

Writing

Composition

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2

I can write



MACMILLAN FOUNDATION SKILLS

Scope and Sequence

Unit 1 Skills	The alphabet alphabetical order; formation of lower case letters in letter families according to their formation or features
Unit 2 Skills	Introducing the first join introducing the first join using CVC words with short medial 'i'
Unit 3 Skills	Practising the first join practising the first join, using CVC words with short medial 'e' and 'u'
Unit 4 Skills	Practising the first join with 's' practising the first join with simple words beginning or ending with 's'
Unit 5 Skills	Introducing the second join introducing the second join using single-syllable words with final 'l'
Unit 6 Skills	Practising the second join practising the second join using single-syllable words ending with 'ck'
Unit 7 Skills	More practice of the second join practising the second join using single-syllable words containing the digraphs 'ch' and 'sh'
Unit 8 Skills	Introducing the third join introducing the third join using CVC words with short medial 'o' and longer phrases
Unit 9 Skills	Practising the third join practising the third join, word-building, using CVC words with short medial 'o'; and 'oo' and 'oa' words
Unit 10 Skills	More practice of the third join practising the third join using simple words and rhyming sentences
Unit 11 Skills	Introducing the fourth join introducing the fourth join; word-building, using 'old' and 'ar' words
Unit 12 Skills	Practising the fourth join practising the fourth join; using words and sentences containing 'ow' and 'ir' letter patterns

Unit 13 Skills	More practice of the fourth join practising the fourth join, using initial and final consonant blends including 'fl' and 'ft'; opposites
Unit 14 Skills	Introducing the break letters using words including the break letters 'b', 'g', 'j', 'p', 'q', 'x', 'y' and 'z'
Unit 15 Skills	Capital letters practising capital letters in the context of proper nouns
Unit 16 Skills	Punctuation practising handwriting through punctuation activities involving writing sentences, using capital letters and full stops
Unit 17 Skills	Rhymes practising handwriting through rhyming phrases and sentences
Unit 18 Skills	Telling a story practising handwriting through sentence sequencing to tell a simple story
Unit 19 Skills	Writing information practising handwriting through activities involving writing factual information
Unit 20 Skills	Handwriting patterns handwriting patterns to encourage and support good pencil control and movements to facilitate good joining techniques

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 introduce joined writing and to develop some essential writing skills. Writing is taught in meaningful contexts, in writing words, phrases and sentences. The book also supports the development of phonic and spelling skills. 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 and 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 textbook and the skills being developed. This chart is very helpful for planning purposes.

Using the books

To gain maximum benefit from the textbook, 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 textbook

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 a new join is introduced it is done so through a letter pattern marked with a starting point and directional arrows. Encourage the children to pay careful attention to these as they will help them develop good writing habits and learn the four basic joins required for successful joined writing.

Tackling the related activities

The accompanying activities are always divided into two types: a 'Now try this' section and a 'Next steps...' section. The 'Now try this' section encourage the child to practise the skill introduced at the beginning of the unit. The 'Next steps...' section encourages the child to build on this, and offer slightly more challenging activities. Each unit has an accompanying copymaster in the Teacher's Book, which supports or complements the work done in the unit.

Teaching Features of the books

Units of work

There are 20 double-page units of work. Each unit is structured in the same way i.e. a 'Focus' section, introducing a skill, followed by two different levels of activities.

Focus
Introduces new handwriting skill – to be read and discussed as a class

Unit number and title

Next steps ...
Further practice, with more challenging activities

unit 2
Introducing the first join

Focus —
There are four basic joins in handwriting
Here is an example of the first join.

- Use your finger to guide with your fingers
- Feel how you make the first join

Now try this —
Write each word twice.

Next steps ...

1. Make some words. Copy the words.

2. Make some words. Write the words you make.

4

3

Now try this
Practises skill introduced in Focus section

Copymaster activity
(in Teacher's Book)
Supports or complements work done in unit.

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The alphabet

Focus _____

The alphabet may be written in **capital** or **small** letters.



