

Letter-join 

Handwriting Lesson Planner

# MODULE 5 – Year 4



.....

Applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Class: .....

Class name: .....

Teacher: .....

Date: .....

Class username: .....

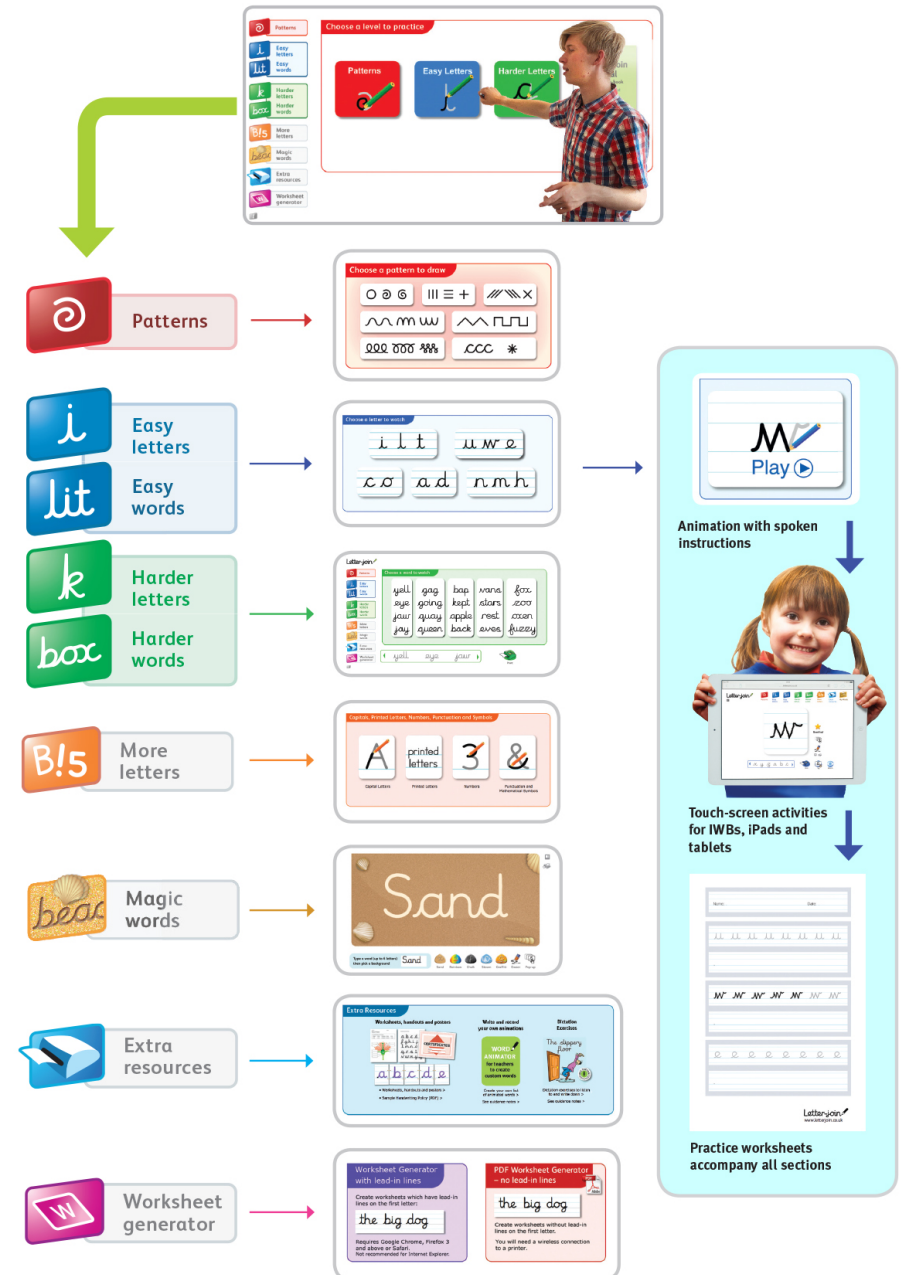
Class password: .....

Children's username: .....

Children's password: .....

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# Preparing for Module 5 of Letter-join's Lesson Plans

## Module 5 - linking handwriting to the curriculum

Module 5 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency.

This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

By the end of this module, children should be well prepared to aim for the handwriting quality, speed and stamina required in upper KS2.



The Word Animator can be used to model the writing of new spelling words.

## Lessons 286 to 346 – What's covered

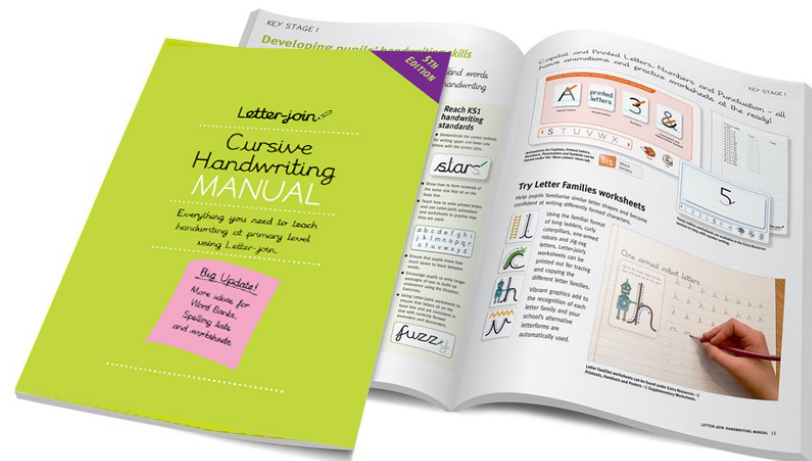
Module 5 contains 60 handwriting lessons presented in sets of two lessons per week which can be taught over a school year.

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 introduce the 'Word of the Week' and how to create a 'Drawing with Words' picture.

To accompany the Lesson Planner, 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](http://www.letterjoin.co.uk/manual.pdf) or email [info@letterjoin.co.uk](mailto: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 5

## 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 293 and 294).

**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.

**Success Criteria**  
Have the children attained the learning outcomes?

**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.

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

Lessons 293 and 294: Week 4

Spelling 3  
Cloze Sentences 3

circle continue difficult

The teacher told us to sit in a \_\_\_\_\_ and \_\_\_\_\_ to work on a \_\_\_\_\_ problem.

**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	✓
293	<ul style="list-style-type: none"> <li>Display page 3 of the year 3/4 word list from Spelling Appendix 1.</li> <li>Read through the list of words with the children and check that they understand their meanings.</li> <li>Invite children to give examples of sentences using each word.</li> <li>Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 3 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 3, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
294	<ul style="list-style-type: none"> <li>Display page 3 of the year 3/4 Cloze Sentences.</li> <li>Read through the list of words with the children and check that they understand their meanings.</li> <li>Invite children to read one sentence at a time, filling in the missing words, so that it makes sense.</li> <li>Complete Letter-join's 3/4 Cloze Sentences worksheet, page 3 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 3, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	

