

# Writing

Composition

*Louis Fidge*

1

I can



MACMILLAN FOUNDATION SKILLS

# Writing 1

Composition

*Louis Fidge*



MACMILLAN

# Scope and Sequence

<b>Unit 1</b> Skills	<b>Handwriting patterns (1)</b> pencil control; fluency of movement; left to right direction
<b>Unit 2</b> Skills	<b>Handwriting patterns (2)</b> pencil control; fluency of movement; left to right direction
<b>Unit 3</b> Skills	<b>Handwriting patterns (3)</b> pencil control, fluency of movement; left to right direction
<b>Unit 4</b> Skills	<b>The letters i and l</b> identification, letter formation, initial letter sounds
<b>Unit 5</b> Skills	<b>The letters t and u</b> identification, letter formation, initial letter sounds
<b>Unit 6</b> Skills	<b>The letters j and y</b> identification, letter formation, initial letter sounds
<b>Unit 7</b> Skills	<b>The letters r and n</b> identification, letter formation, initial letter sounds
<b>Unit 8</b> Skills	<b>The letters h and b</b> identification, letter formation, initial letter sounds
<b>Unit 9</b> Skills	<b>The letters m and p</b> identification, letter formation, initial letter sounds
<b>Unit 10</b> Skills	<b>The letters c and o</b> identification, letter formation, initial letter sounds
<b>Unit 11</b> Skills	<b>The letters a and g</b> identification, letter formation, initial letter sounds
<b>Unit 12</b> Skills	<b>The letters d and q</b> identification, letter formation, initial letter sounds
<b>Unit 13</b> Skills	<b>The letters e and s</b> identification, letter formation, initial letter sounds
<b>Unit 14</b> Skills	<b>The letters f and k</b> identification, letter formation, initial letter sounds
<b>Unit 15</b> Skills	<b>The letters v and w</b> identification, letter formation, initial letter sounds
<b>Unit 16</b> Skills	<b>The letters z and x</b> identification, letter formation, initial and final letter sounds
<b>Unit 17</b> Skills	<b>Alphabet practice (1)</b> revision of lower case letter formation in alphabetical order
<b>Unit 18</b> Skills	<b>Handwriting patterns (4)</b> pencil control, fluency of movement; left to right direction

<b>Unit 19</b> Skills	<b>Handwriting patterns (5)</b> pencil control; fluency of movement; left to right direction
<b>Unit 20</b> Skills	<b>Making words</b> word-building CVC words
<b>Unit 21</b> Skills	<b>Colours and numbers</b> learning how to write common colour and number words (1-10)
<b>Unit 22</b> Skills	<b>Parts of the body</b> labelling; learning how to write the names of parts of the body
<b>Unit 23</b> Skills	<b>Fruit and vegetables</b> labelling; learning to write the names of common fruit and vegetables
<b>Unit 24</b> Skills	<b>Rhymes</b> reading and writing phrases containing rhyming CVC words
<b>Unit 25</b> Skills	<b>Capital letters A – F</b> identification, capital letter formation (using children's names)
<b>Unit 26</b> Skills	<b>Capital letters G – K</b> identification, capital letter formation (using children's names)
<b>Unit 27</b> Skills	<b>Capital letters L – P</b> identification, capital letter formation (using children's names)
<b>Unit 28</b> Skills	<b>Capital letters Q – U</b> identification, capital letter formation (using children's names)
<b>Unit 29</b> Skills	<b>Capital letters V – Z</b> identification, capital letter formation (using children's names)
<b>Unit 30</b> Skills	<b>Alphabet practice (2)</b> revision of letter formation, lower case/capital letter matching
<b>Unit 31</b> Skills	<b>Days and months</b> sequencing and writing names of days and months correctly
<b>Unit 32</b> Skills	<b>Signs</b> copying signs in capital letters, finding and writing environmental signs
<b>Unit 33</b> Skills	<b>Things I can do</b> simple sentence structure "I can ..."
<b>Unit 34</b> Skills	<b>Transport</b> transport words; composing and writing simple "Here is a ..." sentences
<b>Unit 35</b> Skills	<b>Animals</b> animal words; composing and writing simple "This is a ..." sentences

# Teacher's Notes – Introduction to the series

## Introduction

Each book in the series offers structured support in helping children write for many different purposes. Throughout the series children encounter fiction, poetry and non-fiction texts. The books are carefully graded and are incremental in difficulty. The books provide a valuable complement to any other resources or series currently being used.

## The activities

This book is designed to help you support your class in learning to write and in developing some essential writing skills. It introduces children to the correct formation of lower case letters and capital letters. These are taught in meaningful contexts, in writing words, phrases and sentences. The workbook also supports the development of phonic and spelling skills.

The first two books in the series focus especially on the teaching of handwriting – teaching individual letter formation, leading on to the introduction of joined script. Developing a fluent, legible style of handwriting is encouraged throughout the rest of the series. The activities, *especially from Book 3 on, support the development of essential compositional writing skills.* They also focus on the technical side of writing, offering focused work on developing punctuation skills.

## The Skills Scope and Sequence Chart

The Skills Scope and Sequence Chart (on pages ii and iii) provides an immediate overview of the workbook and the skills being developed. This chart is very helpful for planning purposes.

## Using the books

To gain maximum benefit from the workbook, it is suggested that it is used systematically, working through each unit one at a time, in the given order. However, the books may also be used flexibly, selecting units as desired to complement other work being done in class.

## Tackling the units in this workbook

It is suggested that prior to working on any unit there is adequate discussion with the pupils to ensure they fully understand what is required of them and can gain maximum benefit from each activity. The instructions on each page are kept to a minimum. Read them to and with your class, pointing to the words and explaining unfamiliar vocabulary as you do so if necessary. When letter shapes are introduced they are marked with a starting point and directional arrows. Paying attention to these and following them will help children develop good writing habits and reinforce the correct formation of each letter. Demonstrate the formation of individual letters to the class on the board, using appropriate vocabulary to explain what you are doing. You may wish to get children to practise forming letters in the air with their fingers to get the “feel” of them, before attempting them in the book.

Individual letters are always shown linked to pictures of objects. Talk about the pictures and make the links between the letter shape and the initial letter sound of each object. Having a good grasp of individual letter sounds is vital in learning to write and spell.

Each unit has an accompanying copymaster in the Teacher's Book, which supports or complements the work done in the unit.

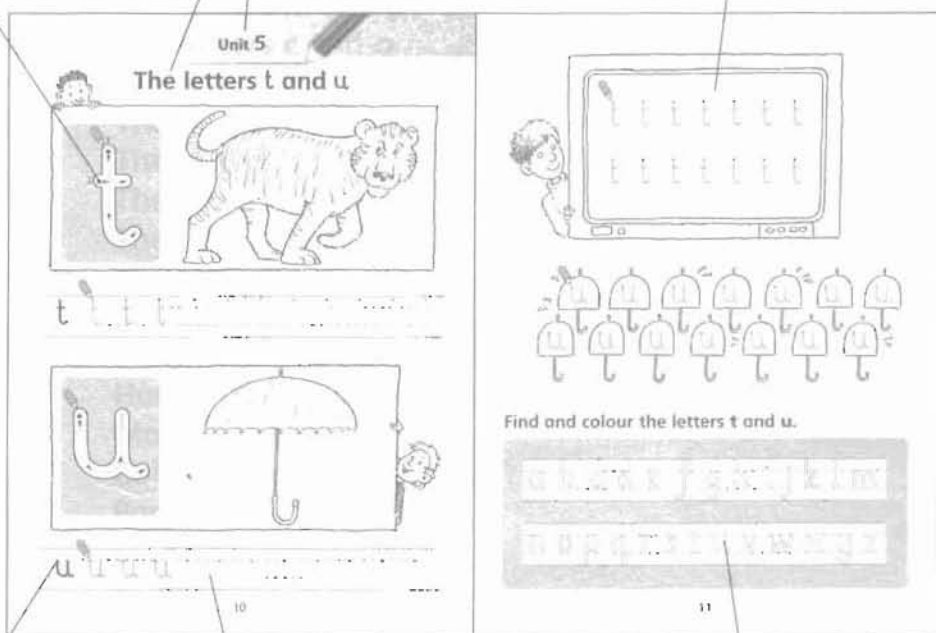
# Some teaching features of the book

There are 35 double-page units of work in this book. Thirteen units are devoted to the specific teaching of lower case letter shapes, grouped together according to the way they are formed, and 5 units to teaching capital letter shapes. The facsimile unit below shows a typical unit teaching lower case letter shapes.

large outline letter with starting point and directional arrows

unit number and title

further activity for reinforcement and extra practice



a line of practice letters, with starting points

guidelines for showing relative position and size of each letter

identifying and discriminating letter shapes taught in context of whole alphabet

## Record sheet

At the end of the book there is a simple record sheet. Encourage children to colour in a balloon each time they successfully complete a unit of work.

Name: \_\_\_\_\_

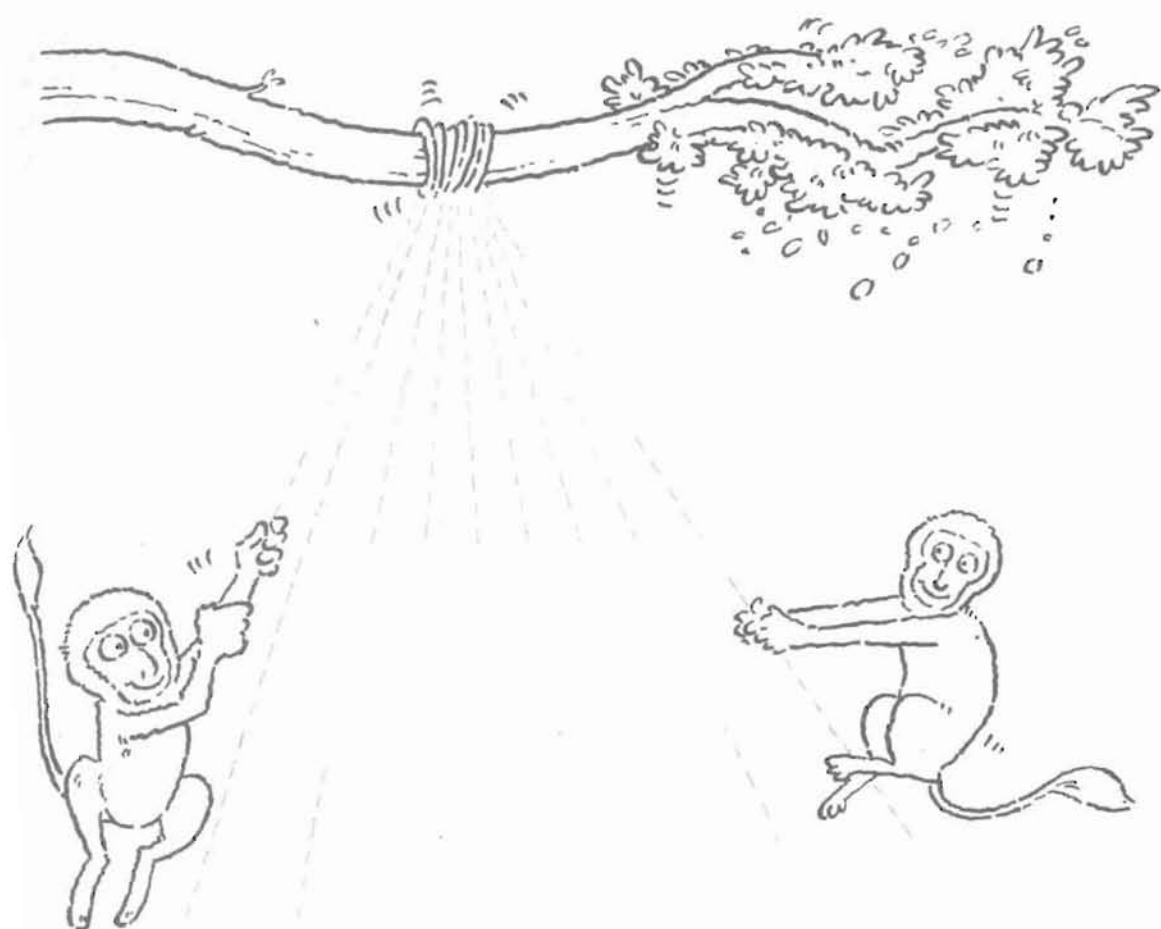
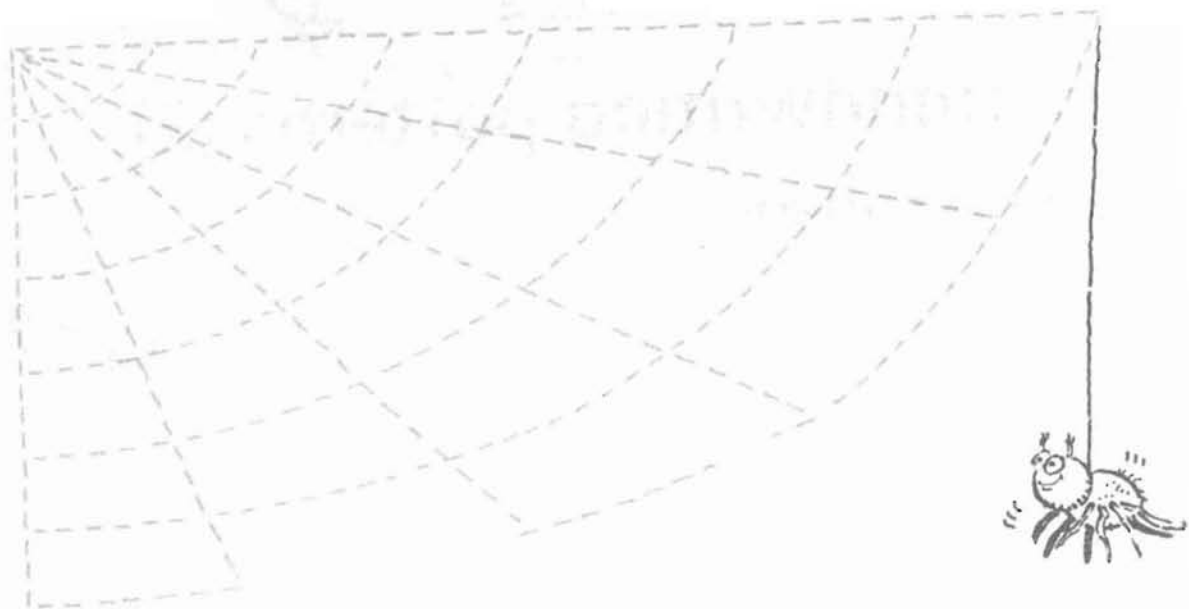
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# Handwriting patterns (1)

Make the patterns.





## Handwriting patterns (2)

Make the patterns.



Finish the pattern.



Make the patterns.