Now try this _____

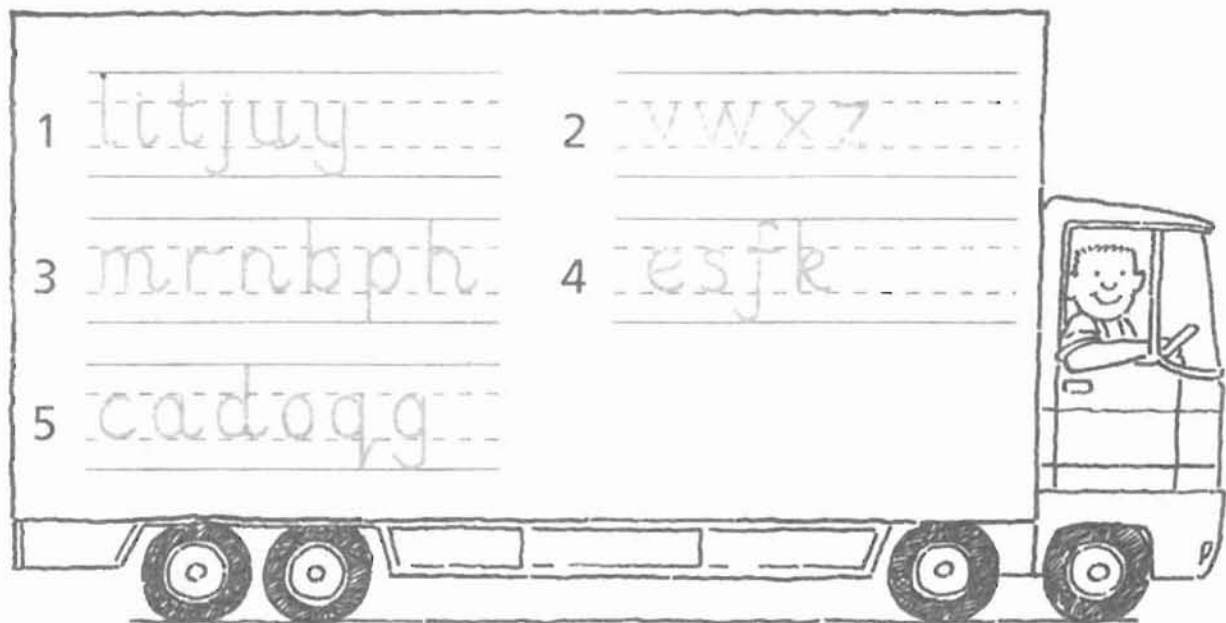


- Copy the alphabet carefully.
- Make sure all the letters are the correct shape and size.
- Start each letter in the correct place.

Next steps ...

1 Copy these sets of letters.

Each set is formed in a different way.



2 Copy these sets of letters.

These letters
are much taller.



1 a c e l m n o r s u v w x z

2 b d h k l t

3 g j p q y f

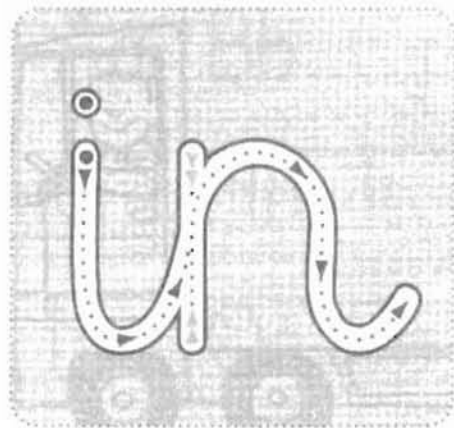
These letters
have tails!



Introducing the first join

Focus

There are four basic joins in handwriting.
Here is an example of the **first join**.



- Trace over this shape with your finger.
- Feel how you make the first join.



Now try this

Write each word twice.



bin



pin



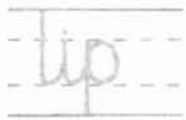
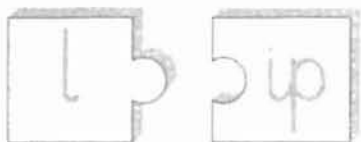
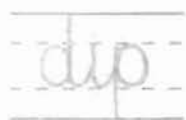
tuna

Next steps ...

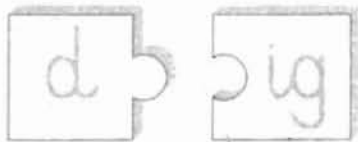
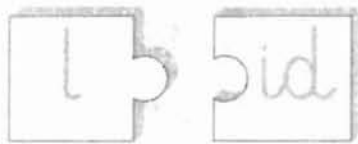


1 Make some words.

Copy the words.



