

Handwriting Lesson Planner

MODULE 6 Cursive

Cursive handwriting in Year 5

Producing quality handwriting automatically

Class:

Class name:

Teacher:

Date:

Class username:

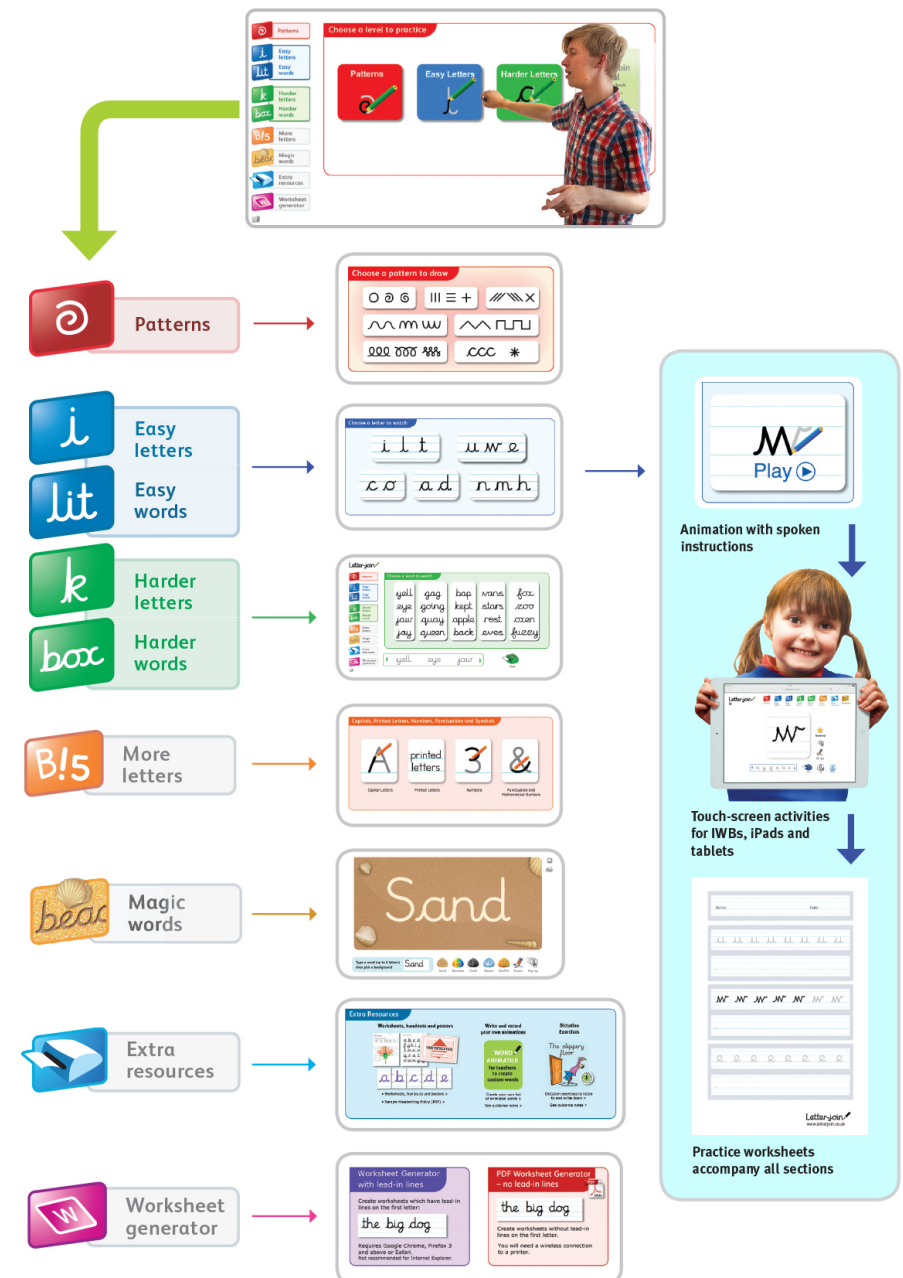
Class password:

Children's username:

Children's password:

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Preparing for Module 6 of Letter-join's Lesson Plans

Module 6 – building on a cross-curricular approach to handwriting

Module 6 continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, your learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

By the end of this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Lessons 347 to 406 – What's covered

Module 6 contains 60 handwriting lessons presented in sets of two lessons per week which can be taught over a school year.

Each lesson can start with the finger and hand warm-up exercises (page 6); please ensure that children are using the correct tripod pencil grip and sitting in a comfortable position (pages 7 and 8).

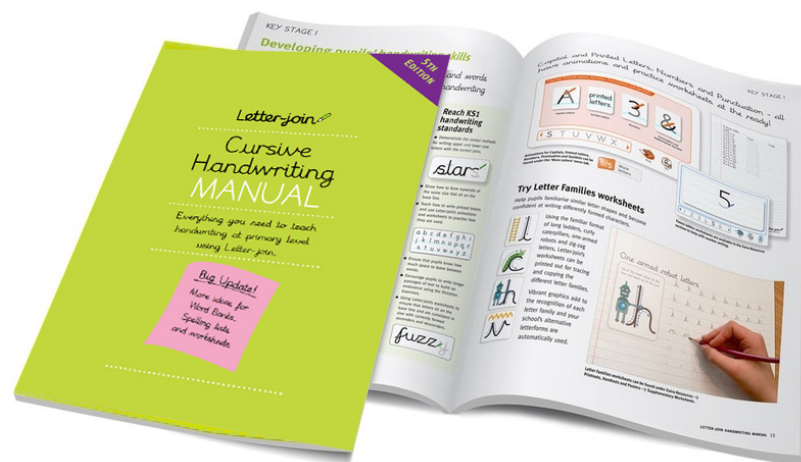
The weekly lessons include suggestions for differentiation and there is an appendix showing examples of how to create a 'Mirror Writing' display for the classroom and how to use Letter-join's 'Word of the Week' worksheets.

To accompany the Lesson Planner, please familiarise yourself with the Letter-join Handwriting Manual and website so that you can easily access the recommended resources featured in the Lesson Plans.

You can download a PDF of the latest Handwriting Manual here: www.letterjoin.co.uk/manual.pdf or email info@letterjoin.co.uk if you would like a printed copy sent to you.



Foreign languages can be modelled using Letter-join's Word Animator.



Letter-join's Cursive Handwriting Manual.

Guide to Letter-join's Lesson Planner: Module 6

A flexible plan that allows teachers to choose when to teach

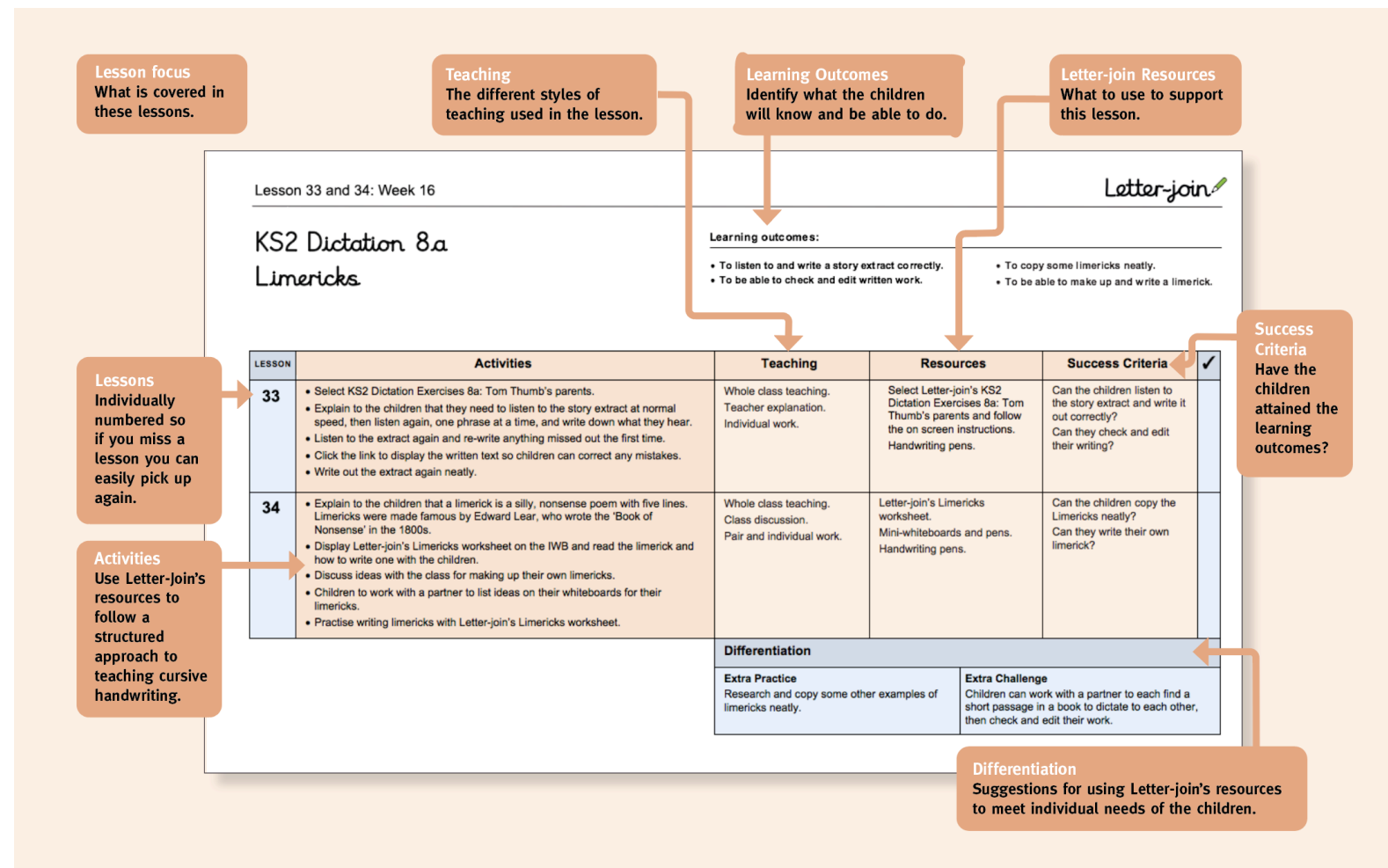
Each lesson planner page contains two lessons that could be taught within a week. However, the planner has been designed to be flexible so that if your timetable allows for more or less than two handwriting lessons per week, the lessons can be followed sequentially.