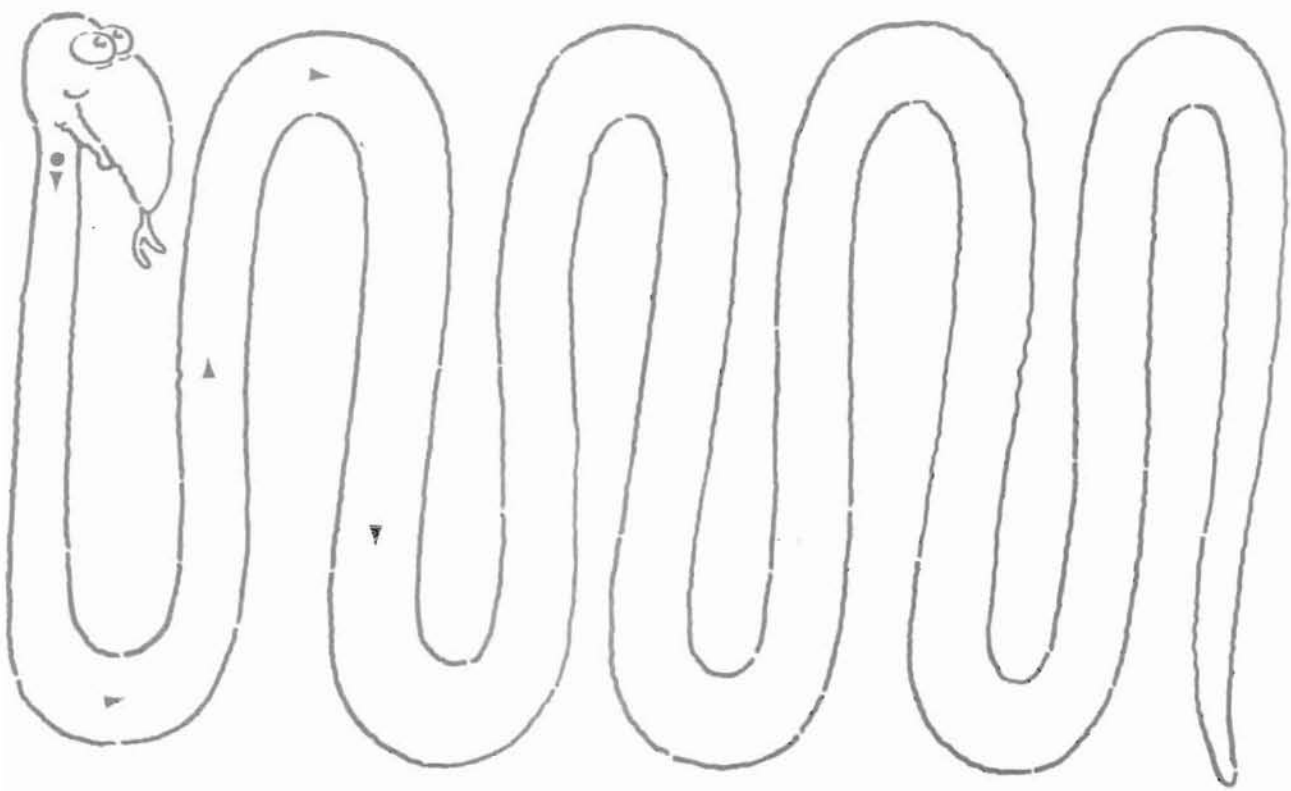
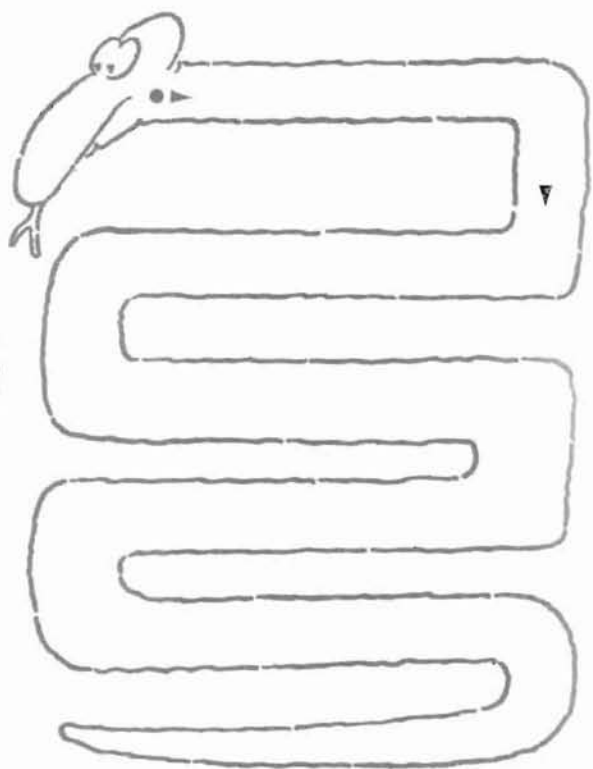
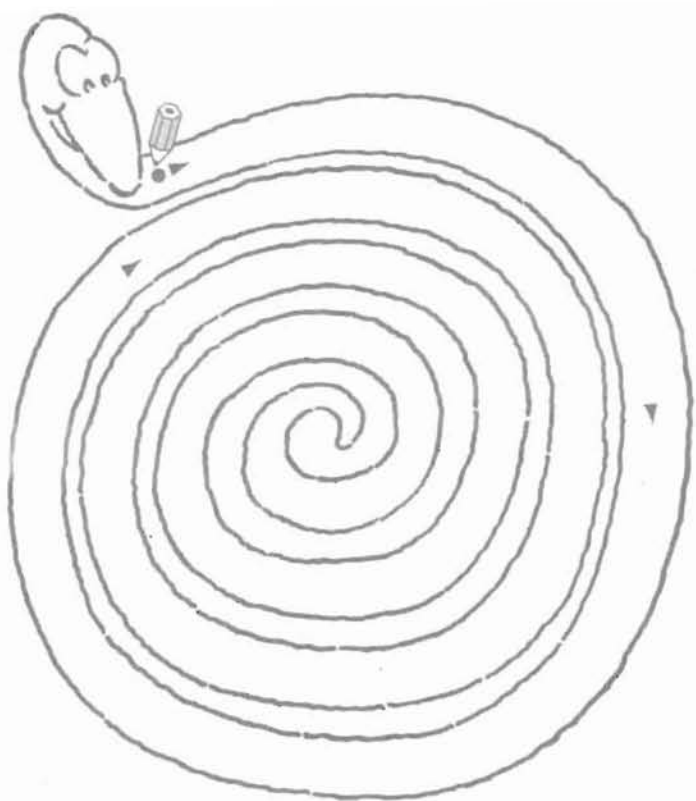
Finish the pattern.



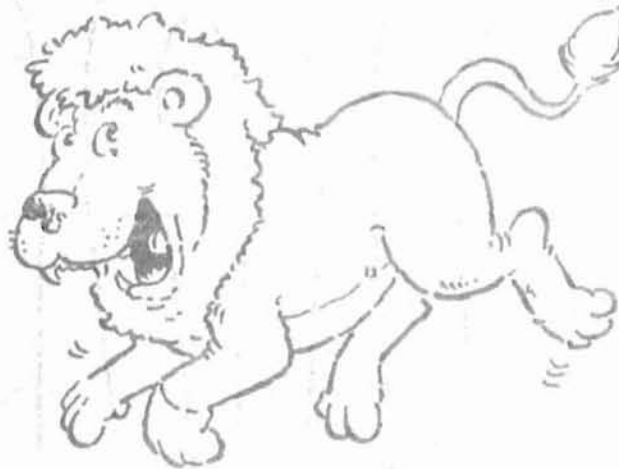
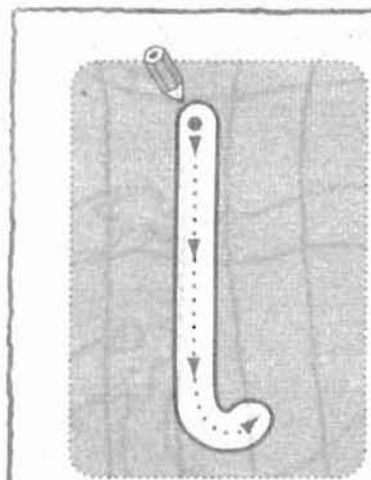
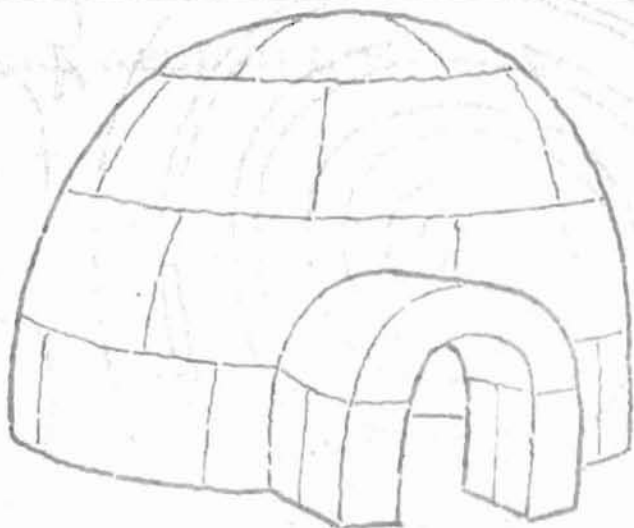
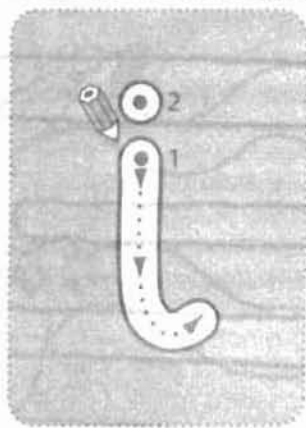
# Handwriting patterns (3)

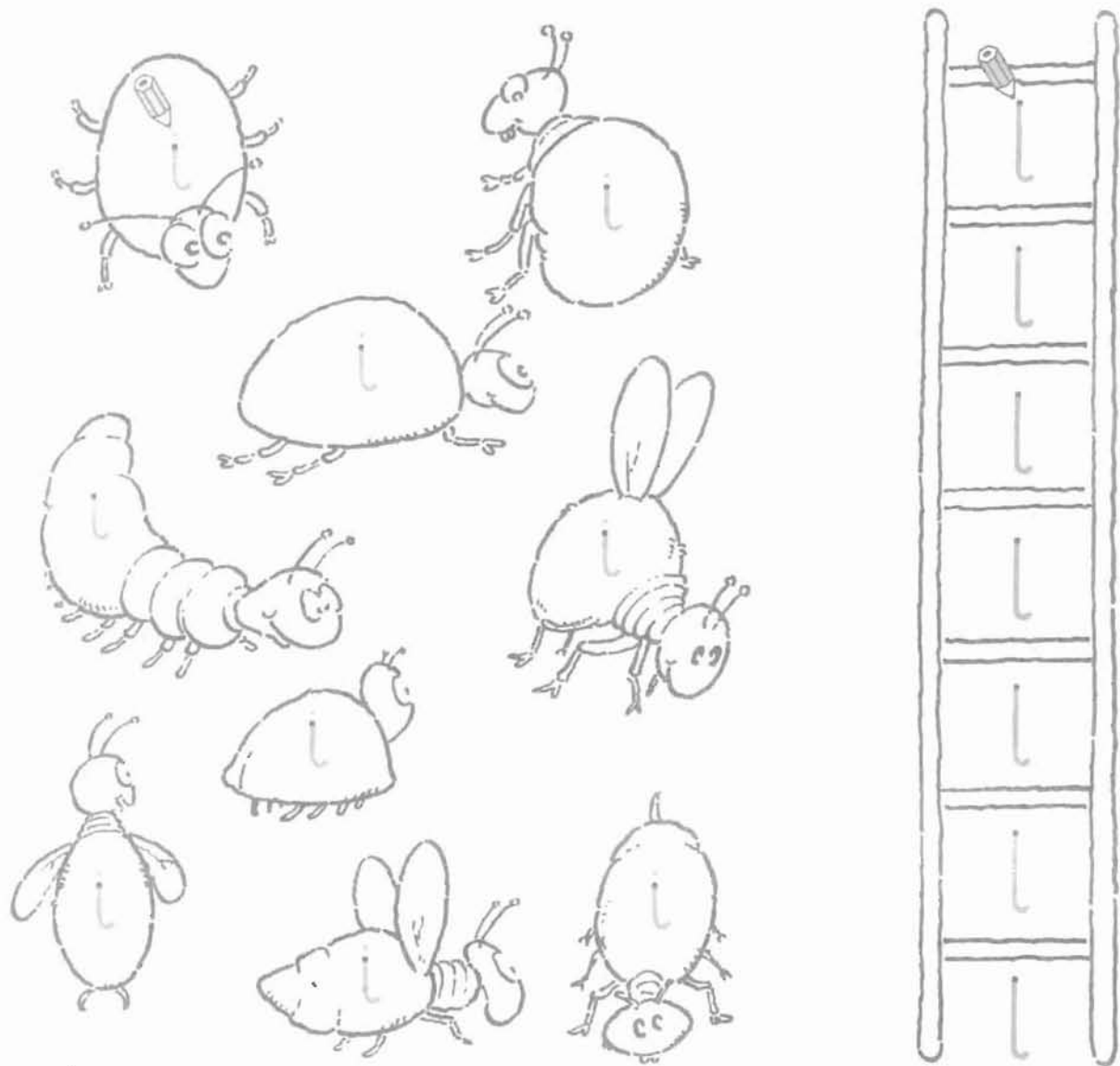
Draw a coloured line. Keep in the snake.



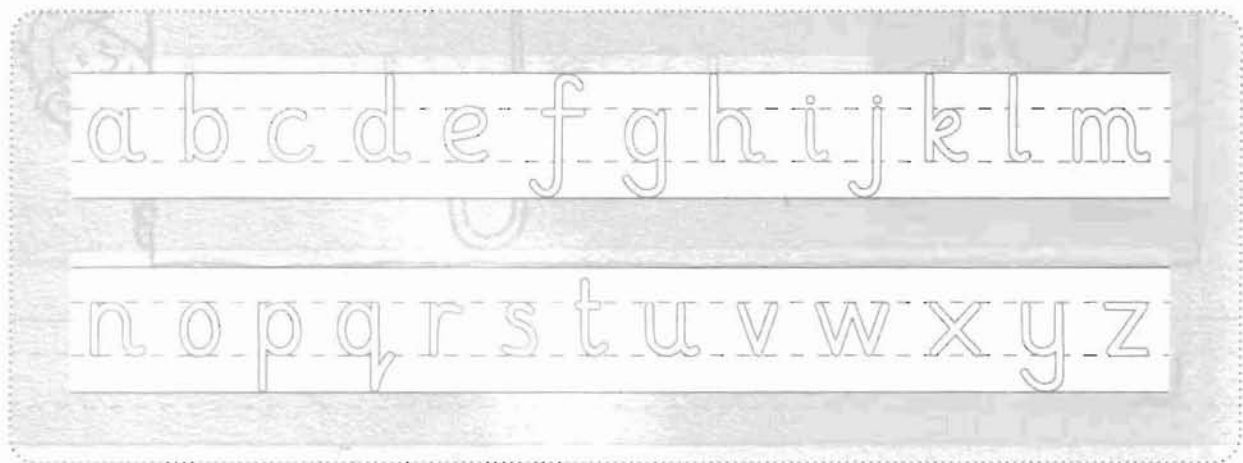


# The letters i and l

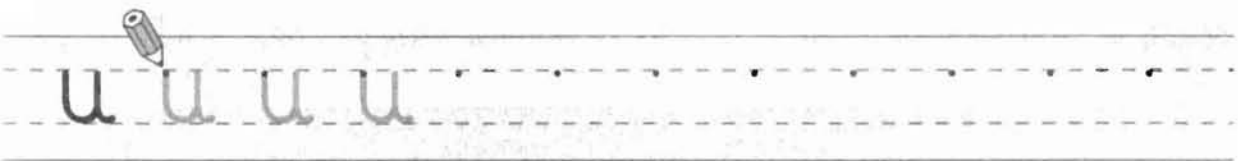
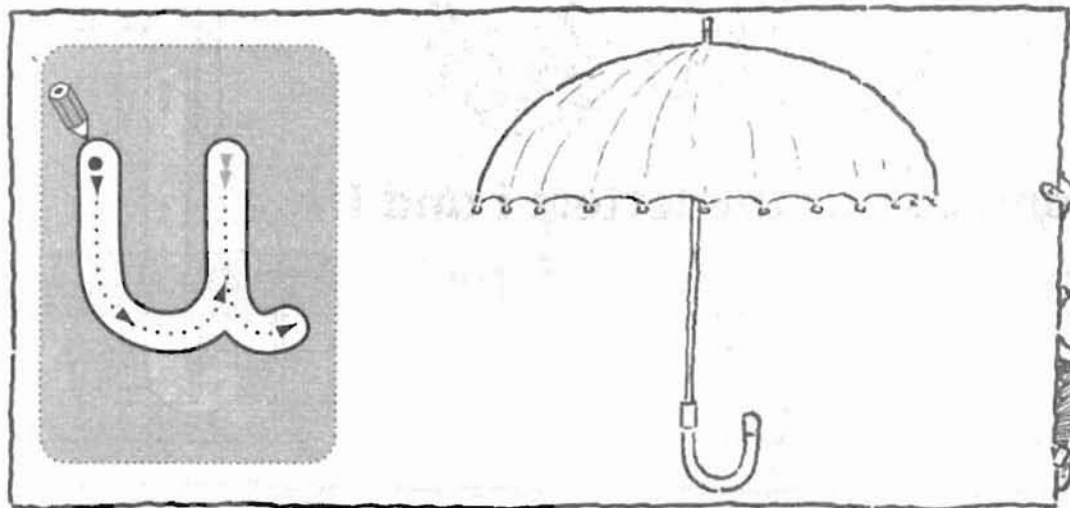
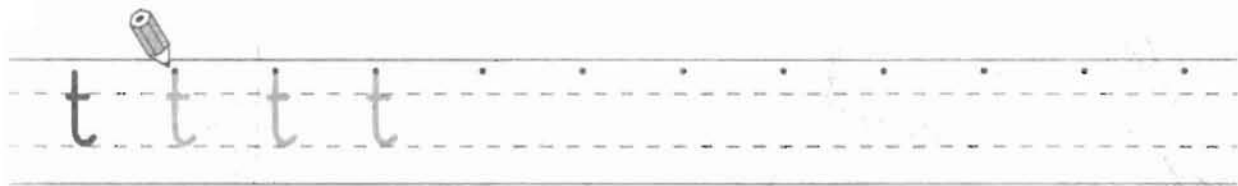
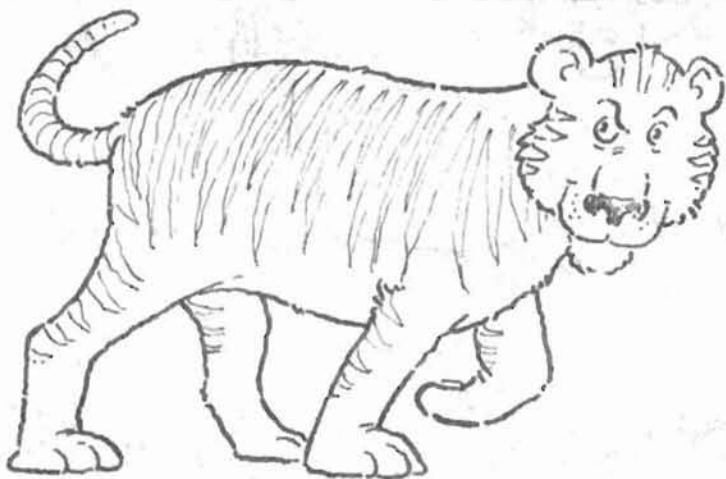
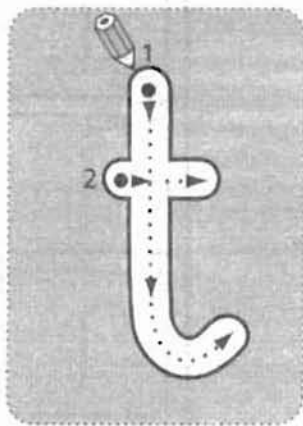