2 Make some words. Write the words you make.



Practising the first join

Focus _____

Here are some more words containing the first join.
Trace over each word with your finger.



hen



hum

Now try this _____

Copy these words.



hummmmm

bee

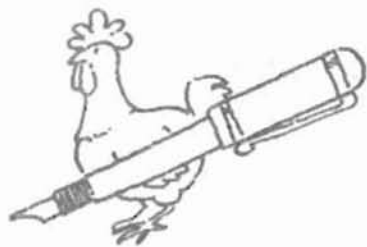


hen

leg

Next steps ...

1 Copy these rhymes



a hen and a pen

a mug and a jug



2 Choose the correct word for each picture. Copy the word.



red bed



ten men



leg let



hug bug



sun sum



cut cup

Practising the first join with s

Focus _____

This word has s
at the beginning.

sing

This word has s
at the end

cans

Trace over the words with your finger.

Now try this _____

Copy these words.



sing



snap



spin

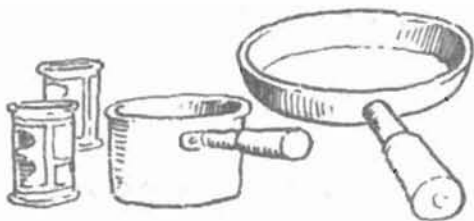


sun, sea and sand

Next steps ...

1 Copy these words

cans and pens



bins and pens

hens and pens



2 Copy these words. Write the missing words.



a can



ten cans



one pen



ten pens



one hen



ten hens



a lid

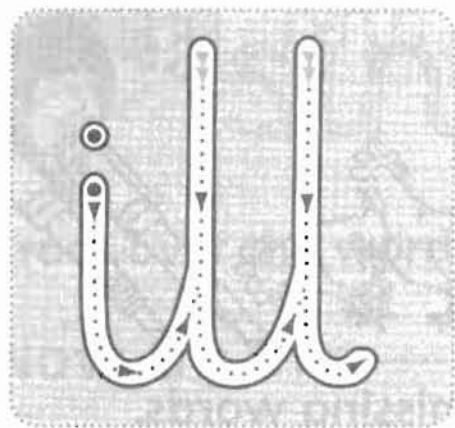


ten lids

Introducing the second join

Focus ———

There are **four basic joins** in handwriting.
Here is an example of the **second join**.



- Trace over the shape with your finger.
- Feel how you make the second join.

Now try this ———

Copy each word twice.



ill



hill

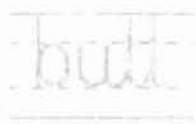
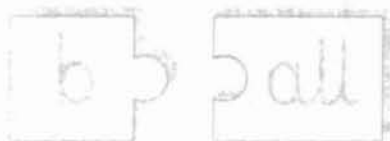


till

Next steps ...

1 Make some words

Copy the words.



2 Make some words. Write the words you make.



Practising the second join

Focus _____

Here are some more words containing the second join.
Trace over the words with your finger.



lick



tick

Now try this _____

Copy these words.



kick



pick



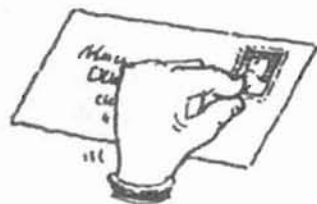
suck



lick



tick



stick

Next steps ...

1 Copy this rhyme.



Kick it.



Pick it.



Stick it.

2 Choose the correct word for each picture. Copy the word.



pack pick



sock sack



suck sick



dock duck

More practice of the second join

Focus _____

Here are some more words containing the second join.
Trace over the words with your finger.



chick



ship

Now try this _____

Copy these words.



chin



chat



chilly



shell



sheep



shed

Next steps ...

