

# Lowedges Junior Academy handwriting long term plan - Year 3

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.

## Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Recap joining <b>onto</b> 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 <b>onto</b> 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 <b>onto</b> 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 <b>from</b> 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 <b>from</b> 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 <b>from</b> 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><b>Emphasise that upper case letters are not joined onto other letters.</b></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 – <b>joined</b></p> <p><b>Emphasise that upper case letters are not joined onto other letters.</b></p>	<p>Practise writing the months of the year - <b>joined</b></p> <p><b>Emphasise that upper case letters are not joined onto other letters.</b></p>	<p>Practise writing number words - <b>joined</b></p>	<p>Practise spelling words with /ow/ sound (spelled 'ou') - <b>joined</b></p> <p>mouth, around, sprout, sound, spout, ouch, hound, trout, found, proud</p>	<p>Practise spelling words with /u/ sound (spelled 'ou') - <b>joined</b></p> <p>double, trouble, country, touch, young, cousin, enough, encourage, flourish, couple</p>	<p>Practise spelling words with /i/ sound (spelled 'y') - <b>joined</b></p> <p>gym, myth, Egypt, pyramid, mystery, symbol, synonym, lyrics, system, gymnastics</p>	<p>Practise spelling words with /ze/ sound - <b>joined</b></p> <p>measure, treasure, pleasure, enclosure, displeasure, composure, leisure, exposure, disclosure</p>

## Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Practise spelling words with /ch/ sound – <b>joined</b>  creature, furniture, picture, nature, adventure, future, capture, mixture, sculpture	Practise spelling common exception words – <b>joined</b>  actual, answer, bicycle, circle, earth, enough, fruit, island, often, popular	Practise spelling words with prefix ‘re’ – <b>joined</b>  redo, refresh, return, reappear, redecorate, revenge, review, replay, reaction	Practise spelling words with prefix ‘dis’ – <b>joined</b>  disagree, dislike, dishonest, disallow, distrust, disobey, discover, disown, dismiss	Practise spelling words with prefix ‘mis’ – <b>joined</b>  misuse, mislead, misbehave, misfire, mismatch, misplace, misread, miscount	Practise spelling common exception words – <b>joined</b>  centre, decide, disappear, early, heart, learn, minute, notice, regular, therefore	Practise spelling common exception words – <b>joined</b>  <b>Teacher to choose words based on which joins need practising</b>
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### Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise spelling multisyllabic words (final consonant not doubled) – <b>joined</b>  gardener, limited, developing, covered, listening, listened, footballer, brightening, destroyed	Practise spelling multisyllabic words (final consonant doubled) – <b>joined</b>  forgotten, beginning, preferred, permitted, regretting, committed, forbidden, propelled, equipped	Practise spelling words with the /a/ sound (spelled ‘ai’) – <b>joined</b>  straight, painter, fainted, waist, strainer, chained, claimed, failure, waiter	Practise spelling words with the /a/ sound (spelled ‘ei’) – <b>joined</b>  vein, weigh, eight, neighbour, sleigh, freight, reins, veil, eighteen	Practise spelling words with the /a/ sound (spelled ‘ey’) – <b>joined</b>  Obey, prey, convey, survey, grey, disobey, they, surveyor, conveyor	Practise spelling words with the /l/ sound (spelled ‘al’) – <b>joined</b>  arrival, burial, comical, emotional, national, magical, personal, optional, survival, tropical	Practise spelling common exception words – <b>joined</b>  <b>Teacher to choose words based on which joins need practising</b>

