

Malpas Alport Primary Handwriting Long Term Plan

Please ensure that the following long term sequence is followed to ensure progression and consistency across the school

FS/Key Stage 1: also link closely to phonics and spelling patterns being taught	TERM 1	TERM 2	TERM 3
<p>Foundation Stage (see Development Matters)</p>	<p>Develop gross motor skills -the vocabulary of movement -large movements -responding to music Developing fine motor skills -hand and finger play Making and modelling -links to art -using one-handed tools and equipment</p>	<p>Introduce long ladder letters: <i>l, I, t, u, j, y</i></p> <p>Introduce one-armed robot letters: <i>r, b, n, h, m, k, p</i></p> <p>Introduce capitals for both sets of letters</p> <p>Introduce the digits 0-9</p>	<p>Introduce curly caterpillar letters: <i>c, a, d, o, s, q, e, f</i></p> <p>Introduce zig zag letters: <i>z, v, w, x</i></p> <p>Introduce capitals for both sets</p> <p>Explore <i>ch, th, sh</i> <i>Practise digits 0-9</i></p> <p style="color: red;">All children should be able to write the lowercase letters of the alphabet and know the four letter groups. If not, these children need targeted support before entering year 1</p>
<p>Year 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly 	<p>Letter formation practise of:</p> <ul style="list-style-type: none"> -Long ladder letters -One-armed robot letters -curly caterpillar letters -zig zag letters 	<p>diagonal joins to ascender: <i>at, all, th, ch, cl</i></p> <p>diagonal joins, no ascender: <i>in, im, cr, tr, dr, lp, mp</i></p>	<p>Diagonal join, no ascender: <i>ee, ai, ay, ime, ine</i></p> <p>horizontal joins, no ascender: <i>op, oy, one, ome</i></p>

<ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Letter formation practise of capital letters and numbers</p> <p>Practise the vowels: <i>a,e,i,o,u</i></p>	<p>diagonal joins, no ascender to an anticlockwise letter: <i>id, ig, nd, ld, ng</i></p>	<p>horizontal joins, no ascender to an anti-clockwise letter: <i>oa, og, wa, wo</i></p> <p>horizontal joins, to an ascender: <i>ol, ot, wh, oh,</i></p> <p>horizontal/diagonal joins, to an ascender to an anti-clockwise letter: <i>of, if</i></p> <p>All children should be able to form all letters (including capitals and numbers correctly and they should be correctly orientated If not, these children need targeted support before entering year 2</p>
<p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that 	<p>How to join a word: high frequency words</p> <p>Diagonal joins to ascenders in words: <i>eel, eet</i></p> <p>Diagonal joins, no ascenders in words <i>a_e</i></p> <p>Diagonal joins, no ascender, to an anticlockwise letter in words: <i>ice, ide,</i></p> <p>Horizontal joins, no ascender in words: <i>ow, ou, oy, oi</i></p> <p>Horizontal joins, to ascender in words: <i>ole, obe, ook, ool</i></p> <p>Horizontal joins, no ascender, to an</p>	<p>Diagonal joins to r: <i>ir, ur, er</i></p> <p>Horizontal joins to r: <i>or, oor, ere</i></p> <p>Horizontal joins to r to ascender: <i>url, irl, irt</i></p> <p>Joining to and from r: <i>air</i></p> <p>Diagonal joins to s: <i>dis</i></p> <p>Horizontal joins to s: <i>ws</i></p> <p>Diagonal joins to s to ascender: <i>sh</i></p> <p>Horizontal joins to s to no ascender: <i>si, su, se, sp, sm</i></p> <p>Horizontal join from r to an</p>	<p>Diagonal join to anticlockwise letter: <i>ea, ear</i></p> <p>Horizontal join to and from f to ascender: <i>ft, fl</i></p> <p>Horizontal join from f (no ascender): <i>fu, fr</i></p> <p><i>qu, rr, ss, ff</i></p> <p>capital letter practice: height of ascenders and capitals</p> <p>All children should be able to use some joins and write letters of the correct size and orientation. If, not-these children need to be targeted before entering year 3</p>