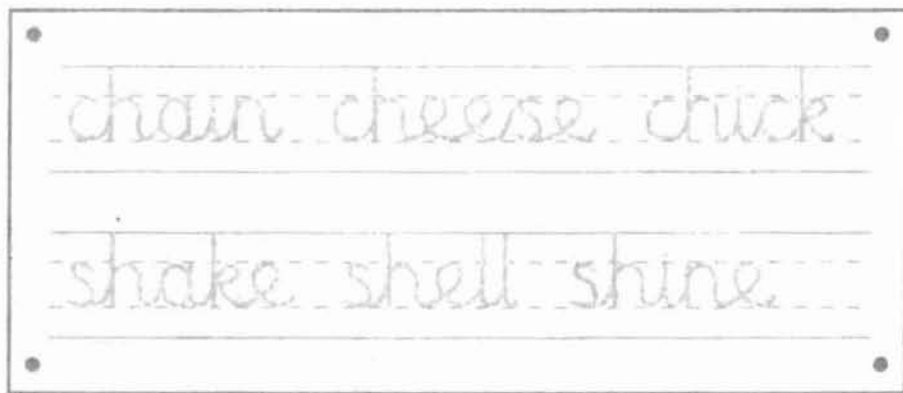
1 Copy these sentences.

I like to eat chips.



I like to eat sandwiches.

2 Write the correct word for each picture.



1



2



3



4



5



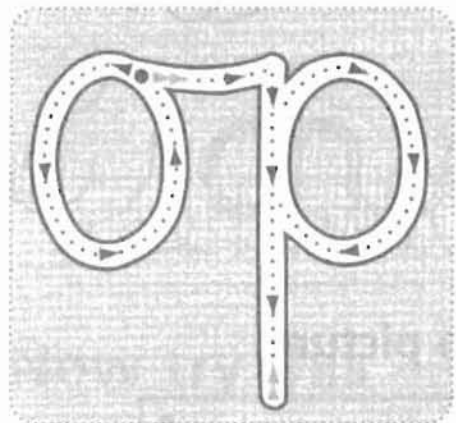
6



Introducing the third join

Focus

There are four basic joins in handwriting.
Here is an example of the **third join**.



- Trace over this shape with your finger.
- Feel how you make the third join.



Now try this

Copy these words.



hop



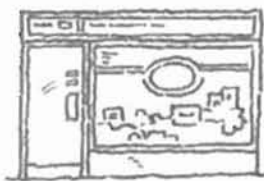
mop



top



pop



shop



chop



stop

Next steps ...

1 Make some words.

Copy the words.



log



jog



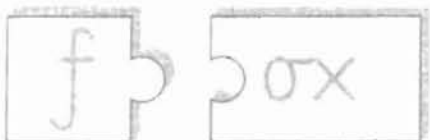
fog



frog



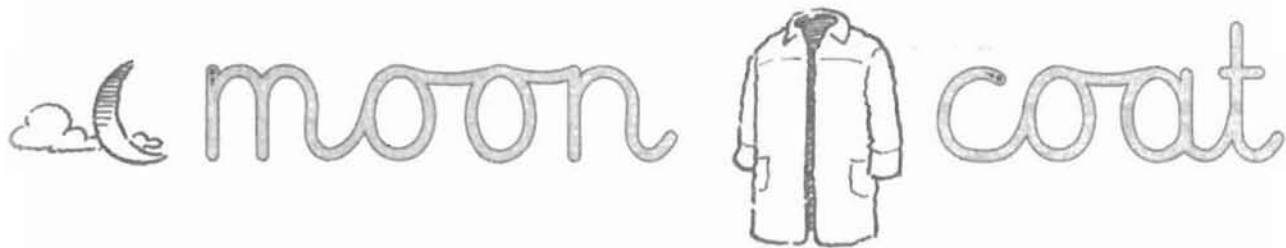
2 Make some words. Write the words you make.



Practising the third join

Focus _____

Here are some more words containing the third join.
Trace over the words with your finger.

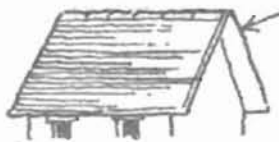


Now try this _____

Copy these words.



boot



roof



pool



broom



goat



road



soap



coat

Next steps ...

1 Copy these rhymes.



Sweep the room with a broom.



Put the goat on the boat.

2 Choose the correct word for each picture.



cog fog box fox toy boy



box fox toy boy



toy boy



cow how



lock clock



soon moon

More practice of the third join

Focus _____

Here are some more words containing the **third join**.
Trace over the words with your finger.



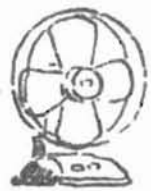
fire



stars

Now try this _____

Copy these words.



fan

run

vest

wall



wave

fish

van

read

Next steps ...

