



Year 5 and 6 Handwriting Long-Term Plan

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).



BBC
Back Bottom Chair



TNT
Tummy Near Table



Six Feet
on the ground



Two Hands
to write

Children should write in a sharp pencil.

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

All letters should be joined (unless uppercase) – Speed and legibility is the focus, children should decide which letters are best left with no join if this improves speed and legibility.



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Autumn 1

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|--|--|--|--|--|--|
| Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters |
| ac aw da oa | ib ob ck cy | ec vc du dg | en ef me te | fr fo if af | ng og hs hu | lh ch ib ip |
| Y5 CEW to practise – ancient, attached | Y5 CEW to practise – average, bargain | Y5 CEW to practise – bruise, category | Y5 CEW to practise – cemetery, committee | Y5 CEW to practise – communicate, community | Y5 CEW to practise – criticise, curiosity | Y5 CEW to practise – review all autumn 1 |
| Y6 CEW to practise – accommodate, accompany | Y6 CEW to practise – according, achieve | Y6 CEW to practise – aggressive, amateur | Y6 CEW to practise – apparent, appreciate | Y6 CEW to practise – available, awkward | Y6 CEW to practise – competition, conscience | Y6 CEW to practise – review all autumn 1 |

Autumn 2

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|--|--|--|--|--|--|
| Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters |
| ki vi ej nj | ky kl mk ok | ll lw cl al | mb mp om im | mf ms ng nt | un wn or od | vo ho op rp |
| Y5 CEW to practise – definite, develop | Y5 CEW to practise – dictionary, conscious | Y5 CEW to practise – equip, equipped | Y5 CEW to practise – equipment, familiar | Y5 CEW to practise – foreign, forty | Y5 CEW to practise – government, harass | Y5 CEW to practise – review all autumn 2 |
| Y6 CEW to practise – controversy, convenience | Y6 CEW to practise – correspond, desperate | Y6 CEW to practise – determined, disastrous | Y6 CEW to practise – embarrass, environment | Y6 CEW to practise – especially, exaggerate | Y6 CEW to practise – excellent, existence | Y6 CEW to practise – review all autumn 2 |



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Spring 1

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|--|--|--|--|--|--|
| Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters | Teach joining pairs of letters. On joining letters |
| qu nq oq rl | rs vr tr vs fs | ns tl ty ut ot | ug uz du fu | va ve ov iv | wg we ow ew | ex ix xh xe |
| Y5 CEW to practise – frequently, yacht | Y5 CEW to practise – immediate, immediately | Y5 CEW to practise – language, leisure | Y5 CEW to practise – lightning, marvellous | Y5 CEW to practise – mischievous, muscle | Y5 CEW to practise – neighbour, parliament | Y5 CEW to practise – review all spring 1 |
| Y6 CEW to practise – hindrance, guarantee | Y6 CEW to practise – identity, individual | Y6 CEW to practise – interfere, interrupt | Y6 CEW to practise – nuisance, necessary | Y6 CEW to practise – opportunity, persuade | Y6 CEW to practise – profession, programme | Y6 CEW to practise –review all spring 1 |

Spring 2

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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|--------|--------|--------|--------|--------|--------|--------|



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| <p>Teach joining pairs of letters. On joining letters</p> <p>vy cy oz ez</p> <p>Y5 CEW to practise – occupy, occur</p> <p>Y6 CEW to practise – pronunciation, recognise</p> | <p>Recap poor joins</p> <p>Y5 CEW to practise – physical, prejudice</p> <p>Y6 CEW to practise – recommend, relevant</p> | <p>Recap poor joins</p> <p>Y5 CEW to practise – privilege, queue</p> <p>Y6 CEW to practise – restaurant, sacrifice</p> | <p>Recap poor joins</p> <p>Y5 CEW to practise – rhyme, rhythm</p> <p>Y6 CEW to practise – secretary, shoulder</p> | <p>Recap poor joins</p> <p>Y5 CEW to practise – soldier, stomach</p> <p>Y6 CEW to practise – signature, sincere</p> | <p>Recap poor joins</p> <p>Y5 CEW to practise – symbol, system</p> <p>Y6 CEW to practise – sincerely, sufficient</p> | <p>Recap poor joins</p> <p>Y5 CEW to practise – review all spring 2</p> <p>Y6 CEW to practise – review all spring 2</p> |
|---|---|--|---|---|--|---|