**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.

# Links to worksheets

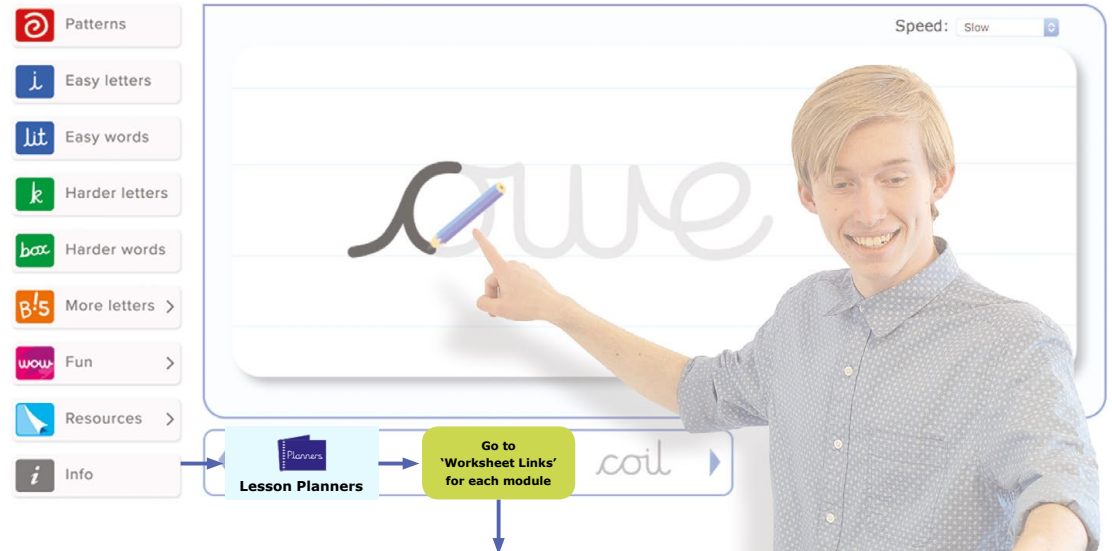
## Downloading from the website

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

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

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

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



Module 5 worksheet links				
Lesson 287: Example / Drawings	Lesson 299	Lesson 311	Lesson 323	Lesson 335
Lesson 288	Lesson 300	Lesson 312	Lesson 324: French / Spanish	Lesson 336
Lesson 289	Lesson 301	Lesson 313	Lesson 325	Lesson 337
Lesson 290	Lesson 302	Lesson 314	Lesson 326: French / Spanish	Lesson 338
Lesson 291	Lesson 303	Lesson 315	Lesson 327	Lesson 339
Lesson 292	Lesson 304	Lesson 316	Lesson 328: French / Spanish	Lesson 340
Lesson 293	Lesson 305	Lesson 317	Lesson 329	Lesson 341
Lesson 294	Lesson 306	Lesson 318	Lesson 330: French / Spanish	Lesson 342
Lesson 295	Lesson 307	Lesson 319	Lesson 331	Lesson 343
Lesson 296	Lesson 308	Lesson 320	Lesson 332: French / Spanish	Lesson 344
Lesson 297	Lesson 309	Lesson 321	Lesson 333	Lesson 345
Lesson 298	Lesson 310	Lesson 322	Lesson 334: French / Spanish	Lesson 346

[Worksheet links >](#)

# 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

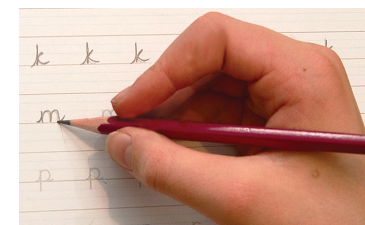
Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

Action	Description
<b>Finger Stretches</b>	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
<b>Play the Piano</b>	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
<b>Fishing Hooks</b>	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.
<b>Fireworks</b>	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
<b>Take a Bow</b>	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.*

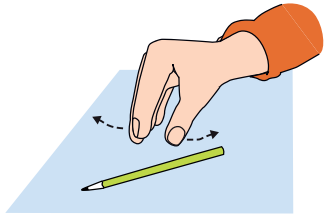


Action	Description
<b>Quack, Quack Fingers</b>	Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.
<b>Roly-poly Pencil</b>	Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
<b>Crawling Caterpillar</b>	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!
<b>Helicopter Twirls</b>	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>	

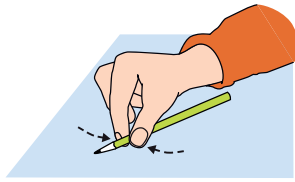
# Tripod Pencil Grip

How to hold a pencil correctly for handwriting.

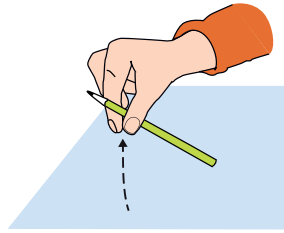
## Right handed grip



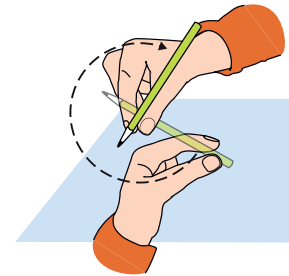
1. Point away the pencil,



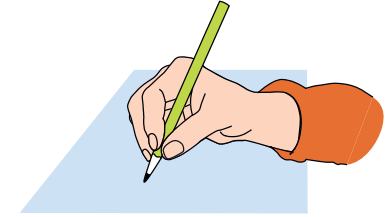
2. Pinch it near the tip,



3. Lift it off the table,

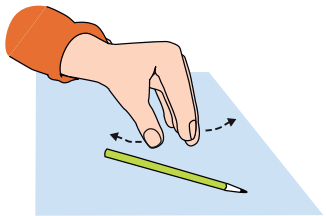


4. Spin it round...

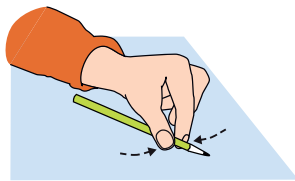


5. ...and grip.

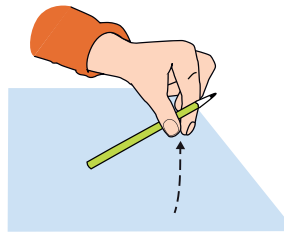
## Left handed grip



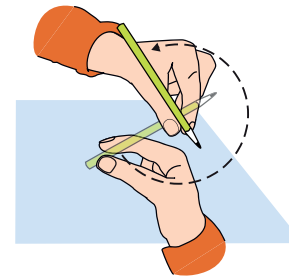
1. Point away the pencil,



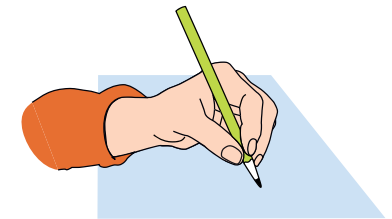
2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

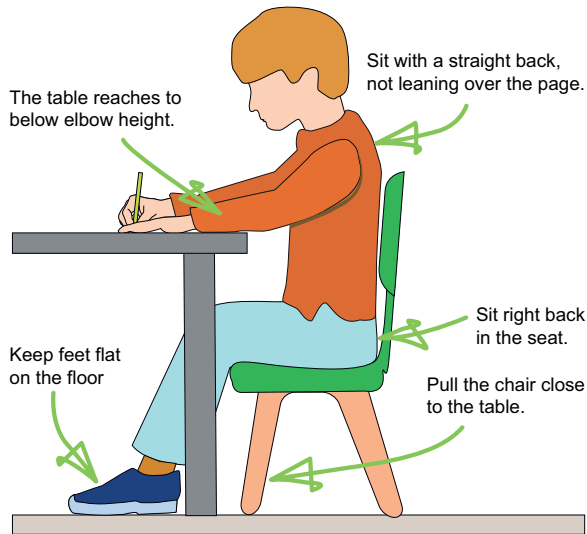
# Comfortable Sitting Position and Correct Paper Position

It is important that children sitting comfortably and hold a pencil correctly for handwriting from the start and some children may need repeated intervention to achieve this.