1 Copy these lines.



five stars and two cars

a wiggly worm on a wall

2 Copy these rhymes. Write the missing words.



a fox in a

a _____ with a toy



Introducing the fourth join

Focus

There are four basic joins in handwriting.
Here is an example of the fourth join.



- Trace over this shape with your finger.
- Feel how you make the fourth join.



Now try this

Copy these words.



cot



dot



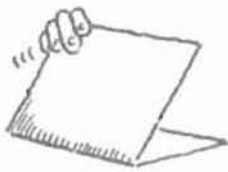
hot



old



cold



fold

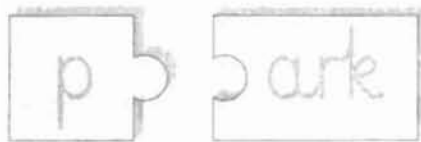


gold

Next steps ...

1 Make some words.

Copy the words.



park



bark



dark



shark



2 Make some words. Write the words you make.



Practising the fourth join

Focus _____

Here are some more words containing the fourth join.
Trace over the words with your finger.



girl



wheel

Now try this. _____

Copy these words.



dirt



shirt



skirt



owl



growl



twowl

Next steps ...

1 Copy the sentence.



The girl has a dirty skirt.

2 Write a sentence about each picture.

owl



I am an owl.

whale



doll



More practice of the fourth join

Focus _____

Here are some more words containing the fourth join.
Trace over the words with your finger.



fly



float

Now try this _____

Copy these words.



flat



flap



flash



fly



lift



left



off



sniff

Next steps ...

1 Copy this sentence.



Which and where and
why and when are words
I say again and again.

2 Match the opposites. Write the pairs of words.

on
sink
right
hard

soft
left
off
float



on off

Introducing break letters

Focus _____

Look at these words.
Can you see that some
letters are not joined up?

boy girl



We never make a join
after these letters.

b g j p q x y z

Now try this _____

Copy these words.



boy

girl

jar

pen



queen

foxes

yes

zebra

Next steps ...

1 Copy this rhyme.

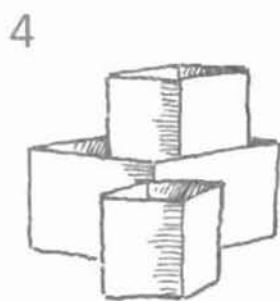
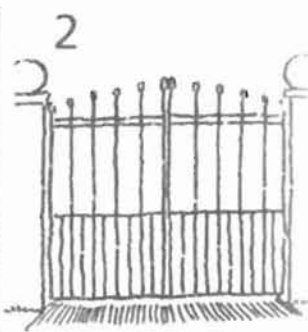
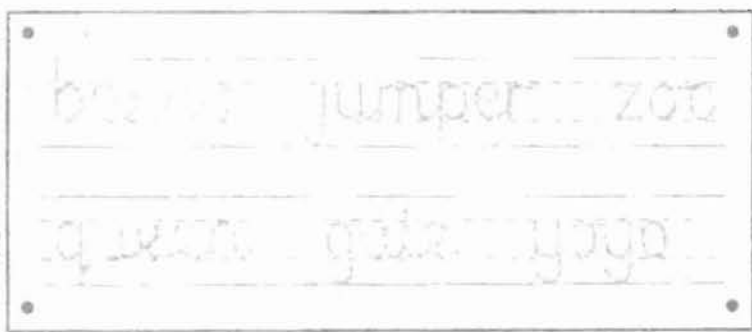


