

Letter-join 

Handwriting Lesson Planner

MODULE 7 Cursive

Cursive Handwriting in Year 6

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Adapting handwriting for a range of tasks and purposes

Class:

Teacher:

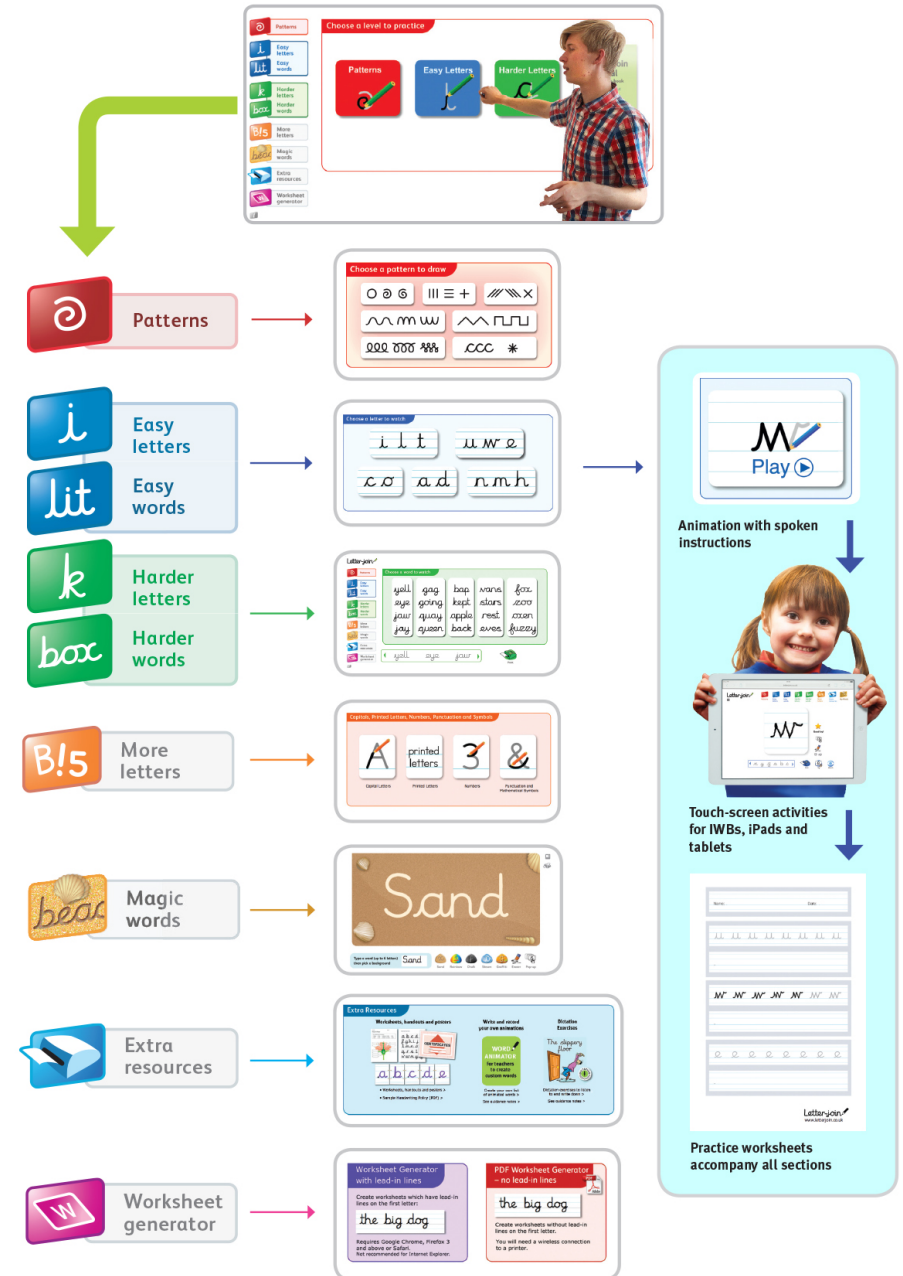
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Preparing for Module 7 of Letter-join's Lesson Plans

Module 7 – adapting handwriting for a range of tasks and purposes

The aim of Module 7 is to ensure that handwriting is neatly presented and clear in readiness for KS2 SATs and is the expected standard of handwriting for Year 6.

In this module, your learners will consolidate the stamina and skills required to write at length, with accurate spelling and punctuation. They will now begin to develop more of a personal handwriting style as they write with automaticity. They will learn to write at different speeds and with different attention to neatness, depending on the task.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.



This module includes KS2 SATs revision worksheets for spelling, punctuation and grammar.

Lessons 1 to 60 – What's covered

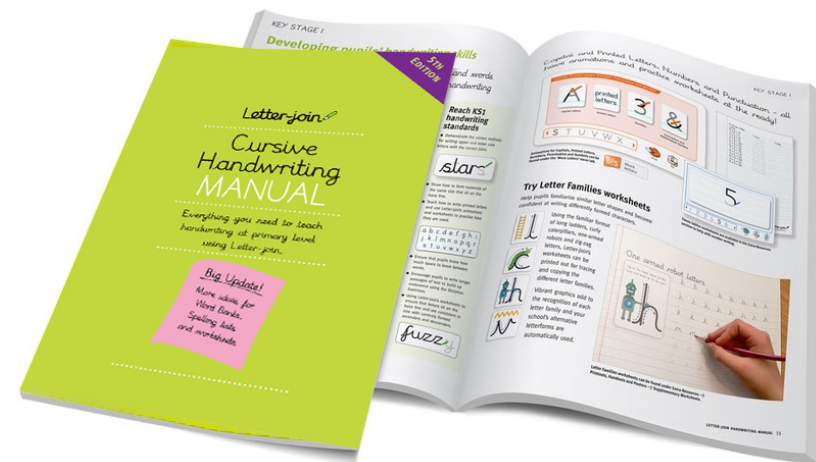
Module 7 contains 60 handwriting lessons presented in sets of two lessons per week which can be taught over a school year.

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 'Playing with Words' display for the classroom, how to make notes and how to make a word search.

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.



Letter-join's Cursive Handwriting Manual.

Guide to Letter-join's Lesson Planner: Module 7

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 51 and 52).

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 51 and 52: Week 26

Note-taking: Sharks
Maths: Units of Measure

Learning outcomes:

- To be able to select key words and information from a text.
- To be able to record key information in note form.
- To be able to record notes legibly.
- To write the units of measure vocabulary correctly.
- To be able to convert between the different units of measure.

| LESSON | Activities | Teaching | Resources | Success Criteria | |
|--------|--|---|--|---|---|
| 51 | <ul style="list-style-type: none"> Explain to the children that when making notes, we use only key words, symbols and abbreviations to write words or short phrases. Best handwriting is not required but it must be legible (see appendix, page 40). Display Letter-join's Note-taking example on the IWB. Read the text with the children. Point out that some words are underlined and invite children to suggest reasons for this (to separate key words/information). Read the notes with the children, pointing out and explaining various symbols/abbreviations. Complete Letter-join's Note-taking: Sharks worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's Note-taking 2: Sharks worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children select key words and information from a text? Can they record key information in note form? Can they record their notes legibly? | ✓ |
| 52 | <ul style="list-style-type: none"> Explain to the children that when solving problems in maths, they need to be able to convert between different units of measure. Model units of measure vocabulary on Letter-join's Word Animator. Ask children questions such as how many mm in one cm, etc. Complete Letter-join's Units of Measure worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. Individual written work. | Letter-join's Word Animator. Letter-join's Units of Measure worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children write the units of measure vocabulary correctly? Can they convert between the different units of measure? | |

Success Criteria
Have the children attained the learning outcomes?

Differentiation

Extra Practice
Use Letter-join's Magic Word facility to practice units of measure vocabulary on tablets.

Extra Challenge
Find a passage in an information book and make notes on the key information.

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

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.

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).

