

Lowedges Junior Academy handwriting long term plan - Year 6

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 and months of the year – joined</p> <p>Emphasise that upper case letters are not joined onto other letters.</p>	<p>Practise spelling common exception words – joined</p> <p>muscle, prejudice, available, determined, rhyme, identity, accommodate, suggest, competition, existence</p>	<p>Practise spelling common exception words – joined</p> <p>accompany, average, conscience, develop, explanation, immediately, necessary, privilege, category, occur</p>	<p>Practise spelling common exception words – joined</p> <p>according, awkward, dictionary, familiar, individual, neighbour, profession, sacrifice, system, correspond</p>	<p>Practise spelling common exception words – joined</p> <p>achieve, controversy, disastrous, frequently, interfere, nuisance, programme, secretary, temperature, variety</p>	<p>Practise spelling common exception words – joined</p> <p>aggressive, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, signature, thorough</p>	<p>Practise spelling common exception words – joined</p> <p>amateur, environment, language, queue, twelfth, equipped, government, leisure, recognise, sincerely</p>

Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise spelling words with the /i/ sound (spelled 'y') – joined rhythm, system, physical, symbol, mystery, lyrics, oxygen, typical, symptom	Practise spelling words with the /igh/ sound (spelled 'y') – joined rhyme, occupy, apply, hygiene, supply, identify, multiply, recycle, python	Practise spelling words with the prefix 'over' – joined overthrow, overturned, overcoat, overslept, overcook, overpaid, overreact, overtired, overlooked	Practise spelling word with the suffix 'ful' – joined merciful, plentiful, beautiful, fearful, faithful, doubtful, thankful, pitiful, fanciful	Practise spelling words with the /s/ sound (spelled 'ce') – joined prejudice, nuisance, hindrance, sacrifice, cemetery, certificate, celebrate, December, necessary	Practise spelling common exception words – joined committee, curiosity, definite, especially, exaggerate, guarantee, lightning, parliament, recommend, soldier	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 with the prefixes 'dis', 'un', 'over' and 'im' – joined disappointed, dissimilar, unsure, unnecessary, overseas, overrule, overreact, impatient, immature	Practise spelling words with the /f/ sound (spelled 'ph') – joined graph, pheasant, phone, photo, physical, alphabet, dolphin, elephant, sphere	Practise spelling words ending in /shul/ (after a vowel) – joined antisocial, official, superficial, special, artificial, crucial, social, facial, beneficial	Practise spelling words ending in /shul/ (after a consonant) – joined influential, spatial, partial, confidential, essential, substantial, potential, sequential, torrential	Practise spelling words starting with 'acc' – joined accompany, accommodate, access, accuse, accost, accuracy, accomplish, accumulate, accentuate	Practise spelling common exception words – joined attached, harass, hindrance, mischievous, persuade, physical, relevant, stomach, vehicle, yacht	Practise spelling common exception words – joined Teacher to choose words based on which joins need practising

