



Subject: ENGLISH- Handwriting

Long Term Curriculum Plan

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Little Wandle- Phase 2 <i>s a t p i n m d g o c k c k e u r h b f l</i> Common Exception words <i>is I the</i>	Little Wandle- phase 2 <i>ff ll ss j v w x y z zz qu ch sh th ng nk</i> Common Exception words <i>put pull full as and has his her go no to into she push he of we me be</i>	Little Wandle- phase 3 <i>ai ee igh oa oo oo ar or ur ow oi ear air er</i> Common Exception words <i>was you they my by all are sure pure</i>	Little Wandle- phase 3 - longer words, incl. double letters - words with –s /z/ in the middle - words with –es /z/ at the end - words with –s /s/ and /z/ at the end Common Exception words <i>Review all taught so far</i>	Little Wandle- phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est Common Exception words <i>said so have like some come love do were here little says there when what one out today</i>	Little Wandle- phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Common Exception words <i>Review all taught so far</i>
Year 1	Little Wandle- Review phase 3 and phase 4 Phase 5 <i>/ai/ ay play</i> <i>/ow/ ou cloud</i> <i>/oi/ oy toy</i> <i>/ea/ ea each</i> Common Exception words <i>Phases 2–4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</i>	Little Wandle- phase 5 <i>/ur/ ir bird</i> <i>/igh/ ie pie</i> <i>/oo/ ue blue</i> <i>/yoo/ u unicorn</i> <i>/oa/ o go</i> <i>/igh/ i tiger</i> <i>/ai/ a paper</i> <i>/ee/ e he</i> <i>/ai/ a-e shake</i> <i>/igh/ i-e time</i> <i>/oa/ o-e home</i> <i>/oo/ u-e rude</i> <i>/ee/ e-e these</i> <i>/oo/ ew chew</i> <i>/ee/ ie shield</i> <i>/or/ aw claw</i> Common Exception words <i>their people oh your Mr Mrs Ms ask could would should our house mouse water want</i>	Little Wandle- phase 5 <i>/ee/ y funny</i> <i>/e/ ea head</i> <i>/w/ wh wheel</i> <i>/oa/ oe toe</i> <i>/igh/ y fly</i> <i>/oa/ ow snow</i> <i>/i/ g giant</i> <i>/f/ ph phone</i> <i>/l/ le apple</i> <i>/s/ c ice</i> <i>/v/ ve give</i> <i>/u/ o-e some</i> <i>/z/ se cheese</i> <i>/s/ ce fence</i> <i>/ee/ ey donkey</i> <i>/oo/ ou soup</i> Common Exception words <i>any many again who whole where two school call different thought through friend work</i>	Little Wandle- phase 5 <i>/ur/ or word</i> <i>/oo/ u oul awful could</i> <i>/air/ are share</i> <i>/or/ au aur oor al</i> <i>/ch/ tch ture match adventure</i> <i>/ar/ al a half</i> <i>/or/ a water</i> schwa in longer words: different <i>/o/ a want</i> <i>/air/ ear ere bear</i> <i>/ur/ ear learn</i> <i>/r/ wr wrist</i> <i>/s/ st sc whistle</i> <i>/c/ ch school</i> <i>/sh/ ch chef</i> <i>/z/ ze freeze</i> Common Exception words <i>once laugh because eye</i>	Phonics Screening Check- no new graphemes or common exception words	Little Wandle- phase 5 <i>/ai/ eigh aigh ey ea eight straight grey</i> <i>/n/ kn gn knee gnaw</i> <i>/m/ mb thumb</i> <i>/ear/ ere eer here deer</i> <i>/zh/ su si treasure vision</i> <i>/j/ dge bridge</i> <i>/i/ y crystal</i> <i>/j/ ge large</i> <i>/sh/ ti ssi si ci potion mission mansion</i> <i>/or/ augh our oar ore daughter pour</i> Common Exception words <i>busy beautiful pretty hour move improve parents shoe</i>
Year 2	Little Wandle-Phase 5 Review <i>/ai/ a-e ai ay a eigh ea ey aigh</i> <i>/ee/ y ea ee e ie ey e-e</i> <i>/igh/ igh i-e i y ie</i> <i>/oa/ ow o o-e oa oe ou</i> <i>/oo/ /yoo/ oo u u-e ew ue ou ui</i> <i>/air/ air are ear ere</i> <i>/ur/ er ur ir or ear</i> <i>/ow/ ou ow</i> <i>/or/ or a aw au ore oor al oar our</i> <i>/ch/ ch tch ture</i> <i>/sh/ sh ti ch ssi ci si</i> <i>/u/ ou</i> <i>/e/ ea</i> <i>/i/ y</i> <i>/o/ a</i>	Little Wandle- Bridge to Spelling Using the complete the code chart Doubling letters at the end of words Words ending with ‘ck’ or ‘k’ Words ending in ‘ch’ or ‘tch’ Adding the suffixes -es/-s Adding the suffix -ing	Little Wandle- Spelling Units ‘kn’ and ‘gn’ for /n/ ‘wr’ for /r/ dropping the ‘e’ when adding suffixes -ed, -ing, -er, -est and -y Words ending ‘ge’ or ‘dge’ Common Exception words <i>once two any many</i> Homophones <i>knight/night</i> <i>one/won</i> <i>wear/where</i>	Little Wandle- Spelling Units The ‘w’ special Swapping ‘y’ for ‘i’ when adding -es Words ending ‘ey’ for /e/ words ending -le, -al, -il or -el Common Exception words <i>whole who people friend move improve</i> Homophones <i>our/hour</i> <i>quite/quiet</i> <i>see/sea</i> <i>to/too/two</i>	Little Wandle- Spelling Units <i>/s/ as ‘c’</i> spelling words with /zh/ adding the suffixes -ment, -ness, -ful -less and -ly showing missing letters in words Common Exception words <i>beautiful laugh busy pretty parents because</i> Homophones <i>hear/here</i> <i>be/bee</i> <i>bare/bear</i> <i>there/they’re/their</i>	Little Wandle- Spelling Units <i>/sh/ as ‘ti’</i> the possessive apostrophe swap, drop or double? (-ing, -er, -est, -y, -ed) Common Exception words <i>eye shoe thought through</i> Homophones <i>sun/son</i> <i>whole/hole</i> <i>blue/blew</i>