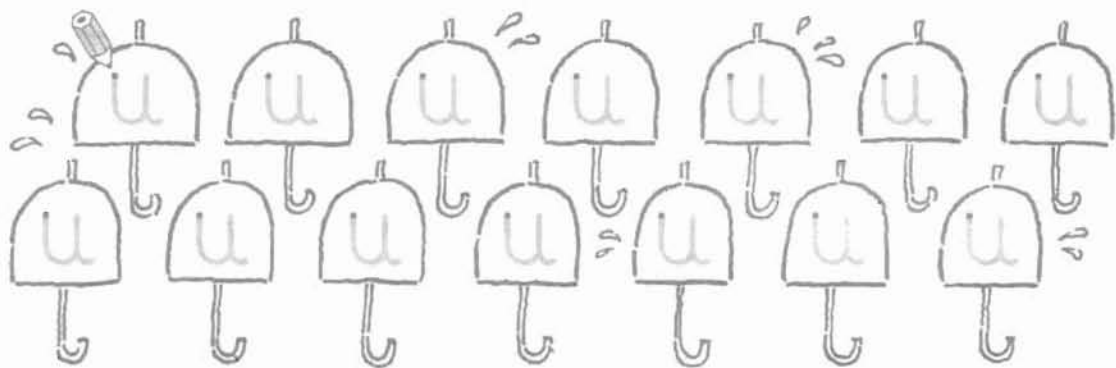
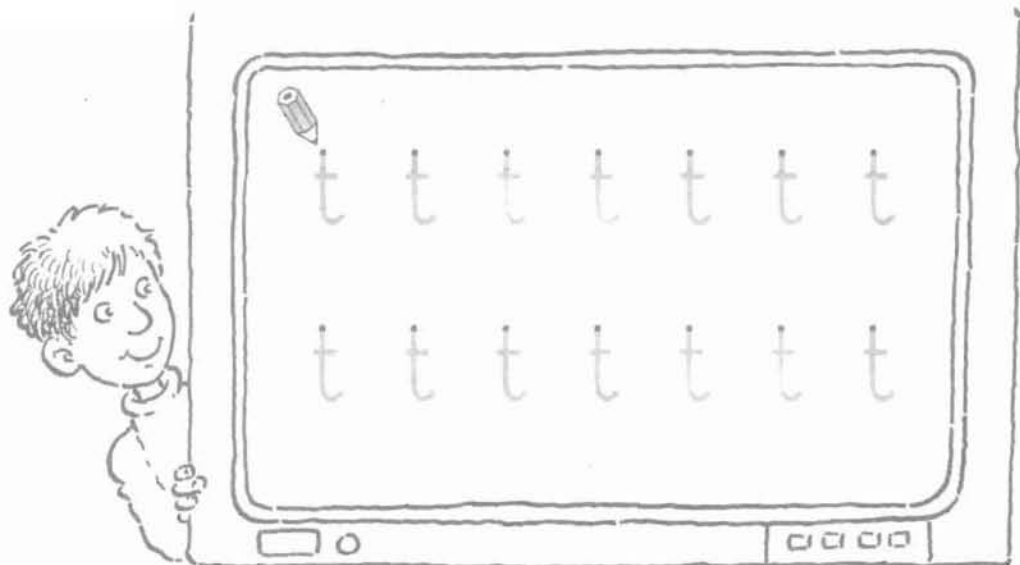


Find and colour the letters i and l.



# The letters t and u



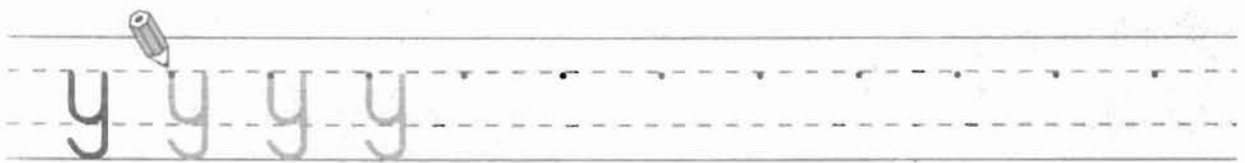
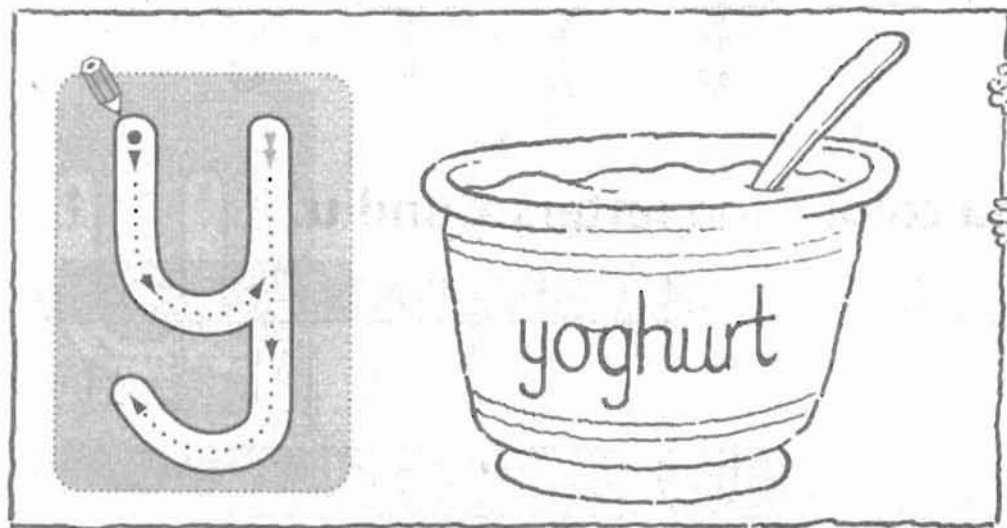
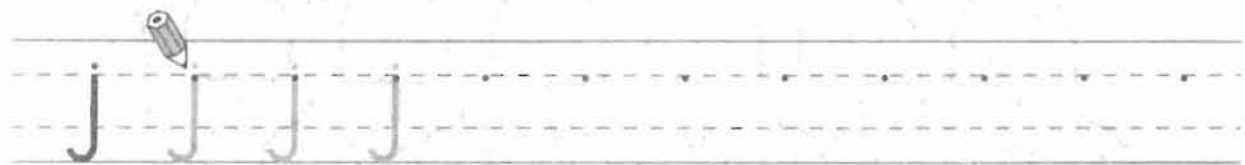
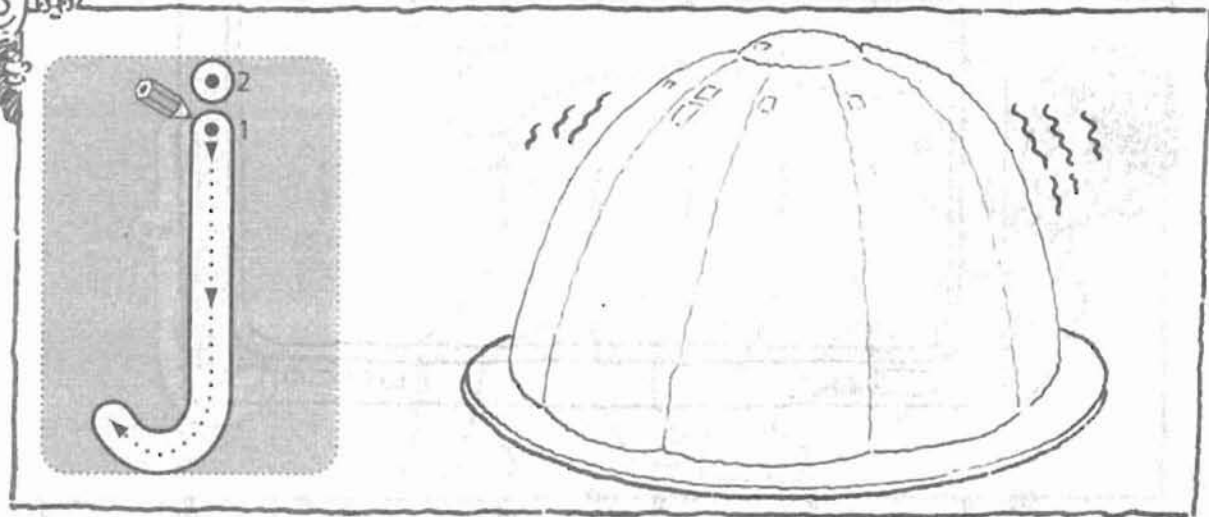


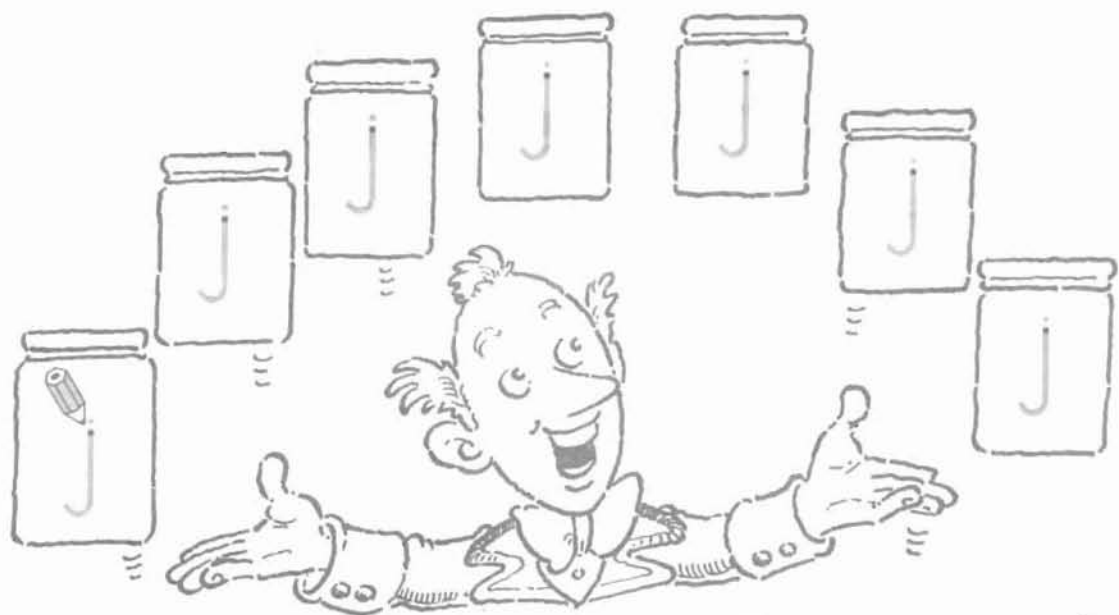
Find and colour the letters **t** and **u**.

a b c d e f g h i j k l m

n o p q r s t u v w x y z

## The letters j and y





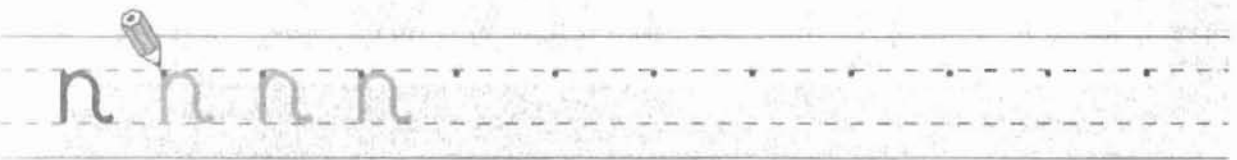
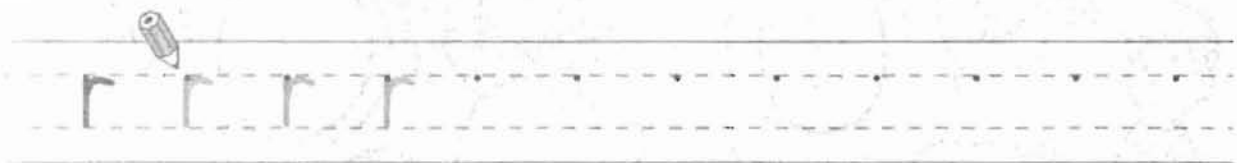
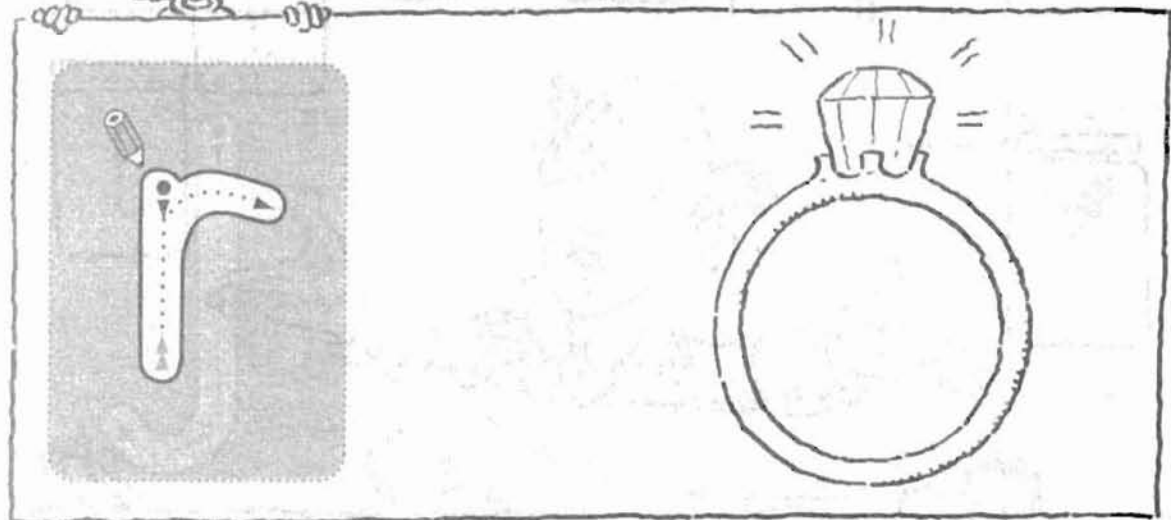
Find and colour the letters j and y.

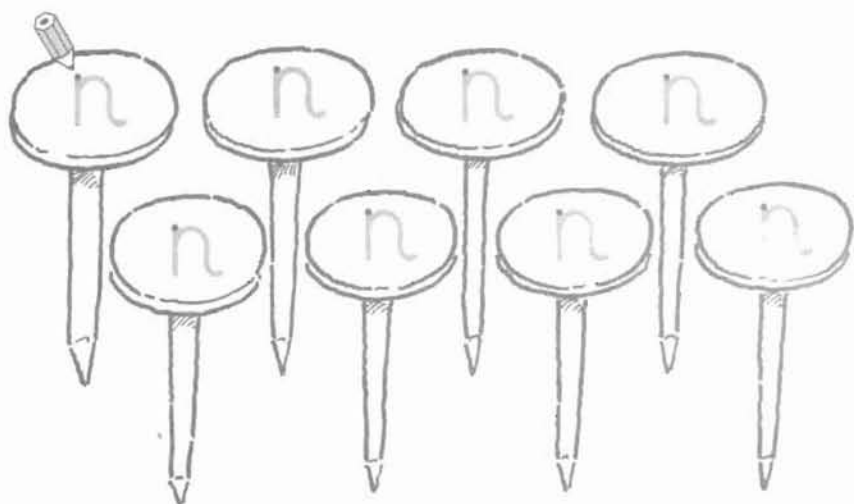
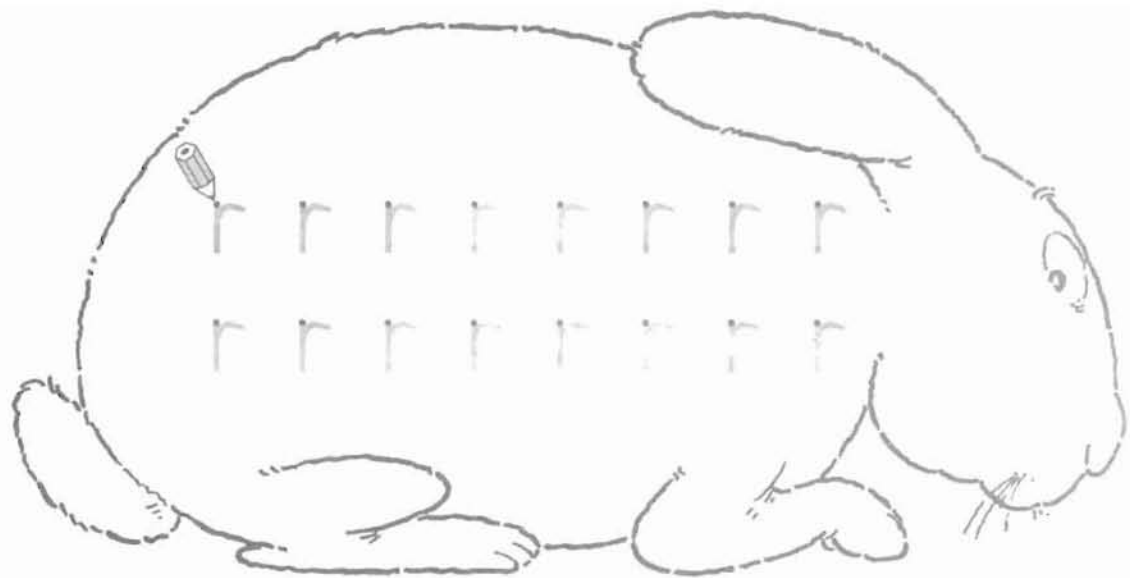
a b c d e f g h i j k l m

