



Workshop Priory C of E Academy Letter-Join Handwriting LTP



	F2 Module 1&2: *70/80 lessons	Year 1 Module 1&2: *50+ 25 lessons	Year 2 Module 3: 90 lessons	Year 3 Module 4: 60 lessons	Year 4 Module 5: 60 lessons	Year 5 Module 6: 60 lessons	Year 6 Module 7: 60 lessons
Suggested lessons per week	3	3	3	2	2	2	2
Autumn 1 (6 weeks)	Assessment, gap filling, revisit etc.						
Autumn 2 (7 weeks)	M1: 1-21	M1: 21 – 41	1-21	1-14	1-14	1-14	1-14
Spring 1 (6 weeks)	M1: 22-45	M1: 42-59	22-39	15-26	15-26	15-26	15-26
Spring 2 (6 weeks)	M2:	M1: 60-70 & M2: 71-77	40-57	27-38	27-38	27-38	27-38
Summer 1 (6 weeks)		78-95	58-75	39-50	39-50	39-50	39-50
Summer 2 (7 weeks)	Consolidation	Consolidation	76-90	51-60	51-60	51-60	51-60

- ❖ All modules take account of meeting end of key stage expectations in their progression model.
- ❖ Modules 1 & 2 have been allocated between F2 & Year 1
- ❖ Suggested number of lessons will enable each year group's designated module to be taught over one normal academic year.
- ❖ Each module has links to warm up exercises (gross and fine), sensory activities, worksheets, phonics, spelling, SPAG, dictations and animations.
- ❖ It is highly likely that individual children, groups and/or classes will have significant gaps arising and that additional handwriting sessions will need to be built into the weekly timetable in addition to those suggested. These will be individual, group or whole class as required. It may be that the teacher decides to increase the length and/or frequency of handwriting sessions in order to ensure coverage and mastery of their designated module by the end of the academic year.
- ❖ It is suggested that Autumn 1 be used to systematically teach gaps arising from prior modules and that designated modules begin in Autumn 2, although class teachers may decide to begin their modules in September and address gaps alongside their module teaching (for example where module planning states a revisit, this may in fact be new teaching).
- ❖ It may also be the case that class teachers would prefer to increase the frequency of handwriting lessons at the beginning of each year in order to deliver the Letter-Join planning more quickly than the suggested schedule before moving on to handwriting activities of their own design. This Long Term Plan should be regarded as a minimum expectation which will be used to inform discussion between SLT, QA visitors, subject leader, phase leaders and class teachers.
- ❖ Modules can be re-downloaded here https://www.letterjoin.co.uk/desktop_edition/info/lesson-planner.html