For each lesson there are a number of structured teaching activities with a recommended teaching style and a list of classroom resources.

Staff can easily see what children need to achieve for each lesson and the final column can be ticked when a lesson is completed.

Differentiation activities for Extra Challenge and Extra Practice are suggested on each page.

Typical lesson planner page showing two sequential lessons (Lessons 33 and 34).



Lesson focus
What is covered in these lessons.

Teaching
The different styles of teaching used in the lesson.

Learning Outcomes
Identify what the children will know and be able to do.

Letter-join Resources
What to use to support this lesson.

Lessons
Individually numbered so if you miss a lesson you can easily pick up again.

Activities
Use Letter-join's resources to follow a structured approach to teaching cursive handwriting.

Success Criteria
Have the children attained the learning outcomes?

Differentiation
Suggestions for using Letter-join's resources to meet individual needs of the children.

Lesson 33 and 34: Week 16

KS2 Dictation 8a
Limericks

Learning outcomes:

- To listen to and write a story extract correctly.
- To be able to check and edit written work.
- To copy some limericks neatly.
- To be able to make up and write a limerick.

LESSON	Activities	Teaching	Resources	Success Criteria	
33	<ul style="list-style-type: none"> Select KS2 Dictation Exercises 8a: Tom Thumb's parents. Explain to the children that they need to listen to the story extract at normal speed, then listen again, one phrase at a time, and write down what they hear. Listen to the extract again and re-write anything missed out the first time. Click the link to display the written text so children can correct any mistakes. Write out the extract again neatly. 	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 8a: Tom Thumb's parents and follow the on screen instructions. Handwriting pens.	Can the children listen to the story extract and write it out correctly? Can they check and edit their writing?	<input type="checkbox"/>
34	<ul style="list-style-type: none"> Explain to the children that a limerick is a silly, nonsense poem with five lines. Limericks were made famous by Edward Lear, who wrote the 'Book of Nonsense' in the 1800s. Display Letter-join's Limericks worksheet on the IWB and read the limerick and how to write one with the children. Discuss ideas with the class for making up their own limericks. Children to work with a partner to list ideas on their whiteboards for their limericks. Practise writing limericks with Letter-join's Limericks worksheet. 	Whole class teaching. Class discussion. Pair and individual work.	Letter-join's Limericks worksheet. Mini-whiteboards and pens. Handwriting pens.	Can the children copy the limericks neatly? Can they write their own limerick?	<input type="checkbox"/>

Extra Practice
Research and copy some other examples of limericks neatly.

Extra Challenge
Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.

Links to worksheets

Downloading from the website

If using a printed copy of the Lesson Planner, there are links to each of the worksheets from the Teachers' Information page (see right).

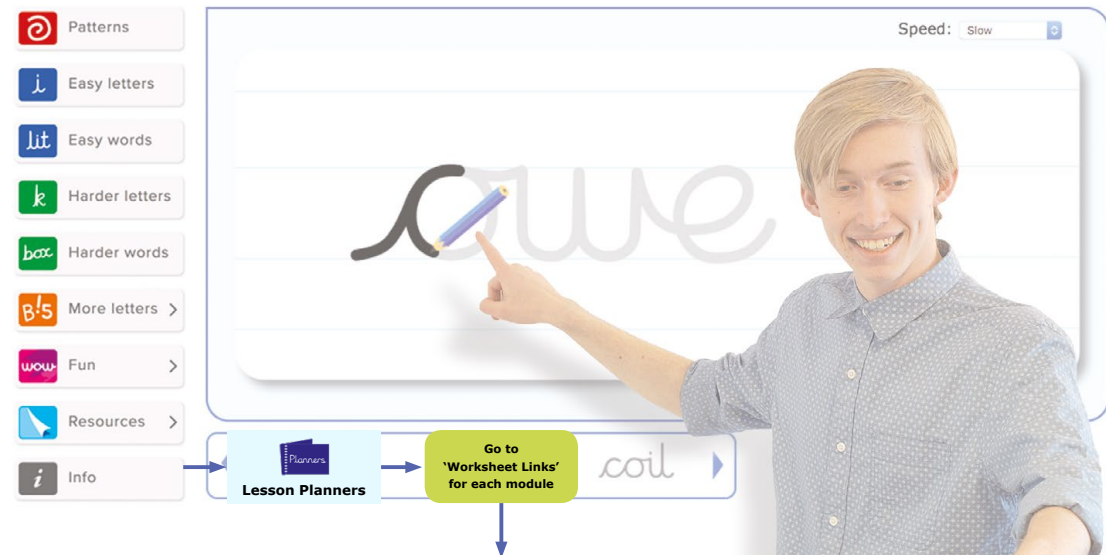
Log in to your classroom account, click on the 'Info' button, choose Lesson Planners and select 'Module 5 Worksheet Links':

Each lesson number is listed and clicking the number will download the worksheet using the school's preferred letterforms.

Alternatively, if viewing this document in Acrobat Reader, please click the link below.

[Worksheet links >](#)

Please note: Many of the lessons in Module 6 do not require printed worksheets. In some cases, the PDF of worksheets can be displayed on the IWB and children can copy the information into their handwriting books or Letter-join's lined handwriting paper.



Module 6 worksheet links

Lesson numbers in brackets are for older versions of this module.

1. (347) Mirror writing	14. (360) Cloze 5 (p5)	27. (373) Dictation 6b	40. (386) Zoo: FR / SP	53. (399) Aboriginal
2. (348) Phonetics	15. (361) Spelling 6 (p6)	28. (374) Haiku	41. (387) WoW 7	54. (400) Egyptians
3. (349) Spelling 1 (p1)	16. (362) Cloze 6 (p6)	29. (375) Dictation 7a	42. (388) Clothes: FR / SP	55. (401) Plague
4. (350) Cloze 1 (p1)	17. (363) Spelling 7 (p7)	30. (376) Kennings	43. (389) WoW 8	56. (402) Tudors
5. (351) Spelling 2 (p2)	18. (364) Cloze 7 (p7)	31. (377) Dictation 7b	44. (390) Beach: FR / SP	57. (403) Welsh anthem
6. (352) Cloze 2 (p2)	19. (365) Proverbs	32. (378) Riddles	45. (391) Flower parts	58. (404) Ancient Greece
7. (353) Spelling 3 (p3)	20. (366) WoW 2	33. (379) Dictation 8a	46. (392) Cafe: FR / SP	59. (405) Shakespeare
8. (354) Cloze 3 (p3)	21. (367) Idioms	34. (380) Limericks	47. (393) Materials	60. (406) Vikings
9. (355) Spelling 4 (p4)	22. (368) WoW 3	35. (381) Dictation 8b	48. (394) Prepositions: FR / SP	
10. (356) Cloze 4 (p4)	23. (369) WoW 4	36. (382) Jokes 2: Q / A	49. (395) Aesop	
11. (357) Codes	24. (370) Jokes 1: Q / A	37. (383) WoW 5	50. (396) Europe	
12. (358) WoW 1	25. (371) Dictation 6a	38. (384) Farm: FR / SP	51. (397) Turtles	
13. (359) Spelling 5 (p5)	26. (372) Shape poem	39. (385) WoW 6	52. (398) Volcanoes	

[Seasonal Activities >](#)

Fine Motor Skills (FMS)

A selection of fine motor skills activities to use before each handwriting lesson.

These can also be viewed on the Letter-join website under Extra Resources.

Finger and Hand Exercises

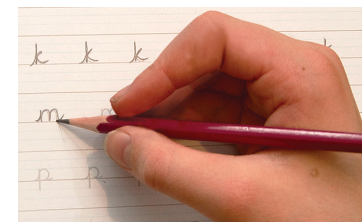
Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

Action	Description
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing Hooks	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
Fireworks	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
Take a Bow	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.

Pencil Activities

Practice holding your pencil correctly by using our tripod grip rhyme (see page 8).

*Point away the pencil,
Pinch it near the tip,
Lift it off the table,
Spin it round and grip.*

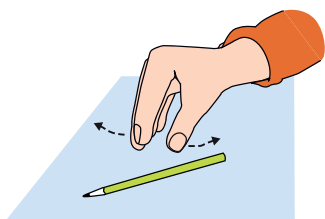


Action	Description
Quack, Quack Fingers	Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.
Roly-poly Pencil	Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
Crawling Caterpillar	Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!
Helicopter Twirls	Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.
<i>Now you are ready for handwriting!</i>	

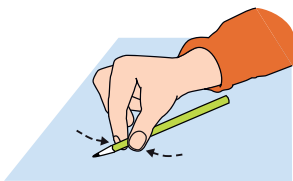
Tripod Pencil Grip

How to hold a pencil correctly for handwriting.