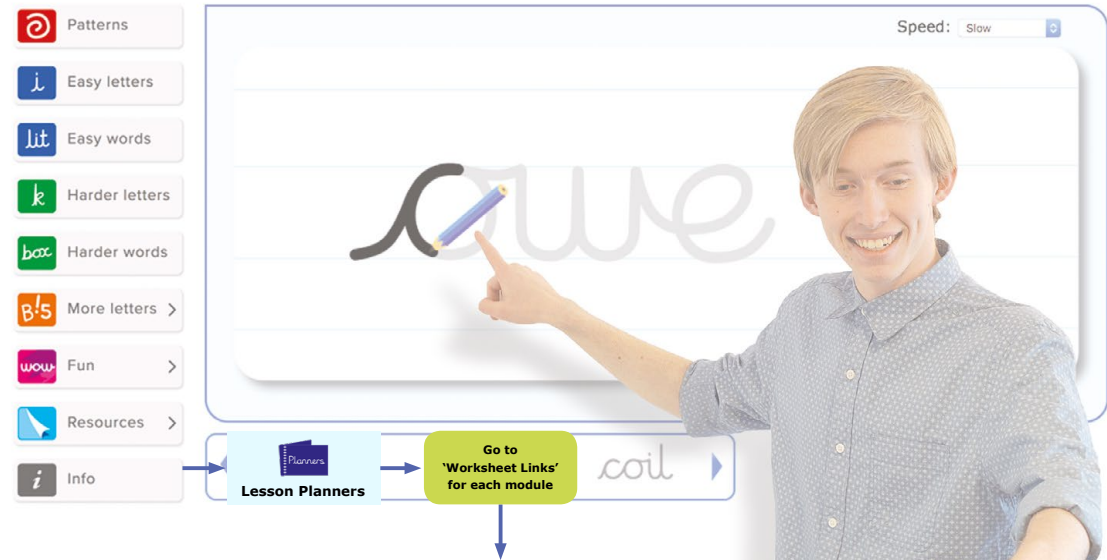
Log in to your classroom account, click on the 'Info' button, choose Lesson Planners and select 'Module 7 Worksheet Links':

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 7 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 7 worksheet links | | | |
|-----------------------------|-----------------------|------------------------|--------------------------------------|
| 1. (407) Playing with Words | 14. (420) Sentences 4 | 27. (433) Commas | 40. (446) Prefixes |
| 2. (408) Shopping list | 15. (421) Spelling 5 | 28. (434) Adverbs | 41. (447) Parenthesis |
| 3. (409) Dates: FR / SP | 16. (422) Sentences 5 | 29. (435) Colons | 42. (448) Synonyms |
| 4. (410) Numbers | 17. (423) Spelling 6 | 30. (436) Pronouns | 43. (449) Ellipsis |
| 5. (411) About me: FR / SP | 18. (424) Sentences 6 | 31. (437) Semi-colons | 44. (450) Antonyms |
| 6. (412) Dictation | 19. (425) Spelling 7 | 32. (438) Prepositions | 45. (451) Homographs |
| 7. (413) Spelling 1 | 20. (426) Sentences 7 | 33. (439) Contractions | 46. (452) Homophones 1 |
| 8. (414) Sentences 1 | 21. (427) Spelling 8 | 34. (440) Conjunctions | 47. (453) Punctuation |
| 9. (415) Spelling 2 | 22. (428) Sentences 8 | 35. (441) Possession | 48. (454) Punctuation |
| 10. (416) Sentences 2 | 23. (429) Nouns | 36. (442) Articles | 49. (455) Note-taking |
| 11. (417) Spelling 3 | 24. (430) Verbs | 37. (443) Hyphens | 50. (456) Months |
| 12. (418) Sentences 3 | 25. (431) Question? | 38. (444) Suffixes | 51. (457) Sharks |
| 13. (419) Spelling 4 | 26. (432) Adjectives | 39. (445) Speech marks | 52. (458) Units |
| | | | 53. (459) Word search: How to / Grid |
| | | | 54. (460) Averages |
| | | | 55. (461) Metaphors |
| | | | 56. (462) Rivers |
| | | | 57. (463) Personification |
| | | | 58. (464) Boudicca |
| | | | 59. (465) Hyperbole |
| | | | 60. (466) Lifestyle |
| | | | 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

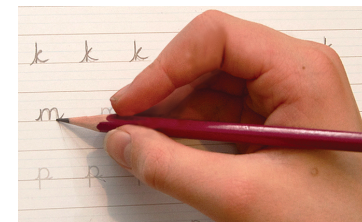
Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

| 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.*

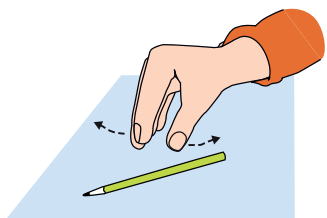


| Action | Description |
|---|---|
| Quack, Quack Fingers | Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers. |
| Roly-poly Pencil | Lay your pencil flat across your fingers. Use your thumb to roll it backwards 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> | |

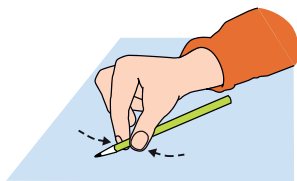
Tripod Pencil Grip

How to hold a pencil correctly for handwriting.

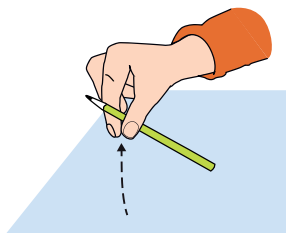
Right handed grip



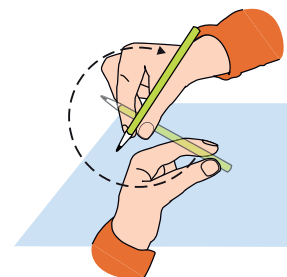
1. Point away the pencil,



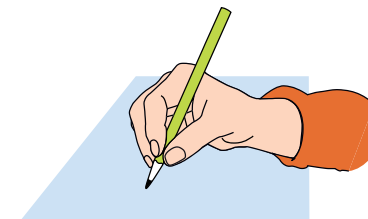
2. Pinch it near the tip,



3. Lift it off the table,

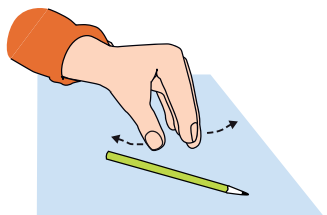


4. Spin it round...

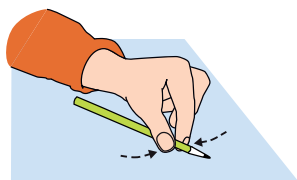


5. ...and grip.

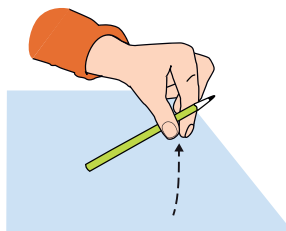
Left handed grip



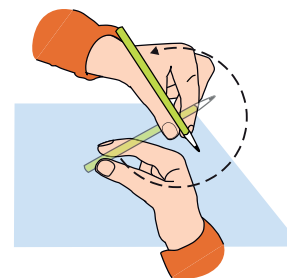
1. Point away the pencil,



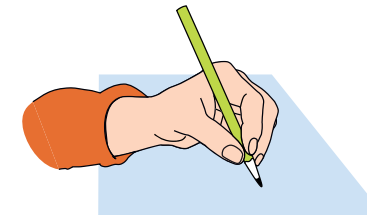
2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...

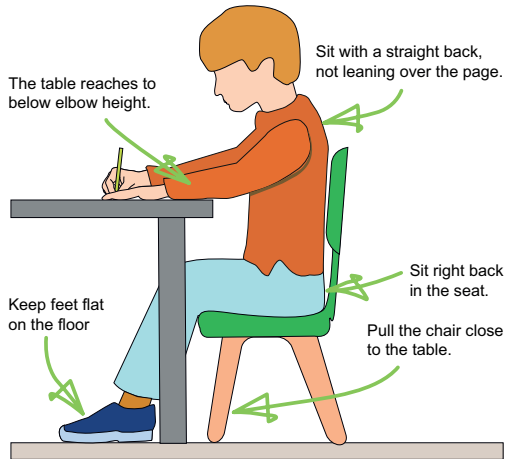


5. ...and grip.

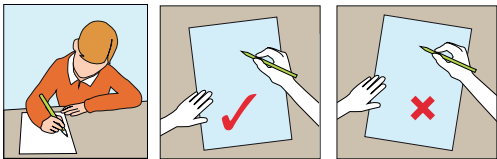
Comfortable Sitting Position and Correct Paper Position

Right handed children

How to sit correctly to be comfortable for handwriting.

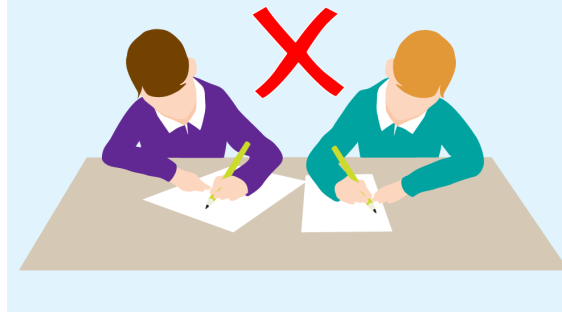


How to hold and position the paper.



