6 7 8 9 . ? ! , " ' ( ) -

Letter families		Easy	Harder
all letters start on the line			
	Ladders Up, down and hook	l i t u	j y
	Zig-zags Up, straight lines and hook	w	v z x
	Curles Clockwise up, anti-clockwise back, complete the letter and hook	c o a d	g q e s f
	Robots Up, down, retrace up, over and hook	n m h	r b p k

### Letter-join Print Plus

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

0 1 2 3 4 5 6 7 8 9 . ? !

## National Curriculum

Writing English – key stages 1 and 2 The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: ✦ transcription (spelling and **handwriting**) ✦ composition (articulating ideas and structuring them in speech and writing). It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on **fluent, legible and, eventually, speedy handwriting**.

Pupils' writing **during year 1** will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the **physical skill needed for handwriting**, and learn how to organise their ideas in writing.

In writing, pupils at the **beginning of year 2** should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to **form individual letters correctly**, so **establishing good handwriting** habits from the beginning.

Pupils **in Lowe Key Stage 2** should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. **Joined handwriting should be the norm**; pupils should be able to use it fast enough to keep pace with what they want to say.

### Statutory requirements

#### Handwriting

Pupils should be taught to:

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

### Notes and guidance (non-statutory)

Pupils should be using joined **handwriting** throughout their independent writing. **Handwriting** should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

### Statutory requirements

#### Handwriting and presentation

Pupils should be taught to:

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

### Notes and guidance (non-statutory)

Pupils should continue to practise **handwriting** and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of **handwriting** is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

### Statutory requirements

#### Handwriting

Pupils should be taught to:

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

### Notes and guidance (non-statutory)

**Handwriting** requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

### Notes and guidance (non-statutory)

At the beginning of year 1, not all pupils will have the spelling and **handwriting** skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.





### Statutory requirements






#### Handwriting




Pupils should be taught to:

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




## Handwriting Progression



Year	Implementation - Progression	Impact
Nursery	<p>To hold a pencil correctly and form pre-cursive patterns. To write own name.</p> <ul style="list-style-type: none"> <li>2 min warm-up - movements to enhance gross motor skills such Letter-Join activities below, or as air-writing, pattern making, dancing. See below</li> <li>Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays and tablets.</li> <li>Correct sitting position –see below</li> <li>Tripod pencil grip – see below.</li> <li>Letter Join Lesson Planner Module 1. Pre-cursive patterns.</li> </ul>     <ul style="list-style-type: none"> <li>Letters in the environment</li> <li>Letters in their name</li> <li>DISPLAY letter-join print plus letters</li> </ul>	<p>To hold a pencil / crayon and make marks with some control e.g. tracing their name, following a pattern.</p>

Year	Implementation - Progression	Impact
Reception	<p>To be able to</p> <ul style="list-style-type: none"> <li>• sit correctly,</li> <li>• hold a pencil correctly</li> <li>• form lowercase letters correctly</li> </ul> <p>• Warm-ups</p>   <p>• Correct sitting position – see below</p>  <p>• BIRD BEAK FINGERS Tripod pencil grip – see below.</p>  <p>• Letter learning to familiarise letter shapes, formation and vocabulary.</p> <p>• Phonics flashcards using the cursive font &amp; agreed Baird pictures used when learning grapheme-phoneme correspondence.</p> <p>• Letter Join Lesson Planner Module 1</p> <ol style="list-style-type: none"> <li>1. Pre-cursive patterns Lessons 1-20  </li> <li>2. Easy letters and words taught in this order. Lessons 21-45</li> <li>3. Harder letters and words taught in this order. Lessons 46-70</li> </ol> <p>• DISPLAY print plus letters &amp; numerals</p>	<p>To write each letter, usually correctly. (Phase 4 Letters and Sounds page 125)</p>

Year	Implementation - Progression	Impact
Y1	<p>To be able to</p> <ul style="list-style-type: none"> <li>• sit correctly,</li> <li>• hold a pencil correctly y</li> <li>• form lowercase letters and words correctly</li> <li>• write capital letters, numerals and some symbols correctly</li> </ul> <p>• Gross and fine motor-skills warm-ups</p>  <ul style="list-style-type: none"> <li>• Correct sitting position –see appendix</li> <li>• BIRD BEAK FINGERS Tripod pencil grip – see below.</li> </ul>   <ul style="list-style-type: none"> <li>• Letter Join Lesson Planner Module 1 <ul style="list-style-type: none"> <li>○ Revise easy letters and words</li> <li>○ Revise harder letters and words lessons 46-70</li> </ul> </li> <li>• Letter Join Lesson Planner Module 2, taught in the order stated. <ul style="list-style-type: none"> <li>○ Capitals</li> <li>○ Numbers</li> <li>○ Punctuation Marks, Maths Symbols, Other</li> <li>○ Letter families,</li> <li>○ Word spacing,</li> <li>○ High frequency words, Joining techniques,</li> </ul> </li> <li>• <b>DISPLAY 1. Letter families banner,</b>  <b>DISPLAY 2 Letter-join plus letter formation banner age-related punctuation &amp; numerals</b></li> </ul>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.  Form lower-case letters in the correct direction, starting and finishing in the right place.  Form capital letters.  Form digits 0-9.  Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>