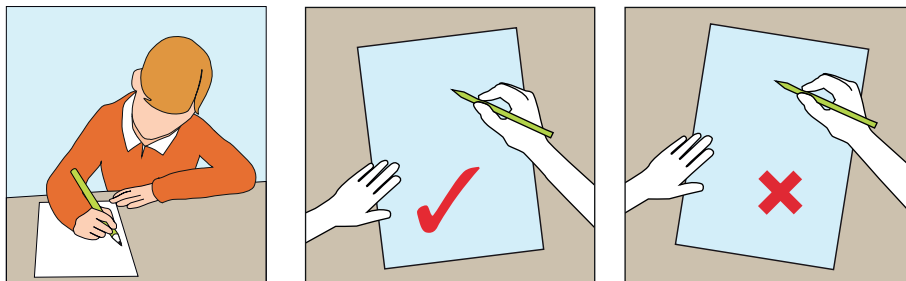
Letter-join's guide for sitting properly and holding a pencil correctly for handwriting is featured on pages 8 and 9. This will help children be more comfortable enabling them to write for sustained periods.

## Right handed children

How to sit correctly to be comfortable for handwriting.

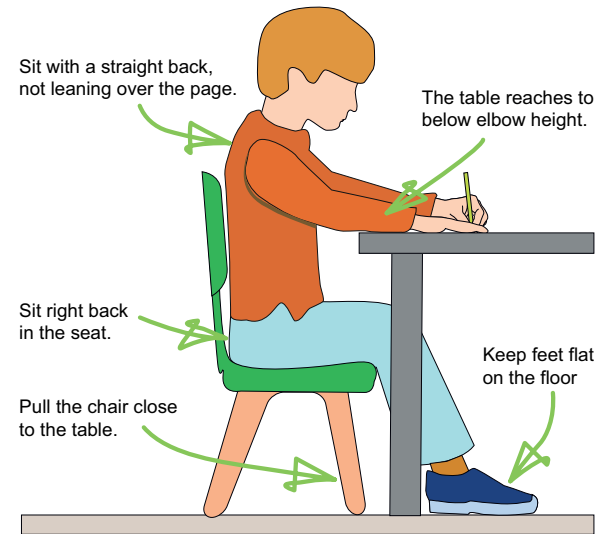


How to hold and position the paper.

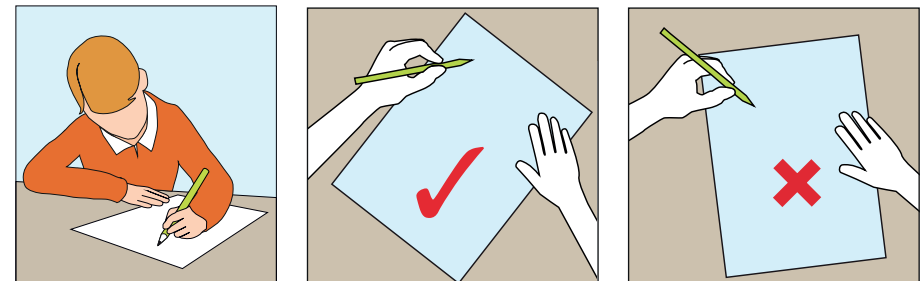


## Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.





# Handwriting across the curriculum

## The 60 lessons in this module combine handwriting with other curriculum subjects

Links to the English curriculum are presented in the form of spelling lists and cloze sentences using the Appendix 1 Year 3/4 words. Children will have the opportunity to have fun with words using pangrams, palindromes, alliteration.

With Letter-join's KS2 Dictation exercises, pupils will develop their understanding of revising and checking text so that their writing makes sense.

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

The times tables worksheets provide consolidation in the instant recall of tables facts to 12x12 and other maths resources include: perimeter, rounding and shape.

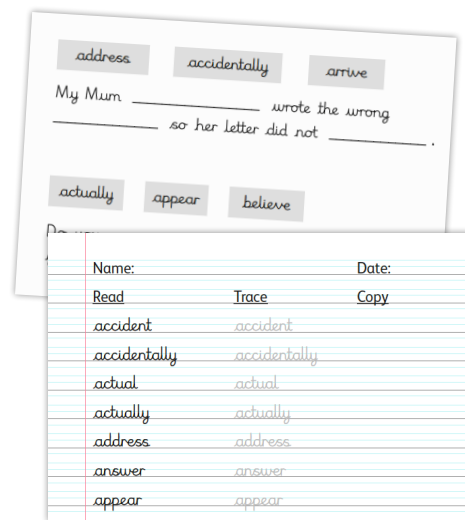
Practice in using printed letters to label diagrams is offered with Letter-join's science and geography worksheets: Life Cycles and Continents.

The next series of Letter-join's MFL worksheets combine learning French and Spanish vocabulary with labelling diagrams using printed letters and tracing and copying sentences in French or Spanish.

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



Outline shapes for 'Drawing with Words'.



Appendix 1, Year 3-4 words are used for 'Read, trace and copy' spelling lists and in a series of cloze sentence worksheets.



A selection of worksheets from across the curriculum for cursive and printed handwriting practice.

# Drawing with Words

## Tongue Twisters 2



### Learning outcomes:

- To create a simple word drawing using cursive handwriting.
- To be able to use powerful vocabulary to describe a word drawing.
- To understand what tongue twisters are.
- To be able to read, copy and learn well-known tongue twisters.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
287	<ul style="list-style-type: none"> <li>• Explain to the children that drawing with words is a very old tradition.</li> <li>• Display the Drawing with Words example (on page 40) to model ideas for how to create pictures using words.</li> <li>• Invite the children to pick out examples of the vocabulary used to describe each object.</li> <li>• Choose one of Letter-join's simple shape drawings for this lesson and discuss ideas for powerful words to fill the shape.</li> <li>• Children can use different colours and materials of their choice to fill their shape with cursive writing.</li> </ul>	<p>Teacher explanation and demonstration. Individual written work.</p>	<p>'Drawing with words' appendix, page 40. Letter-join's shape drawings. Coloured pencils, felt tips, pastels, etc.</p>	<p>Can the children create a picture using cursive handwriting words? Can they use powerful vocabulary to create their picture?</p>	
288	<ul style="list-style-type: none"> <li>• Ask the children to define a tongue twister (a sequence of words that is hard to say fast).</li> <li>• Invite them to give examples.</li> <li>• Display Letter-join's Tongue Twisters 2 worksheet on the IWB.</li> <li>• Invite children to read the tongue twisters, slowly at first and then quicker.</li> <li>• Children can write the tongue twisters neatly using Letter-join's Tongue Twisters 2 worksheet or copy into handwriting books from the IWB.</li> </ul>	<p>Whole class teaching and class discussion. Individual written work.</p>	<p>Letter-join's Tongue Twisters 2 worksheet or handwriting books. Handwriting pencils/pens.</p>	<p>Can the children explain what tongue twisters are? Can they read and copy well-known tongue twisters correctly?</p>	
<b>Differentiation</b>					
<p><b>Extra Practice</b> Children can write a tongue twister in their best handwriting and decorate for display.</p>			<p><b>Extra Challenge</b> Find other examples of tongue twisters to read and learn to say quickly.</p>		

# Spelling 1

## Cloze Sentences 1

address
accidentally
arrive

My Mum \_\_\_\_\_ wrote the wrong  
 \_\_\_\_\_ so her letter did not \_\_\_\_\_.

**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	✓
<b>289</b>	<ul style="list-style-type: none"> <li>• Display page 1 of the year 3/4 word list from Spelling Appendix 1.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to give examples of sentences using each word.</li> <li>• Practise writing each word and using it in context with Letter-join's Year 3/4 spelling word list, page 1 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 1, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
<b>290</b>	<ul style="list-style-type: none"> <li>• Display page 1 of the year 3/4 Cloze Sentences.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>• Complete Letter-join's 3/4 Cloze Sentences worksheet, page 1 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 1, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		

# Spelling 2

## Cloze Sentences 2

busy
business
centre

My Dad has a very \_\_\_\_\_ in the  
\_\_\_\_\_ of town.

