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Chapter 1

Revision of the joins

Introduction

This chapter focuses on revision of the joins that the children have learned in the previous books. Remember that joins should take you from the end of one letter to the beginning of the next. The joins are covered in the same sequence that the children encountered before (end-low diagonal, end-low drop-on, end-high horizontal, end-high diagonal, end-high drop-on, finishing with end-high to 'e' and tricky joins).

While specific joins are focused on in each section, there is also plenty of opportunity to practise a range of joins while doing the activities. When practising the joins, the children are also practising spelling, using words with common letter strings but different sounds and pronunciations. A variety of activities are used, including cloze passages, copying paragraphs and a poem, identifying rhyming words, arranging into alphabetical order, synonyms, definitions, letter writing, solving clues and riddles, word searches and writing inside shapes. Background knowledge about the joins is given at the start of each section for reference, as well as ideas for further activities to continue the children's practice.

It is important to demonstrate the correct letter and join formation. Remember to demonstrate with both your left and right hands and, when skywriting, to use mirror writing so the children see the letter as the correct shape. For further practice, please see the 'Revision of the joins' section in the Years 5–6 workbook.

In this chapter

End-low diagonal joins page 16	To practise writing words with the end-low diagonal join using words containing the vowels 'a', 'i' and 'u'.
End-low drop-on joins page 20	To practise writing words with the end-low drop-on join using words with the letter strings 'ace', 'qua' and 'af'.
End-high horizontal joins page 24	To practise writing words with the end-high horizontal join using words with the letter strings 'wn', 'vi' and 'rm'.
End-high diagonal joins page 28	To practise writing words with the end-high diagonal join using words with the letter strings 'ob', 'rh' and 'wl'.
End-high drop-on joins page 32	To practise writing words with the end-high drop-on join using words with the letter strings 'oc', 'rd' and 'va'.
End-high to 'e' joins page 36	To practise writing words with the end-high to 'e' join using words with the letter strings 've', 're' and 'oe'.
Tricky joins page 40	To practise tricky joins 'ss', 'ff' and 'x'.

End-low diagonal joins

Objective

To practise writing words with the end-low diagonal join using words containing the vowels 'a', 'i' and 'u'.

Background knowledge

This is the most common form of join. Children simply travel from where the letter ends on the writing line up to where the next letter begins.

Left-handers may wish to lift their pen from the paper while joining, thus avoiding having to push awkwardly across the page. If the ink or pencil trace disappears, do not tell them they have to produce a joining mark. However, do ensure they are joining just above the paper, rather than printing. Left-handers may also want to produce a sharper, more italic-style exit to their end-low joins. This is fine as long as they leave enough space between their words and don't cramp their letters together.

The words children practise during the activities focus on writing words with common letter strings but different pronunciations.

Activities

● Photocopiable page 17 'Missing words'

Children select a word from the choices provided to complete a sentence and write the correct word into a space in the sentence. The words all begin with the letter 'a' and use the end-low diagonal join, but have different pronunciations. Encourage the children to say the words aloud to explore the different 'a' vowel sounds. They practise the join further by identifying which two words share the same vowel sound and then make up a sentence that uses the remaining three words.

● Photocopiable page 18 'Ouch!'

This photocopiable sheet focuses on words containing 'u'. The children copy a short paragraph, enabling them to further practise the end-low diagonal join – 'thumb', 'built', 'unit' and 'jump' – as well as other joins. They then write their own sentence for each of the four words. Ask the children to read their new sentences aloud, and say the words aloud, to identify which of the four have the same vowel sound.

● Photocopiable page 19 'Silent letters'

Six words containing the letter 'i' are given (knit, ink, milk, bill, limb, finger). The children practise the end-low diagonal join by copying the words and putting them into alphabetical order. Two of the words, 'knit' and 'limb', contain silent letters. They identify these two words and write them again.

Further ideas

● **Coloured display:** Encourage the children to write their sentences on a piece of paper using a different colour crayon for each sentence. Use these as a handwriting display.

● **Writing implements:** Ask the children to write the same words or sentences on different types of surface using different writing implements, for example a blackboard and chalk, a whiteboard, paper and pencil, wax crayon and pen. Talk about the different effects and which is easier, faster or more attractive.

● **Comparison:** Ask one child to dictate a letter or short paragraph while their partner writes, then swap. Each then reads the other's writing and compares the result.

Digital content

On the digital component you will find:


- Animation of the joins.
- All of the photocopiable pages.


End-low diagonal joins

Missing words

■ Which word makes sense in these sentences? Choose a word, say it aloud and then write it in the space.


aim ant aunt autumn album

1.  He took _____ carefully before firing
the arrow straight at the target.

2.  The leaves turn into beautiful colours during

_____.

3.  We made a lovely _____ for our
holiday photos.

4.  My _____ is coming to stay for two
weeks.

5.  I was bitten by a red _____ in the
garden.

■ Which two words begin with the same 'a' sound? Write them on the line below.

■ Write a sentence that uses the other three words.