n o p q r s t u v w x y z



## The letters r and n



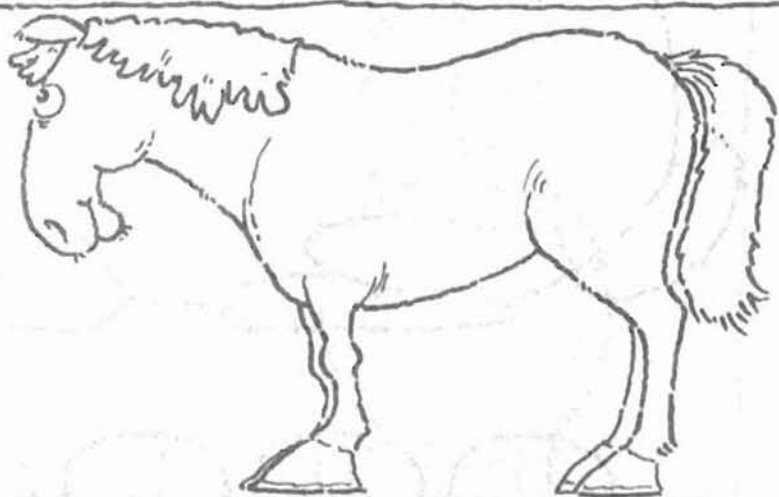
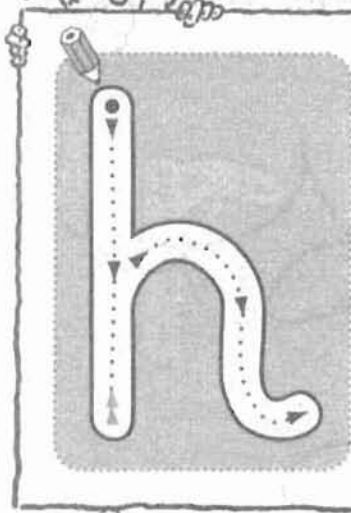


Find and colour the letters r and n.

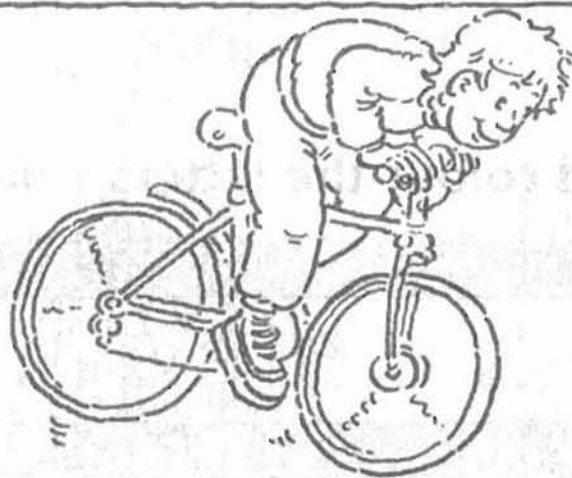
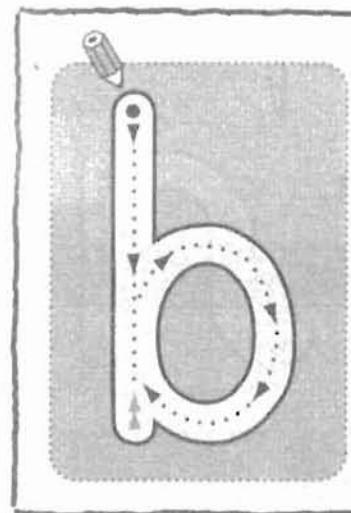
a b c d e f g h i j k l m

n o p q r s t u v w x y z

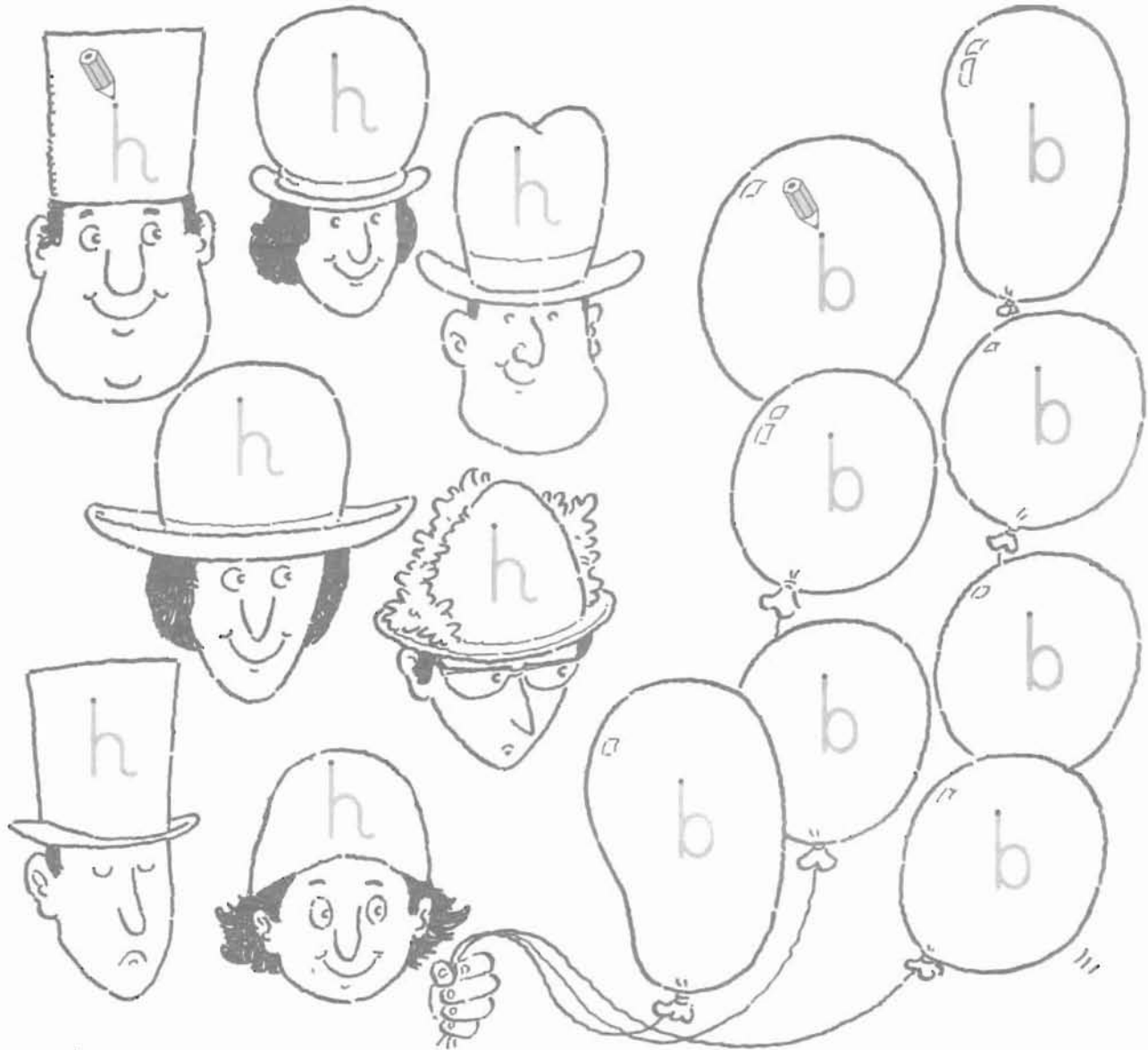
# The letters h and b



h h h h



b b b b

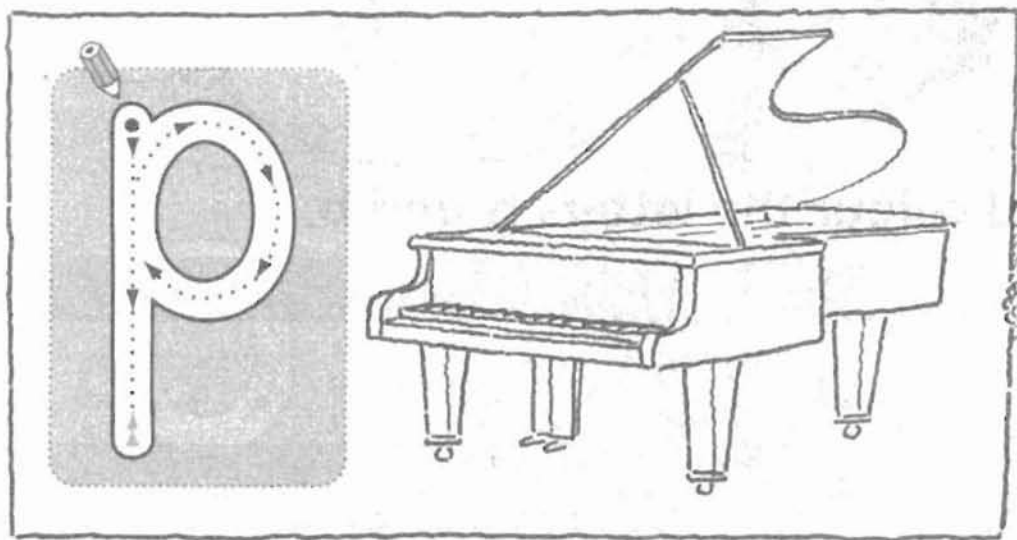
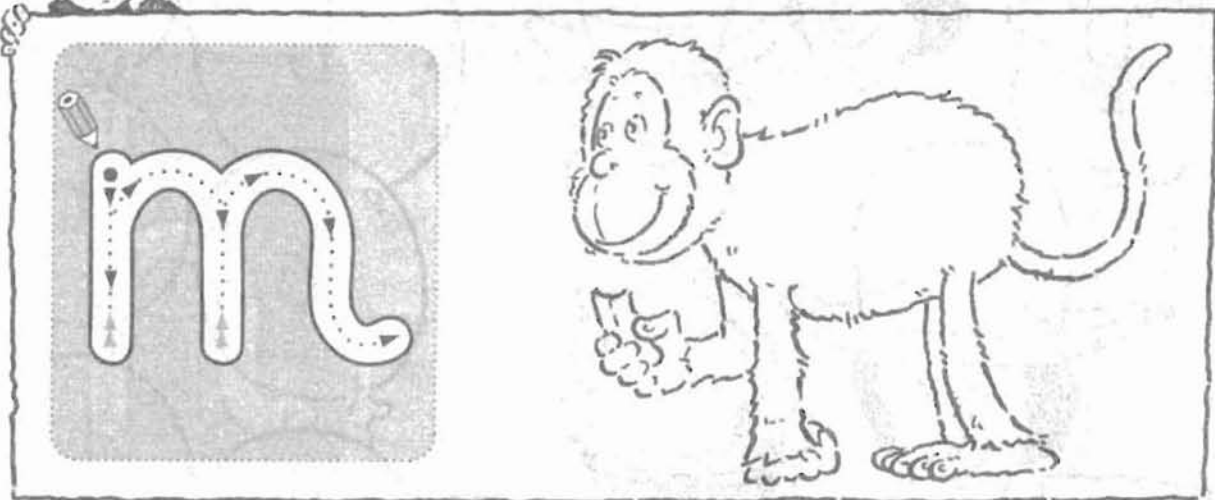


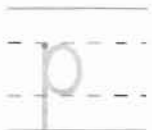
Find and colour the letters **h** and **b**.

a b c d e f g h i j k l m

n o p q r s t u v w x y z

## The letters m and p



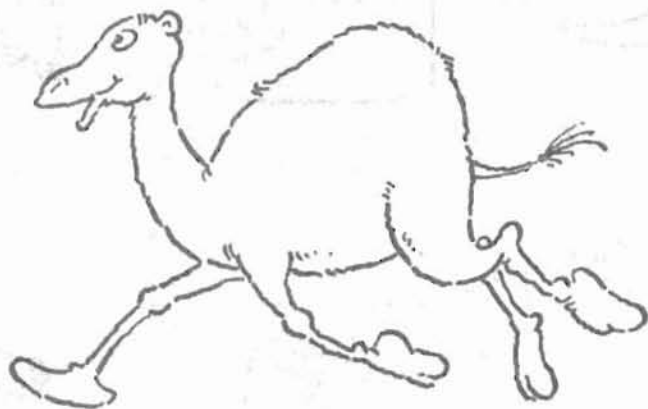


Find and colour the letters **m** and **p**.

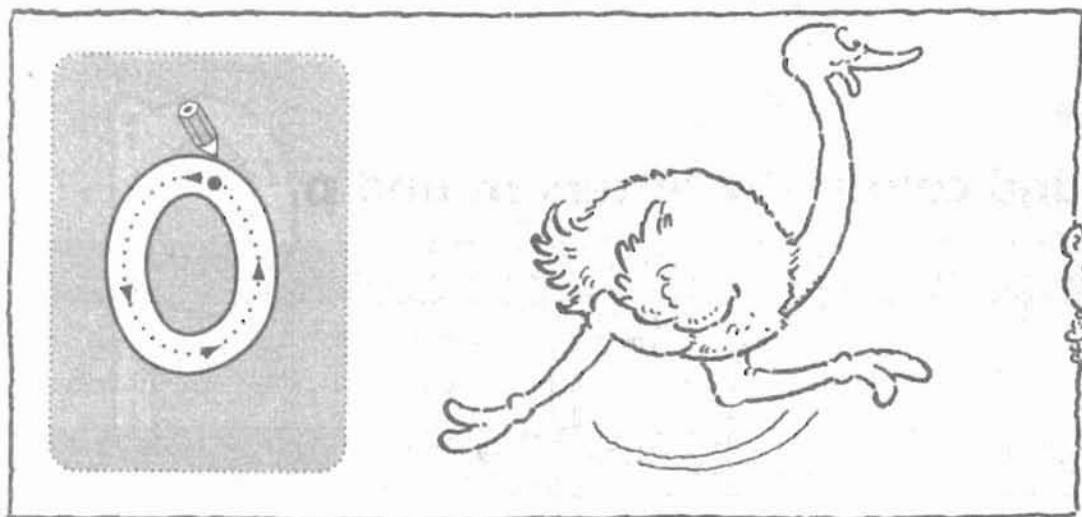
a b c d e f g h i j k l m

n o p q r s t u v w x y z

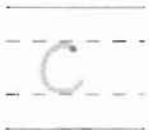
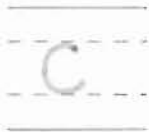
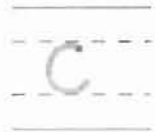
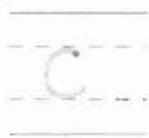
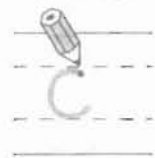
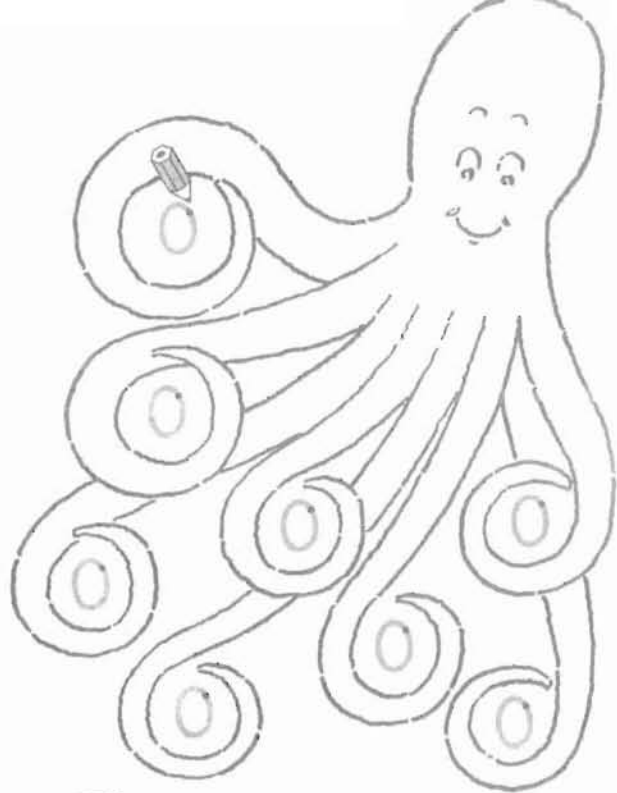
## The letters c and o



c c c c



o o o o

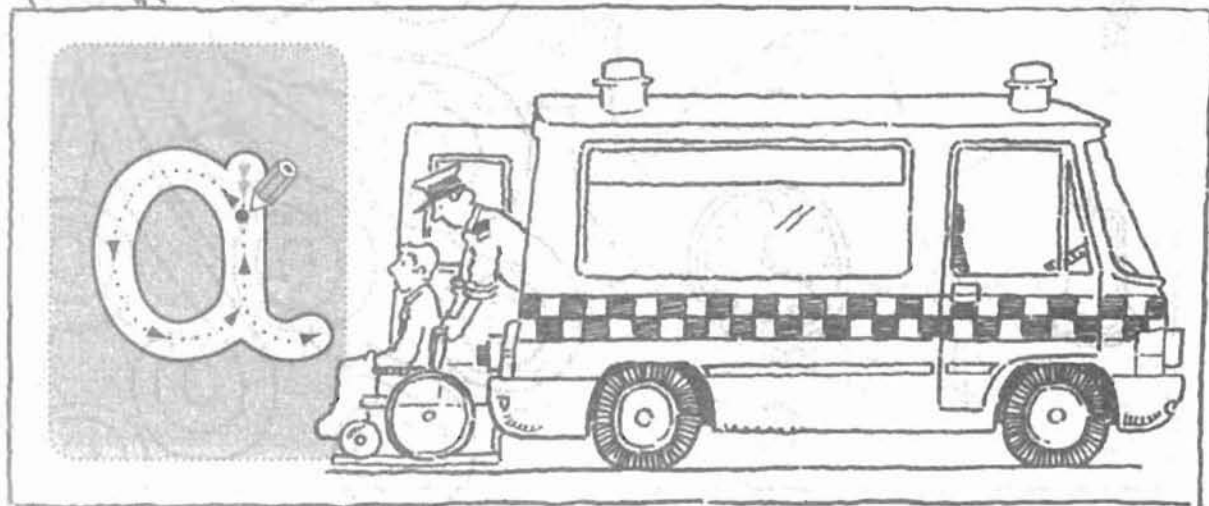


Find and colour the letters c and o.