**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	✓
291	<ul style="list-style-type: none"> <li>• Display page 2 of the year 3/4 word list from Spelling Appendix 1.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to give examples of sentences using each word.</li> <li>• Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 2 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 2, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
292	<ul style="list-style-type: none"> <li>• Display page 2 of the year 3/4 Cloze Sentences.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>• Complete Letter-join's 3/4 Cloze Sentences worksheet, page 2 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 2, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		

# Spelling 3

## Cloze Sentences 3

circle
continue
difficult

The teacher told us to sit in a \_\_\_\_\_ and \_\_\_\_\_ to work on a \_\_\_\_\_ problem.

**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	✓
<b>293</b>	<ul style="list-style-type: none"> <li>• Display page 3 of the year 3/4 word list from Spelling Appendix 1.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to give examples of sentences using each word.</li> <li>• Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 3 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 3, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
<b>294</b>	<ul style="list-style-type: none"> <li>• Display page 3 of the year 3/4 Cloze Sentences.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>• Complete Letter-join's 3/4 Cloze Sentences worksheet, page 3 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 3, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		

# Spelling 4

## Cloze Sentences 4

earth
enough
experiment

Class 4 did an \_\_\_\_\_ in Science to find out if \_\_\_\_\_ contained \_\_\_\_\_ minerals.

**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	✓
<b>295</b>	<ul style="list-style-type: none"> <li>• Display page 4 of the year 3/4 word list from Spelling Appendix 1.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to give examples of sentences using each word.</li> <li>• Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 4 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 4, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
<b>296</b>	<ul style="list-style-type: none"> <li>• Display page 4 of the year 3/4 Cloze Sentences.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>• Complete Letter-join's 3/4 Cloze Sentences, page 4 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 4, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		

# Spelling 5

## Cloze Sentences 5

### Seasonal

February
forward
group

I look \_\_\_\_\_ to joining your \_\_\_\_\_  
in \_\_\_\_\_.

**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	✓
<b>297</b>	<ul style="list-style-type: none"> <li>• Display page 5 of the year 3/4 word list from Spelling Appendix 1.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to give examples of sentences using each word.</li> <li>• Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 5 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 5, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
<b>298</b>	<ul style="list-style-type: none"> <li>• Display page 5 of the year 3/4 Cloze Sentences.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>• Complete Letter-join's 3/4 Cloze Sentences, page 5 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 5, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Optional Activities</b>		<b>Differentiation</b>			
Choose an activity from Letter-join's Seasonal resources.		<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.	<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		

# Spelling 6

## Cloze Sentences 6

history
interest
increase

My Dad told me that my \_\_\_\_\_ in \_\_\_\_\_  
will \_\_\_\_\_ as I get older.

**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	✓
<b>299</b>	<ul style="list-style-type: none"> <li>• Display page 6 of the year 3/4 word list from Spelling Appendix 1.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to give examples of sentences using each word.</li> <li>• Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 6 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 6, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
<b>300</b>	<ul style="list-style-type: none"> <li>• Display page 6 of the year 3/4 Cloze Sentences.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>• Complete Letter-join's 3/4 Cloze Sentences, page 6 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 6, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		



# Spelling 7

## Cloze Sentences 7

material

mention

occasion

Did I \_\_\_\_\_ that this \_\_\_\_\_  
can only be used for a special \_\_\_\_\_ ?

**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	✓
301	<ul style="list-style-type: none"> <li>• Display page 7 of the year 3/4 word list from Spelling Appendix 1.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to give examples of sentences using each word.</li> <li>• Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 7 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 7, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
302	<ul style="list-style-type: none"> <li>• Display page 7 of the year 3/4 Cloze Sentences.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>• Complete Letter-join's 3/4 Cloze Sentences, page 7 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 7, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		

# Spelling 8

## Cloze Sentences 8

peculiar
possession
possible

Is it \_\_\_\_\_ that you have such a  
\_\_\_\_\_ ?

**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	✓
<b>303</b>	<ul style="list-style-type: none"> <li>• Display page 8 of the year 3/4 word list from Spelling Appendix 1.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to give examples of sentences using each word.</li> <li>• Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 8 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 8, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
<b>304</b>	<ul style="list-style-type: none"> <li>• Display page 8 of the year 3/4 Cloze Sentences.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>• Complete Letter-join's 3/4 Cloze Sentences, page 8 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 8, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		

# Spelling 9

## Cloze Sentences 9

promise
purpose
reign

The \_\_\_\_\_ of the \_\_\_\_\_ of our queen  
is to \_\_\_\_\_ to serve our country.

**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	✓
<b>305</b>	<ul style="list-style-type: none"> <li>• Display page 9 of the year 3/4 word list from Spelling Appendix 1.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to give examples of sentences using each word.</li> <li>• Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 9 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 9, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
<b>306</b>	<ul style="list-style-type: none"> <li>• Display page 9 of the year 3/4 Cloze Sentences.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>• Complete Letter-join's 3/4 Cloze Sentences, page 9 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 9, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		

# Spelling 10

## Cloze Sentences 10

Remember
sentence
separate

\_\_\_\_\_ to write your \_\_\_\_\_  
on a \_\_\_\_\_ piece of paper.

**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	✓
<b>307</b>	<ul style="list-style-type: none"> <li>Display page 10 of the year 3/4 word list from Spelling Appendix 1.</li> <li>Read through the list of words with the children and check that they understand their meanings.</li> <li>Invite children to give examples of sentences using each word.</li> <li>Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 10 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 10, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
<b>308</b>	<ul style="list-style-type: none"> <li>Display page 10 of the year 3/4 Cloze Sentences.</li> <li>Read through the list of words with the children and check that they understand their meanings.</li> <li>Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>Complete Letter-join's 3/4 Cloze Sentences, page 10 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 10, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		

# Spelling II

## Cloze Sentences II

### Seasonal

thought
tomato
woman

Ryan \_\_\_\_\_ he saw that \_\_\_\_\_  
steal a \_\_\_\_\_ !

**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	✓
<b>309</b>	<ul style="list-style-type: none"> <li>• Display page 11 of the year 3/4 word list from Spelling Appendix 1.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to give examples of sentences using each word.</li> <li>• Practise writing each of the words and then write them in context in a paragraph using Letter-join's Year 3/4 spelling word list, page 11 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 11, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
<b>310</b>	<ul style="list-style-type: none"> <li>• Display page 11 of the year 3/4 Cloze Sentences.</li> <li>• Read through the list of words with the children and check that they understand their meanings.</li> <li>• Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense.</li> <li>• Complete Letter-join's 3/4 Cloze Sentences, page 11 or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 11, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
<b>Optional Activities</b>	Choose an activity from Letter-join's Seasonal resources.	<b>Differentiation</b>			
		<b>Extra Practice</b> Children can work in pairs to dictate this week's spellings to their partner and check each other's work.	<b>Extra Challenge</b> Make up extra sentences using this week's spelling words.		

# KS2 Dictation

## 6 times table

**Learning outcomes:**

- To listen to and write a short poem correctly.
- To copy and write the 6x table in the correct order.
- To be able to check and edit written work.
- To use different methods to learn the 6x table.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
311	<ul style="list-style-type: none"> <li>• Select KS2 Dictation Exercises 1: My Shadow</li> <li>• Explain to the children that they need to listen to the poem at normal speed, then listen again, one phrase at a time, and write down what they hear.</li> <li>• Listen to the poem again and re-write anything missed out the first time.</li> <li>• Click the link to display the written text so children can correct any mistakes.</li> <li>• Write the sentences out again neatly.</li> </ul>	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 1: My Shadow and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the poem and write it out correctly? Can they check and edit their writing?	
312	<ul style="list-style-type: none"> <li>• Display the 6x table pdf on the IWB.</li> <li>• Invite the whole class to recite the 6x table.</li> <li>• Reinforce sitting position and pencil grip.</li> <li>• Practise writing the 6x table on Letter-join's practice worksheet or exercise books.</li> <li>• Now, fold over the page and write out the 6x tables again without looking.</li> <li>• Check and write out any mistakes again.</li> </ul>	Whole class teaching. Individual work.	Letter-join's 6 times table practice worksheet or exercise books. Handwriting pencils/pens.	Can the children write the 6x table correctly? Can they use different methods for learning their tables?	
<b>Differentiation</b>					
<b>Extra Practice</b> Work with a partner, taking turns to count in sixes. Mix up the 6x table and test your partner.			<b>Extra Challenge</b> Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.		