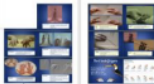


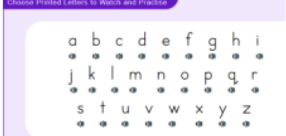


Year	Implementation - Progression	Impact
Y2	<p>To be able to</p> <ul style="list-style-type: none"> <li>• write using a cursive style</li> <li>• join letters correctly.</li> <li>• form numerals and punctuation correctly.</li> </ul> <p>• Gross and fine motor-skills warm-ups</p> <p>• <b>AND</b> 1 min warm-up Exercises to develop fine motor skills. Letter-Join Fine Motor Skills. See below. Etc.</p> <p>• Correct sitting position –see below</p> <p>• BIRD BEAK FINGERS Tripod pencil grip – see below.</p> <p>• <b>Revise as required:</b> easy letters and words lessons 21-45 harder letters and words lessons 46-70 capitals, punctuation and symbols lessons 135</p> <p>• <b>Letter Join Lesson Planner Module 3, taught in the order stated.</b> Letter families lessons 136 - 147</p> <p></p> <p>Diagonal joins, high frequency words and dictation exercises lessons </p> <p>Diagonal joins, high frequency words and sequencing sentences lessons </p> <p>Letter f k b d w s z, high frequency words and dictation exercises</p> <p>Dictation exercises, high frequency words, numerals, maths symbols</p> <p>• <b>DISPLAY 1</b> Letter-Join Plus letter families banner, • <b>DISPLAY 2</b> Letter-join plus letter formation banner age-related punctuation &amp; numerals</p>	<p>Form lower-case letters of the correct size relative to one another in his/her writing</p> <p>Use the diagonal and horizontal strokes needed to join letters..</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>

Year	Implementation - Progression	Impact
Y3	<p>To be able to</p> <ul style="list-style-type: none"> <li>• write fluently and legibly using a cursive style</li> <li>• join letters correctly.</li> <li>• form numerals and punctuation correctly.</li> </ul> <ul style="list-style-type: none"> <li>• Fine motor-skills warm-ups, if required.</li> <li>• Correct sitting position –see below</li> </ul> <ul style="list-style-type: none"> <li>• BIRD BEAK FINGERS Tripod pencil grip – see below.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Revise module 2 and 3 relevant parts, as required:</b> <ul style="list-style-type: none"> <li>○ easy letters and words</li> <li>○ harder letters and words</li> <li>○ capitals, punctuation and symbols</li> <li>○ Diagonal joins, high frequency words and dictation exercises lessons</li> <li>○ Diagonal joins, high frequency words and sequencing sentences</li> </ul> </li> <li>• <b>Letter Join Module 4, taught in the order stated.</b></li> <li>• <b>DISPLAY Letter-join plus letter formation banner age-related punctuation &amp; numerals &amp; symbols</b></li> </ul>  	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and understand capitals are not joined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>



Year	Implementation - Progression	Impact
Y4	<p>To be able to</p> <ul style="list-style-type: none"> <li>• Use a cursive script while maintaining fluency, legibility and consistency</li> <li>• apply size-appropriate handwriting to all areas of the curriculum</li> <li>• Warm-ups in required.</li> <li>• Correct sitting position –see below</li> <li>• BIRD BEAK FINGERS Tripod pencil grip – see below.</li> <li>• <b>Revise modules 2 and 3 relevant parts as required: (<i>This may be as an intervention.</i>)</b> <ul style="list-style-type: none"> <li>○ easy letters and words</li> <li>○ harder letters and words</li> <li>○ capitals, punctuation and</li> <li>○ Diagonal joins, high frequency words</li> <li>○ Diagonal joins, high frequency words</li> <li>○</li> </ul> </li> <li>• Letter Join Module 5, taught in the order stated.</li> </ul> <p>DISPLAY Letter-join plus letter formation banner age-related punctuation &amp; numerals &amp; symbols</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. 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.</p>
Y5	<p>To be able to produce quality handwriting automatically.</p> <ul style="list-style-type: none"> <li>• Warm-ups if required</li> <li>• Correct sitting position –see below</li> <li>• BIRD BEAK FINGERS Tripod pencil grip – see below.</li> <li>• <b>Revise modules 2 and 3 relevant parts as required: (<i>This may be as an intervention.</i>)</b> <ul style="list-style-type: none"> <li>○ easy letters and words</li> <li>○ harder letters and words</li> <li>○ capitals, punctuation and symbols</li> <li>○ Diagonal joins, high frequency words</li> </ul> </li> <li>• Letter Join Module 6 or similar texts as appropriate</li> </ul> <p>DISPLAY Letter-join plus letter formation banner all punctuation &amp; numerals &amp; symbols</p>	<p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write increasingly legibly</p>

Year	Implementation - Progression	Impact
Y6	<p>To adapt handwriting for a range of tasks and purposes.</p> <ul style="list-style-type: none"> <li>1 min warm-ups - Exercises to develop fine motor skills. Letter-Join Fine Motor Skills. See below. Etc.</li> </ul>  <ul style="list-style-type: none"> <li>Correct sitting position –see below</li> </ul>  <ul style="list-style-type: none"> <li>BIRD BEAK FINGERS Tripod pencil grip – see below.</li> </ul>  <ul style="list-style-type: none"> <li>Revise modules 2 and 3 relevant parts as required: <i>(This may be as an intervention.)</i> <ul style="list-style-type: none"> <li>easy letters and words</li> <li>harder letters and words</li> <li>capitals, punctuation and symbols</li> <li>Diagonal joins, high frequency words</li> </ul> </li> <li>Printed letters for choice in text type, form-filling and labelling</li> <li>Select more letters &gt; Printed</li> <li><a href="https://www.letterjoin.co.uk/desktop_edition/printed/chooseprinted.html">https://www.letterjoin.co.uk/desktop_edition/printed/chooseprinted.html</a></li> </ul>  <ul style="list-style-type: none"> <li>Letter Join Module 7 or similar writing as appropriate</li> </ul> <p>DISPLAY Letter-join plus letter formation banner all punctuation &amp; numerals &amp; symbols</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>