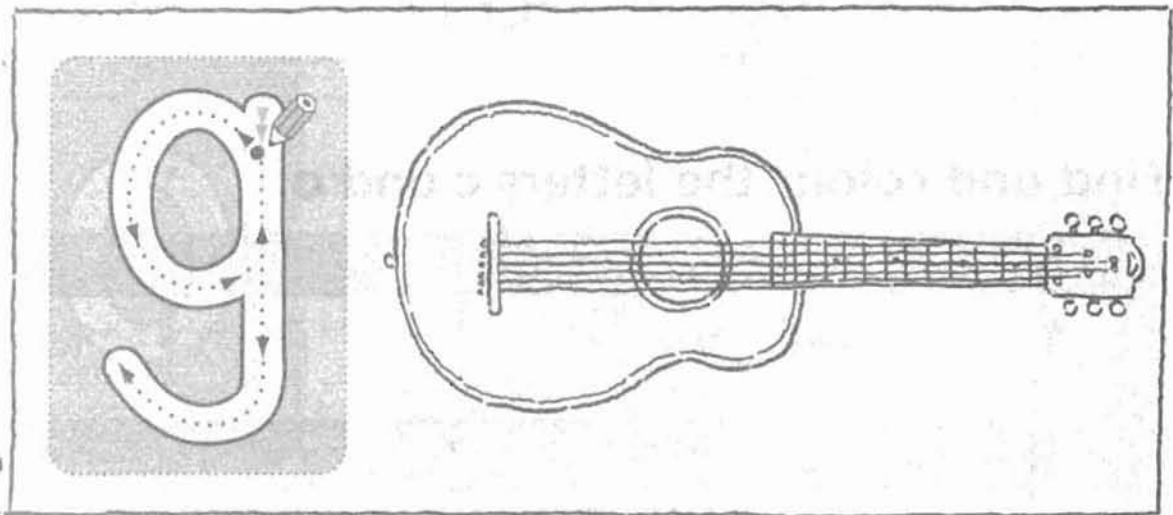
a b c d e f g h i j k l m

n o p q r s t u v w x y z

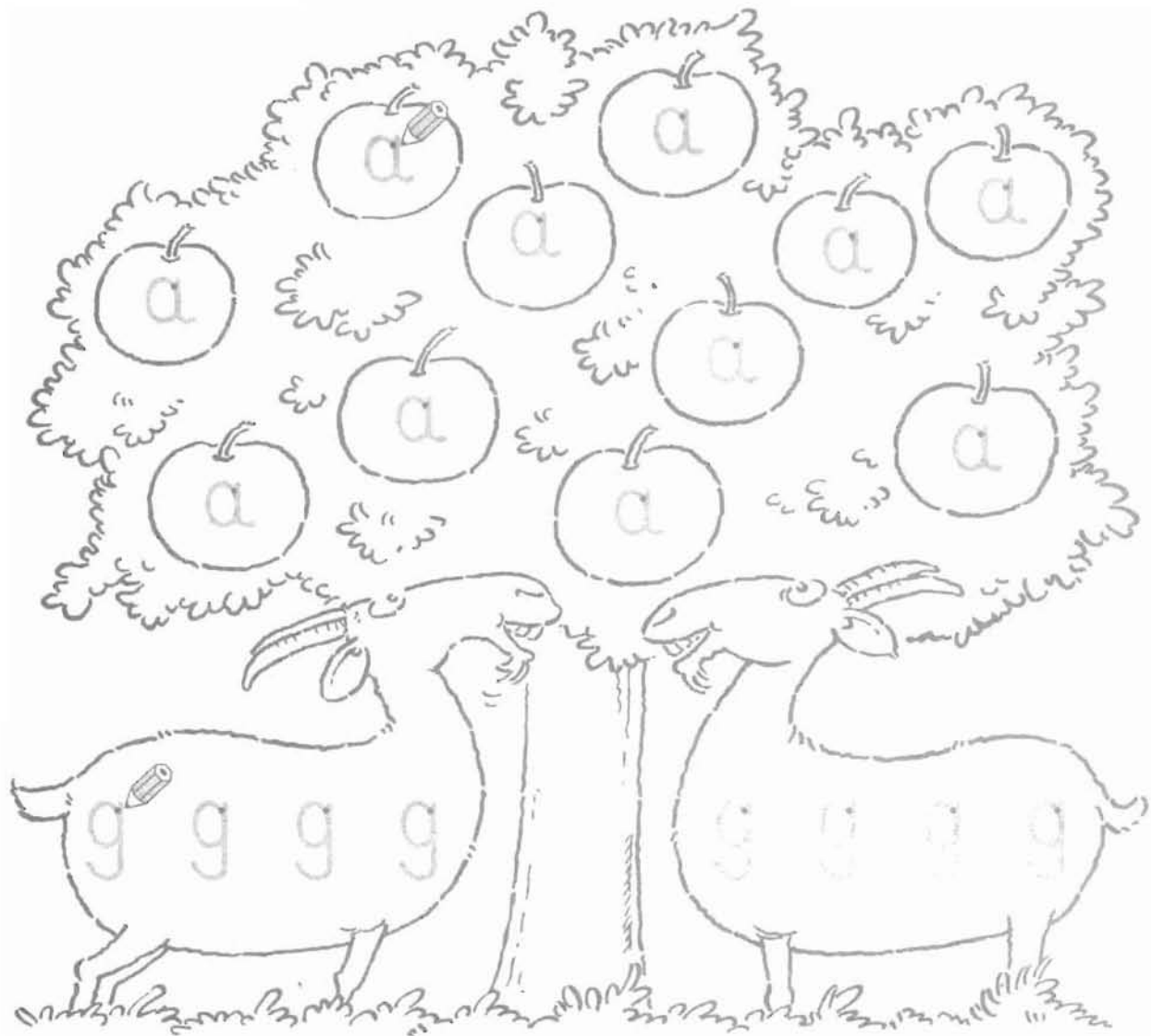
# The letters a and g



a a a a



g g g g

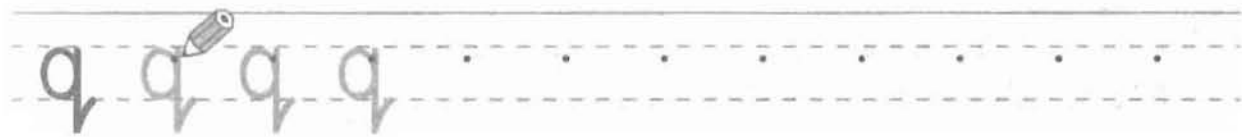
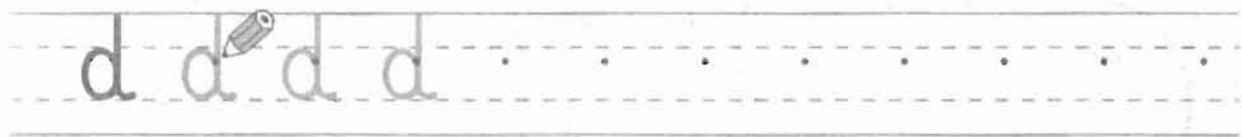
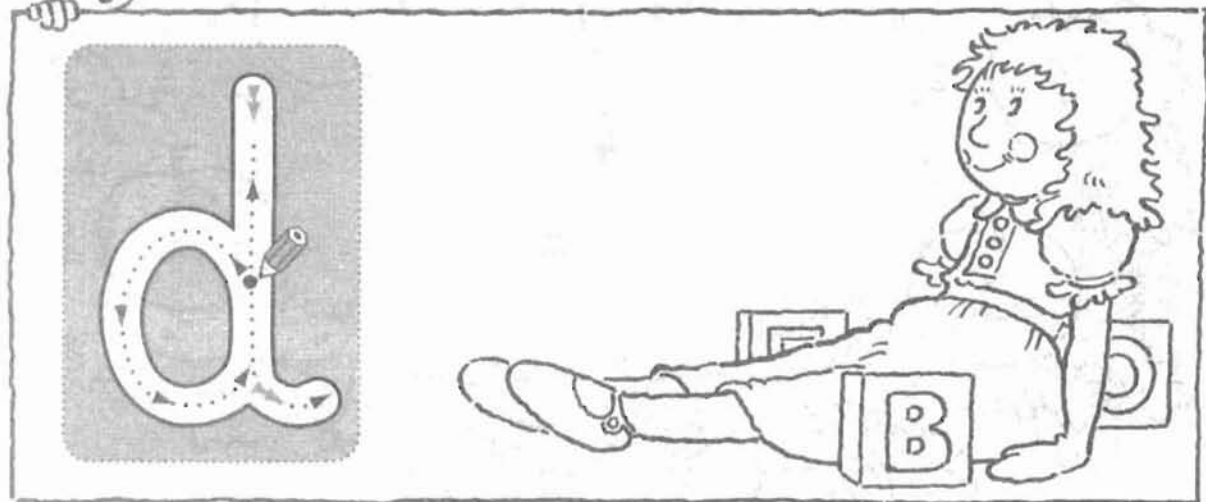


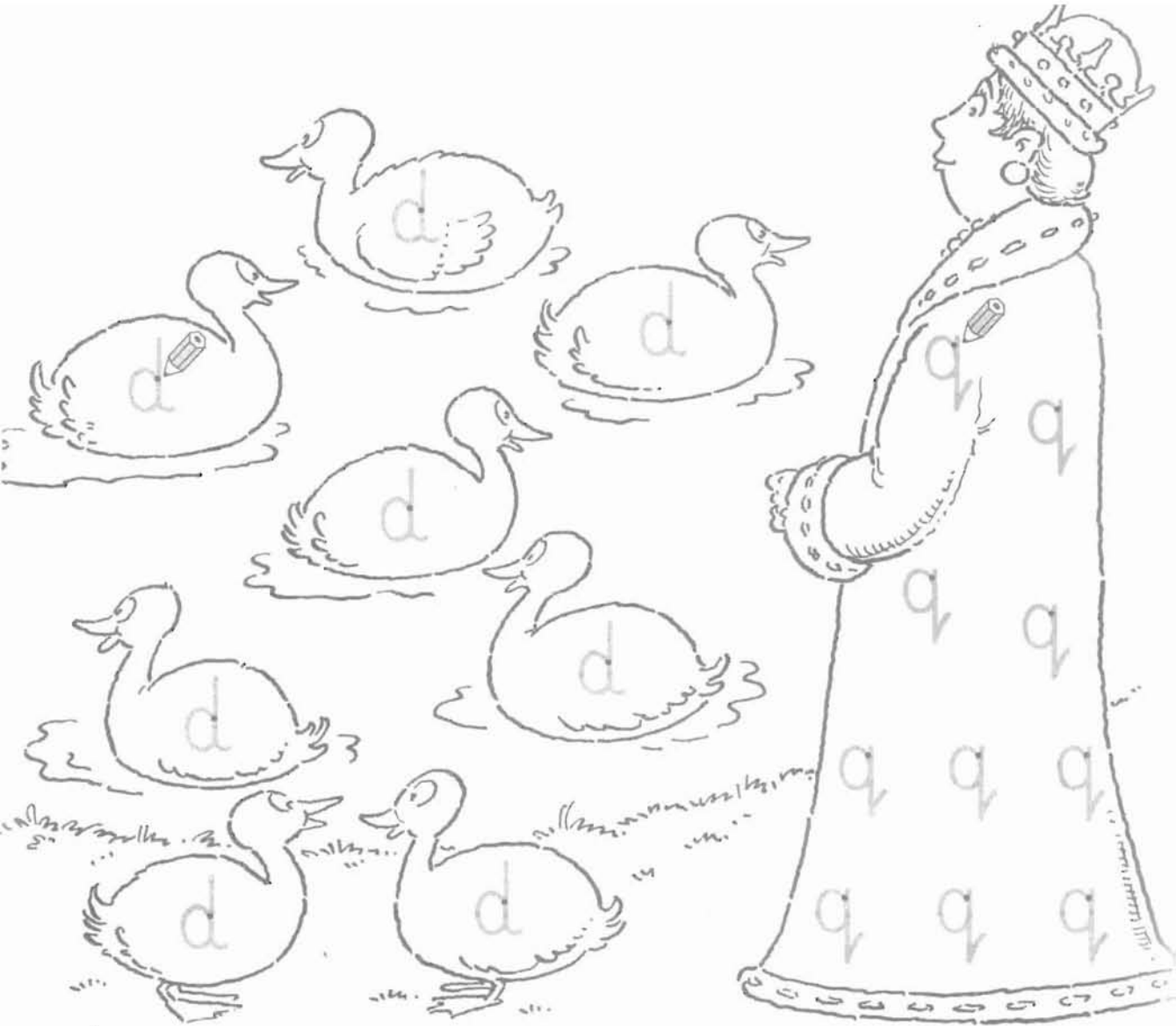
Find and colour the letters **a** and **g**.