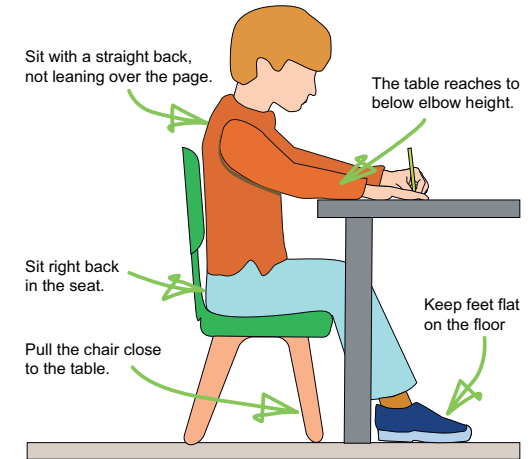
Sitting position

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

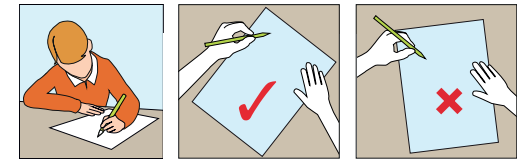


Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Clear, neatly-presented handwriting

The 60 lessons in this module facilitate speedy, legible and fluent handwriting

Promoting speedy, fluent writing continues to be a strong feature in Module 7. Children will be presented with a range of tasks where they have to decide on an appropriate style of handwriting. They will practise writing notes with Letter-join's Note-taking worksheets which enable them to practise selecting key points from a text and writing in note form. More practice in writing with printed letters is covered in labelling exercises and writing with capital letters when designing a word search. The chance to practise writing at length, in order to build stamina, is provided with history and science worksheets.

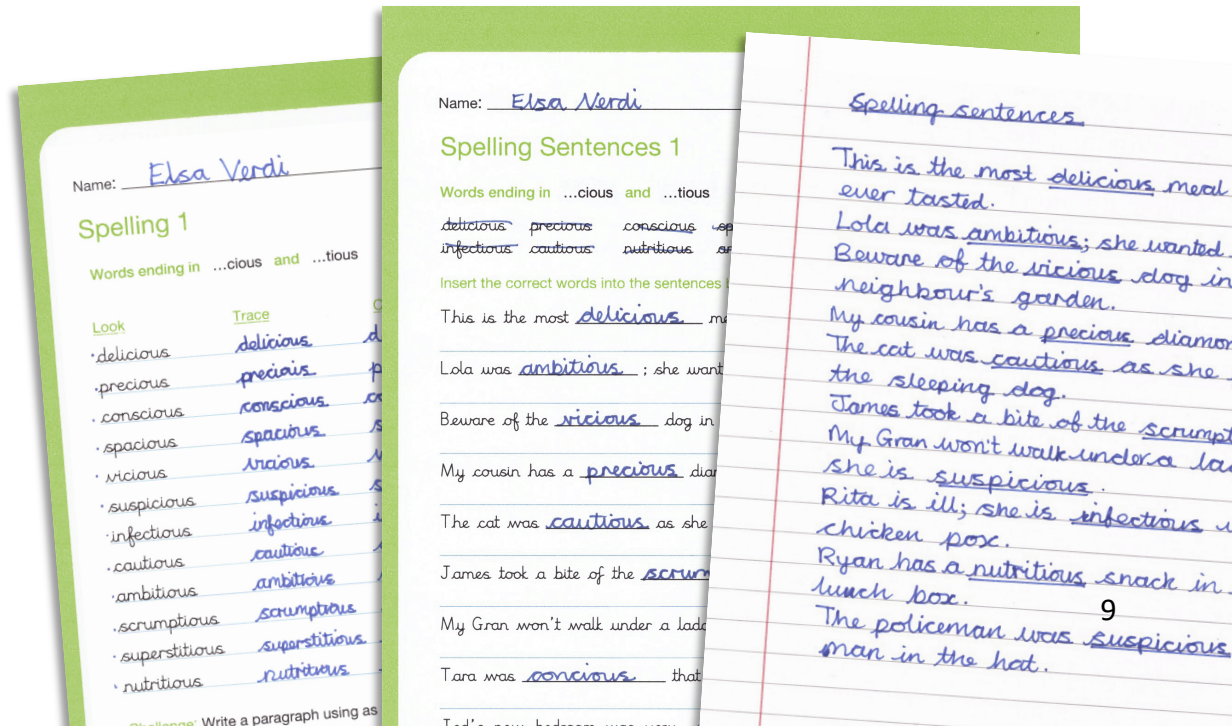
The final set of more challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency.

Further French and Spanish vocabulary is introduced with Letter-join's MFL worksheets, offering children plenty of practice in reading, writing and saying sentences in the selected language.



Module 7 also contains 22 lessons aimed at supporting learners in preparation for KS2 SATs. Letter-join's Spelling, Punctuation and Grammar worksheets provide children with a variety of fun and colourful activities to aid their revision and ensure that they meet the expected standard of handwriting. This series of revision worksheets play a vital part in ensuring that children's handwriting (including punctuation symbols) is legible so that they do not lose marks in the SPaG test due to their answers being unclear.

Finally, some handy maths worksheets are designed to help learners remember some key concepts in time for KS2 SATs.



Playing with Words

KS2 Dictation

Learning outcomes:

- To create a design to illustrate the meaning of a word using cursive handwriting.
- To listen to and write a shopping list correctly.
- To be able to check and edit written work.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|---|---|--|--|--|---|
| 1 | <ul style="list-style-type: none"> • Playing with Words (see examples on page 39). • Display the examples on the IWB modelling how to illustrate a word to demonstrate its meaning. • Children to sketch ideas on their mini-whiteboards. • Choose a design and in pencil write the word on A4 or A5 paper in cursive handwriting and draw the illustration. • Children can use different colours and materials of their choice to decorate their word and illustration. • Draw a border around the word and cut it out. • Stick the design onto coloured paper and cut around it again so it has a coloured border of around 1cm. | <p>Teacher explanation and demonstration.</p> <p>Individual work.</p> | <p>Letter-join's 'Playing with Words' appendix.</p> <p>Mini-whiteboards and pens.</p> <p>A4 or A5 paper.</p> <p>Handwriting pencils.</p> <p>Coloured pencils, felt tips, pastels, stickers, glitter etc.</p> <p>Scissors and glue.</p> | <p>Can the children create a design to illustrate a word using cursive handwriting?</p> | |
| 2 | <ul style="list-style-type: none"> • Select KS2 Dictation – More Challenging Exercises: A Shopping List. • Explain to the children that they need to listen to the list at normal speed, then listen again, one item at a time, and write down what they hear. • Listen to the list 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 the list out again neatly. | <p>Whole class teaching.</p> <p>Teacher explanation.</p> <p>Individual work.</p> | <p>Select Letter-join's KS2 Dictation – More Challenging Exercises: A Shopping List, and follow the on screen instructions.</p> <p>Handwriting pens</p> | <p>Can the children listen to the list and write it out correctly?</p> <p>Can they check and edit their writing?</p> | |
| Differentiation | | | | | |
| <p>Extra Practice</p> <p>Create other designs to illustrate words.</p> | | | <p>Extra Challenge</p> <p>Children can work with a partner: each write a shopping list to dictate to each other, then check and edit their work.</p> | | |

French or Spanish: Numbers, months, days

KS2 Dictation

Learning outcomes:

- To be able to read the words for numbers, months and days in French or Spanish.
- To be able to write the words in the chosen language.
- To listen to and write a list of numbers and digits correctly.
- To be able to check and edit written work.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|---|--|---|--|---|---|
| 3 | <ul style="list-style-type: none"> • Select Letter-join's MFL worksheet 'Numbers, months, days' in French or Spanish. • Read the French or Spanish words with the children for the numbers, months and days. • Use Letter-join's Word Animator to model individual words in the language selected. • Invite the children to choose and trace the words using the 'Try' facility on the Word Bank. • Encourage the children to use Letter-join's Magic Words facility to practise individual words on their tablets. • Children to practise writing the words in French or Spanish on Letter-join's 'Numbers, months, days' worksheet. • Children can practise learning the vocabulary in the chosen language. | <p>Whole class teaching. IWB demonstration and interactivity.</p> <p>Individual tablet practice. Individual written work.</p> | <p>Letter-join's Word Animator and Magic Words facility. Letter-join's MFL worksheet 'Numbers, months, days' worksheet. Handwriting pens.</p> | <p>Can the children read the words for numbers, months and days in French or Spanish?</p> <p>Can they write the words in the chosen language?</p> | |
| 4 | <ul style="list-style-type: none"> • Select KS2 Dictation – More Challenging Exercises: Numbers and digits • Explain to the children that they need to listen to the list of numbers and digits at normal speed, then listen again, one line at a time, and write down what they hear. • Listen to the list 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 the list out again neatly. | <p>Whole class teaching. Teacher explanation. Individual work.</p> | <p>Select Letter-join's KS2 Dictation – More Challenging Exercises: Numbers and digits, and follow the on screen instructions. Handwriting pens.</p> | <p>Can the children listen to the list and write it out correctly?</p> <p>Can they check and edit their writing?</p> | |
| Differentiation | | | | | |
| Extra Practice | | | Extra Challenge | | |
| Children can work in pairs to practise saying the vocabulary, in the chosen language, to their partner. | | | Children can work with a partner: each write a list of numbers and digits to dictate to each other, then check and edit their work. | | |