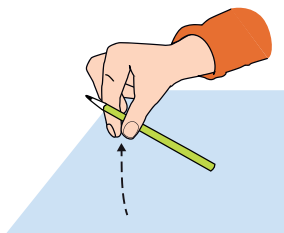
Right handed grip



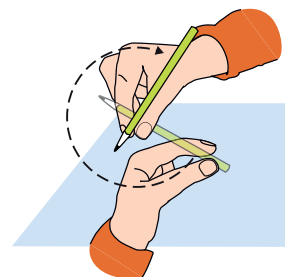
1. Point away the pencil,



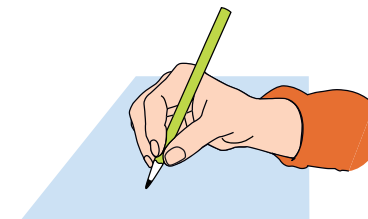
2. Pinch it near the tip,



3. Lift it off the table,

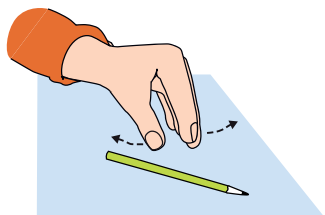


4. Spin it round...

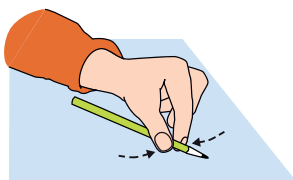


5. ...and grip.

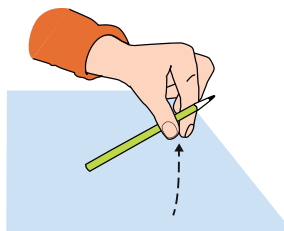
Left handed grip



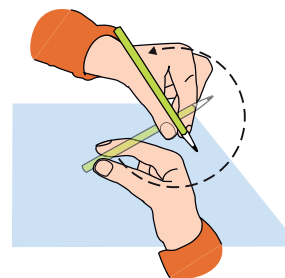
1. Point away the pencil,



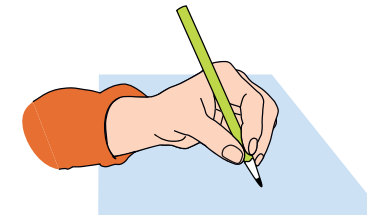
2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...

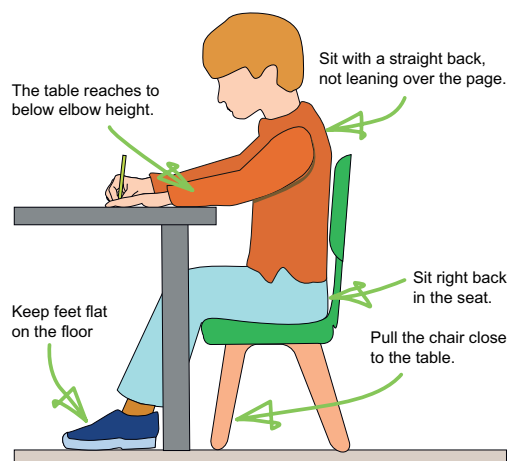


5. ...and grip.

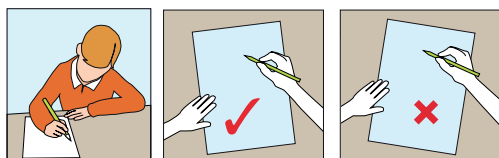
Comfortable Sitting Position and Correct Paper Position

Right handed children

How to sit correctly to be comfortable for handwriting.

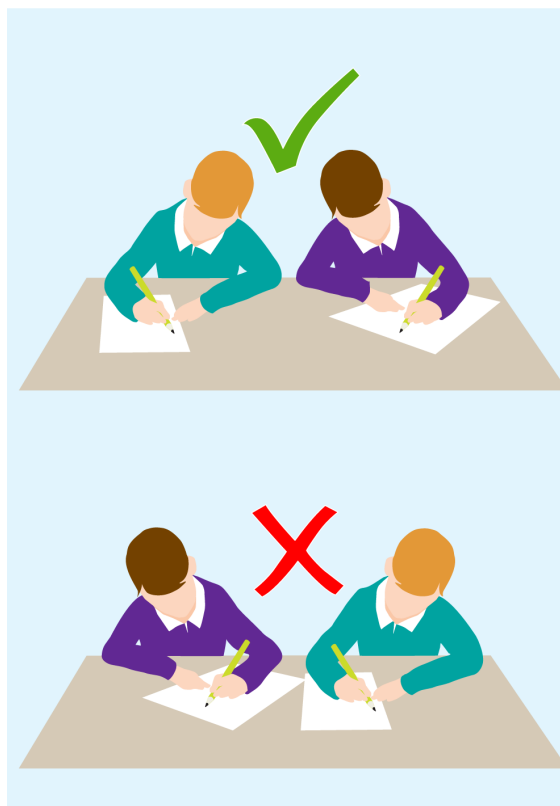


How to hold and position the paper.



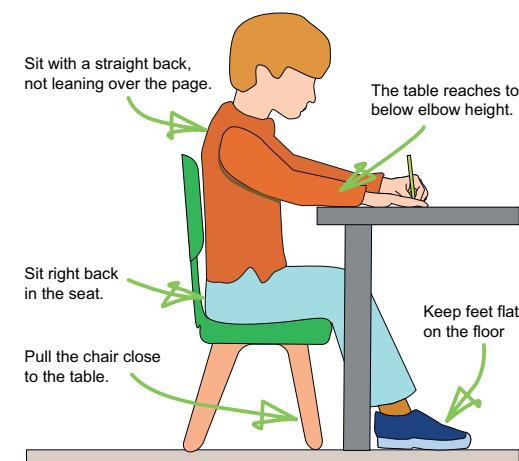
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.

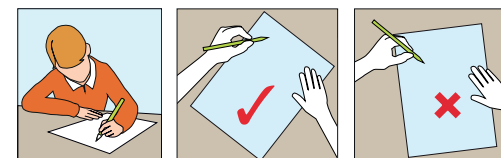


Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



A cross-curricular approach to handwriting

The 60 lessons in this module focus on producing quality handwriting automatically

Children's spelling and comprehension of advanced vocabulary is supported in the next series of spelling lists and cloze sentences using the Appendix 1 Year 5/6 words. Spellings requiring extra practice can be examined in more detail using Letter-join's 'Word of the Week' template. The English language is further explored with our resources for proverbs, idioms, jokes and the Phonetic alphabet.

With Letter-join's next set of KS2 Dictation exercises, pupils will develop their understanding of revising and checking a text so that their writing makes sense. Your learners will be introduced to different types of poetry through Letter-join's shape poem, haiku, kennings, riddles and limericks worksheets.

In order to build on their use of advanced vocabulary and dictionary skills, learners will continue to explore new words with Letter-join's 'Word of the Week' lessons.

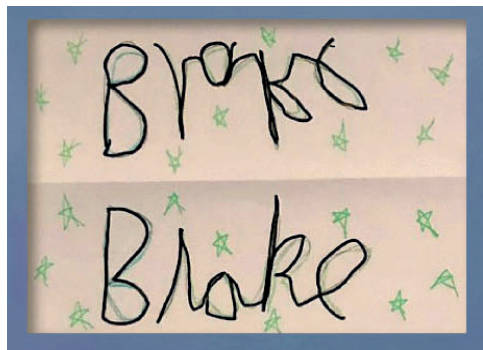
Children now need to work towards writing automatically in order that they can produce a greater volume of higher quality work without having to think about the process. Letter-join's Nice 'n' Neat section provides the opportunity to develop fluency through copying longer passages.

In addition to this, Letter-join's history worksheets also promote speedy writing; children who write quickly, generally write more and produce better quality content.

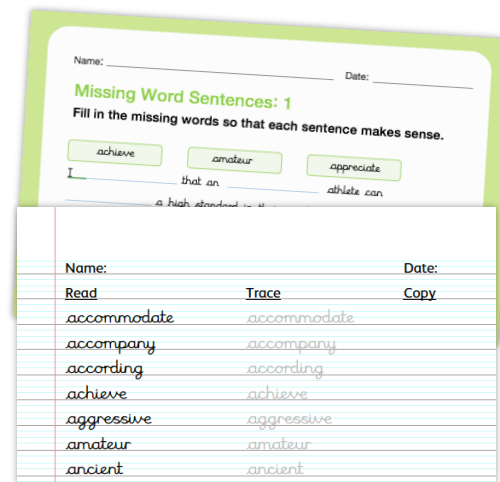
Practice in using printed letters to label diagrams is also offered in the history, geography and science worksheets, whereas revision of symbols is covered in the Secret Codes worksheet.

This module's MFL worksheets introduce more French and Spanish vocabulary as well as modelling how to write longer sentences, aiming to boost your learners' confidence, in the selected language.