a b c d e f g h i j k l m

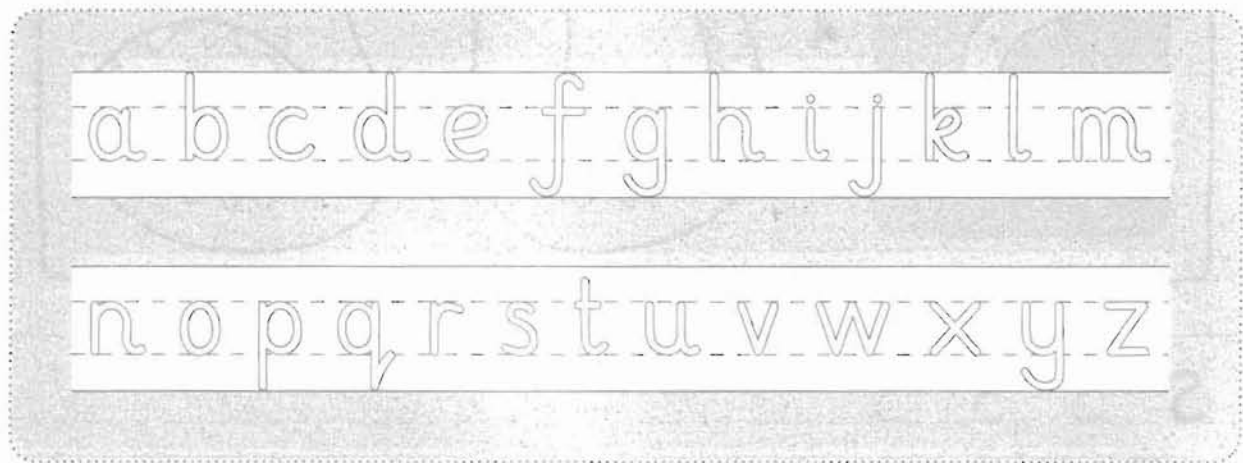
n o p q r s t u v w x y z

## The letters d and q

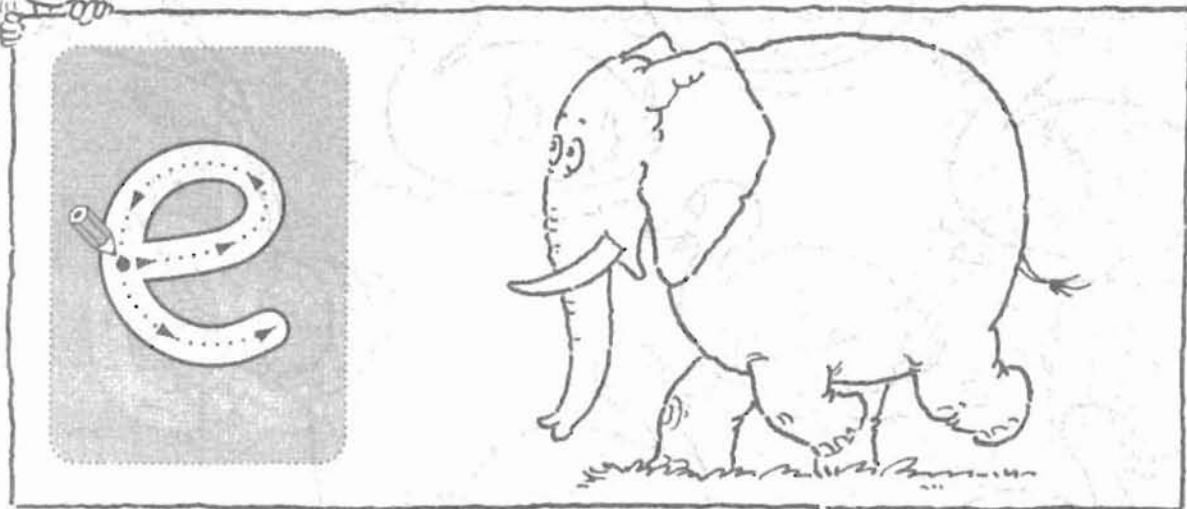




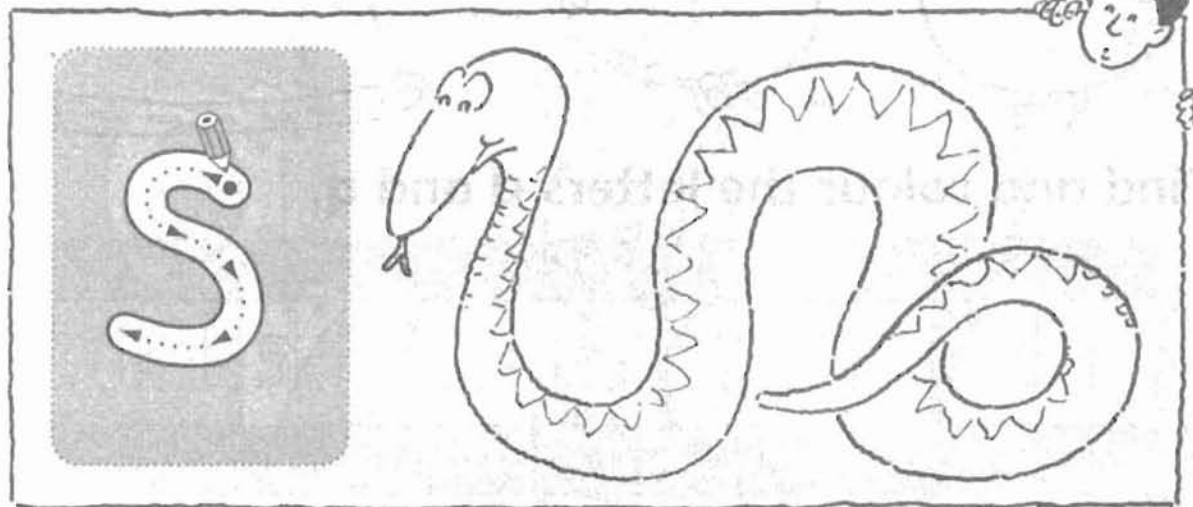
Find and colour the letters **d** and **q**.



# The letters e and s



e e e e . . . . .



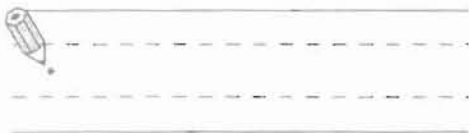
S S S S . . . . .



egg



elephant



sun



star

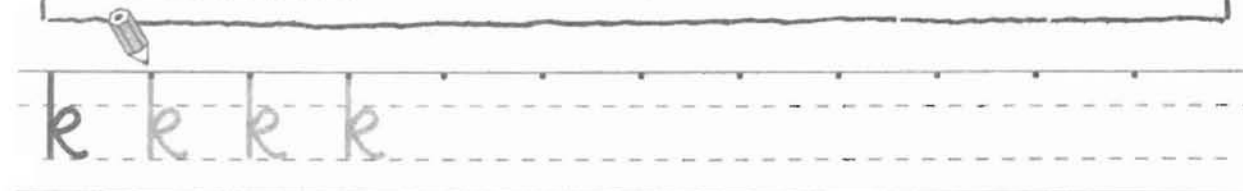
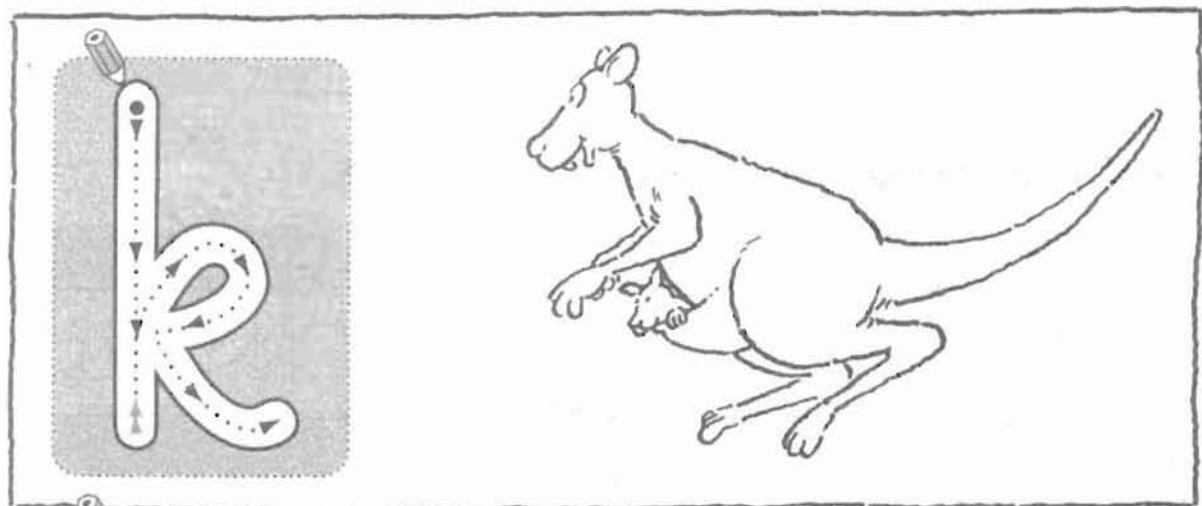
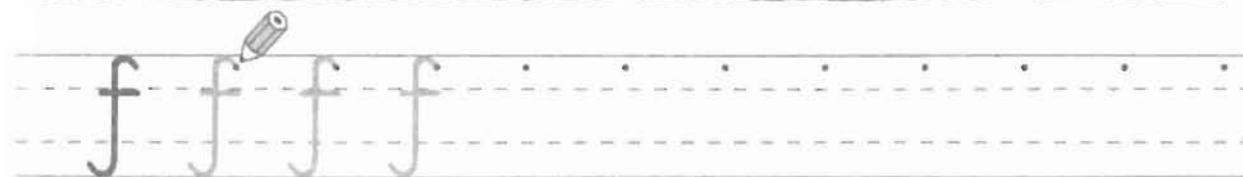
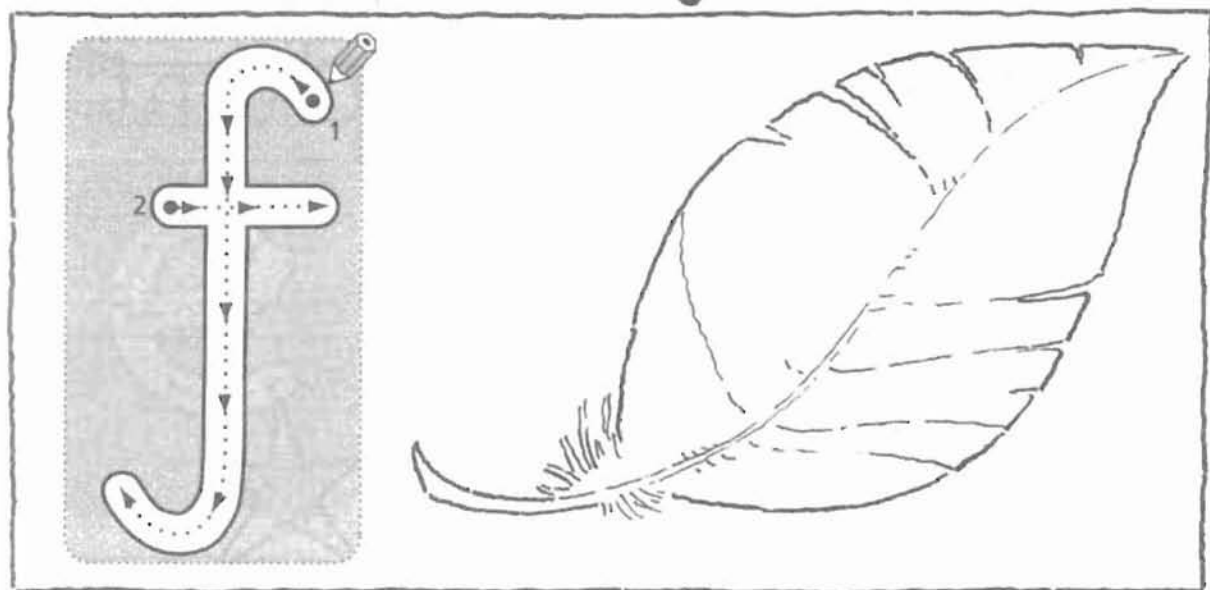


Find and colour the letters e and s.

a b c d e f g h i j k l m

n o p q r s t u v w x y z

## The letters f and k





fish



fan



king



kite

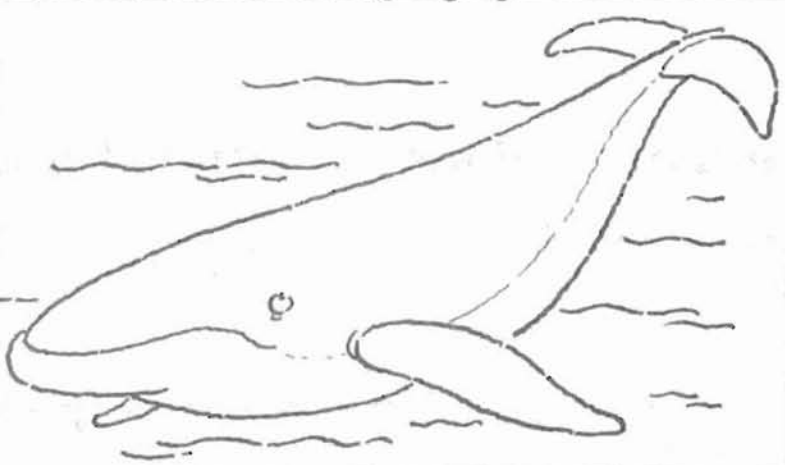
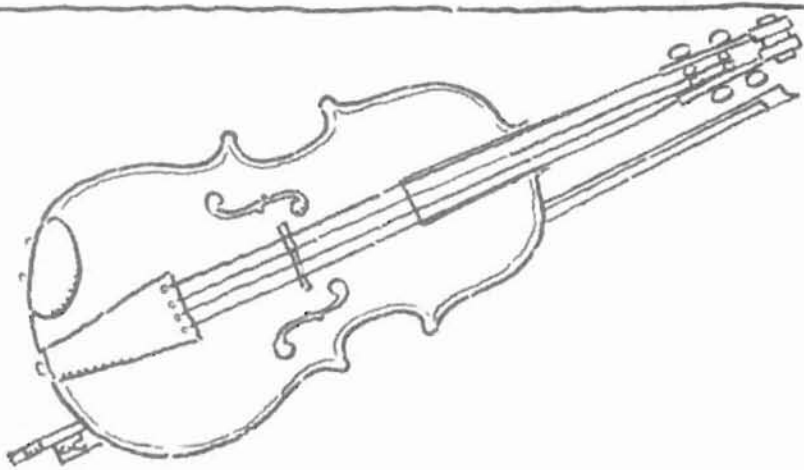
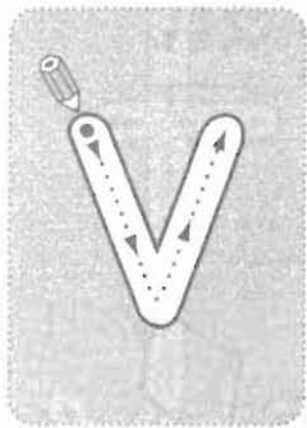


Find and colour the letters **f** and **k**.

a b c d e f g h i j k l m

n o p q r s t u v w x y z

## The letters v and w

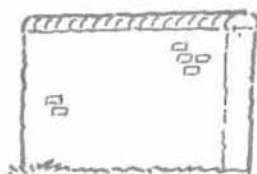
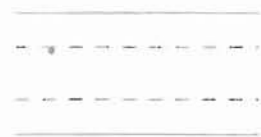




van



vest



wall



watch

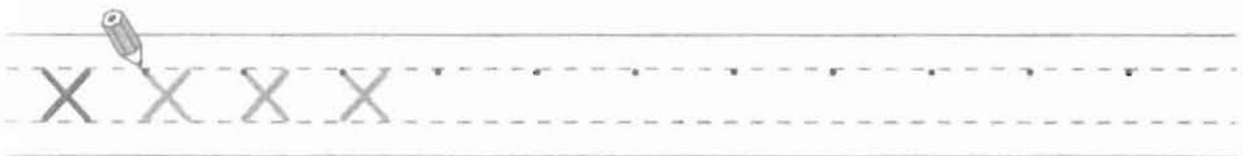
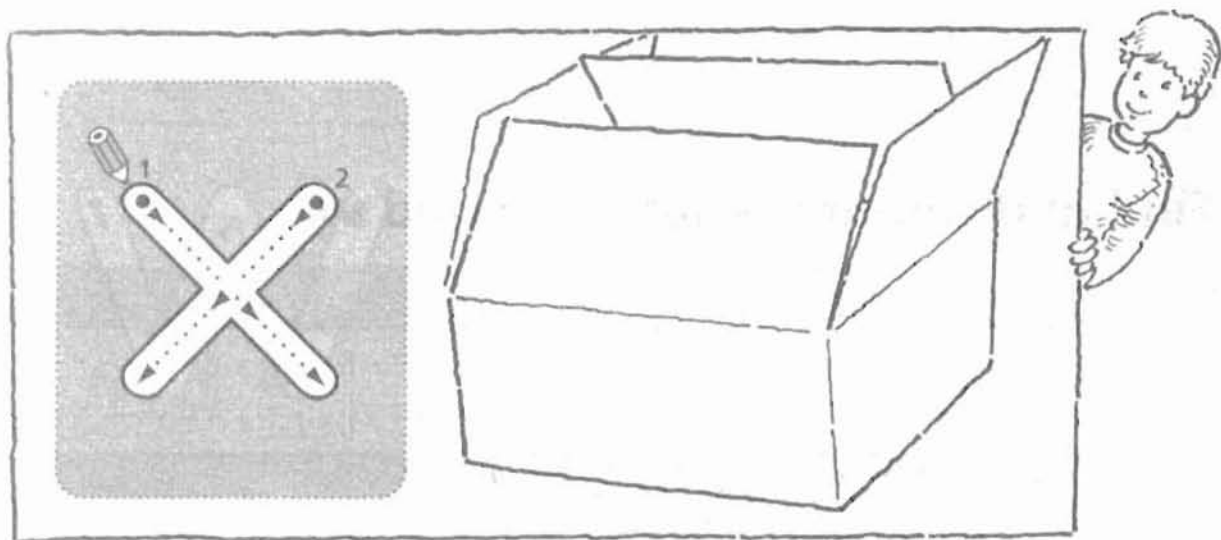
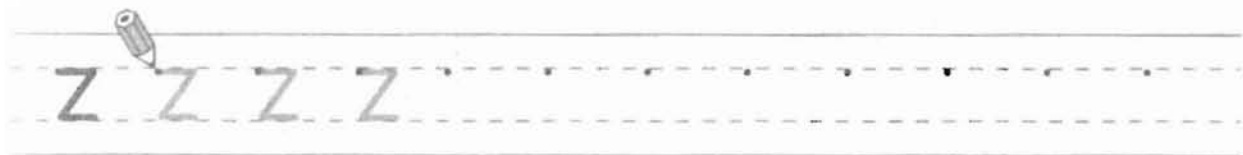
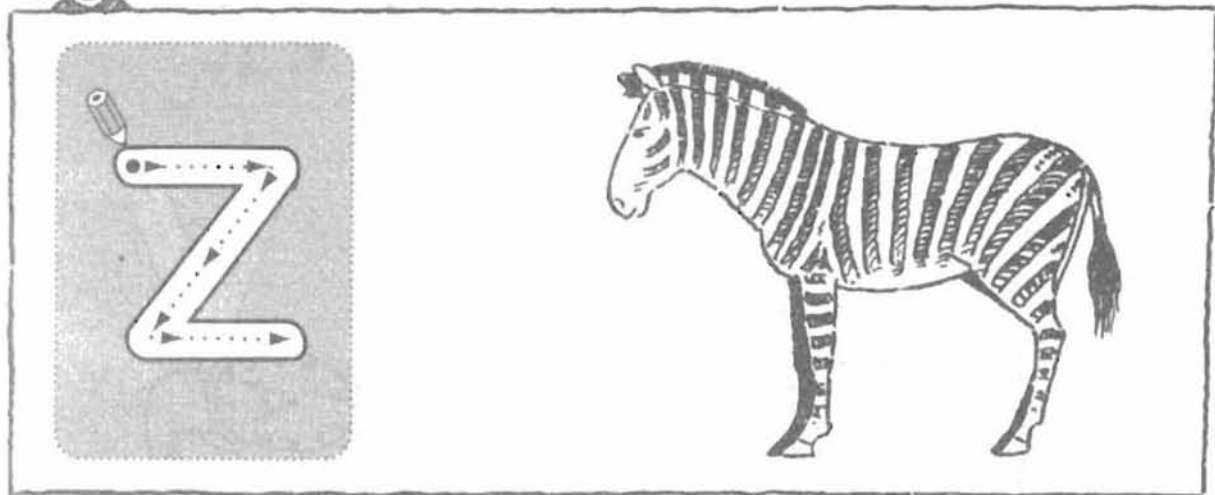


