

St. Anthony's Catholic Primary School

Key Stage One Long-Term Plan Handwriting is to be taught daily.



BBC
Back Bottom Chair



TNT
Tummy Near Table



Six Feet
on the ground



Two Hands
to write

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 in a sharp pencil.

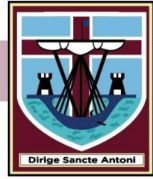
Refer to the 'Formation Guide' for help on the formation of letters and numbers.



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Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Introduction to the line guide.</p> <p>Tall, short and tail soldiers</p> <p>Y1 CEW to practise – I, me</p> <p>Y2 CEW to practise – child, children</p>	<p>Forming numbers on a line guide and on squared paper.</p> <p>Introduction to numbers 0, 1, 2, 3, 4.</p> <p>Y1 CEW to practise - my he</p> <p>Y2 CEW to practise – child, children</p>	<p>Forming numbers on a line guide and on squared paper.</p> <p>Introduction to numbers 5, 6, 7, 8, 9.</p> <p>Y1 CEW to practise – she, we</p> <p>Y2 CEW to practise – door, poor, floor</p>	<p>The straight line family</p> <p>il</p> <p>Y1 CEW to practise – you, the</p> <p>Y2 CEW to practise – find, mind, kind</p>	<p>The straight line family</p> <p>ijl</p> <p>Y1 CEW to practise – a</p> <p>Y2 CEW to practise – behind, wild, eye</p>	<p>The straight line family</p> <p>ilt</p> <p>Y1 CEW to practise – review all autumn 1</p> <p>Y2 CEW to practise – review all autumn 1</p>	<p>Recap week.</p>



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Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
The Bridge family n h m Y1 CEW to practise – they, your, Y2 CEW to practise – because, any	The Bridge family b p k Y1 CEW to practise – is, has Y2 CEW to practise – only, people	The Bridge family r n h m Y1 CEW to practise – was, are Y2 CEW to practise – busy, great	The Bridge family b p k r Y1 CEW to practise – were, was, our Y2 CEW to practise – steak, break,	The zig-zag family v w Y1 CEW to practise – review autumn 1 Y2 CEW to practise – whole, half, Christmas	The smile family u y Y1 CEW to practise – review autumn 2 Y2 CEW to practise – review autumn 1/2	Recap week.

Spring 1

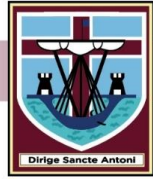
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Recap week.	The coat hanger family c o Y1 CEW to practise – do, to, Y2 CEW to practise – Mr, Mrs	The coat hanger family a d Y1 CEW to practise – go, so, Y2 CEW to practise – most, many	The coat hanger family g q e Y1 CEW to practise – by, put, Y2 CEW to practise – both, beautiful	The misfit family s f Y1 CEW to practise – today, of Y2 CEW to practise – pretty, clothes	The misfit family x z Y1 CEW to practise – be, no Y2 CEW to practise – who, hour, father	Recap week



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Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Teach upper case and lower case letters together in pairs.	Teach upper case and lower case letters together in pairs.	Teach upper case and lower case letters together in pairs.	Teach upper case and lower case letters together in pairs.	Teach upper case and lower case letters together in pairs.	Teach upper case and lower case letters together in pairs.	Teach upper case and lower case letters together in pairs.
Aa, Bb, Cc,	Dd, Ee, Ff,	Gg, Hh, Ii,	Jj, Kk, Ll	Mm, Nn, Oo	Pp, Qq, Rr,	Ss, Tt, Uu,
Ensure explicit teaching of letter names.	Ensure explicit teaching of letter names.	Ensure explicit teaching of letter names.	Ensure explicit teaching of letter names.	Ensure explicit teaching of letter names.	Ensure explicit teaching of letter names.	Ensure explicit teaching of letter names.
Y1 CEW to practise – come, some	Y1 CEW to practise – one, once	Y1 CEW to practise – said, says	Y1 CEW to practise – here, there	Y1 CEW to practise – where, even	Y1 CEW to practise – recap spring	Y1 CEW to practise – recap spring
Y2 CEW to practise – path, bath,	Y2 CEW to practise – move, prove	Y2 CEW to practise – again, pass	Y2 CEW to practise – grass, class	Y2 CEW to practise – fast, last	Y2 CEW to practise – recap spring	Y2 CEW to practise – recap spring



