

Lowedges Junior Academy handwriting long term plan - Year 5

Handwriting is to be taught 3 times per week.

At the start of each handwriting session, ensure children are in the correct sitting position and that they are holding their pencil in the 'tripod grip' (see diagram at the end of this document).

Children should write one line in pencil and another line in purple pen.

Refer to the 'Formation Guide' for help on the formation of letters and numbers.

All letters should be joined (unless uppercase) – Speed and legibility is the focus, children should decide which letters are best left with no join if this improves speed and legibility.

Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Recap joining onto letters (up, over, stop, reverse).</p> <p>Join onto: a, c, o, g, q, s, d</p> <p>Suggested combinations: og, da, ds, eq, ma, uc, lo, ed</p>	<p>Recap joining onto letters (down, round, top dotted line).</p> <p>Join onto: b, f, l, t, h, k</p> <p>Suggested combinations: mb, th, ch, nk, if, ab, al</p>	<p>Recap joining onto letters (down, round, top solid line).</p> <p>Join onto: i, m, n, p, r, u, v, w, y, z, x, j</p> <p>Suggested combinations: kn, ai, up, aw, mp, er, du</p>	<p>Recap joining from letters (across the top).</p> <p>Join from: v, w, o, f, r</p> <p>Suggested combinations: vi, va, vr, we, wh, wr, on, of, oo, re, ry, rs</p>	<p>Recap joining from letters (do the loop).</p> <p>Join from: g, y, j</p> <p>Suggested combinations: gl, go, gr, ye, yo, ya, ju, je, ju</p>	<p>Recap joining from letters (along the bottom and up).</p> <p>Join from: b, p, s</p> <p>Suggested combinations: bo, ba, bl, ph, pr, pu, sh, st, sp</p>	<p>Recap upper case and lower case letters together in pairs. Aa → Zz</p> <p>Explicit teaching of letter names.</p> <p>Emphasise that upper case letters are not joined onto other letters.</p>

Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Practise writing the days of the week – joined</p> <p>Emphasise that upper case letters are not joined onto other letters.</p>	<p>Practise writing the months of the year - joined</p> <p>Emphasise that upper case letters are not joined onto other letters.</p>	<p>Practise spelling words ending in 'ious' – joined</p> <p>ambitious, infectious, fictitious, nutritious, repetitious, amphibious, curious, devious, obvious</p>	<p>Practise spelling words ending in 'cious' – joined</p> <p>delicious, atrocious, conscious, ferocious, gracious, malicious, precious, spacious, suspicious</p>	<p>Practise spelling words ending in 'cial' and 'tial' – joined</p> <p>official, special, artificial, crucial, glacial, facial, potential, essential, confidential</p>	<p>Practise spelling words ending in 'cial' and 'tial' (exceptions) – joined</p> <p>financial, commercial, initial, spatial, controversial, provincial, palatial</p>	<p>Practise spelling common exception words – joined</p> <p>appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable</p>

Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise spelling words ending in 'ant' – joined abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant	Practise spelling words ending in 'ance' – joined abundance, brilliance, elegance, extravagance, tolerance, relevance, hesitance, fragrance, ignorance	Practise spelling words ending in 'ent' and 'ence' (after soft c, soft g and qu) – joined innocent, innocence, frequent, confident, confidence, transparent, violent, violence, competence	Practise spelling words ending in 'able' and 'ible' – joined dependable, forgivable, enjoyable, comfortable, incredible reliable, possible, horrible, terrible	Practise spelling words ending in 'ably' and 'ibly' – joined reliably, dependably, comfortably, possibly, horribly, terribly, visibly, sensibly, incredibly	Practise spelling common exception words – joined accommodate, available, controversy, dictionary, twelfth, marvellous, suggest, opportunity, secretary, sincerely	Practise spelling common exception words – joined Teacher to choose words based on which joins need practising

Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise spelling words ending in 'able' (words ending in 'ce' or 'ge') – joined changeable, manageable, noticeable, knowledgeable, replaceable, microwaveable, rechargeable, irreplaceable, salvageable	Practise spelling temporal adverbs – joined afterwards, immediately, earlier, eventually, previously, finally, recently, yesterday, tomorrow	Practise spelling words with vowel suffixes on words ending in 'fer' – joined referring, preferred, transferring, reference, referee, preference, difference, inference, conferring	Practise spelling words with 'silent' letters at the start – joined knight, wreckage, writer, knowledgeable, knuckle, wreath, pterodactyl, mnemonic, knife	Practise spelling words with 'silent' letters throughout – joined doubt, island, lamb, solemn, thistle, autumn, build, receipt, ascend	Practise spelling common exception words – joined amateur, ancient, awkward, criticise, excellent, foreign, pronunciation, symbol, yacht, equipment	Practise spelling common exception words – joined Teacher to choose words based on which joins need practising