French or Spanish: All about me

KS2 Dictation

Learning outcomes:

- To be able to read the sentences in French or Spanish.
- To be able to write the sentences in the chosen language.
- To listen to a written passage and write it out correctly.
- To check and edit their writing.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|---|---|---|---|---|
| 5 | <ul style="list-style-type: none"> • Select Letter-join's MFL worksheet 'All about me' in French or Spanish. • Read the French or Spanish sentences with the children and invite them to fill in the spaces. (Refer to Letter-join's 'Numbers, months, days' worksheet for relevant vocabulary). • Children to practise writing the words in French or Spanish on Letter-join's 'All about me' worksheet. • Children can practise learning the vocabulary in the chosen language. | Whole class teaching. Individual written work. | Letter-join's MFL 'All about me' worksheet. Handwriting pens. | Can the children read the sentences in French or Spanish? Can they write the sentences in the chosen language? | |
| 6 | <ul style="list-style-type: none"> • Select KS2 Dictation – More Challenging Exercises: A written passage • Explain to the children that they need to listen to the passage at normal speed, then listen again, one phrase at a time, and write down what they hear. • Listen to the passage 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 the passage out again neatly. | Whole class teaching. Teacher explanation. Individual work. | Select Letter-join's KS2 Dictation – More Challenging Exercises: A written passage, and follow the on screen instructions. Handwriting pens. | Can the children listen to the passage and write it out correctly? Can they check and edit their writing? | |
| Differentiation | | | | | |
| Extra Practice Children can work in pairs to practise introducing themselves to each other in the chosen language. | | | 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 SATs:

Spelling 1

Spelling Sentences 1

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 KS2 SATs Spelling Revision: No. 1 Spelling List on the IWB. • Read through the list of words with the children and check that they understand the meaning • Ask them if they can identify the spelling pattern (cious/tious) and the sound it makes at the end of each word. • Invite children to give examples of sentences using each word. • Complete No. 1 of Letter-join's Spelling List worksheet, 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 KS2 SATs Spelling Revision: No. 1 Spelling List. 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 KS2 SATs Spelling Revision: No. 1 Spelling Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to add the missing words to the sentences. • Complete No. 1 Spelling Sentences worksheet 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 KS2 SATs Spelling Revision: No. 1 Spelling Sentences. 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. | | |

KS2 SATs:

Spelling 2

Spelling Sentences 2

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 KS2 SATs Spelling Revision: No. 2 Spelling List on the IWB. • Read through the list of words with the children and check that they understand the meaning • Ask them if they can identify the spelling pattern (tial/cial) and the sound it makes at the end of each word. • Invite children to give examples of sentences using each word. • Complete Letter-join's Spelling Revision: No. 2 Spelling List worksheet 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 KS2 SATs Spelling Revision: No. 2 Spelling List. 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 KS2 SATs Spelling Revision: No. 2 Spelling Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to add the missing words to the sentences. • Complete No. 2 Spelling Sentences worksheet 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 KS2 SATs Spelling Revision: No. 2 Spelling Sentences. 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. | | |

KS2 SATs:

Spelling 3

Spelling 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 | ✓ |
|--|---|--|---|---|---|
| 11 | <ul style="list-style-type: none"> • Display KS2 SATs Spelling Revision: No. 3 Spelling List on the IWB. • Read through the list of words with the children and check that they understand the meaning. • Ask them if they can identify the spelling pattern (ible/able) and the sound it makes at the end of each word. • Invite children to give examples of sentences using each word. • Complete Letter-join's Spelling Revision: No. 3 Spelling List worksheet 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 KS2 SATs Spelling Revision: No. 3 Spelling List. 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? | |
| 12 | <ul style="list-style-type: none"> • Display KS2 SATs Spelling Revision: No. 3 Spelling Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to add the missing words to the sentences. • Complete No. 3 Spelling Sentences worksheet 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 KS2 SATs Spelling Revision: No. 3 Spelling Sentences. 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. | | |

KS2 SATs:

Spelling 4

Spelling 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 | ✓ |
|--|--|--|---|---|---|
| 13 | <ul style="list-style-type: none"> • Display KS2 SATs Spelling Revision: No. 4 Spelling List on the IWB. • Read through the list of words with the children and check that they understand the meaning. • Ask them if they can identify the spelling pattern (ie/ei) and the sound it makes within each word. • Invite children to give examples of sentences using each word. • Complete Letter-join's Spelling Revision: No. 4 Spelling List worksheet 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 KS2 SATs Spelling Revision: No. 4 Spelling List. 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 KS2 SATs Spelling Revision: No. 4 Spelling Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to add the missing words to the sentences. • Complete No. 4 Spelling Sentences worksheet 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 KS2 SATs Spelling Revision: No. 4 Spelling Sentences. 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. | | |

KS2 SATs:

Spelling 5

Spelling 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 | ✓ |
|--|---|--|---|---|---|
| 15 | <ul style="list-style-type: none"> • Display KS2 SATs Spelling Revision: No. 5 Spelling List on the IWB. • Read through the list of words with the children and check that they understand the meaning. • Ask them if they can identify the spelling pattern (ent/ant) and the sound it at the end of each word. • Invite children to give examples of sentences using each word. • Complete Letter-join's Spelling Revision: No. 5 Spelling 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 KS2 SATs Spelling Revision: No. 5 Spelling List. 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 KS2 SATs Spelling Revision: No. 5 Spelling Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to add the missing words to the sentences. • Complete No. 5 Spelling Sentences worksheet 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 KS2 SATs Spelling Revision: No. 5 Spelling Sentences. 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. | | |

KS2 SATs:

Spelling 6

Spelling 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 | ✓ |
|--|---|--|---|---|---|
| 17 | <ul style="list-style-type: none"> • Display KS2 SATs Spelling Revision: No. 6 Spelling List on the IWB. • Read through the list of words with the children and check that they understand the meaning. • Ask them if they can identify the silent letters (k,w) in each word. • Invite children to give examples of sentences using each word. • Complete Letter-join's Spelling Revision: No. 6 Spelling 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 KS2 SATs Spelling Revision: No. 6 Spelling List. 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 KS2 SATs Spelling Revision: No. 6 Spelling Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to add the missing words to the sentences. • Complete No. 6 Spelling Sentences worksheet 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 KS2 SATs Spelling Revision: No. 6 Spelling Sentences. 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. | | |

KS2 SATs:

Spelling 7

Spelling 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 | ✓ |
|---|---|--|---|---|---|
| 19 | <ul style="list-style-type: none"> • Display KS2 SATs Spelling Revision: No. 7 Spelling List on the IWB. • Read through the list of words with the children and check that they understand the meaning. • Ask them if they can identify the silent letters (b,t) in each word. • Invite children to give examples of sentences using each word. • Complete Letter-join's Spelling Revision: No. 7 Spelling 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 KS2 SATs Spelling Revision: No. 7 Spelling List. 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? | |
| 20 | <ul style="list-style-type: none"> • Display KS2 SATs Spelling Revision: No. 7 Spelling Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to add the missing words to the sentences. • Complete No. 7 Spelling Sentences worksheet 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 KS2 SATs Spelling Revision: No. 7 Spelling Sentences. 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 | | | Extra Challenge | | |
| Children can work in pairs to dictate this week's spellings to their partner and check each other's work. | | | Make up extra sentences using this week's spelling words. | | |

KS2 SATs:

Spelling 8

Spelling Sentences 8

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 | ✓ |
|--|---|--|---|---|---|
| 21 | <ul style="list-style-type: none"> • Display KS2 SATs Spelling Revision: No. 8 Spelling List on the IWB. • Read through the list of words with the children and check that they understand the meaning. • Ask them if they can identify the silent letters (g,u) in each word. • Invite children to give examples of sentences using each word. • Complete Letter-join's Spelling Revision: No. 8 Spelling 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 KS2 SATs Spelling Revision: No. 8 Spelling List. 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? | |
| 22 | <ul style="list-style-type: none"> • Display KS2 SATs Spelling Revision: No. 8 Spelling Sentences on the IWB. • Read through the list of words with the children and check that they understand their meanings. • Invite children to add the missing words to the sentences. • Complete No. 8 Spelling Sentences worksheet 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 KS2 SATs Spelling Revision: No. 8 Spelling Sentences. 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. | | |