Find and colour the letters v and w.

a b c d e f g h i j k l m

n o p q r s t u v w x y z

## The letters z and x





zebra



zoo



fox

6



six

Find and colour the letters z and x.

a b c d e f g h i j k l m

n o p q r s t u v w x y z



n

o

p

q

r

s

t

u

v

w

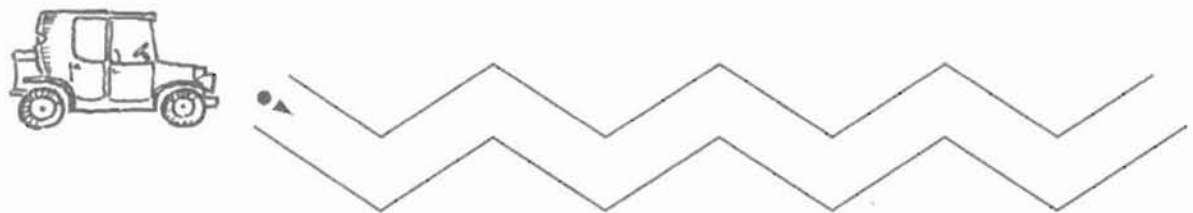
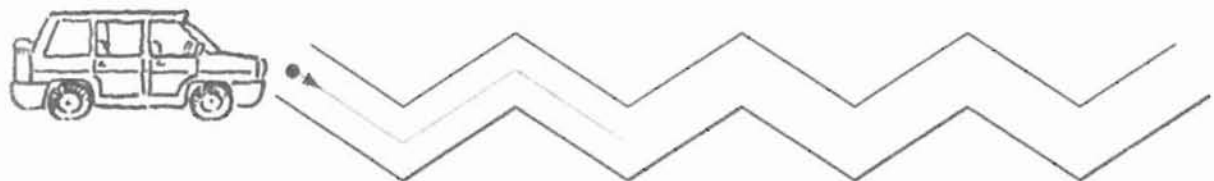
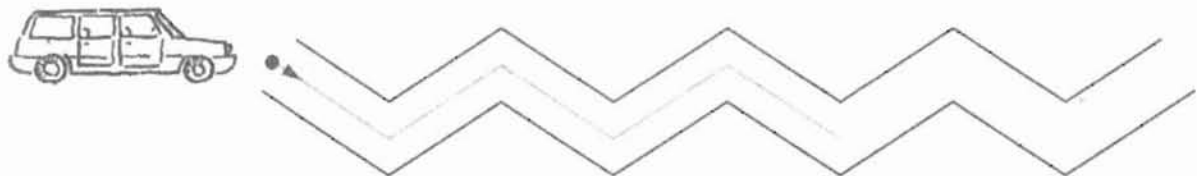
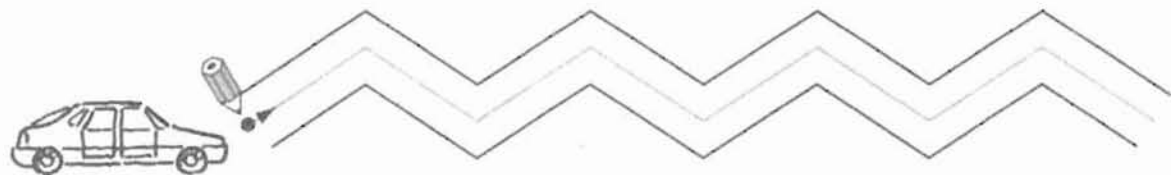
x

y

z

# Handwriting patterns (4)

Drive the cars along the roads.



Sail the boats on the sea.



Finish the pattern.



## Handwriting patterns (5)

Fly the aeroplanes.



Make some funny faces.



## Making words

Write the words you make.



b-a-t

bat



c-a-t



h-a-t



h-e-n



p-e-n

10

t-e-n

6

s-i-x



m-i-x



f-i-x



c-o-t

o



h-o-t



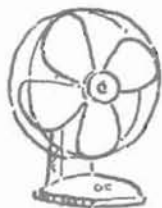
b-u-n



s-u-n



r-u-n



f-a-n



m-a-n



v-a-n

# Colours and numbers

Fill in the colours. Copy the words.

red



yellow



green



orange



pink



black



blue



brown



Write the numbers.

10

9

8

7

6

5

4

3

2

1

ten

nine

eight

seven

six

five

four

three

two

one



ten

## Parts of the body

Write the words.

hair

ear

eye

mouth

nose

chin

neck



arm

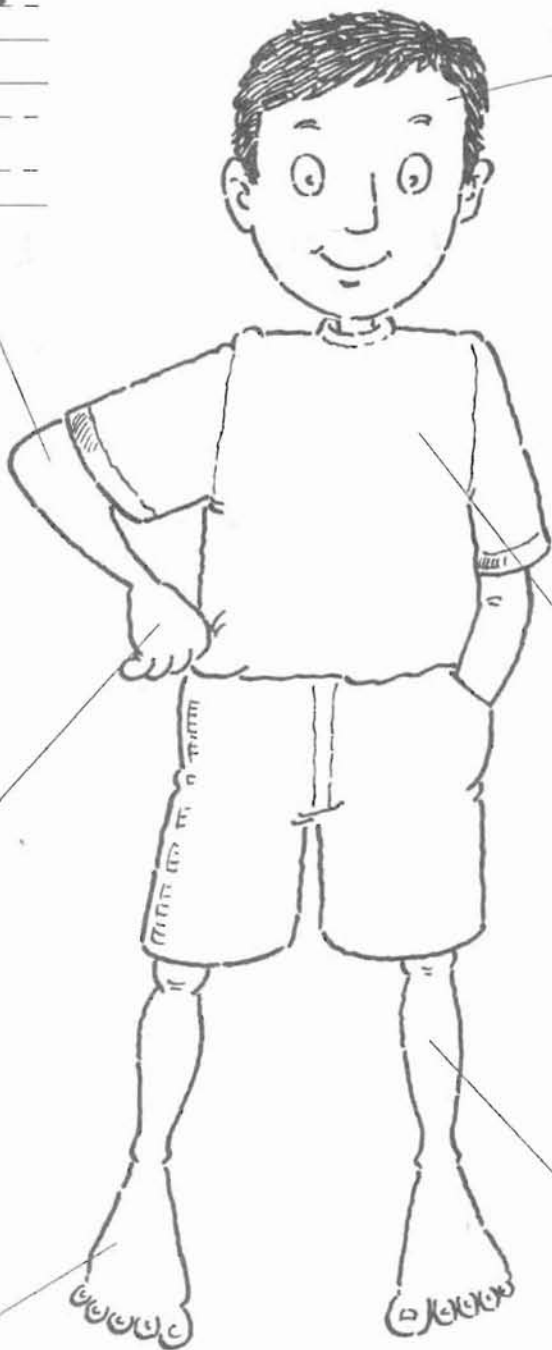
head

hand

chest

foot

leg

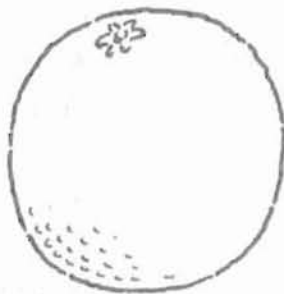
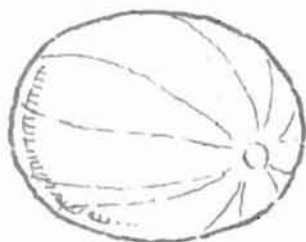


## Fruit and vegetables

Label each thing.

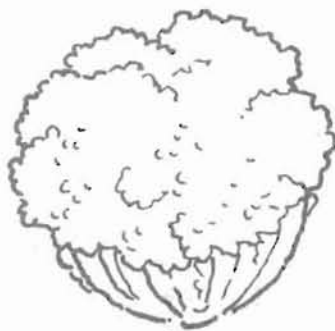
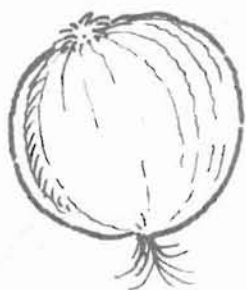
apple pineapple banana

melon grapes orange



potato carrot courgette

mushroom cauliflower onion



## Rhymes

Copy the rhymes.

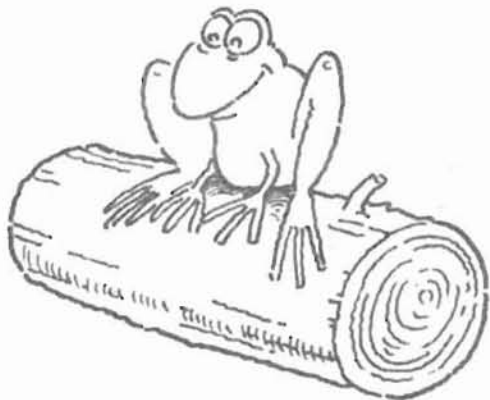
a cat on a mat



a fox in a box



a frog on a log



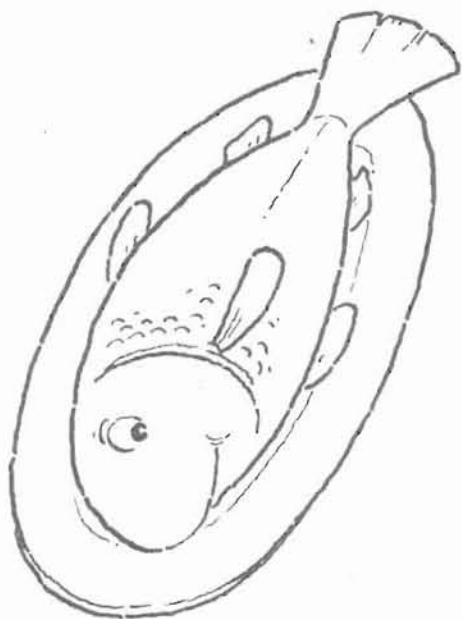


a bug in a mug

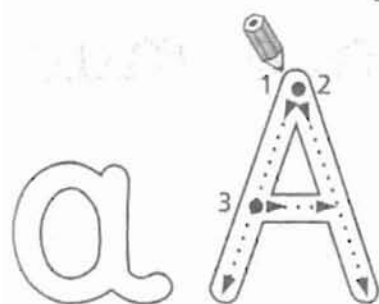
a hen with a pen



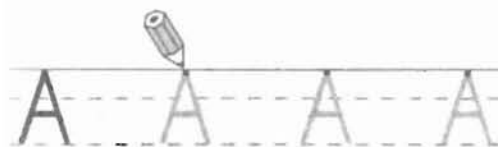
a fish on a dish



## Capital letters A – F



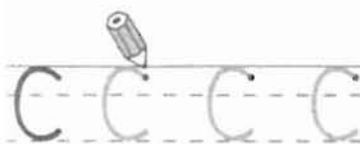
Ann

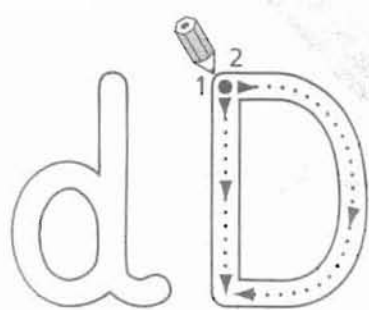


Ben

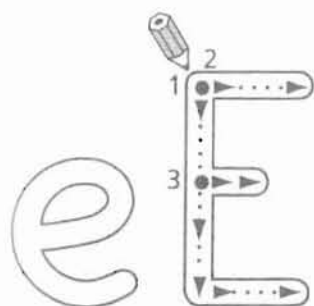


Clare

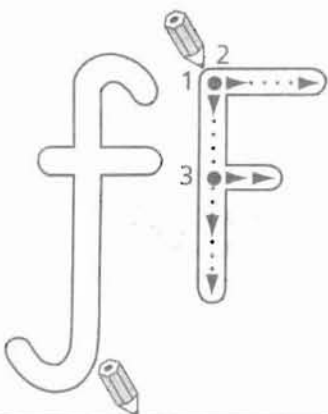




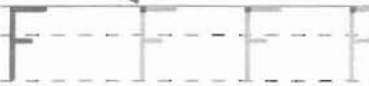
Dina



Edward



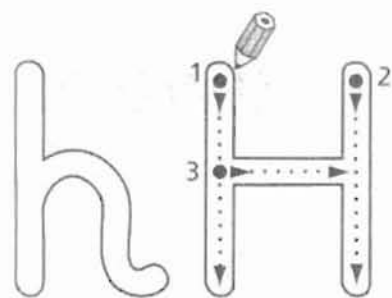
Freddy



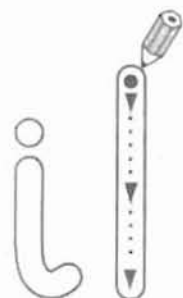
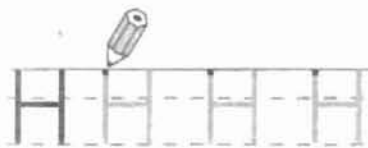
## Capital letters G – K



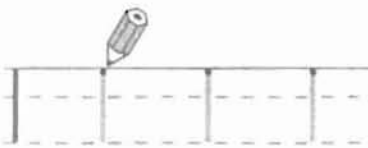
Grace

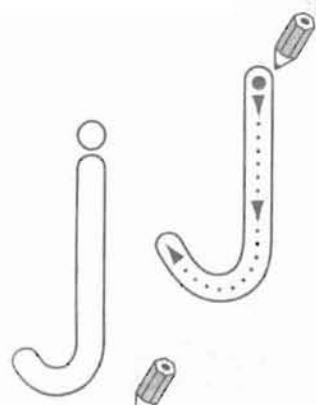


Harry



Irene

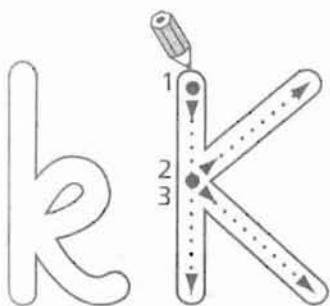




Jack



Kate



Write your name.

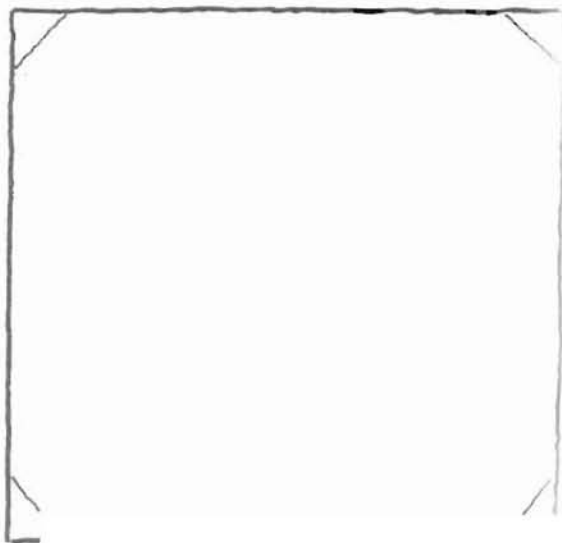
\_\_\_\_\_

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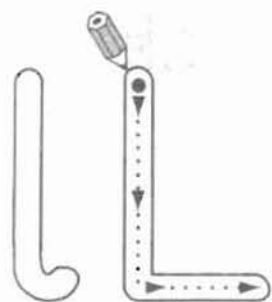
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\_\_\_\_\_

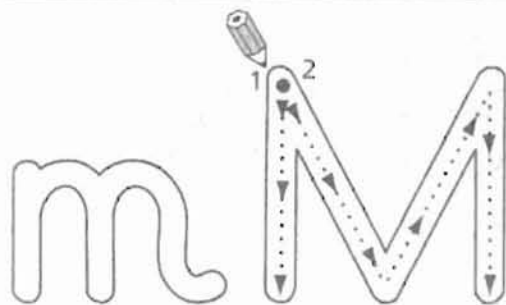
Draw your picture.