zoo with zebras and quiet queers



yellow and brown jumping bears

2 Write the correct word for each picture.



Capital letters

Focus

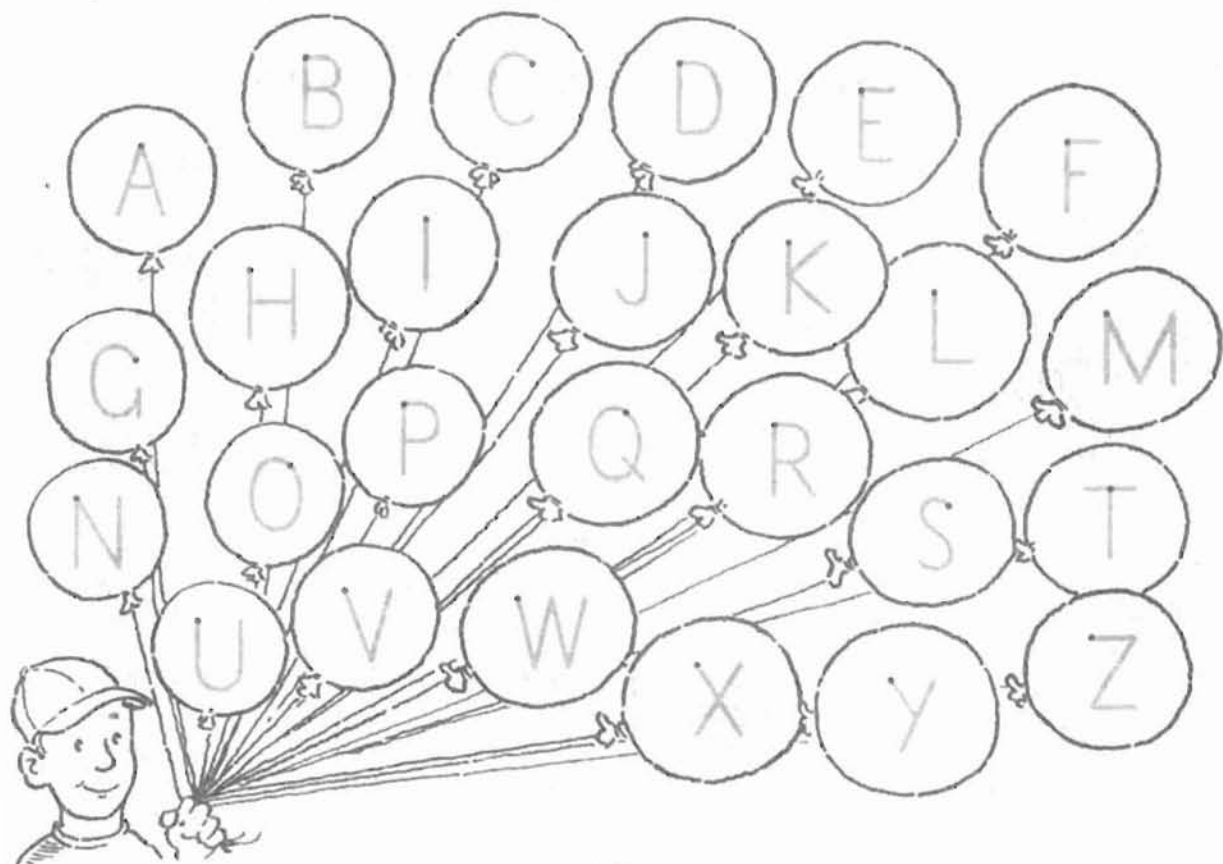
Same



- Begin the names of people with capital letters.
- Never join up capital letters.

Now try this

Copy the alphabet in capital letters.



Next steps ...

1 Copy these names.



Candace, Champy, Nancy



Jack, Mary

Anna, White

2 Write the names of these people in alphabetical order.



Frank

Carol

Grace



Anna

Elaine

David

Punctuation

Focus



- Every sentence must begin with a capital letter.
- Many sentences end with a full stop.

The sun is hot.

Now try this

Copy the sentences. Remember to begin each sentence with a capital letter and end it with a full stop.



Ice cream is cold.



Rain is wet.



A banana is yellow.



This lion is fierce.

Next steps ...

- 1 Write each sentence. Begin it with a capital letter and finish it with a full stop.



one elephant has a trunk



every bird has wings



we get eggs from hens



cows give us milk

- 2 Write a sentence about each picture.

Remember the capital letters and full stops!



boy happy

girl sad



lady tired

man angry

Rhymes

Focus _____

Words that rhyme sound alike.

a fat cat



Now try this _____

Copy these rhymes.