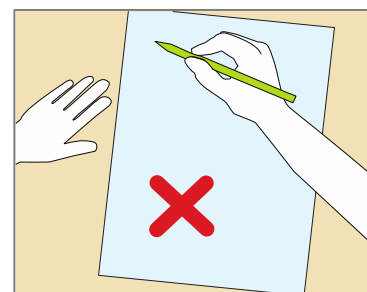
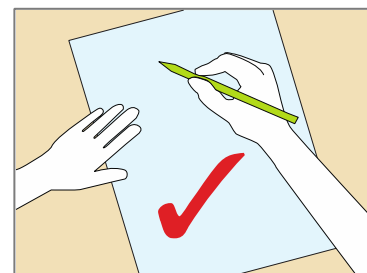
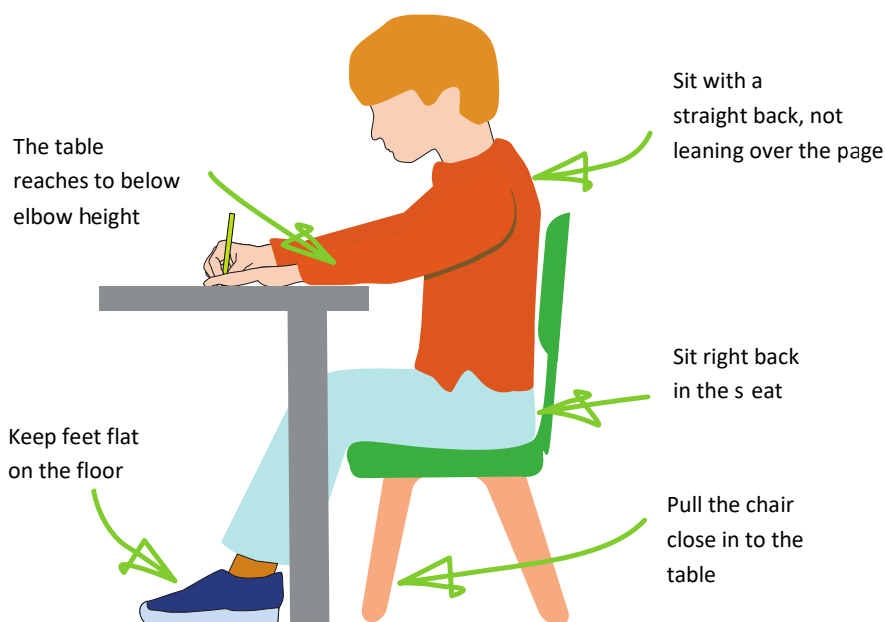
Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise spelling words with 'ie' after 'c' – joined ancient, science, species, efficient, deficient, glacier, scientists, sufficient, emergencies	Practise spelling words with the /ee/ sound (spelled 'ei' after 'c') – joined deceive, conceive, receive, perceive, receipt, protein, caffeine, either, neither	Practise spelling words with the /aw/ sound (spelled 'ough') – joined bought, fought, thought, ought, sought, brought, wrought, thoughtful, afterthought	Practise spelling words with the sounds /oa/ and /ow/ (spelled 'ough') – joined though, although, dough, doughnut, plough, drought	Practise spelling modal verbs – joined definitely, possibly, probably, frequently, occasionally, rarely, certainly, obviously, often	Practise spelling common exception words – joined accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	Practise spelling common exception words – joined Teacher to choose words based on which joins need practising

Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise spelling homophones – joined advice – advise device – devise license – licence practise – practice prophecy - prophesy	Practise spelling homophones – joined aisle – isle aloud – allowed altar – alter ascent – assent farther - father	Practise spelling homophones – joined guessed – guest heard – herd morning – mourning past – passed bridal - bridle	Practise spelling homophones – joined cereal – serial complement – compliment principal – principle stationary – stationery wary - weary	Practise spelling homophones – joined affect – effect precede – proceed draft – draught dessert – desert whose – who’s	Practise spelling common exception words – joined achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	Practise spelling common exception words – joined Teacher to choose words based on which joins need practising

Correct Sitting Position

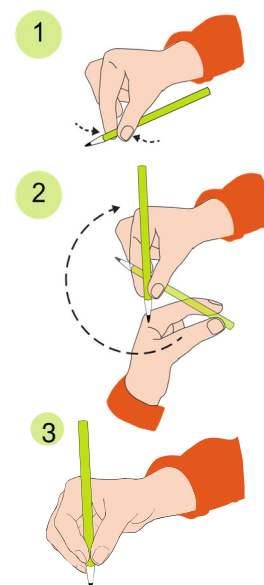


Paper position for right handed children

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. Teachers should pay particular attention to pencil grip and sitting position.

- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.



If a child is not using the tripod pencil grip, ensure a pencil grip assessment has been done to put in appropriate interventions.