### Summer 1

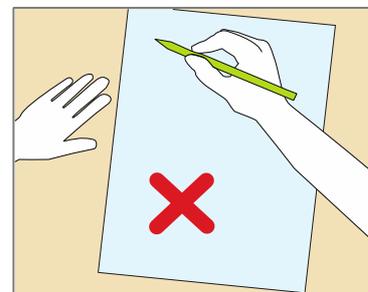
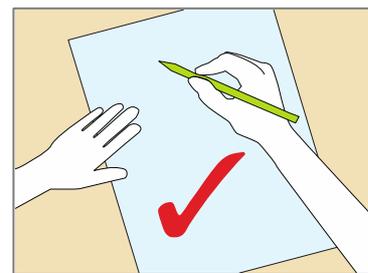
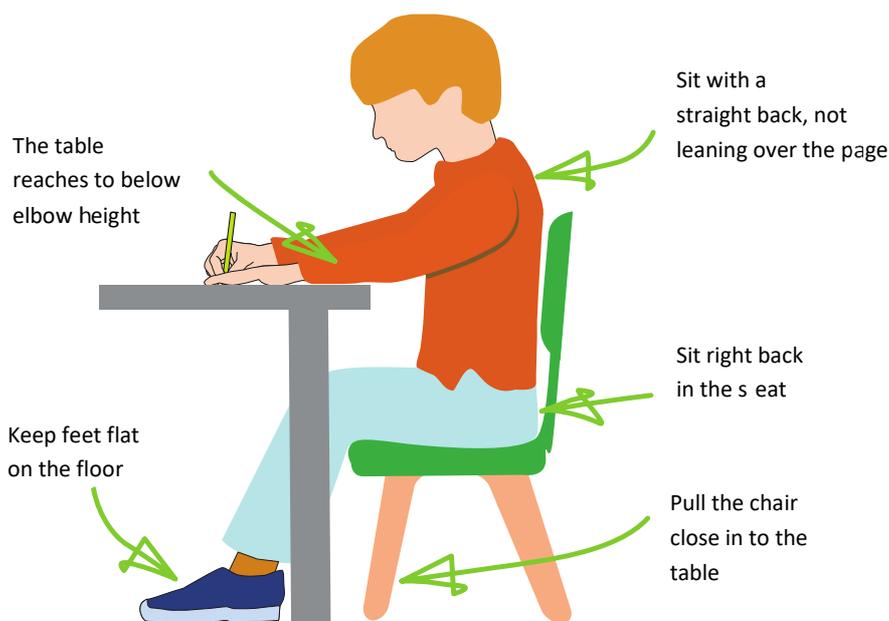
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise spelling words with the /l/ sound (spelled ‘le’) – <b>joined</b>  battle, article, struggle, possible, capable, settle, humble, terrible, example, adjustable	Practise spelling words with the suffix ‘ly’ (from ‘le’) – <b>joined</b>  gently, simply, humbly, terribly, incredibly, possibly, horribly, responsibly, wrinkly	Practise spelling words with the suffix ‘ally’ (from ‘ic’) – <b>joined</b>  basically, frantically, dramatically, historically, nationally, emotionally, accidentally, automatically	Practise spelling words with the suffix ‘ly’ (exceptions) – <b>joined</b>  truly, publicly, daily, slyly, shyly, happily, coily, suddenly	Practise spelling common exception words – <b>joined</b>  address, arrive, certain, experience, history, mention, occasionally, probably, reign, sentence	Practise spelling words ending in ‘er’ (where the root word ends in (t)ch) – <b>joined</b>  teacher, butcher, preacher, catcher, watcher, stretcher, dispatcher, scorcher	Practise spelling common exception words – <b>joined</b>  <b>Teacher to choose words based on which joins need practising</b>

### Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Practise spelling words with the /k/ sound (spelled ‘ch’) – <b>joined</b>	Practise spelling words with the /g/ sound (spelled ‘gue’) and the /k/ sound (spelled ‘que’) – <b>joined</b>	Practise spelling words with the /s/ sound (spelled ‘sc’) – <b>joined</b>	Practise spelling common exception words – <b>joined</b>			

scheme, chorus, chemist, echo, character, stomach, monarch, school, anchor, chaos	vague, league, plague, tongue, antique, unique, grotesque, mosque, plague	science, scene, discipline, fascinate, crescent, scissors, ascend, scented, scenery, descend	accidentally, breathe, century, consider, eight, guard, heard, peculiar, possible, quarter	difficult, important, length, perhaps, position, question, strange, pressure, special, purpose	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight,	Teacher to choose words based on which joins need practising
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## Correct Sitting Position

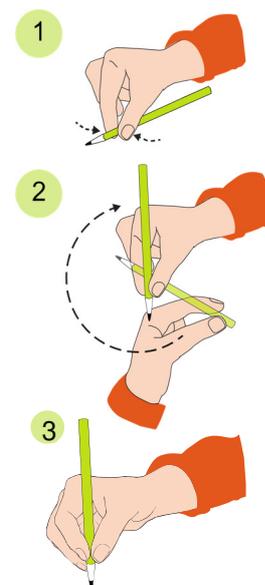


Paper position for right handed children

## 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.**