# KS2 Dictation

## 7 times table

**Learning outcomes:**

- To listen to and write a short poem correctly.
- To copy and write the 7x table in the correct order.
- To be able to check and edit written work.
- To use different methods to learn the 7x table.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
313	<ul style="list-style-type: none"> <li>• Select KS2 Dictation Exercises 2: There was an Old Man</li> <li>• Explain to the children that they need to listen to the poem at normal speed, then listen again, one phrase at a time, and write down what they hear.</li> <li>• Listen to the poem again and re-write anything missed out the first time.</li> <li>• Click the link to display the written text so children can correct any mistakes.</li> <li>• Write the sentences out again neatly.</li> </ul>	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 2: There was an Old Man and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the poem and write it out correctly? Can they check and edit their writing?	
314	<ul style="list-style-type: none"> <li>• Display the 7x table pdf on the IWB.</li> <li>• Invite the whole class to recite the 7x table.</li> <li>• Reinforce sitting position and pencil grip.</li> <li>• Practise writing the 7x table on Letter-join's practice worksheet or exercise books.</li> <li>• Now, fold over the page and write out the 7x tables again without looking.</li> <li>• Check and write out any mistakes again.</li> </ul>	Whole class teaching. Individual work.	Letter-join's 7 times table practice worksheet or exercise books. Handwriting pencils/pens.	Can the children write the 7x table correctly? Can they use different methods for learning their tables?	
<b>Differentiation</b>					
<b>Extra Practice</b> Work with a partner, taking turns to count in sevens. Mix up the 7x table and test your partner.			<b>Extra Challenge</b> Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.		

# KS2 Dictation

## 8 times table

**Learning outcomes:**

- To listen to and write a short poem correctly.
- To copy and write the 8x table in the correct order.
- To be able to check and edit written work.
- To use different methods to learn the 8x table.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
315	<ul style="list-style-type: none"> <li>• Select KS2 Dictation Exercises 3: What is Pink?</li> <li>• Explain to the children that they need to listen to the poem at normal speed, then listen again, one phrase at a time, and write down what they hear.</li> <li>• Listen to the poem again and re-write anything missed out the first time.</li> <li>• Click the link to display the written text so children can correct any mistakes.</li> <li>• Write the sentences out again neatly.</li> </ul>	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 3: What is Pink? and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the poem and write it out correctly? Can they check and edit their writing?	
316	<ul style="list-style-type: none"> <li>• Display the 8x table pdf on the IWB.</li> <li>• Invite the whole class to recite the 8x table.</li> <li>• Reinforce sitting position and pencil grip.</li> <li>• Practise writing the 8x table on Letter-join's practice worksheet or exercise books.</li> <li>• Now, fold over the page and write out the 8x tables again without looking.</li> <li>• Check and write out any mistakes again.</li> </ul>	Whole class teaching. Individual work.	Letter-join's 8 times table practice worksheet or exercise books. Handwriting pencils/pens.	Can the children write the 8x table correctly? Can they use different methods for learning their tables?	
<b>Differentiation</b>					
<b>Extra Practice</b> Work with a partner, taking turns to count in eights. Mix up the 8x table and test your partner.			<b>Extra Challenge</b> Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.		



# KS2 Dictation

## 9 times table

**Learning outcomes:**

- To listen to and write a short poem correctly.
- To copy and write the 9x table in the correct order.
- To be able to check and edit written work.
- To use different methods to learn the 9x table.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
317	<ul style="list-style-type: none"> <li>• Select KS2 Dictation Exercises 4: Custard the Dragon.</li> <li>• Explain to the children that they need to listen an extract from the poem at normal speed, then listen again, one phrase at a time, and write down what they hear.</li> <li>• Listen to the poem again and re-write anything missed out the first time.</li> <li>• Click the link to display the written text so children can correct any mistakes.</li> <li>• Write the sentences out again neatly.</li> </ul>	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 4: Custard the Dragon and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the poem and write it out correctly? Can they check and edit their writing?	
318	<ul style="list-style-type: none"> <li>• Display the 9x table pdf on the IWB.</li> <li>• Invite the whole class to recite the 9x table.</li> <li>• Reinforce sitting position and pencil grip.</li> <li>• Practise writing the 9x table on Letter-join's practice worksheet or exercise books.</li> <li>• Now, fold over the page and write out the 9x tables again without looking.</li> <li>• Check and write out any mistakes again.</li> </ul>	Whole class teaching. Individual work.	Letter-join's 9 times table practice worksheet or exercise books. Handwriting pencils/pens.	Can the children write the 9x table correctly? Can they use different methods for learning their tables?	
<b>Differentiation</b>					
<b>Extra Practice</b> Work with a partner, taking turns to count in nines. Mix up the 9x table and test your partner.			<b>Extra Challenge</b> Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.		

# KS2 Dictation

## 11 times table

**Learning outcomes:**

- To listen to and write a story extract correctly.
- To copy and write the 11x table in the correct order.
- To be able to check and edit written work.
- To use different methods to learn the 11x table.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
319	<ul style="list-style-type: none"> <li>• Select KS2 Dictation Exercises 5a: Jack climbs the Beanstalk.</li> <li>• Explain to the children that they need to listen an extract from the story at normal speed, then listen again, one phrase at a time, and write down what they hear.</li> <li>• Listen to the extract again and re-write anything missed out the first time.</li> <li>• Click the link to display the written text so children can correct any mistakes.</li> <li>• Write the sentences out again neatly.</li> </ul>	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 5a: Jack climbs the Beanstalk and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the story and write it out correctly? Can they check and edit their writing?	
320	<ul style="list-style-type: none"> <li>• Display the 11x table pdf on the IWB.</li> <li>• Invite the whole class to recite the 11x table.</li> <li>• Reinforce sitting position and pencil grip.</li> <li>• Practise writing the 11x table on Letter-join's practice worksheet or exercise books.</li> <li>• Now, fold over the page and write out the 11x tables again without looking.</li> <li>• Check and write out any mistakes again.</li> </ul>	Whole class teaching. Individual work.	Letter-join's 11 times table practice worksheet or exercise books. Handwriting pencils/pens.	Can the children write the 11x table correctly? Can they use different methods for learning their tables?	
<b>Differentiation</b>					
<b>Extra Practice</b> Work with a partner, taking turns to count in evens. Mix up the 11x table and test your partner.			<b>Extra Challenge</b> Children can work with a partner to each find a short passage in a book to dictate to each other, then check and edit their work.		

# KS2 Dictation

## 12 times table

**Learning outcomes:**

- To listen to and write a story extract correctly.
- To copy and write the 12x table in the correct order.
- To be able to check and edit written work.
- To use different methods to learn the 12x table.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
321	<ul style="list-style-type: none"> <li>• Select KS2 Dictation Exercises 5b: The Giant chases Jack.</li> <li>• Explain to the children that they need to listen an extract from the story at normal speed, then listen again, one phrase at a time, and write down what they hear.</li> <li>• Listen to the extract again and re-write anything missed out the first time.</li> <li>• Click the link to display the written text so children can correct any mistakes.</li> <li>• Write the sentences out again neatly.</li> </ul>	Whole class teaching. Teacher explanation. Individual work.	Select Letter-join's KS2 Dictation Exercises 5b: The Giant chases Jack and follow the on-screen instructions. Handwriting pencils/pens.	Can the children listen to the story and write it out correctly? Can they check and edit their writing?	
322	<ul style="list-style-type: none"> <li>• Display the 12x table pdf on the IWB.</li> <li>• Invite the whole class to recite the 12x table.</li> <li>• Reinforce sitting position and pencil grip.</li> <li>• Practise writing the 12x table on Letter-join's practice worksheet or exercise books.</li> <li>• Now, fold over the page and write out the 12x tables again without looking.</li> <li>• Check and write out any mistakes again.</li> </ul>	Whole class teaching. Individual work.	Letter-join's 12 times table practice worksheet or exercise books. Handwriting pencils/pens.	Can the children write the 12x table correctly? Can they use different methods for learning their tables?	
<b>Differentiation</b>					
<b>Extra Practice</b> Work with a partner, taking turns to count in twelves. Mix up the 12x table and test your partner.			<b>Extra Challenge</b> 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.		