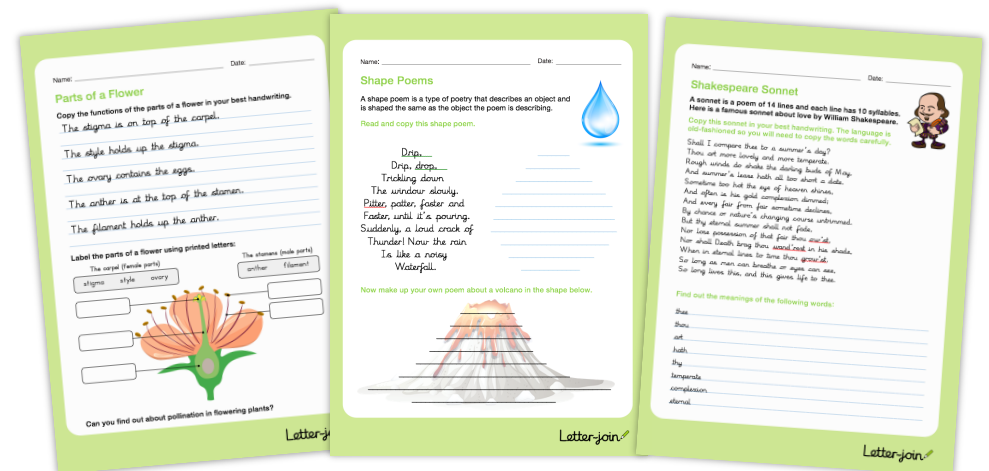
A selection of Letter-join's resources for improving handwriting.



Example of Mirror writing.



Appendix 1, Year 5-6 words are used for 'Read, trace and copy' spelling lists and in a series of cloze sentence worksheets.



A selection of worksheets from across the curriculum to promote fluency and speedy handwriting.

Mirror Writing

The Phonetic Alphabet

Learning outcomes:

- To use cursive handwriting on a larger scale to create mirror writing.
- To be able to communicate messages using the Phonetic Alphabet Code.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
1	<ul style="list-style-type: none"> • Introduce the children to mirror writing (see examples on page 40). • Fold a piece of A4 or A5 paper to make a long tent shape. • Using a pencil, write your name in cursive handwriting on one side of the tent and add some decoration. • Place the folded piece of paper against a window with the blank side facing towards you. Using the window as a lightbox*, trace over your handwriting and decoration to create a mirror image. • Open out the paper and use coloured pencils, felt tip pens, pastels, paints or other materials to decorate your mirror writing picture. 	<p>Teacher explanation and demonstration.</p> <p>Individual work.</p>	<p>Letter-join appendix (mirror writing).</p> <p>A4 paper.</p> <p>Coloured pencils, pastels, paints.</p>	<p>Can the children use cursive handwriting on a larger scale to produce mirror writing?</p>	
2	<ul style="list-style-type: none"> • Explain to the children the purpose of the Phonetic Alphabet Code used by the police, military and other emergency services. • Display Letter-join's The Phonetic Alphabet worksheet on the IWB and invite children to read the code words representing each letter of the alphabet. • Ask children to spell their names using the code words (e.g. Joe = Juliet, Oscar, Echo). • Practise writing the code words using Letter-join's The Phonetic Alphabet worksheet or copy into handwriting books/Letter-join's lined writing paper. 	<p>Whole class teaching.</p> <p>Individual written work.</p>	<p>Letter-join's The Phonetic Alphabet worksheet.</p> <p>Handwriting books or Letter-join's A4 lined writing paper (optional).</p> <p>Handwriting pens.</p>	<p>Can the children communicate messages using the Phonetic Alphabet Code?</p>	
<div> <div>* A lightbox is a translucent surface illuminated from behind, used for situations where a shape laid upon the surface needs to be seen with high contrast.</div> <div> <div>Differentiation</div> <div> <div>Extra Practice</div> <div>Children can write the names of family members or pets using mirror writing.</div> </div> <div> <div>Extra Challenge</div> <div>Make up a shopping list and dictate it to a partner using the Phonetic code. Check that your partner has written the list correctly.</div> </div> </div> </div>					

Spelling I

Cloze Sentences I

Learning outcomes:

- To write each of the spelling words correctly.
- To use words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
3	<ul style="list-style-type: none"> • Display page 1 of the year 5/6 word list from Spelling Appendix 1 on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Complete page 1 of Letter-join's Year 5/6 spelling word list, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 spelling word list, page 1. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
4	<ul style="list-style-type: none"> • Display page 1 of the year 5/6 Cloze Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense. • Complete page 1 of Letter-join's 5/6 Cloze Sentences, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 Cloze Sentences, page 1. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			Extra Challenge Make up extra sentences using this week's spelling words.		

Spelling 2

Cloze Sentences 2

Learning outcomes:

- To write each of the spelling words correctly.
- To be able to demonstrate understanding of the spelling words in context.
- To use the words appropriately in sentences.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
5	<ul style="list-style-type: none"> Display page 2 of the year 5/6 word list from Spelling Appendix 1 on the IWB. Read through the list of words with the children and check that they understand their meanings. Invite children to give examples of sentences using each word. Complete page 2 of Letter-join's Year 5/6 spelling word list, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 spelling word list, page 2. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
6	<ul style="list-style-type: none"> Display page 2 of the year 5/6 Cloze Sentences on the IWB. Read through the list of words with the children and check that they understand their meanings. Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense. Complete page 2 of Letter-join's 5/6 Cloze Sentences, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 Cloze Sentences, page 2. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			Extra Challenge Make up extra sentences using this week's spelling words.		

Spelling 3

Cloze Sentences 3

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
7	<ul style="list-style-type: none"> • Display page 3 of the year 5/6 word list from Spelling Appendix 1 on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Complete page 3 of Letter-join's Year 5/6 spelling word list, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 spelling word list, page 3. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
8	<ul style="list-style-type: none"> • Display page 3 of the year 5/6 Cloze Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense. • Complete page 3 of Letter-join's 5/6 Cloze Sentences, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 Cloze Sentences, page 3. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			Extra Challenge Make up extra sentences using this week's spelling words.		

Spelling 4

Cloze Sentences 4

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
9	<ul style="list-style-type: none"> • Display page 4 of the year 5/6 word list from Spelling Appendix 1 on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Complete page 4 of Letter-join's Year 5/6 spelling word list, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 spelling word list, page 4. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
10	<ul style="list-style-type: none"> • Display page 4 of the year 5/6 Cloze Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense. • Complete page 4 of Letter-join's 5/6 Cloze Sentences, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 Cloze Sentences, page 4. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			Extra Challenge Make up extra sentences using this week's spelling words.		

Secret Codes

Word of the Week: I

Seasonal

Learning outcomes:

- To write numbers and symbols neatly.
- To be able to decode and encode words correctly.
- To be able to use a dictionary or thesaurus to find information.
- To further explore selected spelling words.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
11	<ul style="list-style-type: none">• Display Letter-join's A4 Secret Codes handout on the IWB.• Ask children to name the symbols.• Explain to the class that they are going to practise writing in code using numbers and symbols to represent words.• Practise decoding and encoding words with Letter-join's Secret Codes worksheet.• Children can write their names using both the numbers and symbols codes.	Whole class teaching. Class discussion. Individual written work.	Letter-join's Secret Codes worksheet. Handwriting pens.	Can the children write numbers and symbols neatly? Can they decode and encode words correctly?	
12	<ul style="list-style-type: none">• Use Letter-join's Word Animator to introduce the word of the week selected from the year 5/6 word list Spelling Appendix 1 on the IWB (see page 41).• Invite the children to think of a definition or to use the word in a sentence.• Use a dictionary or thesaurus to find the correct definition of the word.• Ask the children to suggest antonyms and synonyms for this week's word.• Model sentences to demonstrate how to use the word correctly.• Complete Letter-join's Word of the Week template or copy into handwriting books/Letter-join's lined paper from the IWB.	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
Optional Activities		Choose an activity from Letter-join's Seasonal resources.			
		Differentiation			
		Extra Practice Practise writing numbers and symbols using Letter-join's magic words facility.		Extra Challenge Work with a partner to make up a secret code for each other. Write a short message for your partner to decipher.	

Spelling 5

Cloze Sentences 5

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
13	<ul style="list-style-type: none"> • Display page 5 of the year 5/6 word list from Spelling Appendix 1 on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Complete page 5 of Letter-join's Year 5/6 spelling word list, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 spelling word list, page 5. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
14	<ul style="list-style-type: none"> • Display page 5 of the year 5/6 Cloze Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense. • Complete page 5 of Letter-join's 5/6 Cloze Sentences, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 Cloze Sentences, page 5. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			Extra Challenge Make up extra sentences using this week's spelling words.		

Spelling 6

Cloze Sentences 6

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
15	<ul style="list-style-type: none"> • Display page 6 of the year 5/6 word list from Spelling Appendix 1 on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Complete page 5 of Letter-join's Year 5/6 spelling word list, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 spelling word list, page 6. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
16	<ul style="list-style-type: none"> • Display page 6 of the year 5/6 Cloze Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense. • Complete page 6 of Letter-join's 5/6 Cloze Sentences, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 Cloze Sentences, page 6. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			Extra Challenge Make up extra sentences using this week's spelling words.		