Nouns

Verbs

Learning outcomes:

- To be able to identify different types of nouns.
- To demonstrate an understanding of collective nouns.
- To be able to use a dictionary or thesaurus to find information.
- To be able to write using powerful verbs.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|---|---|--|--|---|
| 23 | <ul style="list-style-type: none"> • Ask children to define a noun (thing, person, place or idea) and give examples. • Explain that there are different types of noun (proper, common, collective, abstract). • Invite children to give examples of each. • Use Letter-join's Word Animator to model the different types of noun. • Display Letter-join's Nouns worksheet and discuss the examples of collective nouns shown. • Complete Letter-join's Nouns worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's Word animator. Letter-join's Nouns worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children identify different types of nouns? Can they demonstrate an understanding of collective nouns? | |
| 24 | <ul style="list-style-type: none"> • Ask children to define a verb (doing or action word) and give examples. • Use Letter-join's Word Animator to model more powerful verbs for 'walk' (march, stroll, dawdle, stride, etc.) • Encourage children to use a dictionary or thesaurus to help them find better verbs to use in their writing. e.g. run, laugh, sleep and like. • Complete Letter-join's Powerful Verbs worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's Word Animator. Dictionary and/or thesaurus. Letter-join's Powerful Verbs worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children use a dictionary or thesaurus to find information? Can they use powerful verbs in their writing? | |
| Differentiation | | | | | |
| Extra Practice | | | Extra Challenge | | |
| Use Letter-join's Magic Word facility to practice writing collective nouns on tablets. | | | Use a dictionary to find some better verbs and use them in a sentence. e.g. speak, look, cry. | | |

Statement, question, command or exclamation?

Adjectives

Learning outcomes:

- To be able to distinguish between different types of sentences.
- To use a dictionary or thesaurus to find information.
- To use the correct punctuation for each sentence.
- To be able to write using powerful adjectives.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|---|---|--|---|---|
| 25 | <ul style="list-style-type: none"> • Ask children to define a statement (tells you something), question (asks you something), command (gives you an order) and exclamation (shows strong feelings) sentence. • Display Letter-join's Symbols web page (More letters > Symbols) and revisit correct orientation of full stop, question/exclamation mark (if necessary). • Invite children to give examples of each type of sentence. • Complete Letter-join's Statement, question, command or exclamation? worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity.</p> <p>Individual written work.</p> | <p>Letter-join's Statement, question, command or exclamation? worksheet.</p> <p>Handwriting books or Letter-join's A4 lined writing paper.</p> <p>Handwriting pens.</p> | <p>Can the children distinguish between different types of sentence?</p> <p>Can they use the correct punctuation for each sentence?</p> | |
| 26 | <ul style="list-style-type: none"> • Ask children to define an adjective (word that describes a noun). • Use Letter-join's Word Animator to model powerful adjectives to describe a trip (informative, fascinating, eventful, etc.) • Encourage children to use a dictionary or thesaurus to help them find better adjectives to describe a car, a road, a clown, a castle or a holiday. • Complete Letter-join's Adjectives worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity.</p> <p>Individual written work.</p> | <p>Letter-join's Word Animator. Dictionary and/or thesaurus. Letter-join's Adjectives worksheet.</p> <p>Handwriting books or Letter-join's A4 lined writing paper (optional).</p> <p>Handwriting pens.</p> | <p>Can the children use a dictionary or thesaurus to find information?</p> <p>Can they use powerful adjectives in their writing?</p> | |
| Differentiation | | | | | |
| Extra Practice | | | Extra Challenge | | |
| Use Letter-join's Magic Word facility to practice writing adjectives on tablets. | | | Write a paragraph using the correct type of punctuation for each type of sentence. | | |

Commas

Adverbs

Learning outcomes:

- To be able to write sentences demonstrating the correct use of commas.
- To use a dictionary or thesaurus to find information.
- To be able to write using powerful adverbs.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|---|--|---|--|---|
| 27 | <ul style="list-style-type: none"> • Ask children to name the uses of a comma (for lists, between clauses, for additional information in a sentence). • Display Letter-join's Symbols web page (More letters > Symbols) and revisit correct orientation of a comma (if necessary). • Using Letter-join's On-line Word Processor, model sentences to show the different uses of commas. • Invite children to add commas to each type of sentence. • Complete Letter-join's Commas worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work.</p> | <p>Letter-join's On-line Word Processor. Letter-join's Commas worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p> | <p>Can the children demonstrate the correct use of commas in their writing?</p> | |
| 28 | <ul style="list-style-type: none"> • Ask children to define an adverb (a word that describes a verb). • Use Letter-join's Word Animator to model powerful adverbs to describe how someone runs (swiftly, briskly, speedily, etc.) • Encourage children to use a dictionary or thesaurus to help them find powerful adverbs to use in their writing e.g. how someone/something argued, barked, danced, climbed, flew. • Complete Letter-join's Adverbs worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work.</p> | <p>Letter-join's Word Animator. Dictionary and/or thesaurus. Letter-join's Adverbs worksheet. 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 powerful adverbs in their writing?</p> | |
| Differentiation | | | | | |
| Extra Practice Use Letter-join's Magic Word facility to practice writing adverbs on tablets. | | | Extra Challenge Write a paragraph demonstrating the different uses of commas. | | |

Colons

Pronouns

Learning outcomes:

- To be able to write sentences demonstrating the correct use of colons.
- To be able to use pronouns correctly.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|---|--|---|---|--|---|
| 29 | <ul style="list-style-type: none"> • Explain to the children the definition of a colon (for lists, to link two clauses when the second one gives more information about the first). • Display Letter-join's Symbols web page (More letters > Symbols) and revisit correct orientation of a colon (if necessary). • Using Letter-join's On-line Word Processor, model sentences to show the different uses of colons. • Invite children to add a colon to each type of sentence. • Complete Letter-join's Colons worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's On-line Word Processor. Letter-join's Colons worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children demonstrate the correct use of colons in their writing? | |
| 30 | <ul style="list-style-type: none"> • Explain to the children the definition of a pronoun (word that can be used instead of a noun e.g. him, her, they, them). • Using Letter-join's On-line Word Processor, model sentences to show how to change nouns into pronouns. • Complete Letter-join's Pronouns worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's On-line Word Processor. Letter-join's Pronouns worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children use pronouns correctly in their writing? | |
| Differentiation | | | | | |
| Extra Practice Use Letter-join's Magic Word facility to practice writing pronouns on tablets. | | | Extra Challenge Make up sentences demonstrating how to use a colon. | | |

Semi - colons

Prepositions

Learning outcomes:

- To be able to write sentences demonstrating the correct use of semi-colons
- To be able to use prepositions correctly.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|---|--|--|---|---|---|
| 31 | <ul style="list-style-type: none"> • Explain to the children the definition of a semi-colon (to separate longer items in a list, to link two clauses which are closely related). • Display Letter-join's Symbols web page (More letters > Symbols) and revisit correct orientation of a semi-colon (if necessary). • Using Letter-join's On-line Word Processor, model sentences to show the different uses of semi-colons. • Invite children to add semi-colons to each type of sentence. • Complete Letter-join's Semi-colons worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work.</p> | <p>Letter-join's On-line Word Processor. Letter-join's Semi-colons worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p> | <p>Can the children demonstrate the correct use of semi-colons in their writing?</p> | |
| 32 | <ul style="list-style-type: none"> • Explain to the children the definition of a preposition (a word that links nouns and pronouns to other parts of a sentence). • Use Letter-join's Word Animator to model prepositions. • Invite children to give examples of prepositions in sentences and model them using Letter-join's On-line Word Processor. • Complete Letter-join's Prepositions worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work.</p> | <p>Letter-join's Word Animator and On-line Word Processor. Letter-join's Prepositions worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p> | <p>Can the children demonstrate the correct use of prepositions in their writing?</p> | |
| Differentiation | | | | | |
| Extra Practice Use Letter-join's Magic Word facility to practice writing prepositions on tablets. | | | Extra Challenge Make up sentences demonstrating how to use a semi-colon. | | |

Apostrophes: contractions

Conjunctions

Learning outcomes:

- To be able to write sentences demonstrating the correct use of apostrophes for contractions.
- To be able to use conjunctions correctly.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|--|--|---|---|---|
| 33 | <ul style="list-style-type: none"> • Explain to the children that a contraction is when two words are shortened to one and the missing letters are replaced with an apostrophe. • Display Letter-join's Symbols web page (More letters > Symbols) and revisit correct orientation of an apostrophe (if necessary). • Use Letter-join's Word Animator to model examples of contractions. • Invite children to give the original form of each contraction. • Complete Letter-join's Apostrophes: Contractions worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work.</p> | <p>Letter-join's Word Animator. Letter-join's Apostrophes: Contractions worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p> | <p>Can the children demonstrate the correct use of apostrophes for contractions in their writing?</p> | |
| 34 | <ul style="list-style-type: none"> • Ask the children if they can define a conjunction (words that join sentences). • Use Letter-join's Word Animator to model conjunctions. • Invite children to give examples of conjunctions in sentences and model them using Letter-join's On-line Word Processor. • Complete Letter-join's Conjunctions worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work.</p> | <p>Letter-join's Word Animator and On-line Word Processor. Letter-join's Conjunctions worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p> | <p>Can the children demonstrate the correct use of conjunctions in their writing?</p> | |
| Differentiation | | | | | |
| <p>Extra Practice Make a list of contractions and their original forms.</p> | | | <p>Extra Challenge Write a paragraph using as many conjunctions as possible.</p> | | |

Apostrophes: possession

Articles

Learning outcomes:

- To be able to write sentences demonstrating the correct use of apostrophes for possession.
- To be able to use articles correctly.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|---|---|---|--|--|---|
| 35 | <ul style="list-style-type: none"> • Explain to the children that apostrophes for possession are used to show ownership. • Display Letter-join's Symbols web page (More letters > Symbols) and revisit correct orientation of an apostrophe (if necessary). • Using Letter-join's On-line Word Processor, model sentences to show the different uses of apostrophes for possession. • Invite children to think of their own examples. • Complete Letter-join's Apostrophes: possession worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's On-line Word Processor. Letter-join's Apostrophes: possession worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children demonstrate the correct use of apostrophes for possession in their writing? | |
| 36 | <ul style="list-style-type: none"> • Explain to the children that articles tell you if a noun is specific or general. • Using Letter-join's On-line Word Processor, model sentences to show the correct use of articles in sentences. • Invite children to give examples of articles in sentences and model them using Letter-join's On-line Word Processor. • Complete Letter-join's Articles worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work | Letter-join's On-line Word Processor. Letter-join's Articles worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children demonstrate the correct use of articles in their writing? | |
| Differentiation | | | | | |
| Extra Practice Make a list of things belonging to your family, friends and pets e.g. Spot's ball, Dad's car, etc. | | | Extra Challenge With a partner, make up sentences with missing articles for your partner to fill in. | | |

Hyphens

Common suffixes

Learning outcomes:

- To be able to write sentences demonstrating the correct use of hyphens.
- To be able to use common suffixes correctly.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|---|---|--|--|---|
| 37 | <ul style="list-style-type: none"> • Explain to the children that hyphens are used to join two words to make a compound adjective (rosy-cheeked, blue-eyed). • Display Letter-join's Symbols web page (More letters > Symbols) and revisit correct orientation of a hyphen (if necessary). • Using Letter-join's On-line Word Processor, model sentences to show how to use a hyphen correctly. • Invite children to think of their own examples. • Complete Letter-join's Hyphens worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work</p> | <p>Letter-join's On-line Word Processor. Letter-join's Hyphens worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p> | <p>Can the children demonstrate the correct use of hyphens in their writing?</p> | |
| 38 | <ul style="list-style-type: none"> • Explain to the children that a suffix is a letter or group of letters added at the end of a root word to make a new word. • Use Letter-join's Word Animator to model root words and their suffixes. • Invite children to give examples of root words and their suffixes in sentences and model them using Letter-join's On-line Word Processor. • Complete Letter-join's Common suffixes worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work</p> | <p>Letter-join's Word Animator and On-line Word Processor. Letter-join's Common suffixes worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p> | <p>Can the children demonstrate the correct use of common suffixes in their writing?</p> | |
| Differentiation | | | | | |
| <p>Extra Practice Make a list of as many compound adjectives as you can find.</p> | | | <p>Extra Challenge Choose some root words and list all their suffixes.</p> | | |

Speech marks

Prefixes

Learning outcomes:

- To be able to write sentences demonstrating the correct use of speech marks.
- To be able to use common prefixes correctly.
- To punctuate speech sentences correctly.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|---|--|--|--|--|---|
| 39 | <ul style="list-style-type: none"> • Explain to the children that speech marks (inverted commas) go before and after the words someone says in a sentence. The sentence must be punctuated with a comma, question mark or exclamation mark. • Display Letter-join's Symbols web page (More letters > Symbols and revisit correct orientation of speech marks, comma, question/exclamation marks (if necessary). • Using Letter-join's On-line Word Processor, model speech sentences to show how to write them correctly. • Invite children to think of their own examples. • Complete Letter-join's Speech marks worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work.</p> | <p>Letter-join's On-line Word Processor. Letter-join's Speech marks worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p> | <p>Can the children demonstrate the correct use of speech marks in their writing? Can they punctuate speech sentences correctly?</p> | |
| 40 | <ul style="list-style-type: none"> • Explain to the children that a prefix is a group of letters added at the beginning of a root word to make a new word. • Use Letter-join's Word Animator to model root words and their prefixes. • Invite children to give examples of root words and their prefixes in sentences and model them using Letter-join's On-line Word Processor. • Complete Letter-join's Common prefixes worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work.</p> | <p>Letter-join's Word Animator and On-line Word Processor. Letter-join's Common prefixes worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p> | <p>Can the children demonstrate the correct use of common prefixes in their writing?</p> | |
| Differentiation | | | | | |
| Extra Practice | | | Extra Challenge | | |
| Choose a common prefix and list all the root words that it can be added to. | | | Use correctly punctuated speech sentences to write a phone conversation to the police station reporting that your dog has been stolen. | | |

Parenthesis
Synonyms

Learning outcomes:

- To be able to write sentences demonstrating the correct use of parenthesis.
- To use a dictionary or thesaurus to find information.
- To be able to use synonyms to enhance written work.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|---|--|--|--|--|---|
| 41 | <ul style="list-style-type: none"> • Explain to the children that a parenthesis is a word or a phrase put into a sentence to give it more information. It is separated from the rest of the sentence by a pair of commas, brackets or dashes. • Display Letter-join's Symbols web page (More letters > Symbols) and revisit correct orientation of commas, brackets and dashes (if necessary). • Using Letter-join's On-line Word Processor, model sentences to show how to use parenthesis correctly. • Invite children to think of their own examples. • Complete Letter-join's Parenthesis worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work.</p> | <p>Letter-join's On-line Word Processor. Letter-join's Parenthesis worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens.</p> | <p>Can the children demonstrate the correct use of parenthesis in their writing?</p> | |
| 42 | <ul style="list-style-type: none"> • Ask the children to define a synonym (words that mean the same or nearly the same). • Use Letter-join's Word Animator to model synonyms (happy – content, cheerful, joyful, etc.). • Encourage children to use a dictionary or thesaurus to help them find synonyms for little, quiet, walk and happy to use in their writing. • Complete Letter-join's Synonyms worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | <p>Whole class teaching. IWB demonstration and interactivity. Individual written work.</p> | <p>Letter-join's Word Animator. Dictionary and/or thesaurus. Letter-join's Synonyms worksheet. 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 synonyms to enhance their writing?</p> | |
| Differentiation | | | | | |
| <p>Extra Practice Make a list of synonyms for good, clean, cold, tired, etc.</p> | | | <p>Extra Challenge Make up sentences using the different types of parenthesis.</p> | | |

Ellipsis

Antonyms

Learning outcomes:

- To be able to write sentences demonstrating the correct use of ellipsis.
- To use a dictionary or thesaurus to find information.
- To be able to use antonyms to enhance written work.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|--|---|---|--|---|
| 43 | <ul style="list-style-type: none"> • Explain to the children that an ellipsis is three dots to show missing words, a pause for effect or an unfinished thought. • Use Letter-join's On-line Word Processor to model sentences showing the different uses of an ellipsis. • Invite children to think of their own examples. • Complete Letter-join's Ellipsis worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's On-line Word Processor. Letter-join's Ellipsis worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children demonstrate the correct use of ellipsis in their writing? | |
| 44 | <ul style="list-style-type: none"> • Ask the children to define an antonym (words with opposite meanings). • Use Letter-join's Word Animator to model antonyms (happy – melancholy, dejected, woeful, etc.). • Encourage children to use a dictionary or thesaurus to help them find antonyms for tiny, easy, cheerful, etc. to use in their writing. • Complete Letter-join's Antonyms worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's Word Animator. Dictionary and/or thesaurus. Letter-join's Antonyms worksheet. 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 antonyms to enhance their writing? | |
| Differentiation | | | | | |
| Extra Practice Make a list of antonyms for tall, thin, wide, polite etc. | | | Extra Challenge Make up sentences using the different types of ellipsis. | | |

Homographs

Homophones I

Learning outcomes:

- To be able to use homographs in the correct context.
- To be able to use homophones in the correct context.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|---|---|---|---|---|
| 45 | <ul style="list-style-type: none"> • Explain to the children that homographs are words with the same spelling but different meanings. • Use Letter-join's On-line Word Processor to model sentences showing homographs (Please <u>close</u> the door. You are standing <u>close</u> to me.) • Invite children to think of sentences to show the different meanings of words such as bow, wind, ring, live, right, etc. • Complete Letter-join's Homographs worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's On-line Word Processor. Letter-join's Homographs worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children demonstrate an understanding of homographs in their writing? | |
| 46 | <ul style="list-style-type: none"> • Explain to the children that homophones are words that sound the same but have different meanings. • Use Letter-join's On-line Word Processor to model sentences containing homophones (I <u>ate</u> a cake. There are <u>eight</u> cakes.) • Children to work with their learning partners: each choose one homophone from a pair (examples on Letter-join's Homophones 1,2 and 3 worksheets) and write it in a sentence on their mini-whiteboards. • Each child to read their sentence to the class. • Complete Letter-join's Homophones 1 worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. Class discussion. Pair work. Individual written work. | Letter-join's On-line Word Processor. Letter-join's Homophones 1 worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children demonstrate an understanding of homophones in their writing? | |
| Differentiation | | | | | |
| Extra Practice Use Letter-join's Magic Word facility to practice writing homographs/homophones on tablets. | | | Extra Challenge Complete Letter-join's Homophones 2 and 3 worksheets. | | |

Punctuation Marks

Punctuation in Practice

Learning outcomes:

- To be able to form all punctuation marks clearly.
- To be secure in the use of punctuation and capital letters.
- To apply the correct punctuation in sentences.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|---|---|--|--|---|
| 47 | <ul style="list-style-type: none"> • Explain to the class that it is very important to write punctuation marks clearly and correctly in their writing. • Display Letter-join's Symbols web page (More letters > Symbols) and revisit the correct orientation of all punctuation marks. • Invite children to write sentences using selected punctuation marks on their mini-whiteboards. • Practise writing all punctuation marks with Letter-join's Punctuation Marks worksheet. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Mini-whiteboards and pens. Letter-join's Punctuation Marks worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children form all punctuation marks clearly? Can they apply the correct punctuation in sentences? | |
| 48 | <ul style="list-style-type: none"> • Explain to the class the importance of clear punctuation and capital letters in their writing. • Use Letter-join's On-line Word Processor to write some un-punctuated sentences. • Invite children to add punctuation marks and capital letters. • Complete letter-join's Punctuation in practice worksheet. • Encourage children to revise and edit their work. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's On-line Word Processor. Letter-join's Punctuation in Practice worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Are the children secure in the use of punctuation and capital letters? | |
| Differentiation | | | | | |
| Extra Practice Use Letter-join's Magic Word facility to practice writing punctuation marks on tablets. | | | Extra Challenge Work with a partner: each write a paragraph about your favourite TV programme and then check each other's work for correct punctuation. | | |

Note-taking: Little Red Riding Hood

Maths: Months of the Year

Learning outcomes:

- To be able to write the key details of a story in note form.
- To be able to name the months of the year in order.
- To be able to write the names of the months correctly.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|--|--|---|---|---|
| 49 | <ul style="list-style-type: none"> • Explain to the children that they are going to practise writing in note form. • Display Letter-join's Note-taking 1: Little Red Riding Hood worksheet and read the bullet points with the class. • Point out the use of bullet points and abbreviations, rather than full sentences, to note the key details. • Invite children to name other well-known traditional tales and ask them to briefly list the main events. • Practise making notes with Letter-join's Note-taking 1: Little Red Riding Hood worksheet. | Whole class teaching. Individual written work. | Letter-join's Note-taking 1: Little Red Riding Hood worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children write the key details of a story in note form? | |
| 50 | <ul style="list-style-type: none"> • Explain to the children that when working out maths problems we often need a good knowledge of the calendar. • Invite children to name the months of the year in the correct order. • Check their knowledge of how many days, weeks, months in a year. • Complete Letter-join's Months of the Year worksheet 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 Months of the Year worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children name the months of the year in order? Can they write the names of the months correctly? | |
| Differentiation | | | | | |
| Extra Practice Use Letter-join's Magic Word facility to practice writing the names of the months on tablets. | | | Extra Challenge Write a diary entry in note form. | | |

Note-taking: Sharks

Maths: Units of Measure

Learning outcomes:

- To be able to select key words and information from a text.
- To be able to record key information in note form.
- To be able to record notes legibly.
- To write the units of measure vocabulary correctly.
- To be able to convert between the different units of measure.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|--|---|--|---|---|
| 51 | <ul style="list-style-type: none"> • Explain to the children that when making notes, we use only key words, symbols and abbreviations to write words or short phrases. Best handwriting is not required but it must be legible. • Display Letter-join's Note-taking example on the IWB (see appendix, page 40). Read the text with the children. • Point out that some words are underlined and invite children to suggest reasons for this (to separate key words/information). • Read the notes with the children, pointing out and explaining various symbols/abbreviations. • Complete Letter-join's Note-taking: Sharks worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's Note-taking 2: Sharks worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children select key words and information from a text? Can they record key information in note form? Can they record their notes legibly? | |
| 52 | <ul style="list-style-type: none"> • Explain to the children that when solving problems in maths, they need to be able to convert between different units of measure. • Model units of measure vocabulary on Letter-join's Word Animator. • Ask children questions such as how many mm in one cm, etc. • Complete Letter-join's Units of Measure worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. | Whole class teaching. Individual written work. | Letter-join's Word Animator. Letter-join's Units of Measure worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children write the units of measure vocabulary correctly? Can they convert between the different units of measure? | |
| Differentiation | | | | | |
| Extra Practice Use Letter-join's Magic Word facility to practice units of measure vocabulary on tablets. | | | Extra Challenge Find a passage in an information book and make notes on the key information. | | |

Make a Word Search

Maths: Averages

Learning outcomes:

- To be able to follow written instructions.
- To write capital letters correctly.
- To be able to arrange words in alphabetical order.
- To write the definitions for types of averages correctly.
- To use the definitions to calculate different types of averages.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|--|---|---|---|--|---|
| 53 | <ul style="list-style-type: none"> • Explain to the children that they will be practising writing in capital letters by making a word search (see appendix, page 41). • Display Make a Word Search instructions (How to) on the IWB and read with the class. • Using Letter-join's On-line Word Processor model how to arrange words in alphabetical order. • Complete Letter-join's Make a Word Search template (Grid). | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's On-line Word Processor. Letter-join's Make a Word Search template. Handwriting pencils and pens. | Can the children write capital letters correctly? Can they arrange words in alphabetical order? Can they follow written instructions? | |
| 54 | <ul style="list-style-type: none"> • Explain to the children that they will often need to know how to work out averages in maths. • Display the top part of Letter-join's Finding the Average worksheet on the IWB and read the rhyme with the class. • Use Letter-join's Word Animator to model the words median, mean, mode and range and invite children to give definitions. • Complete Letter-join's Finding the Average worksheet or copy from the IWB into handwriting books/Letter-join's lined writing paper. • Practise learning the poem to help remember averages definitions. | Whole class teaching. Individual work. | Letter-join's Word Animator. Letter-join's Finding the Average worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children write the definitions for types of averages correctly? Can they use the definitions to calculate different types of averages? Can they learn a simple poem? | |
| Differentiation | | | | | |
| Extra Practice Use Letter-join's Magic Word facility to practice the vocabulary for averages on tablets. | | | Extra Challenge Use the Make a Word Search template to design another word search using a list of words of your choice. | | |

Metaphors

Geography: Rivers

Learning outcomes:

- To be able to recognise a metaphor.
- To write metaphor sentences neatly.
- To use the correct vocabulary to describe the journey of a river.
- To be able to choose an appropriate style of handwriting to label a diagram and copy a paragraph.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|---|---|--|--|---|---|
| 55 | <ul style="list-style-type: none"> • Explain to the children that a metaphor is a comparison which is not actually true. It suggests what something is like by comparing it with something else that has a similar quality. • Display Letter-join's Metaphors worksheet on the IWB. Read and discuss with the class the metaphor example sentences. • Invite children to make up their own examples of metaphors. • Complete Letter-join's Metaphors worksheet 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 Metaphors worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children recognise a metaphor? Can they write metaphor sentences neatly? | |
| 56 | <ul style="list-style-type: none"> • Display Letter-join's Rivers worksheet on the IWB showing the journey of a river. • Read the river vocabulary and model the words on Letter-join's Word Animator. • Invite children to fill in the missing words in the paragraph. • Complete Letter-join's Rivers worksheet using cursive or printed handwriting as appropriate, 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 Word Animator. Letter-join's Rivers worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children use the correct vocabulary to describe the journey of a river? Can they choose an appropriate style of handwriting to copy a paragraph and label a diagram? | |
| Differentiation | | | | | |
| Extra Practice Use Letter-join's Magic Word facility to practise river vocabulary on tablets. | | | Extra Challenge Children can use metaphors to describe their family. | | |