# Rounding Rhyme

## French or Spanish: The House

**Learning outcomes:**

- To copy a simple rhyme and numbers 0-9 neatly.
- To demonstrate an understanding of rounding numbers.
- To use printed letters to label the parts of a house in both English and French/Spanish.
- To be able to name the parts of a house in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
323	<ul style="list-style-type: none"> <li>• Invite the children to explain why sometimes we round numbers (rounding makes a number simpler and easier to use when estimating a total).</li> <li>• Ask if they can recount the rule for rounding numbers (below 5 round down, 5 or above round up).</li> <li>• Display Letter-join's Rounding Rhyme worksheet and ask the children to read the rhyme together.</li> <li>• Use Letter-join's Word Animator to model numbers which can be rounded to the nearest ten by the children.</li> <li>• Children to practise rounding numbers to the nearest ten with Letter-join's Rounding Rhyme worksheet or copy into handwriting books from the IWB.</li> <li>• Learn the rhyme for rounding numbers.</li> </ul>	<p>Whole class teaching and class discussion.</p> <p>IWB demonstration and interactivity.</p> <p>Individual written work.</p>	<p>Letter-join's Rounding Rhyme worksheet or handwriting books.</p> <p>Letter-join's Word Animator facility.</p> <p>Handwriting pencils/pens.</p>	<p>Can the children copy a simple rhyme and the numbers 0-9 correctly?</p> <p>Can they demonstrate an understanding of rounding numbers?</p>	
324	<ul style="list-style-type: none"> <li>• Display Letter-join's MFL worksheet 'The House' in French or Spanish.</li> <li>• Read the French or Spanish words to the children for the parts of the house.</li> <li>• Use Letter-join's Word Animator to model individual words in the language selected.</li> <li>• Invite the children to choose and trace the words using the 'Try' facility on the Word Bank.</li> <li>• Encourage the children to use Letter-join's Magic Words facility to practise individual words on their tablets.</li> <li>• Children to label the parts of the house using printed letters in English and French/ Spanish on Letter-join's 'The House' worksheet.</li> <li>• Children can practise learning the parts of the house in the chosen language.</li> </ul>	<p>Whole class teaching.</p> <p>IWB demonstration and interactivity.</p> <p>Individual tablet practice.</p> <p>Individual written work.</p>	<p>Letter-join's Word Animator and Magic Words facility.</p> <p>Letter-join's MFL worksheet 'The House' worksheet.</p> <p>Handwriting pencils/pens.</p>	<p>Can the children use printed letters to label the parts of a house in both English and French/Spanish?</p> <p>Can they name the parts of a house in the chosen language?</p>	
<b>Differentiation</b>					
<p><b>Extra Practice</b> Children can work in pairs to practise saying the vocabulary, in the chosen language, to their partner.</p>			<p><b>Extra Challenge</b> Children can practise rounding numbers to the nearest hundred.</p>		

# Perimeter Rhyme

## French or Spanish: The Garden

**Learning outcomes:**

- To copy a simple rhyme and trace sentences neatly.
- To demonstrate an understanding of how to find the perimeter of simple 2D shapes.
- To use printed letters to label the objects in a garden in both English and French/Spanish.
- To be able to name the objects in a garden in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
325	<ul style="list-style-type: none"> <li>• Invite the children to define the perimeter of a shape (the distance around a 2D shape).</li> <li>• Display Letter-join's Perimeter Rhyme worksheet and ask the children to read the rhyme together.</li> <li>• Children to practise writing sentences and finding the perimeter of 2D shapes with Letter-join's Perimeter Rhyme worksheet or copy into handwriting books from the IWB.</li> <li>• Learn the rhyme for finding perimeter.</li> </ul>	Whole class teaching. Individual written work.	Letter-join's Perimeter Rhyme worksheet or handwriting books. Handwriting pencils/pens.	Can the children copy a simple rhyme and trace sentences neatly? Can they demonstrate an understanding of finding the perimeter of simple 2D shapes?	
326	<ul style="list-style-type: none"> <li>• Select Letter-join's MFL worksheet 'The Garden' in French or Spanish.</li> <li>• Read the French or Spanish description to the children for each of the objects in the garden on the worksheet.</li> <li>• Use Letter-join's Word Animator to model individual words in the language selected.</li> <li>• Invite the children to choose and trace the words using the 'Try' facility on the Word Bank.</li> <li>• Encourage the children to use Letter-join's Magic Words facility to practise individual words on their tablets.</li> <li>• Children to label the objects in the garden using printed letters in English and French/Spanish on Letter-join's 'The Garden' worksheet.</li> <li>• Children can practise learning the vocabulary for garden objects in the chosen language.</li> </ul>	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.	Letter-join's Word Animator and Magic Words facility. Letter-join's MFL worksheet 'The Garden' or handwriting books. Handwriting pencils/pens.	Can the children use printed letters to label the objects in a garden in both English and French/Spanish? Can they name the objects in a garden in the chosen language?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to practise saying the vocabulary, in the chosen language, to their partner.			<b>Extra Challenge</b> Write instructions for a younger child, explaining how to find the perimeter of a simple 2D shape.		

# 2D Shapes Vocabulary I

## French or Spanish: In the Kitchen

**Learning outcomes:**

- To be able to name different quadrilaterals and triangles.
- To be able to write the names of the different quadrilaterals and triangles correctly.
- To neatly trace and copy simple sentences in both English and French/Spanish.
- To be able to name kitchen items in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
327	<ul style="list-style-type: none"> <li>• Ask the children to define a quadrilateral (4-sided 2D shape).</li> <li>• Children to work in pairs to write down the names of as many quadrilaterals as they can think of on their whiteboards.</li> <li>• Repeat this exercise for triangles (3-sided shapes).</li> <li>• Use Letter-join’s Word Animator to model the names of the shapes.</li> <li>• Invite the children to choose and trace the words using the ‘Try’ facility on the Word Bank.</li> <li>• Encourage the children to use Letter-join’s Magic Words facility to practise the shape names on their tablets.</li> <li>• Children to practise writing names of shapes on Letter-join’s 2D Shapes Vocabulary 1 worksheet.</li> </ul>	<p>Whole class teaching. Pair and individual written work. IWB demonstration and interactivity.</p>	<p>Mini-whiteboards and pens. Letter-join’s Word Animator and Magic Words facility. Letter-join’s 2D Shapes Vocabulary 1 worksheet. Handwriting pencils/pens.</p>	<p>Can the children name the different quadrilaterals and triangles? Can they write the names of the different quadrilaterals and triangles correctly?</p>	
328	<ul style="list-style-type: none"> <li>• Select Letter-join’s MFL worksheet ‘In the Kitchen’ in French or Spanish.</li> <li>• Read the French or Spanish sentence to the children for each of the kitchen items on the worksheet.</li> <li>• Use Letter-join’s Word Animator to model individual words in the language selected.</li> <li>• Invite the children to choose and trace the words using the ‘Try’ facility on the Word Bank.</li> <li>• Encourage the children to use Letter-join’s Magic Words facility to practise individual words on their tablets.</li> <li>• Children to trace and copy the sentences in English and French/Spanish on Letter-join’s ‘In the Kitchen’ worksheet or copy into handwriting books from the IWB.</li> <li>• Children can practise learning the kitchen items in the chosen language.</li> </ul>	<p>Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.</p>	<p>Letter-join’s Word Animator and Magic Words facility. Letter-join’s MFL worksheet ‘In the Kitchen’ worksheet or handwriting books. Handwriting pencils/pens.</p>	<p>Can the children neatly trace and copy simple sentences in both English and French/Spanish? Can they name the kitchen items in the chosen language?</p>	
<b>Differentiation</b>					
<p><b>Extra Practice</b> Children can work in pairs to practise saying the vocabulary, in the chosen language, to their partner.</p>			<p><b>Extra Challenge</b> Children can work in pairs to dictate the shape vocabulary to their partner and check each other’s spelling.</p>		