Spelling 7

Cloze Sentences 7

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
17	<ul style="list-style-type: none"> • Display page 7 of the year 5/6 word list from Spelling Appendix 1 on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Complete page 7 of Letter-join's Year 5/6 spelling word list, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 5/6 spelling word list, page 7. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
18	<ul style="list-style-type: none"> • Display page 7 of the year 5/6 Cloze Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense. • Complete page 7 of Letter-join's 5/6 Cloze Sentences, or copy from the IWB into handwriting books/Letter-join's lined writing paper. 	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
Differentiation					
Extra Practice Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Proverbs

Word of the Week: 2

Learning outcomes:

- To write a list of proverbs neatly.
- To be able to use proverbs correctly in the right context.
- To be able to use a dictionary or thesaurus to find information.
- To further explore selected spelling words.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
19	<ul style="list-style-type: none"> • Explain to the children that a proverb is a wise old saying that has often been used for hundreds of years. • Display Letter-join's Proverbs worksheet on the IWB and ask children to read the listed proverbs. • Read each proverb to the children and invite them to suggest what they mean. • Complete Letter-join's Proverbs worksheet or copy into handwriting books/Letter-join's lined paper from the IWB. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Proverbs worksheet. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children write a list of proverbs neatly? Can they use proverbs correctly in the right context?	
20	<ul style="list-style-type: none"> • Use Letter-join's Word Animator to introduce the word of the week selected from the year 5/6 word list Spelling Appendix 1 on the IWB (see page 41). • Invite the children to think of a definition or to use the word in a sentence. • Use a dictionary or thesaurus to find the correct definition of the word. • Ask the children to suggest antonyms and synonyms for this week's word. • Model sentences to demonstrate how to use the word correctly. • Complete Letter-join's Word of the Week template or copy into handwriting books/Letter-join's lined paper from the IWB. 	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
Differentiation					
Extra Practice Research other proverbs and their meanings and copy them neatly.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Idioms

Word of the Week: 3

Learning outcomes:

- To write a list of idioms and their meanings neatly.
- To be able to use idioms correctly in the right context.
- To be able to use a dictionary or thesaurus to find information.
- To further explore selected spelling words.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
21	<ul style="list-style-type: none"> • Explain to the children that an idiom is a way of saying something that may not make sense at first. • Display Letter-join's Idioms worksheet on the IWB and ask children to read the listed idioms and their meanings. • Read each idiom to the children and invite them to suggest what they mean. • Complete Letter-join's Idioms worksheet or copy into handwriting books/Letter-join's lined paper from the IWB. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Idioms worksheet. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children write a list of idioms and their meanings neatly? Can they use idioms correctly in the right context?	
22	<ul style="list-style-type: none"> • Use Letter-join's Word Animator to introduce the word of the week selected from the year 5/6 word list Spelling Appendix 1 on the IWB (see page 41). • Invite the children to think of a definition or to use the word in a sentence. • Use a dictionary or thesaurus to find the correct definition of the word. • Ask the children to suggest antonyms and synonyms for this week's word. • Model sentences to demonstrate how to use the word correctly. • Complete Letter-join's Word of the Week template or copy into handwriting books/Letter-join's lined paper from the IWB. 	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
Differentiation					
Extra Practice Research other idioms and their meanings and copy them neatly.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Word of the Week: 4

Jokes 1

Seasonal

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To further explore selected spelling words.
- To match jokes to the correct answers.
- To write jokes sentences neatly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
23	<ul style="list-style-type: none"> • Use Letter-join's Word Animator to introduce the word of the week selected from the year 5/6 word list Spelling Appendix 1 on the IWB (see page 41). • Invite the children to think of a definition or to use the word in a sentence. • Use a dictionary or thesaurus to find the correct definition of the word. • Ask the children to suggest antonyms and synonyms for this week's word. • Model sentences to demonstrate how to use the word correctly. • Complete Letter-join's Word of the Week template or copy into handwriting books/Letter-join's lined paper from the IWB. 	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
24	<ul style="list-style-type: none"> • Display Letter-join's Jokes 1: answers printout on the IWB. • Explain that these are the answers to some jokes but they are not in the correct order. • Children to complete Letter-join's Jokes 1: questions worksheet and match each joke with the correct answer. • Children can write some of their favourite jokes to tell their friends on Letter-join's Jokes 1: answers printout or in handwriting books. 	Whole class teaching. Individual written work.	Letter-join's Jokes 1: answers printout and Jokes 1: questions worksheet. Handwriting pens.	Can the children match the jokes to the correct answers? Can they write the jokes sentences neatly?	
Optional Activities		Differentiation			
Choose an activity from Letter-join's Seasonal resources.		Extra Practice Use Letter-join's Magic Words facility to practise the word of the week on their tablets.		Extra Challenge Write a short paragraph to begin a story using the word of the week.	

KS2 Dictation 6a

Shape Poem

Learning outcomes:

- To listen to and write a story extract correctly.
- To be able to check and edit written work.
- To copy a shape poem neatly.
- To be able to write a shape poem.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
25	<ul style="list-style-type: none"> • Select KS2 Dictation Exercises 6a: Hansel and Gretel Eat Cake. • Explain to the children that they need to listen to the story extract at normal speed, then listen again, one phrase at a time, and write down what they hear. • Listen to the extract again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write out the extract again neatly. 	<p>Whole class teaching. Teacher explanation. Individual work.</p>	<p>Select Letter-join's KS2 Dictation Exercises 6a: Hansel and Gretel Eat Cake and follow the on screen instructions. Handwriting pens.</p>	<p>Can the children listen to the story extract and write it out correctly? Can they check and edit their writing?</p>	
26	<ul style="list-style-type: none"> • Explain to the children that a shape poem is a poem that is written in the shape of what you're writing about. • Display Letter-join's Shape Poems worksheet on the IWB and read the raindrop poem with the children. • Discuss ideas with the class for interesting words and phrases to describe the volcano. • Children to work with a partner to list ideas on their whiteboards for their volcano shape poem. • Practise writing shape poems neatly with Letter-join's Shape Poems worksheet. 	<p>Whole class teaching. Class discussion. Pair and individual work.</p>	<p>Letter-join's Shape Poems worksheet. Mini-whiteboards and pens. Handwriting pens.</p>	<p>Can the children copy a shape poem neatly? Can they write their own shape poem?</p>	
Differentiation					
Extra Practice Draw a simple shape outline and write a poem to fill it.			Extra Challenge Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.		

KS2 Dictation 6b

Haiku Poem

Learning outcomes:

- To listen to and write a story extract correctly.
- To copy some haiku poems neatly.
- To be able to check and edit written work.
- To be able to write a haiku poem.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
27	<ul style="list-style-type: none"> • Select KS2 Dictation Exercises 6b: Hansel & Gretel Meet the Witch. • Explain to the children that they need to listen to the story extract at normal speed, then listen again, one phrase at a time, and write down what they hear. • Listen to the extract again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write out the extract again neatly. 	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 6a: Hansel & Gretel Meet the Witch and follow the on screen instructions. Handwriting pens.	Can the children listen to the story extract and write it out correctly? Can they check and edit their writing?	
28	<ul style="list-style-type: none"> • Explain to the children that a haiku is a Japanese poem which has 3 lines and 17 syllables which do not need to rhyme. • Display Letter-join's Haiku Poems worksheet on the IWB and read the two haiku poems with the children. • Discuss ideas with the class for interesting words and phrases to describe their favourite foods. • Children to work with a partner to list ideas on their whiteboards for their haiku poem about food, using the correct number of syllables. • Practise writing haiku poems with Letter-join's Haiku Poems worksheet. 	Whole class teaching. Class discussion. Pair and individual work.	Letter-join's Haiku Poems worksheet. Mini-whiteboards and pens. Handwriting pens.	Can the children copy the haiku poems neatly? Can they write their own haiku poem?	
Differentiation					
Extra Practice Research and copy some other examples of haiku poems neatly.			Extra Challenge Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.		

KS2 Dictation 7a Kennings Poems

Learning outcomes:

- To listen to and write a story extract correctly.
- To be able to check and edit written work.
- To copy some kennings poems neatly.
- To be able to write a kennings poem.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
29	<ul style="list-style-type: none"> • Select KS2 Dictation Exercises 7a: The Tale of Peter Rabbit. • Explain to the children that they need to listen to the story extract at normal speed, then listen again, one phrase at a time, and write down what they hear. • Listen to the extract again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write out the extract again neatly. 	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 7a: The Tale of Peter Rabbit and follow the on screen instructions. Handwriting pens.	Can the children listen to the story extract and write it out correctly? Can they check and edit their writing?	
30	<ul style="list-style-type: none"> • Explain to the children that a kenning is a two-word phrase used to describe something. • A kennings poem is made up of several lines of kennings to describe something or someone. • Display Letter-join's Kennings Poems worksheet on the IWB and read the kennings poem with the children. • Discuss ideas with the class for kennings to describe someone in their family. • Children to work with a partner to list ideas on their whiteboards for their kennings. • Practise writing kennings poems with Letter-join's Kennings Poems worksheet. 	Whole class teaching. Class discussion. Pair and individual work.	Letter-join's Kennings Poems worksheet. Mini-whiteboards and pens. Handwriting pens.	Can the children copy the kennings poems neatly? Can they write their own kennings poem?	
Differentiation					
Extra Practice			Extra Challenge		
Research and copy some other examples of kennings poems neatly.			Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.		