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Summer 1

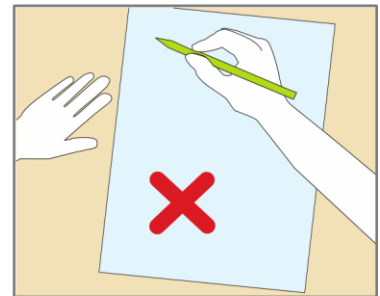
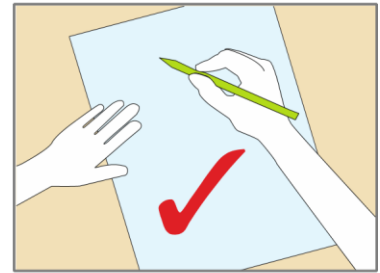
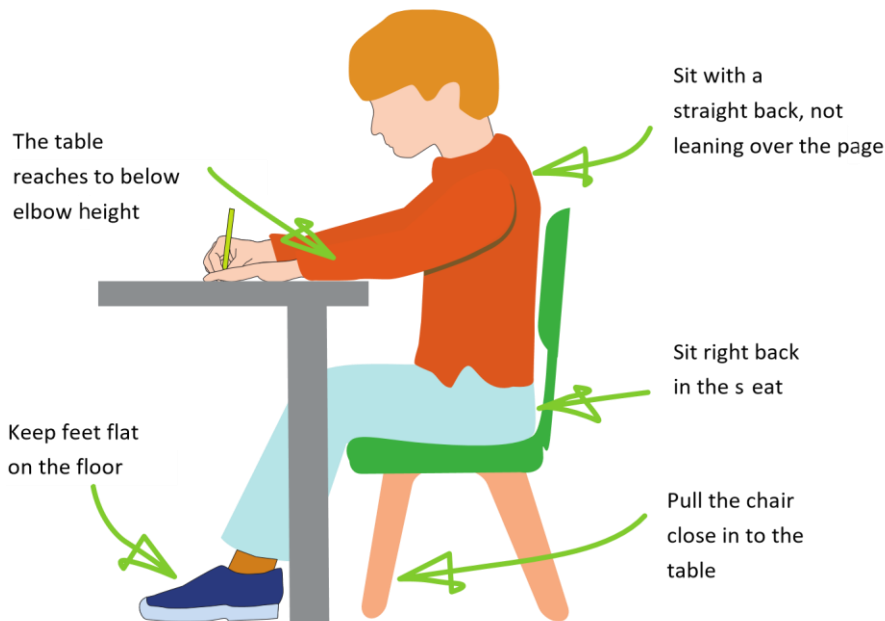
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Teach upper case and lower case letters together in pairs.</p> <p>Vv, Ww, Xx</p> <p>Ensure explicit teaching of letter names.</p>	<p>Teach upper case and lower case letters together in pairs.</p> <p>Yy, Zz</p> <p>Ensure explicit teaching of letter names.</p>	<p>Teach days of the week – Monday, Tuesday, Wednesday</p> <p>Explicit teaching of capital letter.</p> <p>CEW to practise – water, down, now, for, oh</p>	<p>Teach days of the week – Thursday, Friday, Saturday</p> <p>Explicit teaching of capital letter.</p> <p>CEW to practise – friend, saw, your</p>	<p>Teach days of the week – Sunday</p> <p>Review all.</p> <p>Explicit teaching of capital letter.</p> <p>CEW to practise – house, today, day, says</p>	<p>Introduce writing the months of the year.</p> <p>January, February, March</p> <p>Ensure explicit teaching of capital letter at start of words.</p>	<p>Introduce writing the months of the year.</p> <p>April, May, June</p> <p>Ensure explicit teaching of capital letter at start of words.</p>

Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Introduce writing the months of the year.</p> <p>July, August, September,</p>	<p>Introduce writing the months of the year.</p> <p>October, November, December</p>	<p>Recap writing the days of the week.</p>	<p>Recap writing the months of the year.</p>	<p>Introduce writing the number words.</p> <p>one, two, three, four</p>	<p>Introduce writing the number words.</p> <p>five, six, seven, eight, nine, ten</p>	<p>Recap week</p>



Correct Sitting Position

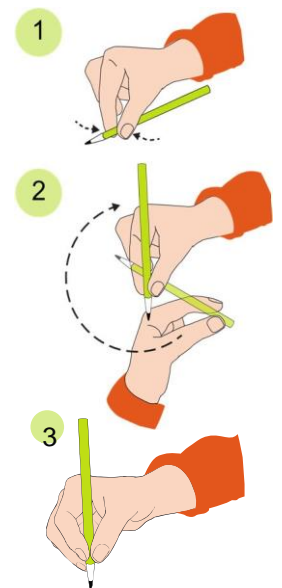


Paper position for right handed children

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.