# 2D Shapes Vocabulary 2

## French or Spanish: In the Bathroom

**Learning outcomes:**

- To be able to name 2D shapes with more than four sides.
- To be able to name 2D shapes with curved sides.
- To be able to write the names of the different shapes correctly.
- To neatly trace and copy simple sentences in both English and French/Spanish.
- To be able to name bathroom items in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
329	<ul style="list-style-type: none"> <li>• Children to work in pairs to write down the names 2D shapes with more than four sides on their whiteboards.</li> <li>• Repeat this exercise for curved shapes.</li> <li>• Use Letter-join’s Word Animator to model the names of the shapes.</li> <li>• Invite the children to choose and trace the words using the ‘Try’ facility on the Word Bank.</li> <li>• Encourage the children to use Letter-join’s Magic Words facility to practise the shape names on their tablets.</li> <li>• Children to practise writing names of shapes on Letter-join’s 2D Shapes Vocabulary 1 worksheet.</li> </ul>	Whole class teaching. Pair and individual written work. IWB demonstration and interactivity.	Mini-whiteboards and pens. Letter-join’s Word Animator and Magic Words facility. Letter-join’s 2D Shapes Vocabulary 2 worksheet. Handwriting pencils/pens.	Can the children name the 2D shapes with more than four sides? Can they name the 2D curved shapes? Can they write the names of the different shapes correctly?	
330	<ul style="list-style-type: none"> <li>• Select Letter-join’s MFL worksheet ‘In the Bathroom’ in French or Spanish.</li> <li>• Read the French or Spanish sentence to the children for each of the kitchen items on the worksheet.</li> <li>• Use Letter-join’s Word Animator to model individual words in the language selected.</li> <li>• Invite the children to choose and trace the words using the ‘Try’ facility on the Word Bank.</li> <li>• Encourage the children to use Letter-join’s Magic Words facility to practise individual words on their tablets.</li> <li>• Children to trace and copy the sentences in English and French/Spanish on Letter-join’s ‘In the Bathroom’ worksheet or copy into handwriting books from the IWB.</li> <li>• Children can practise learning the bathroom items in the chosen language.</li> </ul>	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.	Letter-join’s Word Animator and Magic Words facility. Letter-join’s MFL worksheet ‘In the Bathroom’ worksheet or handwriting books. Handwriting pencils/pens.	Can the children neatly trace and copy simple sentences in both English and French/Spanish? Can they name the bathroom items in the chosen language?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to practise saying the vocabulary, in the chosen language, to their partner.			<b>Extra Challenge</b> Children can work in pairs to dictate the shape vocabulary to their partner and check each other’s spelling.		

# 3D Shapes I

## French or Spanish: In the Living Room

**Learning outcomes:**

- To recognise and name 3D shapes.
- To neatly complete a table with the properties of 3D shapes.
- To match the French or Spanish words to pictures.
- To copy simple sentences in both English and French/Spanish.
- To be able to name living room items in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
331	<ul style="list-style-type: none"> <li>• Display Letter-join's 3D Shapes 1 worksheet and invite children to match the shapes with their names.</li> <li>• Discuss properties of 3D shapes with the children; ask them to define faces, edges and vertices of a 3D shape.</li> <li>• Children to practise matching 3D shapes to their names and completing a table with the properties of each shape with Letter-join's 3D Shapes 1 worksheet.</li> <li>• Children to work with a partner, taking turns to describe a 3D shape in terms of faces, edges and vertices. Can their partner guess the shape being described?</li> </ul>	Whole class teaching. Class discussion. Individual written work. Pair work.	Letter-join's 3D Shapes 1 worksheet. Handwriting pencils/pens.	Can the children recognize and name the 3D shapes? Can they neatly complete a table with the properties of the shapes?	
332	<ul style="list-style-type: none"> <li>• Select Letter-join's MFL worksheet 'In the Living Room' in French or Spanish.</li> <li>• Read the French or Spanish words to the children for each of the living room items on the worksheet.</li> <li>• Use Letter-join's Word Animator to model individual words in the language selected.</li> <li>• Invite the children to choose and trace the words using the 'Try' facility on the Word Bank.</li> <li>• Encourage the children to use Letter-join's Magic Words facility to practise individual words on their tablets.</li> <li>• Children to match words to pictures and copy the sentences in English and French/Spanish on Letter-join's 'In the Living Room' worksheet or copy into handwriting books from the IWB.</li> <li>• Children can practise learning the living room items in the chosen language.</li> </ul>	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.	Letter-join's Word Animator and Magic Words facility. Letter-join's MFL worksheet 'In the Living Room' worksheet or handwriting books. Handwriting pencils/pens.	Can the children match the French or Spanish words to the pictures? Can they copy simple sentences in both English and French/Spanish? Can they name the living room items in the chosen language?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to practise saying the vocabulary, in the chosen language, to their partner.			<b>Extra Challenge</b> Children can work in pairs to dictate the shape vocabulary to their partner and check each other's spelling.		



# 3D Shapes 2

## French or Spanish: In the Bedroom

**Learning outcomes:**

- To recognise and name 3D shapes.
- To neatly complete a table with the properties of 3D shapes.
- To match the French or Spanish words to pictures.
- To copy simple sentences in both English and French/Spanish.
- To be able to name living room items in the chosen language.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
333	<ul style="list-style-type: none"> <li>• Display Letter-join's 3D Shapes 2 worksheet and invite children to match the shapes with their names.</li> <li>• Discuss properties of 3D shapes with the children; ask them to define faces, edges and vertices of a 3D shape.</li> <li>• Children to practise matching 3D shapes to their names and completing a table with the properties of each shape with Letter-join's 3D Shapes 2 worksheet.</li> <li>• Children to work with a partner, taking turns to describe a 3D shape in terms of faces, edges and vertices. Can their partner guess the shape being described?</li> </ul>	Whole class teaching. Class discussion. Individual written work. Pair work.	Letter-join's 3D Shapes 2 worksheet. Handwriting pencils/pens.	Can the children recognize and name the 3D shapes? Can they neatly complete a table with the properties of the shapes?	
334	<ul style="list-style-type: none"> <li>• Select Letter-join's MFL worksheet 'In the Bedroom' in French or Spanish.</li> <li>• Read the French or Spanish words to the children for each of the living room items on the worksheet.</li> <li>• Use Letter-join's Word Animator to model individual words in the language selected.</li> <li>• Invite the children to choose and trace the words using the 'Try' facility on the Word Bank.</li> <li>• Encourage the children to use Letter-join's Magic Words facility to practise individual words on their tablets.</li> <li>• Children to match words to pictures and copy the sentences in English and French/Spanish on Letter-join's 'In the Bedroom' worksheet or copy into handwriting books from the IWB.</li> <li>• Children can practise learning the bedroom items in the chosen language.</li> </ul>	Whole class teaching. IWB demonstration and interactivity. Individual tablet practice. Individual written work.	Letter-join's Word Animator and Magic Words facility. Letter-join's MFL worksheet 'In the Bedroom' worksheet or handwriting books. Handwriting pencils/pens.	Can the children match the French or Spanish words to the pictures? Can they copy simple sentences in both English and French/Spanish? Can they name the bedroom items in the chosen language?	
<b>Differentiation</b>					
<b>Extra Practice</b> Children can work in pairs to practise saying the vocabulary, in the chosen language, to their partner.			<b>Extra Challenge</b> Children can practise rounding numbers to the nearest hundred.		