reflects the size of the letters.	anticlockwise letter in words: <i>oa, ade</i>	anticlockwise letter: <i>rs</i>	
<p>Year 3</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Pupils should be using joined handwriting throughout their independent writing.</p>	<p>Revise joins in a word: long vowel phonemes</p> <p>Revise joins in a word: <i>le, ing</i></p> <p>Joins within statutory words</p> <p>Joins in new vocabulary</p> <p>Revise joins in a word: <i>un, de</i></p> <p>Revise joins to and from <i>s: dis</i></p> <p>Revise joins to and from <i>r: re, pre</i></p> <p>Revise joins to and from <i>f: ff</i></p> <p>Revise join: <i>qu</i></p>	<p>Joining b and p: diagonal join, no ascender: <i>bi, bu, pi, pu</i></p> <p>Joining b and p: diagonal join, no ascender, to an anti-clockwise letter: <i>ba, bo, pa, po</i></p> <p>Joining b and p: diagonal join, to ascender: <i>bl, ph</i></p> <p>Relative sizes of letters: silent letters</p> <p>Relative size and consistency: <i>y, ly, less, ful</i></p> <p>Parallel ascenders and descenders: <i>tl, ll, bb; pp, ff</i></p> <p>Relative size and consistency: capital letters</p> <p>Speed and fluency practice: <i>er, est</i></p>	<p>Consistency in spacing: <i>mis, ant, ex, non, co</i></p> <p>Consistency in spacing: apostrophes</p> <p>Layout, fluency and speed: -address -dialogue -poem</p> <p>Children who are not joining should be targeted with a handwriting rescue programme and have extra practise in school and at home (particularly over summer)</p>
<p>Year 4</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one 	<p>Children who are not joining should be targeted with a handwriting rescue programme and have extra practise in school and at home</p> <p>Revise joins in a word: <i>ness, ship, ing, ed, s, ify, nn, mm, ss</i></p> <p>Revise Parallel ascenders and</p>	<p>Parallel ascenders: <i>al, ad, af</i></p> <p>Parallel descenders: <i>ight, ough</i></p> <p>Size, proportion and spacing: <i>ious, able, ful, fs, ves</i></p> <p>Speed and fluency practice: poem, drafting, note making, lists</p>	<p>Size, proportion and spacing: <i>v, k, ic, ist, ion</i></p> <p>Size proportion and spacing: apostrophes for omission</p> <p>Print alphabet: captions, labels, headings</p>

<p>another, are best left unjoined</p> <ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Pupils should be using joined handwriting throughout their independent writing.</p>	<p>descenders: <i>tl,ll,bb; pp,ff</i></p> <p>Revise joins to anti-clockwise letters: <i>cc, dd</i></p> <p>Link spelling and handwriting</p> <p>Statutory words</p>		<p>Presentational skills: font styles</p> <p>All children should be able to join their handwriting and letters should all be the correct size and orientation. If, not, these children must be targeted before entering year 5 (particularly over summer)</p>
<p>Year 5 and 6</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task. 	<p>Children who are not writing with fluency and consistency (not joining) must be targeted with extra practice at home and school and referred to SENCo for specialist handwriting programme</p> <p>Revise practising the 4 groups of joins</p> <p>Develop style for speed linked to prefixes and suffixes being taught</p> <p>Develop style for speed: pen breaks in longer words</p> <p>Different styles for different purposes</p> <p>Close links to spellings including statutory words</p>	<p>Publishing work</p> <p>Self-assessment/evaluating handwriting</p> <p>Writing at speed: spacing in words, spacing between words</p> <p>Self-assessment:</p> <ul style="list-style-type: none"> -checking joins -consistency of size -letters resting on baseline -ascenders and descenders -consistency of size of capitals and ascenders 	