Summer 1

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|--|--|---|--|---|
| <p>Recap poor joins</p> <p>Y5 CEW to practise – temperature, thorough</p> <p>Y6 CEW to practise – sufficient, suggest</p> | <p>Recap poor joins</p> <p>Y5 CEW to practise – twelfth, vegetable</p> <p>Y6 CEW to practise – variety, vehicle</p> | <p>Practise spelling words with the /aw/ sound (spelled 'ough') – joined</p> <p>Explicitly teach CEW where less confidence is shown</p> | <p>Practise spelling words with the sounds /oa/ and /ow/ (spelled 'ough') – joined</p> <p>Explicitly teach CEW where less confidence is shown</p> | <p>Practise spelling modal verbs – joined</p> <p>Explicitly teach CEW where less confidence is shown</p> | <p>Practise spelling common exception words – joined</p> <p>Explicitly teach CEW where less confidence is shown</p> | <p>Practise spelling common exception words – joined</p> <p>Teacher to choose words based on which joins need practising</p> |

Summer 2

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--------|--------|--------|--------|--------|--------|--------|
|--------|--------|--------|--------|--------|--------|--------|

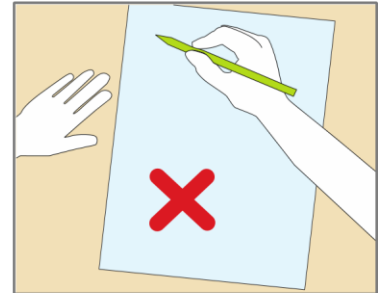
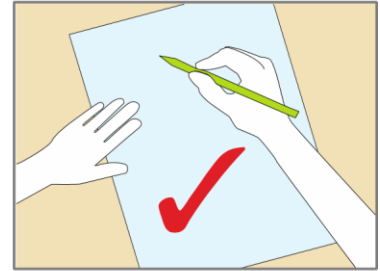
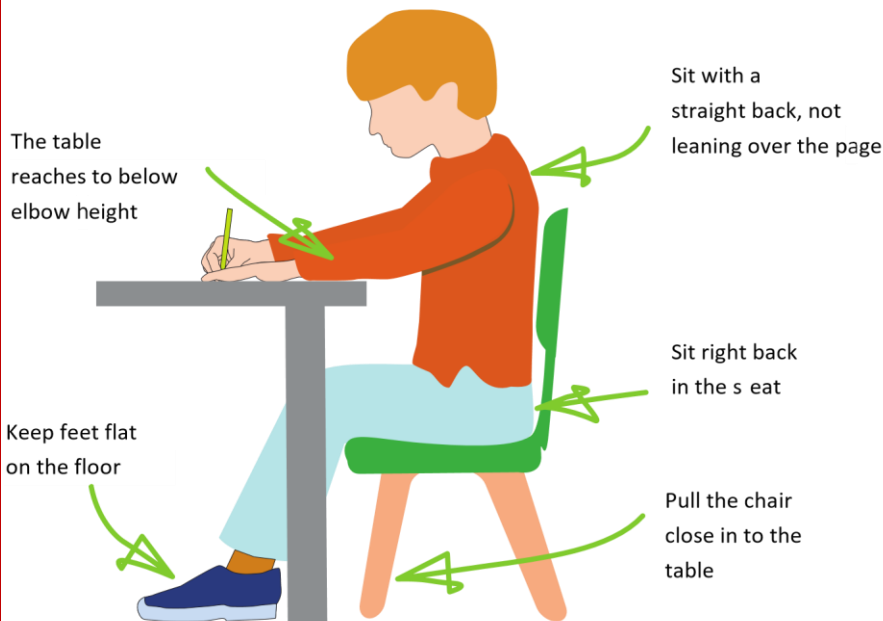


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| <p>Practise spelling homophones – joined</p> <p>advice – advise device – devise license – licence practise – practice prophecy - prophesy</p> | <p>Practise spelling homophones – joined</p> <p>aisle – isle aloud – allowed altar – alter ascent – assent farther - father</p> | <p>Practise spelling homophones – joined</p> <p>guessed – guest heard – herd morning – mourning past – passed bridal - bridle</p> | <p>Practise spelling homophones – joined</p> <p>cereal – serial complement – compliment principal – principle stationary – stationery wary - weary</p> | <p>Practise spelling homophones – joined</p> <p>affect – effect precede – proceed draft – draught dessert – desert whose – who's</p> | <p>Practise spelling common exception words – joined</p> <p>achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system</p> | <p>Practise spelling common exception words – joined</p> <p>Teacher to choose words based on which joins need practising</p> |
|--|--|--|---|---|---|---|



Correct Sitting Position

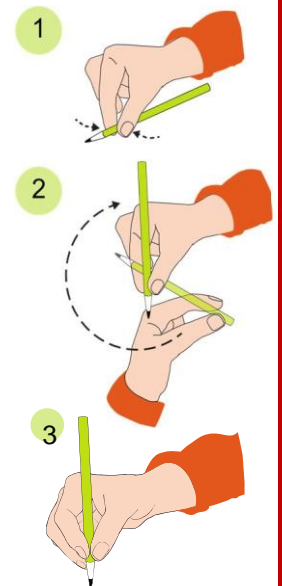


Paper position for right handed children

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.