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Chapter 1

Revision of joins

Introduction

This chapter is designed to revise and reinforce all of the joins introduced in the Reception–Year 2 book. It is important that the children are fluent and confident with their joins before moving on to further the link between their handwriting and spelling. This chapter is divided into seven sections, each focusing on one type of join, although examples may use more than one kind within individual words. Each section includes three photocopiable pages. In every case you should remind the children how each individual letter is formed, ensuring the correct starting point, direction of writing and finishing point, so that they are able to make the joins properly. Before writing on paper, demonstrate each letter by writing it in the air for the children to copy, starting large and gradually getting smaller. Remember that if you are facing the class as you do this, you should write in ‘mirror writing’ so that the letters appear the right way around to the children. It is important to skywrite the letters with each hand, so that both right- and left-handed children have a model to follow. The children can also practise tracing on an interactive whiteboard. You may also find it useful to refer to the ‘Letter stories’ from the Reception–Year 2 book for these revision exercises, and also to remind the children of the four letter groups, particularly to reinforce starting points:

- Straight down shapes – ‘i’, ‘j’, ‘l’, ‘t’, ‘u’, ‘y’
- Down, up and over shapes (clockwise) – ‘b’, ‘h’, ‘k’, ‘m’, ‘n’, ‘p’, ‘r’
- Up, backwards and around shapes (anticlockwise) – ‘a’, ‘c’, ‘d’, ‘e’, ‘g’, ‘o’, ‘q’, ‘f’, ‘s’
- Zooming shapes – ‘v’, ‘w’, ‘x’, ‘z’

It is worth spending some time looking at the four letters with loops below the line: ‘f’, ‘g’, ‘j’ and ‘y’. Remind the children that these loops will enable them to join all of the letters in the words they write, which, with practice, will make them speedy, fluent writers. All loops should be as similar in size as possible to ensure a neat handwriting style. For further practice, please see the ‘Revision of joins’ section in the Years 3–4 workbook.

In this chapter

End-low diagonal joins page 16	To practise end-low diagonal joins with the letters ‘a’, ‘u’ and ‘i’.
End-low drop-on joins page 20	To practise end-low drop-on joins with the letter pairs ‘ha’, ‘to’ and ‘ba’.
End-high horizontal joins page 24	To practise end-high horizontal joins with the letter pairs ‘ri’, ‘wi’ and ‘om’.
End-high diagonal joins page 28	To practise end-high diagonal joins with the letter pairs ‘ok’, ‘ot’ and ‘rl’.
End-high drop-on joins page 32	To practise end-high drop-on joins with the letter pairs ‘ra’, ‘wo’ and ‘og’.
End-high to ‘e’ joins page 36	To practise end-high joins to ‘e’ with the letter groups ‘ure’, ‘ve’ and ‘we’.
Tricky joins page 40	To practise tricky joins with the letter groups ‘ss’, ‘ee’ and ‘x’.

End-low diagonal joins

Objective

To practise end-low diagonal joins with the letters 'a', 'u' and 'i'.

Background knowledge

This section focuses on revising joins of three of the vowels: 'a', 'u' and 'i'. Joins are from the letter 'a', and both to and from the letters 'u' and 'i'. These are diagonal joins – the joining stroke leads diagonally upwards from the base of one letter to join to the next. Check that the children are forming each individual letter ('a', 'u' and 'i') correctly, so that they have ended in the right place from which to make the join. When forming the join from 'q', encourage children to finish the letter first before travelling from the end of the letter straight up to the start of the next. This will avoid a gap between the 'q' and 'u' that is too large.

Remind left-handers that when making the joins they will be pushing the pen or pencil up the page (this is the opposite of what right-handers do, where the pen or pencil is pulled). Left-handers may wish to lift their pen from the paper while joining, avoiding the need to push awkwardly across the page. If the ink or pencil trace disappears, do not tell them they have to produce a joining mark; however, do ensure they are joining just above the paper, rather than printing.

Activities

● Photocopiable page 17 "A' or 'an'?"

Encourage the children to practise writing the individual letter 'a' while considering whether to use 'a' or 'an' before a noun. They should realise that when a noun begins with a vowel, 'an' is used. The numbered activity reinforces the use of the letter 'a' in prepositions and their correct application within a short piece of text.

● Photocopiable page 18 'A bun for Mum!'

Invite the children to practise joining to the letter 'u' from letters that have ended low, on the line. Note that joins from 'b' and 'p' are slightly different because of the curve on these letters. This may need extra practice, as with the join from the letter 'f', to keep the loop neat and even in size and shape. Left-handers may find the 'f' join particularly tricky, as their hand could cover the loop as they write. Remind them to tilt their paper to the correct angle and to sit directly facing the desk to prevent their hand from covering the paper.

● Photocopiable page 19 'Is it him in the air?'

In this activity children will practise end-low diagonal joins to the vowel 'i'. Challenge them to identify the seven object names that contain an 'i' (knife, ice cream, igloo, island, bird, pencil, light bulb) – three have no letter 'i' (bell, ant, mug). Then encourage them to complete longer words, reinforcing the letter patterns in a wider vocabulary.

Further ideas

● **Word snap:** This simple game provides extra handwriting practice as well as reinforcing quick word recognition. Ask the children to create word cards of the words they have been practising using joined handwriting. They will need to write bigger than their usual handwriting so other players will be able to read the words easily. Tell the children to shuffle their cards and use the usual rules for 'Snap' to play 'Word snap'.

Digital content

On the digital component you will find:

- Animations of the joins.
- All of the photocopiable sheets.


End-low diagonal joins

'A' or 'an'?


- Write 'a' or 'an' before each of these nouns.



an ant




 _____ bee




 _____ fox




 _____ egg




 _____ octopus




 _____ dog




 _____ goal




 _____ umbrella




 _____ icicle



 _____ lake



 _____ apple



 _____ elephant

- Can you see a rule for deciding when to use 'a' or 'an'? Tell a friend.

- Choose the right word from the box to write in the spaces below.

at	all	an	am	any
----	-----	----	----	-----

On (1) day of the week I (2) keen to get (3) of my work finished (4) school. It is sometimes (5) effort to do, but I always try hard. I (6) not that good (7) the things I have to do, so I have to work even harder on (8) that I find difficult. If I do really well, my teacher gives me (9) extra star!

 1) _____

 2) _____

 3) _____

 4) _____

 5) _____

 6) _____

 7) _____

 8) _____

 9) _____

- Then copy the whole piece onto a separate sheet of paper.