Summer 1

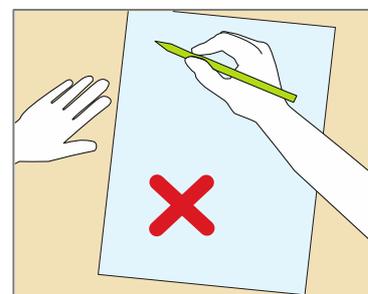
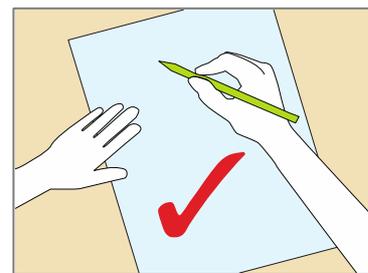
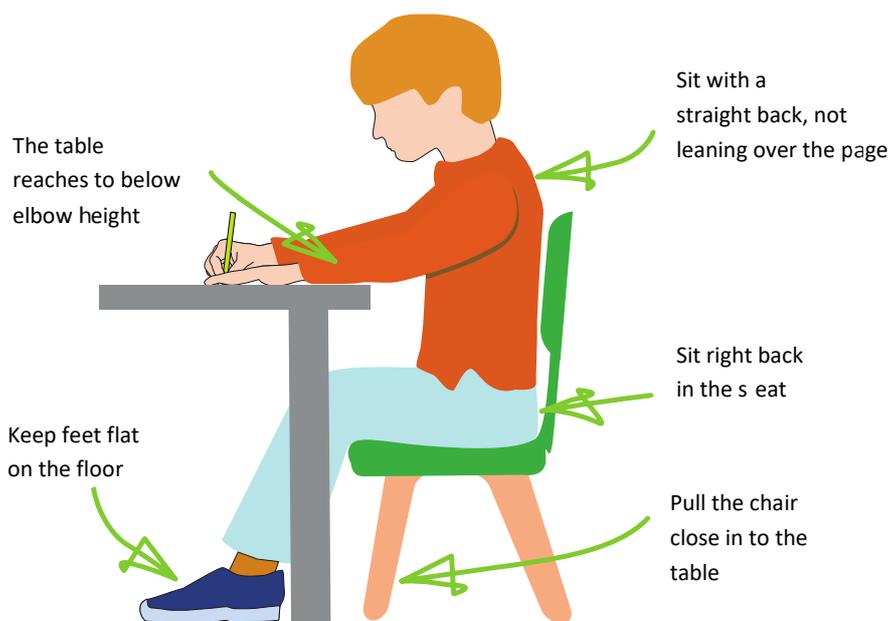
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise spelling words ending in 'ably' – joined changeably, noticeably, dependably, comfortably, reasonably, adorably, believably, considerably, tolerably	Practise spelling words ending in 'ible' – joined reversible, incredible, possible, horrible, terrible, responsible, legible, sensible, visible	Practise spelling words with the suffix 'ibly' (to make adverbs) – joined reversibly, responsibly, possibly, horribly, terribly, visibly, incredibly, sensibly, legibly	Practise spelling words where 'ent' changes to 'ence' – joined excellent, excellence, silent, silence, evident, evidence, convenient, convenience, difference	Practise spelling words ending in 'er', 'or' and 'ar' – joined computer, superior, customer, soldier, shoulder, interior, calendar, popular, particular	Practise spelling common exception words – joined Teacher to choose words based on which joins need practising	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
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<p>Practise spelling descriptive adjectives (setting) – joined</p> <p>picturesque, magnificent, regal, tranquil, sinister, unsightly, spectacular, majestic, bustling</p>	<p>Practise spelling descriptive adjectives (feelings) – joined</p> <p>euphoric, delighted, despondent, terrified, apprehensive, jittery, optimistic, positive, sanguine</p>	<p>Practise spelling descriptive adjectives (character)– joined</p> <p>amiable, obnoxious, disagreeable, grotesque, exquisite, courageous, gargantuan, valiant, delightful</p>	<p>Practise spelling grammar vocabulary – joined</p> <p>subject, synonym, antonym, punctuation, comma, colon, adverb, clause, relative</p>	<p>Practise spelling maths vocabulary – joined</p> <p>addition, subtraction, multiplication, division, horizontal, vertical, circumference, diameter, calculation</p>	<p>Practise spelling common exception words – joined</p> <p>Teacher to choose words based on which joins need practising</p>	<p>Practise spelling common exception words – joined</p> <p>Teacher to choose words based on which joins need practising</p>
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Correct Sitting Position

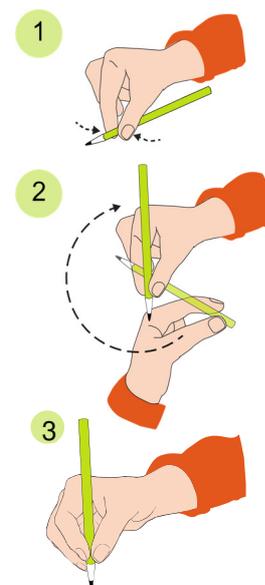


Paper position for right handed children

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.