a cat in a hat



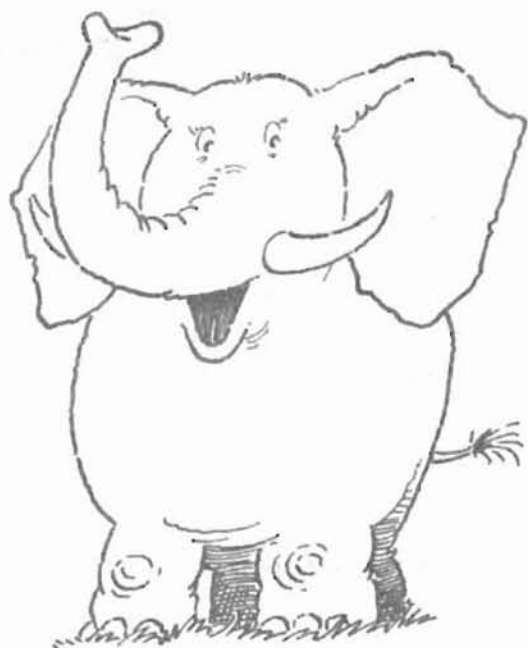
a goat in a coat

an ape in a cape



Next steps ...

1 Copy this rhyme.



2 Copy these rhyming sentences. Write the missing words.

The elephant liked to play with the ball.

The fish swam in the sea.



The mouse ate the cheese.



&

The bird sat on the tree.



Telling a story

Focus

A story has:
a beginning



a middle



an ending



Tell this story in your own words.

Now try this

Copy this story.



Sam is by the sea.



A big wave comes.



It makes Sam wet.

Next steps ...

- 1 Copy these sentences. Choose the correct ending for each sentence.



_____ a tree. _____ asleep.

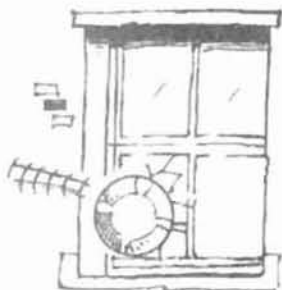


_____ a mouse.



_____ a cat.

- 2 Write the sentences in the correct order to tell the story.



_____ at the boy.

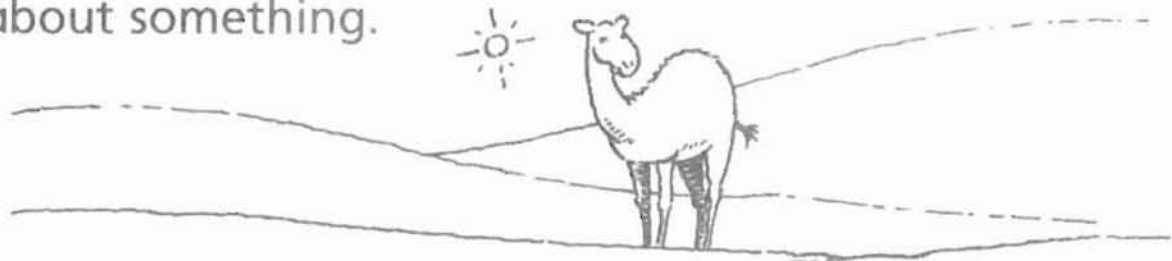
_____ the ball.

The ball broke the window.

Writing information

Focus

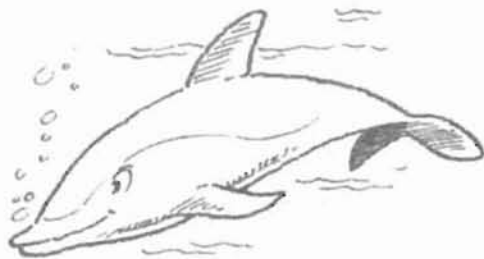
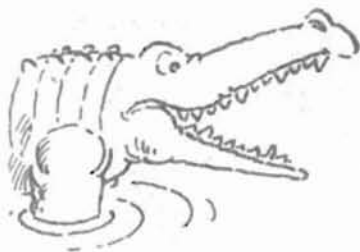
Sometimes we have to write **facts**. Facts tell us more about something.



A camel lives in the desert.

Now try this

Copy these sentences.



A crocodile has sharp teeth.

A giraffe has a long neck.

A dolphin lives in the sea.

Next steps ...

- 1 Copy these sentences. Write the missing words.



lion

bird

snake

- 2 Match the beginning of each sentence to the correct ending. Write each sentence correctly.



cow

lion

bird

Handwriting patterns

Focus

- Practise handwriting patterns.
- They help you write and join letters more easily.



- Why not use different colours?



Now try this

Copy these patterns several times.



Next steps ...

1 Copy these patterns several times.



2 Draw some patterns of your own. Try some of these first.