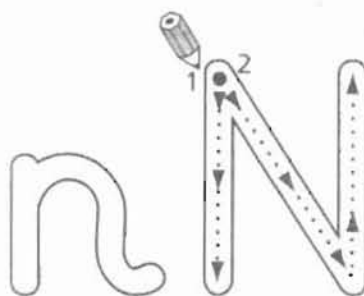
## Capital letters L – P



Leila

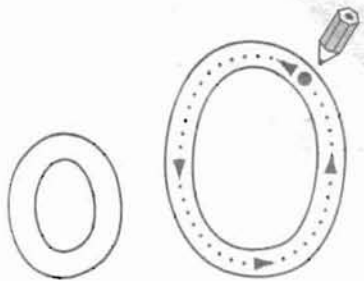


Mark

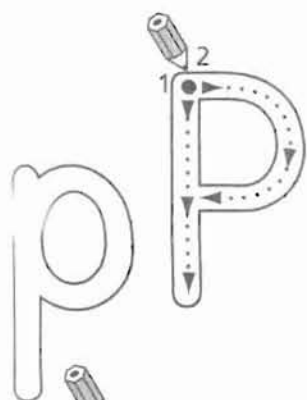
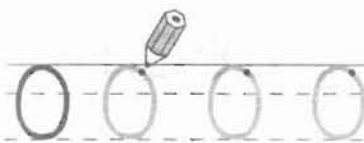


Natalie





Omar



Peter



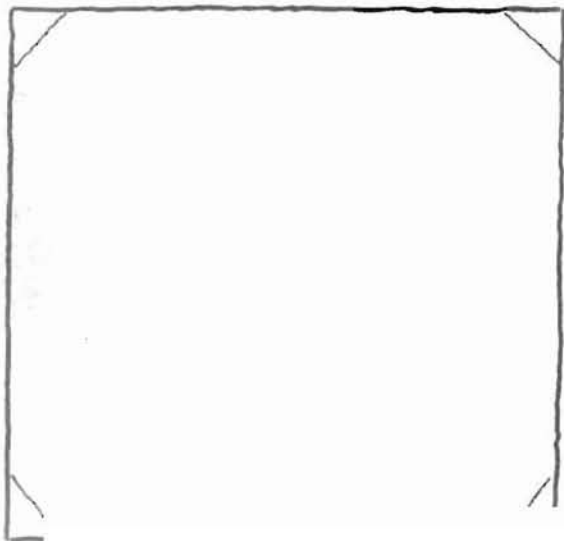
Write the name  
of a friend.

\_\_\_\_\_

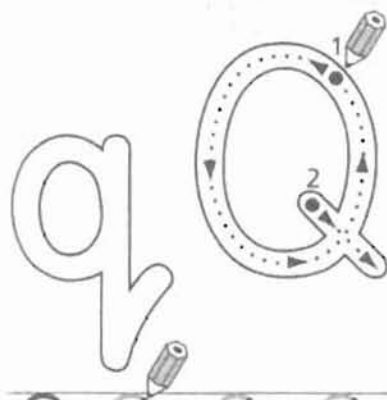
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\_\_\_\_\_

Draw a picture of them.



## Capital letters Q – U



Queenie



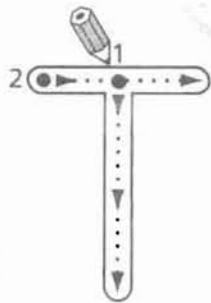
Ricky



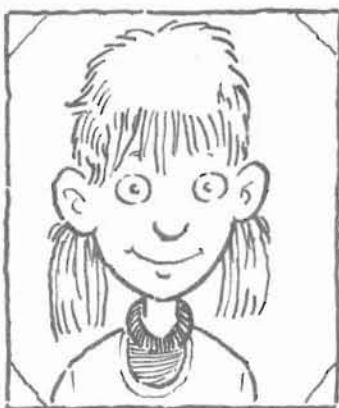
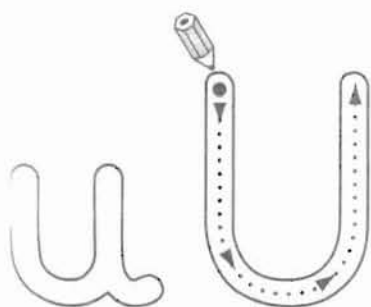
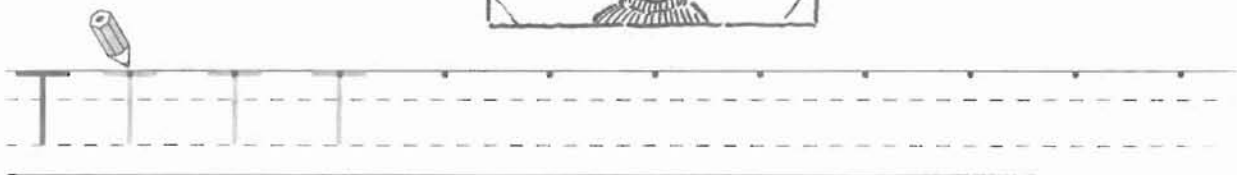
Suzy



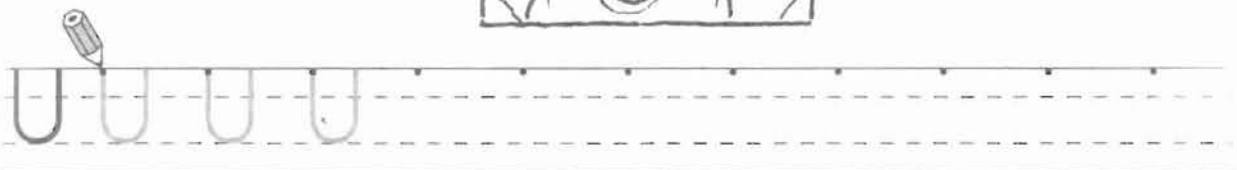
t



Jimmy



Ursula



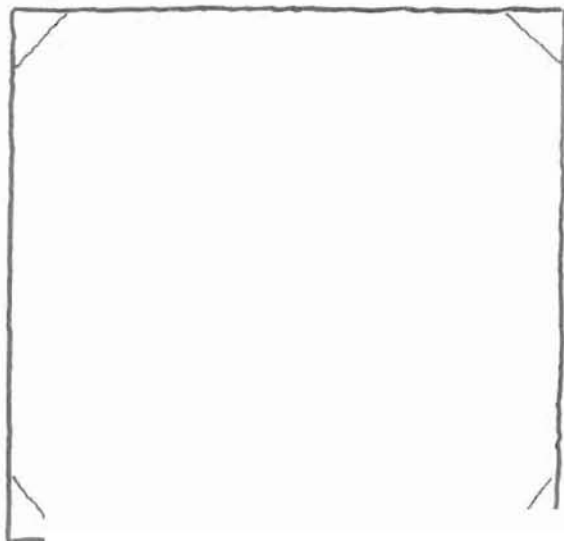
Write the name  
of your teacher.

\_\_\_\_\_

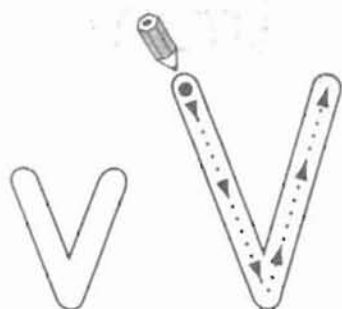
\_\_\_\_\_

\_\_\_\_\_

Draw a picture of them.



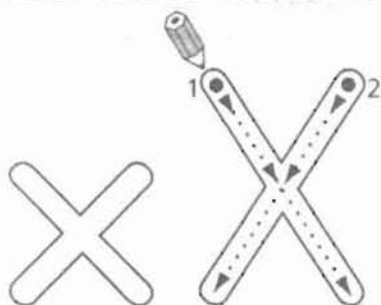
## Capital letters V – Z



Vicky

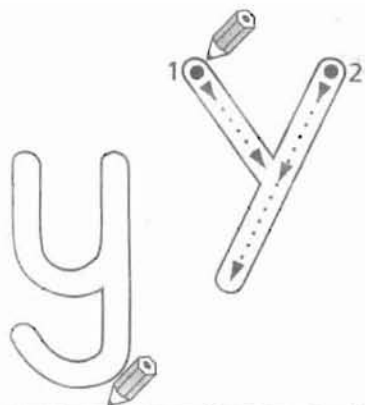


William

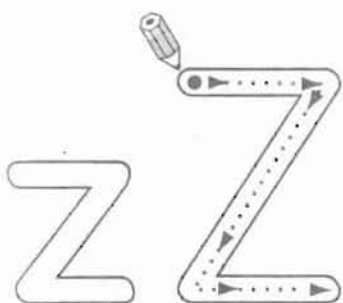
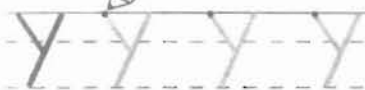


Xavier





Yasmin



Zak



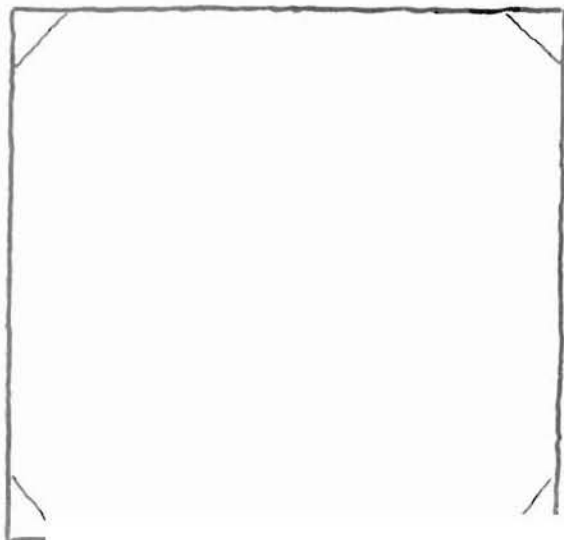
Write the name  
of someone famous.

\_\_\_\_\_

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\_\_\_\_\_

Draw a picture of them.



## Alphabet practice (2)

Write the missing capital letters.



Aa Bb \_\_\_c \_\_\_d

\_\_\_e \_\_\_f \_\_\_g \_\_\_h

\_\_\_i \_\_\_j \_\_\_k \_\_\_l \_\_\_m

\_\_\_n \_\_\_o \_\_\_p \_\_\_q \_\_\_r

\_\_\_s \_\_\_t \_\_\_u \_\_\_v

\_\_\_w \_\_\_x

\_\_\_y \_\_\_z

Write the missing letters.



Aa Bb C\_\_ D\_\_

E\_\_ F\_\_ G\_\_ H\_\_

I\_\_ J\_\_ K\_\_ L\_\_ M\_\_

N\_\_ O\_\_ P\_\_ Q\_\_ R\_\_

S\_\_ T\_\_ U\_\_ V\_\_

W\_\_ X\_\_

Y\_\_ Z\_\_



## Days and months

Write the days of the week in order.

Sunday Tuesday Friday

Wednesday Saturday

Thursday Monday

1

---

---

---

2

---

---

---

3

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---

---

4

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---

---

5

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---

---

6

---

---

---

7

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---

---

Write the months of the year.

January



February

March

April

May

June

July

August

September

October

November

December

## Signs

Copy these signs.



OPEN



EXIT



CLOSED



TOILETS



PULL



PUSH



CAR PARK

Copy some signs around your school, or make up some of your own. Use capital letters.



# Things I can do

Copy the sentences.



I can jump.



I can dive.



I can write.



I can drive.



I can swim.



I can talk.



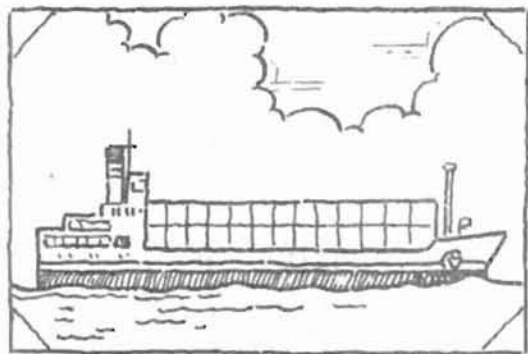
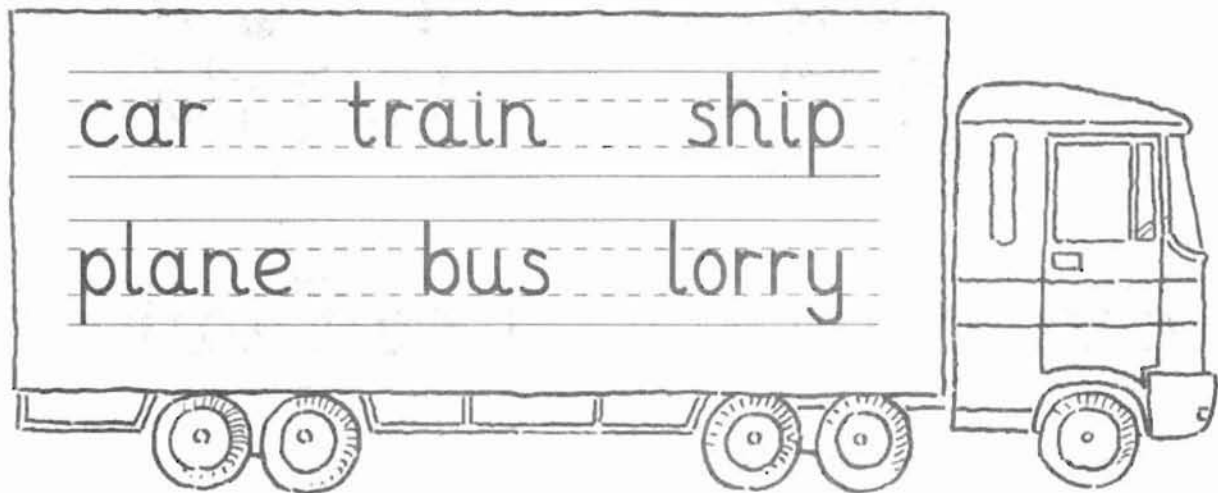
I can run.



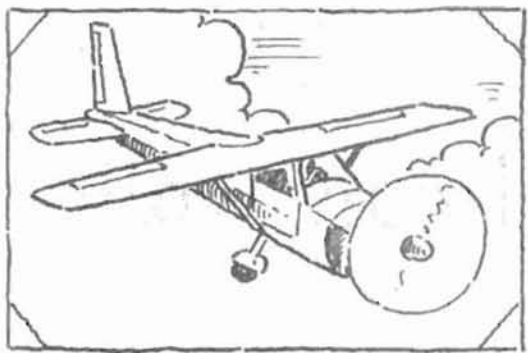
I can walk.

# Transport

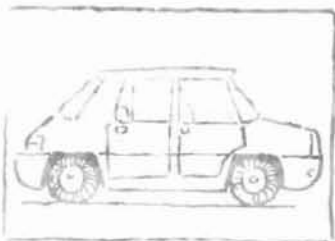
Write a sentence about each picture.



Here is a ship.



Blank handwriting lines for writing a sentence about the airplane.



## Animals

Name the animals.

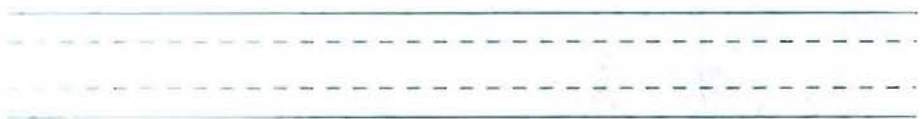
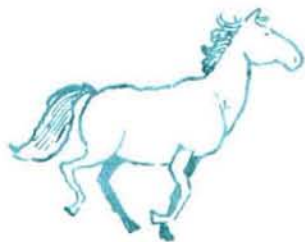
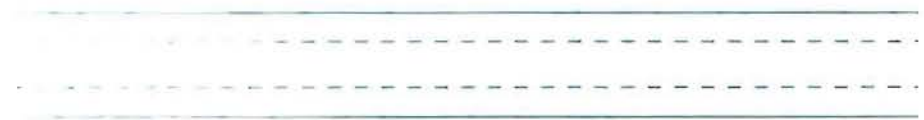
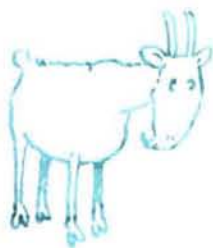
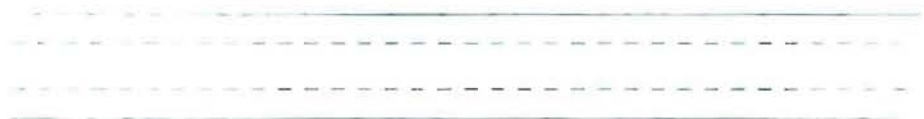
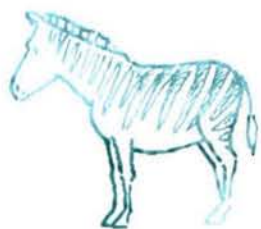
panda goat horse lion

zebra mouse sheep cat



This is a lion.







## Record sheet

When you finish each unit, find and write the number, then colour the balloon.

