



## St. Anthony's Catholic Primary School

### Key Stage One Long-Term Plan 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 in a sharp pencil.

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



## St. Anthony's Catholic Primary School

### 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  Y1 CEW to practise – I, me  Y2 CEW to practise – child, children	Forming numbers on a line guide and on squared paper.  Introduction to numbers 0, 1, 2, 3, 4.  Y1 CEW to practise - my he  Y2 CEW to practise – child, children	Forming numbers on a line guide and on squared paper.  Introduction to numbers 5, 6, 7, 8, 9.  Y1 CEW to practise – she, we  Y2 CEW to practise – door, poor, floor	The straight line family  il	The straight line family  ijl	The straight line family  ilt	Recap week.



## St. Anthony's Catholic Primary School

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

## Spring 1

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



## St. Anthony's Catholic Primary School

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



## St. Anthony's Catholic Primary School

### Summer 1

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

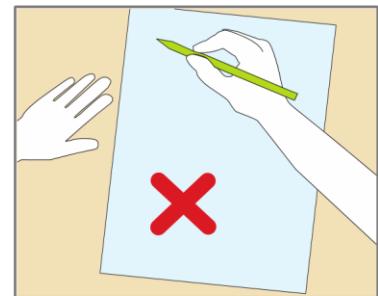
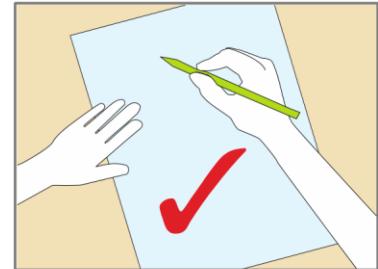
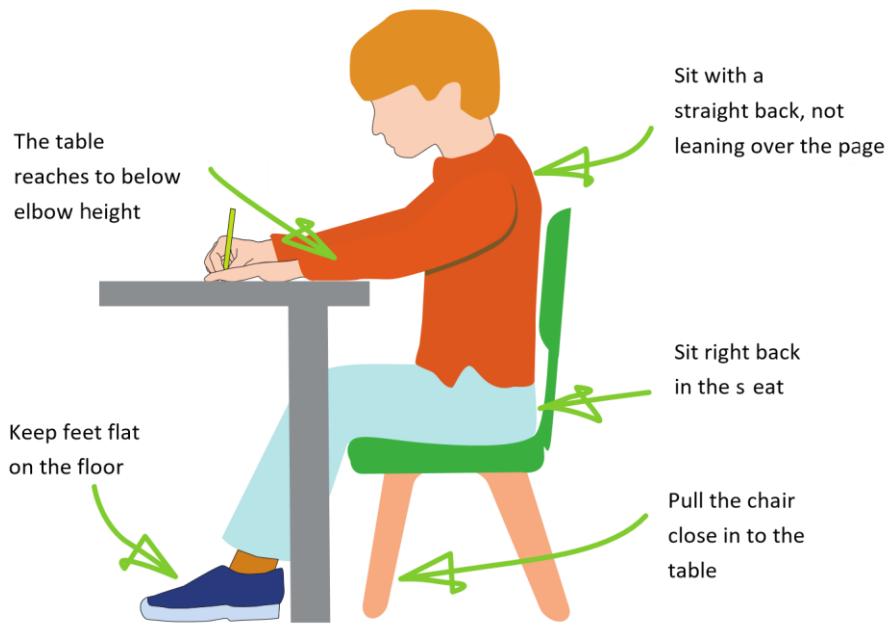
### Summer 2

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



# St. Anthony's Catholic Primary School

## Correct Sitting Position

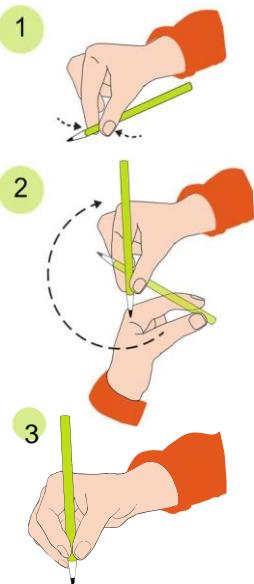


Paper position for right handed children

## 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.**