

# Lowedges Junior Academy handwriting long term plan - Year 2

Handwriting is to be taught daily.

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.

## Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Introduction to the line guide - Tall, short and tail soldiers  Forming numbers on a line guide and on squared paper. 0, 1, 2, 3, 4, 5	Forming numbers on a line guide and on squared paper.  Introduction to numbers 5, 6, 7, 8, 9.	Curly caterpillar family.  Recap curly caterpillar family letters (c, a, o, d, g).  Include all capital letters.	Curly caterpillar/Bridge family.  Recap remaining curly caterpillar letters and bridge family letters (q, e, s, f, r).  Include capital letters.	Bridge family.  Recap all bridge family letters (n, m, h, b, p, k).  Include capital letters.	Ladder family.  Recap all ladder family letters (i, l, t, j, u, y).  Include capital letters.	Zig zag family.  Recap all zig zag family letters (v, w, z, x).  Include capital letters.

## Autumn 2

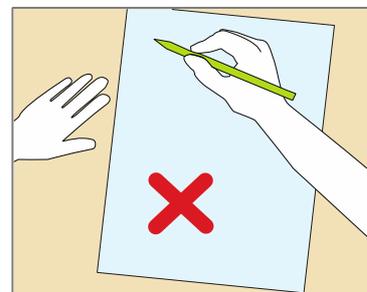
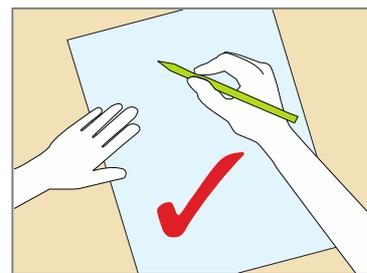
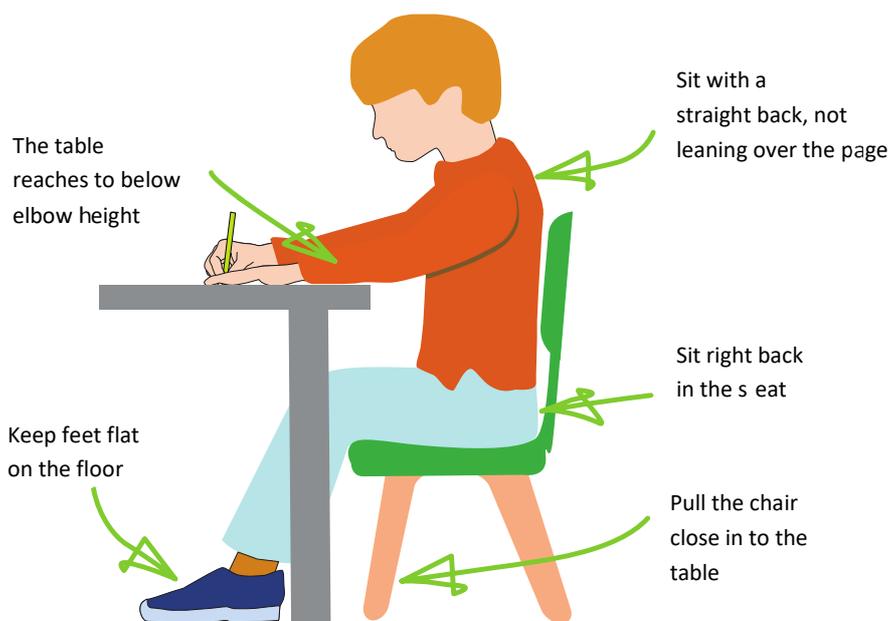
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Recap upper case and lower case letters together in pairs.  Aa → Mm  Ensure explicit teaching of letter names is seen between upper and lower case letters.	Recap upper case and lower case letters together in pairs.  Nn → Zz  Ensure explicit teaching of letter names is seen between upper and lower case letters.	Recap writing the days of the week.  Ensure explicit teaching of capital letter at start of words. <b>Emphasise that upper case letters are not joined onto other letters.</b>	Recap writing the months of the year.  Ensure explicit teaching of capital letter at the start of words. <b>Emphasise that upper case letters are not joined onto other letters.</b>	Recap writing the number words.  one, two, three, four, five, six, seven, eight, nine, ten.	Recap writing the number words.  eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.	Practise teacher selection of year 1 common exception words.

## Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise common exception words:	Recap teacher selection of common exception words.					

door, floor, poor, because, who, any, many, water, again, even	find, kind, mind, behind, child, children, wild, climb, clothes, people	most, only, both, old, told, hold, gold, cold, Mr, Mrs	every, everybody, great, break, steak, pretty, beautiful, whole, half	after, fast, past, past, father, class, path, bath, money, parents, Christmas	hour, move, prove, improve, sure, sugar, eye, could, would, should	
<b>Spring 2</b>						
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
Introduction to joining <b>onto</b> letters (up, over, stop, reverse).  Join onto: a, c, o, g, q, s, d  Suggested combinations: og, da, ds, eq, ma, uc, lo, ed	Introduction to joining <b>onto</b> letters (down, round, top dotted line).  Join onto: b, f, l, t, h, k  Suggested combinations: mb, th, ch, nk, if, ab, al	Introduction to joining <b>onto</b> letters down, round, top solid line).  Join onto: i, m, n, p, r, u, v, w, y, z, x, j  Suggested combinations: kn, ai, up, aw, mp, er, du	Introduction to joining <b>from</b> letters (across the top).  Join from: v, w, o, f, r  Suggested combinations: vi, va, vr, we, wh, wr, on, of, oo, re, ry, rs	Introduction to joining <b>from</b> letters (do the loop).  Join from: g, y, j  Suggested combinations: gl, go, gr, ye, yo, ya, ju, je, ju	Introduction to joining <b>from</b> letters (along the bottom and up).  Join from: b, p, s  Suggested combinations: bo, ba, bl, ph, pr, pu, sh, st, sp	Recap examples of all join types.  Explicit teach of joining q onto u.
<b>Summer 1</b>						
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
Recap joining <b>onto</b> letters (up, over, stop, reverse).  Join onto: a, c, o, g, q, s, d	Recap joining <b>onto</b> letters (down, round, top dotted line).  Join onto: b, f, l, t, h, k	Recap joining <b>onto</b> letters down, round, top solid line).  Join onto: i, m, n, p, r, u, v, w, y, z, x, j	Recap joining <b>from</b> letters (across the top).  Join from: v, w, o, f, r	Recap joining <b>from</b> letters (do the loop).  Join from: g, y, j	Recap joining <b>from</b> letters (along the bottom and up).  Join from: b, p, s	Recap examples of all join types.  Explicit teach of joining q onto u.
<b>Summer 2</b>						
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
Practise writing common exception words joined up:  door, floor, poor, because, who, any, many, water, again, even, find, kind, mind, behind, child	Practise writing common exception words joined up:  children, wild, climb, clothes, people, most, only, both, old, told, hold	Practise writing common exception words joined up:  gold, cold, Mr, Mrs, every, everybody, great, break, steak, pretty	Practise writing common exception words joined up:  beautiful, whole, half, after, fast, past, past, father, class, path, bath, money, parents	Practise writing common exception words joined up:  Christmas, hour, move, prove, improve, sure, sugar, eye, could, would, should	Practise any joins that are causing misconceptions.	Practise any joins that are causing misconceptions.

## Correct Sitting Position

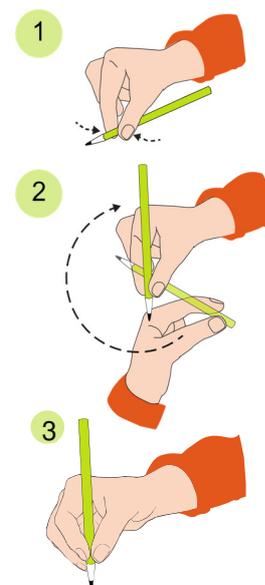


Paper position for right handed children

## 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.**