Year 3	Introduce joining from s (to ascender): sh sl st sk Introduce joining from s (no ascender): sm sn su si Introduce joining from s (to anticlockwise letter): sa sc so sq Introduce : ss Introduce joining from r(to ascender): rt rl rk Introduce joining from r (no ascender): ri ru rn Introduce joining from r (to anticlockwise letter): ro ra rg Introduce joining from r to e: are ere ire ore ire Introduce : rr Introduce joining to f : if ef af of Introduce : ff Revise joins taught so far	Introduce diagonal join from p & b to ascender: ph pl Practise diagonal join from p & b to ascender: bl Introduce diagonal join from p & b, no ascender: bu bi be Practise diagonal join from p & b, no ascender: pu pi pe Introduce diagonal join from p & b to anticlockwise: pa po ps Practise diagonal join from p & b to anticlockwise: ba bo bs Introduce parallel ascenders and descenders : pp bb Practise parallel ascenders and descenders ll tt Revise capital letters Revise capital letters	Introduce looped joins from descenders (g): gi gr ga Practise looped joins from descenders (g): gl gg Introduce looped joins from descenders (j): je jo Practise looped joins from descenders (j): Introduce looped joins from descenders (y): ye yo Practise looped joins from descenders (y): Introduce looped joins from descenders (f): fl ft Practise looped joins from descenders (f): fe fi fo Introduce new join: qu Revise joins taught so far
Year 4	Practise diagonal joins to ascenders: th sh nd st Practise diagonal joins, no ascenders: ai er ie sp Practise diagonal joins to anticlockwise letters: ac bo da sc Practise horizontal joins to ascenders: wh wl oh ol Practise horizontal joins, no ascenders: oi ou ve vu Practise horizontal joins to anticlockwise letters: wa va wo vo Practise joining from r: ra re ri ro ru Practise joining from s: su sc sl sw sp Revise capital letters and their sizing Revise capital letters and their sizing	Practise joining from p and b: ph pl bl Practise joining from p and b: bu be pu pe Practise parallel ascenders and descenders: pp bb Practise parallel ascenders and descenders: tt ll Practise looped joins from descenders: ge gh go gu Practise looped joins from descenders: yr ys yt Practise looped joins from descenders: ja ji ju Practise looped joins from descenders: fr fl fa fe Revise all joins Revise all joins	Focus on relative sizing of letters Focus on relative sizing of letters Focus on spacing between words Focus on spacing between words Focus on writing longer words Focus on writing longer words Focus on speed and fluency Focus on speed and fluency Focus on handwriting for different purposes Focus on handwriting for different purposes