KS2 Dictation 7b

Riddles

Learning outcomes:

- To listen to and write a story extract correctly.
- To be able to check and edit written work.
- To copy some riddles neatly.
- To be able to make up and write a riddle.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
31	<ul style="list-style-type: none"> • Select KS2 Dictation Exercises 7b: Naughty Peter Rabbit. • Explain to the children that they need to listen to the story extract at normal speed, then listen again, one phrase at a time, and write down what they hear. • Listen to the extract again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write out the extract again neatly. 	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 7b: Naughty Peter Rabbit and follow the on screen instructions. Handwriting pens.	Can the children listen to the story extract and write it out correctly? Can they check and edit their writing?	
32	<ul style="list-style-type: none"> • Explain to the children that a riddle is a type of poem that describes something, without actually naming what it is, leaving the reader to guess. • Display Letter-join's Riddles worksheet on the IWB and read the two riddles with the children. • Discuss ideas with the class for making up their own riddles. • Children to work with a partner to list ideas on their whiteboards for their riddles. • Practise writing riddles with Letter-join's Riddles worksheet. 	Whole class teaching. Class discussion. Pair and individual work.	Letter-join's Riddles worksheet. Mini-whiteboards and pens. Handwriting pens.	Can the children copy the riddles neatly? Can they write their own riddle?	
Differentiation					
Extra Practice Research and copy some other examples of riddles neatly.			Extra Challenge Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.		

KS2 Dictation 8a

Limericks

Learning outcomes:

- To listen to and write a story extract correctly.
- To copy some limericks neatly.
- To be able to check and edit written work.
- To be able to make up and write a limerick.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
33	<ul style="list-style-type: none"> • Select KS2 Dictation Exercises 8a: Tom Thumb's parents. • Explain to the children that they need to listen to the story extract at normal speed, then listen again, one phrase at a time, and write down what they hear. • Listen to the extract again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write out the extract again neatly. 	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 8a: Tom Thumb's parents and follow the on screen instructions. Handwriting pens.	Can the children listen to the story extract and write it out correctly? Can they check and edit their writing?	
34	<ul style="list-style-type: none"> • Explain to the children that a limerick is a silly, nonsense poem with five lines. Limericks were made famous by Edward Lear, who wrote the 'Book of Nonsense' in the 1800s. • Display Letter-join's Limericks worksheet on the IWB and read the limerick and how to write one with the children. • Discuss ideas with the class for making up their own limericks. • Children to work with a partner to list ideas on their whiteboards for their limericks. • Practise writing limericks with Letter-join's Limericks worksheet. 	Whole class teaching. Class discussion. Pair and individual work.	Letter-join's Limericks worksheet. Mini-whiteboards and pens. Handwriting pens.	Can the children copy the Limericks neatly? Can they write their own limerick?	
Differentiation					
Extra Practice Research and copy some other examples of limericks neatly.			Extra Challenge Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.		

Dictation 8b

Jokes 2

Seasonal

Learning outcomes:

- To listen to and write a story extract correctly.
- To be able to check and edit written work.
- To match jokes to the correct answers.
- To write jokes sentences neatly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
35	<ul style="list-style-type: none"> • Select KS2 Dictation Exercises 8b: Tom Thumb • Explain to the children that they need to listen to the story extract at normal speed, then listen again, one phrase at a time, and write down what they hear. • Listen to the extract again and re-write anything missed out the first time. • Click the link to display the written text so children can correct any mistakes. • Write out the extract again neatly. 	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 8b: Tom Thumb and follow the on screen instructions. Handwriting pens.	Can the children listen to the story extract and write it out correctly? Can they check and edit their writing?	
36	<ul style="list-style-type: none"> • Display Letter-join's Jokes 2: answers printout on the IWB. • Explain that these are the answers to some jokes but they are not in the correct order. • Children to complete Letter-join's Jokes 2: questions worksheet and match each joke with the correct answer. <p>Children can write some of their favourite jokes to tell their friends on Letter-join's Jokes 2: answers printout or in handwriting books.</p>	Whole class teaching. Individual written work.	Letter-join's Jokes 2: answers printout and Jokes 2: questions worksheet. Handwriting pens.	Can the children match the jokes to the correct answers? Can they write the jokes sentences neatly?	
Optional Activities Choose an activity from Letter-join's Seasonal resources.		Differentiation			
		Extra Practice Use Letter-join's Magic Words facility to practise the spellings from the extract on tablets.		Extra Challenge Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work	

Word of the Week: 5

French or Spanish: Farm Animals

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To further explore selected spelling words.
- To be able to write sentences about farm animals in French or Spanish.
- To be able to say the sentences in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
37	<ul style="list-style-type: none"> • Use Letter-join's Word Animator to introduce the word of the week selected from the year 5/6 word list Spelling Appendix 1 on the IWB (see page 41). • Invite the children to think of a definition or to use the word in a sentence. • Use a dictionary or thesaurus to find the correct definition of the word. • Ask the children to suggest antonyms and synonyms for this week's word. • Model sentences to demonstrate how to use the word correctly. <p>Complete Letter-join's Word of the Week template or copy into handwriting books/Letter-join's lined paper from the IWB.</p>	<p>Whole class teaching. Teacher demonstration. Individual written work.</p>	<p>Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.</p>	<p>Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?</p>	
38	<ul style="list-style-type: none"> • Select Letter-join's language worksheet Farm Animals in French or Spanish. • Read the French or Spanish animal name to the children for each of the pictures on the worksheet. Ask them to repeat after you. • Model reading the sentences to match the pictures in French or Spanish and encourage the children to join in. • Use Letter-join's Word animator to model the animal words in the language selected. • Encourage children to use Letter-join's Magic words facility to practise the animal words on their tablets. • Complete Letter-join's Farm Animals worksheet. • Children can practise learning the sentence to match each picture in the chosen language. 	<p>Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.</p>	<p>Letter-join's Farm Animals worksheet. Letter-join's Word animator and Magic words facility. Handwriting pens.</p>	<p>Can the children write the sentences about farm animals correctly? Can they say the sentences in the chosen language?</p>	
Differentiation					
Extra Practice Children can work in pairs to practise saying the sentences, in the chosen language, to their partner.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Word of the Week: 6

French or Spanish: Zoo Animals

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To further explore selected spelling words.
- To be able to write sentences about zoo animals in French or Spanish.
- To be able to say the sentences in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
39	<ul style="list-style-type: none"> • Use Letter-join's Word Animator to introduce the word of the week selected from the year 5/6 word list Spelling Appendix 1 on the IWB (see page 41). • Invite the children to think of a definition or to use the word in a sentence. • Use a dictionary or thesaurus to find the correct definition of the word. • Ask the children to suggest antonyms and synonyms for this week's word. • Model sentences to demonstrate how to use the word correctly. • Complete Letter-join's Word of the Week template or copy into handwriting books/Letter-join's lined paper from the IWB. 	<p>Whole class teaching. Teacher demonstration. Individual written work.</p>	<p>Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.</p>	<p>Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?</p>	
40	<ul style="list-style-type: none"> • Select Letter-join's language worksheet Zoo Animals in French or Spanish. • Read the French or Spanish animal name to the children for each of the pictures on the worksheet. Ask them to repeat after you. • Model reading the sentences to match the pictures in French or Spanish and encourage the children to join in. • Use Letter-join's Word animator to model the animal words in the language selected. • Encourage children to use Letter-join's Magic words facility to practise the animal words on their tablets. • Complete Letter-join's Zoo Animals worksheet. • Children can practise learning the sentence to match each picture in the chosen language. 	<p>Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.</p>	<p>Letter-join's Zoo Animals worksheet. Letter-join's Word animator and Magic words facility. Handwriting pens.</p>	<p>Can the children write the sentences about zoo animals correctly? Can they say the sentences in the chosen language?</p>	
Differentiation					
Extra Practice Children can work in pairs to practise saying the sentences, in the chosen language, to their partner.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Word of the Week: 7

French or Spanish: My clothes

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To further explore selected spelling words.
- To be able to write sentences about clothes in French or Spanish.
- To be able to say the sentences in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
41	<ul style="list-style-type: none"> • Use Letter-join's Word Animator to introduce the word of the week selected from the year 5/6 word list Spelling Appendix 1 on the IWB (see page 41). • Invite the children to think of a definition or to use the word in a sentence. • Use a dictionary or thesaurus to find the correct definition of the word. • Ask the children to suggest antonyms and synonyms for this week's word. • Model sentences to demonstrate how to use the word correctly. <p>Complete Letter-join's Word of the Week template or copy into handwriting books/Letter-join's lined paper from the IWB.</p>	<p>Whole class teaching. Teacher demonstration. Individual written work.</p>	<p>Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.</p>	<p>Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?</p>	
42	<ul style="list-style-type: none"> • Select Letter-join's language worksheet My clothes in French or Spanish. • Read the French or Spanish clothes words to the children for each of the pictures on the worksheet. Ask them to repeat after you. • Model reading the sentences to match the pictures in French or Spanish and encourage the children to join in. • Use Letter-join's Word animator to model the clothes vocabulary in the language selected. • Encourage children to use Letter-join's Magic words facility to practise the clothes vocabulary on their tablets. • Complete Letter-join's My clothes worksheet. • Children can practise learning the sentence to match each picture in the chosen language. 	<p>Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.</p>	<p>Letter-join's My clothes worksheet. Letter-join's Word animator and Magic words facility. Handwriting pens.</p>	<p>Can the children write the sentences about clothes correctly? Can they say the sentences in the chosen language?</p>	
Differentiation					
Extra Practice Children can work in pairs to practise saying the sentences, in the chosen language, to their partner.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Word of the Week: 8