Personification

History: Boudicca

Learning outcomes:

- To be able to recognise personification.
- To write personification sentences and a poem neatly.
- To be able to write legibly, fluently and with increasing speed.
- To be able to use research to find out facts about Boudicca.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|---|--|---|---|--|---|
| 57 | <ul style="list-style-type: none"> • Explain to the children that personification is when you give an animal or object qualities or feelings that only a human can have. • Display Letter-join’s Personification worksheet on the IWB. Read and discuss with the class the personification example sentences. • Invite children to make up their own examples of personification. • Complete Letter-join’s Personification worksheet 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 Personification worksheet. Handwriting books or Letter-join’s A4 lined writing paper. Handwriting pens. | Can the children recognise personification? Can they write the personification sentences and poem neatly? | |
| 58 | <ul style="list-style-type: none"> • Display Letter-join’s Boudicca worksheet on the IWB. • 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 Boudicca worksheet. • Proof read to check for mistakes and edit if necessary. • Explore ways to research this topic using books or the internet. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join’s Boudicca worksheet. Handwriting books or Letter-join’s A4 lined writing paper. Handwriting pens. Books/internet. | Can the children write legibly, fluently and with increasing speed? Can they use research to find out facts about Boudicca? | |
| Differentiation | | | | | |
| Extra Practice Underline the key points about Boudicca and write notes about her. | | | Extra Challenge Choose objects around the classroom and describe them using personification. | | |

Hyperbole

Science: Healthy Lifestyle

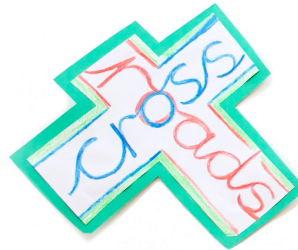
Learning outcomes:

- To be able to recognise hyperbole.
- To become familiar with the use of hyperbole through writing sentences and a poem neatly.
- To be able to write legibly, fluently and with increasing speed.
- To be able to use research to find out about the amount of sugar in foods.

| LESSON | Activities | Teaching | Resources | Success Criteria | ✓ |
|---|--|---|--|--|---|
| 59 | <ul style="list-style-type: none"> • Explain to the children that a hyperbole is when exaggeration is used for effect. • Display Letter-join's Hyperbole worksheet on the IWB. Read and discuss with the class the hyperbole example sentences. • Invite children to make up their own examples of hyperbole. • Complete Letter-join's Hyperbole worksheet 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 Hyperbole worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. | Can the children recognise hyperbole? Can they write the hyperbole sentences and poem neatly? | |
| 60 | <ul style="list-style-type: none"> • Display Letter-join's Healthy Lifestyle worksheet on the IWB. • 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 Healthy Lifestyle worksheet. • Proof read to check for mistakes and edit if necessary. • Explore ways to research the amount of sugar in foods using books or the internet. | Whole class teaching. IWB demonstration and interactivity. Individual written work. | Letter-join's Healthy Lifestyle worksheet. Handwriting books or Letter-join's A4 lined writing paper. Handwriting pens. Books/internet. | Can the children write legibly, fluently and with increasing speed? Can they use research to find out about the amount of sugar in foods? | |
| Differentiation | | | | | |
| Extra Practice Use research to find other examples of hyperbole to copy neatly. | | | Extra Challenge List some of the food you ate yesterday and find out the amount of sugar in each item. | | |

Playing with Words

1. Create a design to illustrate the meaning of a word using cursive handwriting.
2. Look at the examples and think of a word that you could make into an illustration.
3. Sketch ideas on a mini-whiteboard.
4. Choose a design and write the word, using a pencil, on A4 or A5 paper in cursive handwriting and draw the illustration.
5. Use different colours and materials to decorate the word and illustration.
6. Draw a border around the word and cut it out.
7. Stick the design onto coloured paper and cut around it again so it has a coloured border of around 1cm.
8. Use all the designs to make a classroom display.



Note-taking example

When you make notes, you use only key words, symbols and abbreviations to write in short phrases rather than sentences. You don't need to do your best handwriting but it must be legible.

First highlight or underline the key words in the text and then write the information in note form.

Here is an example:

The African Black Mamba is a large and highly venomous snake species native to the south of the Sahara Desert in Africa. It is the second longest venomous snake species in the world and is the fastest moving land snake, capable of moving at 4.32 to 5.4 metres per second (10–12 miles per hour).

It is quite possibly the snake most feared by the population in Africa, considered the most dangerous by some, and has a reputation as a fierce and territorial snake. It can rear up to around one-third of its body from the ground, which can put it at about four feet high.

When under threat, the black mamba delivers multiple strikes, injecting large amounts of toxic venom with each strike, often landing bites on the body or head, unlike other snakes. They are also known to have a 100 percent rate of injecting their venom. The venom of this species is the most rapid-acting venom of any snake species.

Notes:

African Black Mamba.

Large, highly venomous snake species.

South Sahara Desert, Africa.

2nd longest venomous snake.

Fastest land snake (4.32-5.4m/sec 10-12 mph).

Most feared, dangerous, fierce, territorial snake.

Rears up 1/3 of body (4' high).

Under threat - delivers multiple strikes, injecting toxic venom, bites body/head. 100% rate venom injected. Most rapid-acting venom.

Make a Word Search

A word search is a puzzle consisting of letters arranged in a grid, containing several hidden words written in any direction.

1. Choose one of the following groups and make a list of twelve words in capital letters:

- names in your family
- names of children in your class
- names of countries
- different foods
- colours
- objects you would find in a kitchen

2. Arrange your list in alphabetical order.

3. Neatly copy your words on the lines next to the word search grid.

4. Using pencil (in case you make a mistake) organise your words on the grid in any direction, making sure that some overlap.

5. Carefully go over your letters in pen.

6. Now, fill in all the empty squares with other letters to hide your words.

7. Give your word search to a friend to solve.

| | | | | | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. <u>CHEETAH</u> | F | L | A | M | I | N | G | O | | | | S |
| 2. <u>ELEPHANT</u> | | E | | | | | | | | | | E |
| 3. <u>FLAMINGO</u> | | O | | | | L | Z | E | B | R | A | |
| 4. <u>GIRAFFE</u> | | P | E | N | G | U | I | N | C | | | L |
| 5. <u>HYENA</u> | | A | | | I | O | H | | | | | I |
| 6. <u>LEOPARD</u> | | R | | | R | N | E | | | | | O |
| 7. <u>LION</u> | | D | M | | A | T | I | G | E | R | | N |
| 8. <u>MONKEY</u> | | | O | | F | | | | T | | | |
| 9. <u>PENGUIN</u> | | | N | | F | | | A | | | | |
| 10. <u>SEALION</u> | | | K | | E | L | E | P | H | A | N | T |
| 11. <u>TIGER</u> | | | E | | | | | | | | | |
| 12. <u>ZEBRA</u> | N | H | Y | E | N | A | | | | | | |

Points 3 and 4: Copy your words, in alphabetical order, onto the lines and, using a pencil, organise the words on the grid.

| | | | | | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. <u>CHEETAH</u> | F | L | A | M | I | N | G | O | A | G | K | S |
| 2. <u>ELEPHANT</u> | E | E | O | V | B | Y | Z | V | N | U | P | E |
| 3. <u>FLAMINGO</u> | H | O | C | Q | U | G | L | Z | E | B | R | A |
| 4. <u>GIRAFFE</u> | A | P | E | N | G | U | I | N | C | O | I | L |
| 5. <u>HYENA</u> | W | A | F | R | I | S | O | C | H | J | M | I |
| 6. <u>LEOPARD</u> | Y | R | D | X | R | T | M | I | E | H | S | O |
| 7. <u>LION</u> | I | D | M | B | A | T | I | G | E | R | F | N |
| 8. <u>MONKEY</u> | E | X | O | R | F | X | F | D | T | P | J | N |
| 9. <u>PENGUIN</u> | Z | K | N | T | F | Y | L | W | A | B | U | G |
| 10. <u>SEALION</u> | S | L | K | V | E | L | E | P | H | A | N | T |
| 11. <u>TIGER</u> | J | W | E | L | Q | U | O | M | N | T | H | K |
| 12. <u>ZEBRA</u> | D | H | Y | E | N | A | M | E | P | R | A | C |

Points 5 and 6: Go over your letters in pen and fill in the empty squares with other letters.

Teacher's Notes