French or Spanish: The Beach

Learning outcomes:

- To be able to use a dictionary or thesaurus to find information.
- To further explore selected spelling words.
- To be able to write sentences about the beach in French or Spanish.
- To be able to say the sentences in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
43	<ul style="list-style-type: none"> • Use Letter-join's Word Animator to introduce the word of the week selected from the year 5/6 word list Spelling Appendix 1 on the IWB (see page 41). • Invite the children to think of a definition or to use the word in a sentence. • Use a dictionary or thesaurus to find the correct definition of the word. • Ask the children to suggest antonyms and synonyms for this week's word. • Model sentences to demonstrate how to use the word correctly. • Complete Letter-join's Word of the Week template or copy into handwriting books/Letter-join's lined paper from the IWB. 	<p>Whole class teaching. Teacher demonstration. Individual written work</p>	<p>Letter-join's Word animator. Dictionary and/or thesaurus. Letter-join's Word of the Week template. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.</p>	<p>Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?</p>	
44	<ul style="list-style-type: none"> • Select Letter-join's language worksheet At the Beach in French or Spanish. • Read the French or Spanish beach words to the children for each of the pictures on the worksheet. Ask them to repeat after you. • Model reading the sentences to match the pictures in French or Spanish and encourage the children to join in. • Use Letter-join's Word animator to model the beach vocabulary in the language selected. • Encourage children to use Letter-join's Magic words facility to practise the beach vocabulary on their tablets. • Complete Letter-join's At the Beach worksheet. • Children can practise learning the sentence to match each picture in the chosen language. 	<p>Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.</p>	<p>Letter-join's At the Beach worksheet. Letter-join's Word animator and Magic words facility. Handwriting pens.</p>	<p>Can the children write the sentences about the beach correctly? Can they say the sentences in the chosen language?</p>	
Differentiation					
Extra Practice Children can work in pairs to practise saying the sentences, in the chosen language, to their partner.			Extra Challenge Write a short paragraph to begin a story using the word of the week.		

Science: Parts of a Flower

French or Spanish: The Café

Learning outcomes:

- To be able to name and explain the function of the different parts of a flowering plant.
- To correctly label a diagram of a flower.
- To be able to write sentences about the café in French or Spanish.
- To be able to say the sentences in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
45	<ul style="list-style-type: none"> • Explain that all plants have male and female parts to them: Carpel (female) and Stamens (male). • Display Letter-join's Parts of a Flower worksheet on the IWB and read the functions of each part of a flower with the children. • Use Letter-join's Word animator to model the male and female flower vocabulary. • Encourage children to use Letter-join's Magic words facility to practise the vocabulary on their tablets. • Practise labelling the diagram of a flower in printed letters using Letter-join's Parts of a Flower worksheet. 	<p>Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.</p>	<p>Letter-join's Parts of a Flower worksheet. Letter-join's Word animator and Magic words facility. Handwriting pens.</p>	<p>Can the children correctly label a diagram of a flower? Can they name and explain the function of the different parts of a flowering plant?</p>	
46	<ul style="list-style-type: none"> • Select Letter-join's language worksheet At the Café in French or Spanish. • Read the French or Spanish café words to the children for each of the pictures on the worksheet. Ask them to repeat after you. • Model reading the sentences to match the pictures in French or Spanish and encourage the children to join in. • Use Letter-join's Word animator to model the café vocabulary in the language selected. • Encourage children to use Letter-join's Magic words facility to practise the café vocabulary on their tablets. • Complete Letter-join's At the Café worksheet. • Children can practise learning the sentence to match each picture in the chosen language. 	<p>Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.</p>	<p>Letter-join's At the Café worksheet. Letter-join's Word animator and Magic words facility. Handwriting pens.</p>	<p>Can the children write the sentences about the café correctly? Can they say the sentences in the chosen language?</p>	
Differentiation					
Extra Practice Children can work in pairs to practise saying the sentences, in the chosen language, to their partner.			Extra Challenge Research and list some more parts of a plant and what they do.		

Science: Properties of Materials

French or Spanish: Prepositions

Learning outcomes:

- To be able to sort materials into natural or man-made.
- To be able to match appropriate materials to their descriptions.
- To be able to write sentences containing prepositions in French or Spanish.
- To be able to say the sentences in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
47	<ul style="list-style-type: none"> • Explain that the objects around us are made from different materials. Materials are either man-made, like paper and glass, or natural, like stone and sand. • Display Letter-join's Properties of Materials worksheet. • Use Letter-join's Word animator to model the words for different materials. • Encourage children to use Letter-join's Magic words facility to practise the words on their tablets. • Discuss which materials are natural/man-made. • Complete Letter-join's Properties of Materials worksheet. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.	Letter-join's Properties of Materials worksheet. Handwriting pens.	Can the children sort materials into man-made or natural? Can they match appropriate materials to their descriptions?	
48	<ul style="list-style-type: none"> • Select Letter-join's language worksheet French/Spanish Prepositions. • Read the French or Spanish preposition words (in the green font) to the children in both English and French or Spanish. Ask them to repeat after you. • Now read the whole sentences and ask children to repeat. • Use Letter-join's Word animator to model the preposition vocabulary (in the green font) in the language selected. • Encourage children to use Letter-join's Magic words facility to practise the preposition vocabulary on their tablets. • Complete Letter-join's French/Spanish Prepositions worksheet. • Children can practise learning the sentence to match each picture in the chosen language. 	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.	Letter-join's French/Spanish Prepositions worksheet. Letter-join's Word animator and Magic words facility. Handwriting pens.	Can the children write the sentences containing prepositions correctly? Can they say the sentences in the chosen language?	
Differentiation					
Extra Practice Children can work in pairs to practise saying the sentences, in the chosen language, to their partner.			Extra Challenge Make a list of natural and man-made objects around the classroom.		

Nice 'n' Neat: Aesop's Fables

Geography: Map of Europe

Learning outcomes:

- To be able to contribute to a class discussion.
- To be able to write legibly, fluently and with increasing speed.
- To be able to use an atlas, map or globe to locate European countries.
- To be able to label a map of Europe correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
49	<ul style="list-style-type: none"> • Display Letter-join's Aesop's Fables worksheet. • Explain to the class that they are going to practise their handwriting speed and stamina by copying the text neatly. • Invite individual children to read one sentence at time, then discuss the text with the class. • Practise handwriting speed and stamina with Letter-join's Turtles worksheet. • Proof read to check for mistakes and edit if necessary. 	<p>Whole class teaching.</p> <p>Individual written work.</p>	<p>Letter-join's Aesop's Fables worksheet.</p> <p>Handwriting pens.</p>	<p>Can the children contribute to a class discussion?</p> <p>Can they write legibly, fluently and with increasing speed?</p>	
50	<ul style="list-style-type: none"> • Discuss with the class the use of maps, atlases and globes (we use them to find continents, countries and cities around the world). • Display Letter-join's European Countries worksheet on the IWB. • Model the names of the ten countries on Letter-join's Word Animator. • Invite the children to use atlases, etc. to locate each country. • Practise labelling a map of Europe in printed letters using Letter-join's European Counties worksheet. • Encourage children to use Letter-join's Magic words facility to practise the spelling of each country on their tablets. 	<p>Teacher explanation and class discussion.</p> <p>Individual written work.</p>	<p>Maps, atlases, globe.</p> <p>Letter-join's Word Animator.</p> <p>Letter-join's European Countries worksheet.</p> <p>Handwriting pens.</p>	<p>Can the children use an atlas, map or globe to locate European countries?</p> <p>Can they label a map of Europe correctly?</p>	
Differentiation					
Extra Practice			Extra Challenge		
Find and list the capital cities of each country.			Find and list some other European countries and their capital cities.		

Nice 'n' Neat: Turtles

Geography: Famous Volcanoes

Learning outcomes:

- To be able to contribute to a class discussion.
- To copy the names of famous volcanoes correctly.
- To be able to write legibly, fluently and with increasing speed.
- To use research to find out facts about volcanoes.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
51	<ul style="list-style-type: none"> • Display Letter-join's Turtles worksheet. • Explain to the class that they are going to practise their handwriting speed and stamina by copying the text neatly. • Invite individual children to read one sentence at time, then discuss the text with the class. • Practise handwriting speed and stamina with Letter-join's Turtles worksheet. • Proof read to check for mistakes and edit if necessary. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Turtles worksheet. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children contribute to a class discussion? Can they write legibly, fluently and with increasing speed?	
52	<ul style="list-style-type: none"> • Invite the children to explain what a volcano is (an opening in the Earth's top layer, usually in a mountain, from which hot gases, ash and lava can escape). • Use Letter-join's Word animator to model the names of famous volcanoes. • Encourage children to use Letter-join's Magic words facility to practise the volcano names on their tablets. • Practise writing the names of volcanoes with Letter-join's Famous Volcanoes worksheet. • Research one of the volcanoes listed and write some facts about it. 	Whole class teaching. Individual work.	Letter-join's Famous Volcanoes worksheet. Handwriting books or Letter-join's A4 lined writing paper (optional). Handwriting pens.	Can the children copy the names of famous volcanoes correctly? Can they use research to find out facts about volcanoes?	
Differentiation					
Extra Practice Find and copy neatly some more facts about turtles.			Extra Challenge Choose two famous volcanoes and write down the differences between them.		

Nice 'n' Neat: Aboriginal Tale

History: Egyptians

Learning outcomes:

- To be able to contribute to a class discussion.
- To be able to write legibly, fluently and with increasing speed.
- To use research to find out facts about Egyptians.
- To be able record their findings neatly and legibly
- To be able to choose the style of handwriting appropriate to the task.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
53	<ul style="list-style-type: none"> • Display Letter-join's Aboriginal Tale worksheet. • Explain to the class that they are going to practise their handwriting speed and stamina by copying the text neatly. • Invite individual children to read one sentence at time, then discuss the text with the class. • Practise handwriting speed and stamina with Letter-join's Aboriginal Tale worksheet. • Proof read to check for mistakes and edit if necessary. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Aboriginal Tale worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.	Can the children contribute to a class discussion? Can they write legibly, fluently and with increasing speed?	
54	<ul style="list-style-type: none"> • Display Letter-join's Egyptians worksheet. • Ask children what they already know about what was buried with mummies in an Egyptian tomb. • Explore ways to research this topic using books or the internet. • Children to work with their learning partners and report back their findings to the class. • Children to complete Letter-join's Egyptians worksheet. (Remind them to use printed letters for labelling and cursive for writing.) 	Whole class teaching. Class discussion. Pair work. Individual written work.	Letter-join's Egyptians worksheet. Books/internet. Handwriting pens.	Can the children use research to find out facts about Egyptians? Can they choose the style of handwriting appropriate to the task? Can they record their findings neatly and legibly?	
Differentiation					
Extra Practice Use Letter-join's Magic Words facility to practise the Egyptian vocabulary on tablets.			Extra Challenge Research and write a summary of another Aboriginal tale.		

Nice 'n' Neat: The Great Plague

History: Tudors

Learning outcomes:

- To be able to contribute to a class discussion.
- To be able to write legibly, fluently and with increasing speed.
- To use research to find out facts about Tudors.
- To be able to record their findings neatly and legibly.
- To be able to choose the style of handwriting appropriate to the task

LESSON	Activities	Teaching	Resources	Success Criteria	✓
55	<ul style="list-style-type: none"> • Display Letter-join's The Great Plague worksheet. • Explain to the class that they are going to practise their handwriting speed and stamina by copying the text neatly. • Invite individual children to read one sentence at time, then discuss the text with the class. • Practise handwriting speed and stamina with Letter-join's The Great Plague worksheet. • Proof read to check for mistakes and edit if necessary. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's The Great Plague worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.	Can the children contribute to a class discussion? Can they write legibly, fluently and with increasing speed?	
56	<ul style="list-style-type: none"> • Display Letter-join's Tudors worksheet. • Ask children what they already know about food in Tudor times. • Explore ways to research this topic using books or the internet. • Children to work with their learning partners and report back their findings to the class. • Children to complete Letter-join's Tudors worksheet. (Remind them to use printed letters for labelling and cursive for writing.) 	Whole class teaching. Class discussion. Pair work. Individual written work.	Letter-join's Tudors worksheet. Books/internet. Handwriting pens.	Can the children use research to find out facts about Tudors? Can they choose the style of handwriting appropriate to the task? Can they record their findings neatly and legibly?	
Differentiation					
Extra Practice Use Letter-join's Magic Words facility to practise the Tudors vocabulary on tablets.			Extra Challenge Research and write a list of facts about The Great Plague.		

Nice 'n' Neat: Welsh National Anthem

History: Ancient Greece

Learning outcomes:

- To be able to copy and write in another language accurately.
- To be able to write legibly, fluently and with increasing speed.
- To use research to find out facts about Ancient Greeks.
- To be able to record their findings neatly and legibly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
57	<ul style="list-style-type: none"> • Display Letter-join's Welsh National Anthem worksheet. • Explain to the class that they are going to practise writing in another language and remind them that they need to focus on their spelling. • Use Letter-join's Word animator to model the individual words from the first line. • Encourage children to use Letter-join's Magic words facility to practise the words on their tablets. • Practise handwriting in another language with Letter-join's Welsh National Anthem worksheet. • Proof read to check for mistakes and edit if necessary. 	<p>Whole class teaching. Class discussion. Individual written work.</p>	<p>Letter-join's Welsh National Anthem worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p>	<p>Can the children write words in an unfamiliar language correctly? Can they write legibly, fluently and with increasing speed?</p>	
58	<ul style="list-style-type: none"> • Display Letter-join's Ancient Greece worksheet. • Ask children what they already know about Greek myths and mythical monsters. • Explore ways to research this topic using books or the internet. • Children to work with their learning partners and report back their findings to the class. • Children to complete Letter-join's Ancient Greece worksheet. (Remind them to use printed letters for labelling and cursive for writing.) 	<p>Whole class teaching. Class discussion. Pair work. Individual written work.</p>	<p>Letter-join's Ancient Greece worksheet. Books/internet. Handwriting pens.</p>	<p>Can the children use research to find out facts about Greek myths and monsters? Can they choose the style of handwriting appropriate to the task? Can they record their findings neatly and legibly?</p>	
Differentiation					
Extra Practice Use Letter-join's Magic Words facility to practise the names of Ancient Greek mythical monsters on tablets.			Extra Challenge Find a translation of the Welsh National Anthem and copy it in English.		

Nice 'n' Neat: Shakespeare Sonnet

History: Vikings

Learning outcomes:

- To be able to contribute to a class discussion.
- To be able to write legibly, fluently and with increasing speed.
- To use research to find out facts about Vikings.
- To be able to record their findings neatly and legibly.
- To be able to choose the style of handwriting appropriate to the task

LESSON	Activities	Teaching	Resources	Success Criteria	✓
59	<ul style="list-style-type: none"> • Display Letter-join's Shakespeare Sonnet worksheet. • Explain to the class that they are going to practise their handwriting speed and stamina by copying the text neatly. • Invite individual children to read one sentence at time, then discuss the text with the class. • Practise handwriting speed and stamina with Letter-join's Shakespeare Sonnet worksheet. • Proof read to check for mistakes and edit if necessary. 	Whole class teaching. IWB demonstration and interactivity. Individual written work.	Letter-join's Shakespeare Sonnet worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.	Can the children write words in an unfamiliar language correctly? Can they write legibly, fluently and with increasing speed?	
60	<ul style="list-style-type: none"> • Display Letter-join's Vikings worksheet. • Ask children what they already know about the Vikings. • Explore ways to research this topic using books or the internet. • Children to work with their learning partners and report back their findings to the class. • Children to complete Letter-join's Vikings worksheet. (Remind them to use printed letters for labelling and cursive for writing.) 	Whole class teaching. Class discussion. Pair work. Individual written work.	Letter-join's Vikings worksheet. Books/internet. Handwriting pens.	Can the children use research to find out facts about Vikings? Can they choose the style of handwriting appropriate to the task? Can they record their findings neatly and legibly?	
Differentiation					
Extra Practice Use Letter-join's Magic Word facility to practice the unfamiliar word on tablets.			Extra Challenge Make a list of ten interesting facts about Vikings.		

Mirror writing

1. Fold a piece of A4 or A5 paper to make a long tent shape.
2. Using a pencil, write your name in cursive handwriting on one side of the tent and add some decoration.
3. Place the folded piece of paper against a window with the blank side facing towards you. Using the window as a lightbox*, trace over your handwriting and decoration to create a mirror image.
4. Open out the paper and use coloured pencils, felt tip pens, pastels, paints or other materials to decorate your mirror writing picture.



* A lightbox is a translucent surface illuminated from behind, used for situations where a shape laid upon the surface needs to be seen with high contrast.



Word of the Week

By introducing and exploring a new and unfamiliar word each week, children will be encouraged to use adventurous and exciting language which will develop a deeper understanding of words to support their writing.

Letter-join's Word of the Week worksheets provide a template for you to explore, in more detail, a word selected from the year 5/6 Spelling Appendix 1.

Here are some suggestions:

recommend	accommodate	existence
government	sacrifice	conscience
prejudice	environment	amateur
thorough	sufficient	category
hindrance	leisure	foreign
guarantee	mischievous	variety
occupy	controversy	pronunciation

Lesson plan

- Use Letter-join's Word Animator to introduce the word of the week selected from the year 5/6 word list Spelling Appendix 1.
- Invite children to think of a definition or to use the word in a sentence.
- Use a dictionary or thesaurus to find the correct definition of the word.
- Ask the children to suggest antonyms and synonyms for this week's word.
- Model sentences to demonstrate how to use the word correctly.
- Complete Letter-join's Word of the Week template.

EXAMPLE

Word of the Week: hindrance

Write this week's word six times:

hindrance hindrance hindrance
hindrance hindrance hindrance

Use a dictionary to find the definition of this week's word :

A hindrance is something that makes it more difficult for
you to do something.

Write some synonyms of this week's word:


obstruction barrier obstacle
restriction delay difficulty

Write some antonyms of this week's word:

help assistance aid
co-operation encouragement boost

Write some sentences using this week's word :

Grandad's poor eyesight was a hindrance to his reading.
The hindrance to Jo buying the game was a lack of money.
Mum said I was more of a hindrance than a help.
The fallen tree was a hindrance to our journey.

Letter-join 

Example of how to
complete a Word of
the Week worksheet

Teacher's Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.