# Word of the Week: I

## Pangrams I

**Learning outcomes:**

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an new vocabulary correctly in a sentence.
- To copy pangrams neatly.
- To write all the letters of the alphabet correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
335	<ul style="list-style-type: none"> <li>• Use Letter-join’s Word Animator to introduce the word of the week (see appendix for suggestions).</li> <li>• Invite the children to think of a definition or to use the word in a sentence.</li> <li>• Use a dictionary or thesaurus to find the correct definition of the word.</li> <li>• Ask the children to suggest antonyms and synonyms for this week’s word.</li> <li>• Model sentences to demonstrate how to use the word correctly.</li> <li>• Complete Letter-join’s Word of the Week template or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join’s Word Animator. Dictionary and/or thesaurus. Letter-join’s Word of the Week template or handwriting books. Handwriting pencils/pens.	Can the children use a dictionary or thesaurus to find information?  Can they use the word of the week correctly in a sentence?	
336	<ul style="list-style-type: none"> <li>• Explain that a pangram is a sentence which uses every letter of the alphabet.</li> <li>• Display Letter-join’s Pangrams 1 worksheet on the IWB and invite children to read the sentences.</li> <li>• Ask children to pick out unfamiliar words and discuss their meanings (eg. waltzes and jigs are a type of dance).</li> <li>• Complete Letter-join’s Pangrams 1 worksheet or copy into handwriting books from the IWB.</li> <li>• Choose four new words from this worksheet and write each one in a sentence.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join’s Pangrams 1 worksheet or handwriting books. Handwriting pencils/pens.	Can the children copy the pangrams neatly?  Can they write all the letters of the alphabet correctly?	
<b>Differentiation</b>					
<b>Extra Practice</b> Use Letter-join’s Magic Words facility to practise the unfamiliar pangram words on their tablets.			<b>Extra Challenge</b> Write a short paragraph to begin a story using the word of the week.		

# Word of the Week: 2

## Palindromes 2

**Learning outcomes:**

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To neatly copy palindrome words and sentences.
- To use research to find examples of palindromes.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
337	<ul style="list-style-type: none"> <li>• Use Letter-join’s Word Animator to introduce the word of the week (see appendix for suggestions).</li> <li>• Invite the children to think of a definition or to use the word in a sentence.</li> <li>• Use a dictionary or thesaurus to find the correct definition of the word.</li> <li>• Ask the children to suggest antonyms and synonyms for this week’s word.</li> <li>• Model sentences to demonstrate how to use the word correctly.</li> <li>• Complete Letter-join’s Word of the Week template or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join’s Word Animator. Dictionary and/or thesaurus. Letter-join’s Word of the Week template or handwriting books. Handwriting pencils/pens.	Can the children use a dictionary or thesaurus to find information?  Can they use the word of the week correctly in a sentence?	
338	<ul style="list-style-type: none"> <li>• Ask the children to define a palindrome (words or sentences that read the same backwards and forwards).</li> <li>• Use the Word Animator to model palindrome words and names e.g. level, radar, madam, Hannah, Bob, etc.</li> <li>• Encourage children to use Letter-join’s Magic Words facility to practise the palindrome words on their tablets.</li> <li>• Practise writing palindrome words and sentences using Letter-join’s Palindromes 1 worksheet or copy into handwriting books from the IWB.</li> <li>• Children can research other examples of palindromes to share with rest of the class.</li> </ul>	Whole class teaching. Teacher explanation. Individual work. Whole class interaction.	Letter-join’s Word Animator and Magic Words facility. Letter-join’s Palindromes 1 worksheet or handwriting books. Handwriting pencils/pens.	Can the children write palindromes correctly?  Can they find other examples of palindromes and contribute their findings to the class?	
<b>Differentiation</b>					
<b>Extra Practice</b> Use Letter-join’s Magic Words facility to practise writing and spelling palindrome words.			<b>Extra Challenge</b> Write a short paragraph to begin a story using the word of the week.		

# Word of the Week: 3

## Alliteration

**Learning outcomes:**

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to give examples of alliteration.
- To be able to write alliteration sentences neatly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
339	<ul style="list-style-type: none"> <li>• Use Letter-join’s Word Animator to introduce the word of the week (see appendix for suggestions).</li> <li>• Invite the children to think of a definition or to use the word in a sentence.</li> <li>• Use a dictionary or thesaurus to find the correct definition of the word.</li> <li>• Ask the children to suggest antonyms and synonyms for this week’s word.</li> <li>• Model sentences to demonstrate how to use the word correctly.</li> <li>• Complete Letter-join’s Word of the Week template or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join’s Word Animator. Dictionary and/or thesaurus. Letter-join’s Word of the Week template or handwriting books. Handwriting pencils/pens.	Can the children use a dictionary or thesaurus to find information?  Can they use the word of the week correctly in a sentence?	
340	<ul style="list-style-type: none"> <li>• Ask children to define alliteration (when most of the words in a sentence start with the same sound).</li> <li>• Display Letter-join’s Alliteration worksheet on the IWB and invite children to read the sentences.</li> <li>• Children to work in pairs to write their own alliteration sentence on their whiteboards.</li> <li>• Each pair read their sentence to the class.</li> <li>• Children to practise writing sentences neatly with Letter-join’s Alliteration worksheet or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Pair and individual written work.	Mini-whiteboards and pens. Letter-join’s Alliteration worksheet or handwriting books. Handwriting pencils/pens.	Can the children give examples of alliteration?  Can they write the alliteration sentences neatly?	
<b>Differentiation</b>					
<b>Extra Practice</b> Make up alliteration phrases or sentences to describe different animals or food.			<b>Extra Challenge</b> Write a short paragraph to begin a story using the word of the week.		

# Word of the Week: 4

## Geography

**Learning outcomes:**

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to use an atlas, map or globe to locate continents, countries and cities.
- To be able to label a map of the world correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
341	<ul style="list-style-type: none"> <li>• Use Letter-join’s Word Animator to introduce the word of the week (see appendix for suggestions).</li> <li>• Invite the children to think of a definition or to use the word in a sentence.</li> <li>• Use a dictionary or thesaurus to find the correct definition of the word.</li> <li>• Ask the children to suggest antonyms and synonyms for this week’s word.</li> <li>• Model sentences to demonstrate how to use the word correctly.</li> <li>• Complete Letter-join’s Word of the Week template or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join’s Word Animator. Dictionary and/or thesaurus. Letter-join’s Word of the Week template or handwriting books. Handwriting pencils/pens.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
342	Discuss with the class the use of maps, atlases and globes (we use them to find continents, countries and cities around the world). Model the names of the seven continents (large land masses) on Letter-join’s Word Animator. Invite the children to use atlases, etc. to locate each continent. Practise labelling a map of the world in printed letters using Letter-join’s Continents, Countries and Capital Cities worksheet. Encourage children to use Letter-join’s Magic Words facility to practise the spelling of each continent on their tablets.	Teacher explanation and class discussion. Individual written work.	Maps, atlases, globe. Letter-join’s Word Animator. Letter-join’s Continents, Countries and Capital Cities worksheet or handwriting books. Handwriting pencils/pens.	Can the children use an atlas, map or globe to locate continents, countries and cities? Can they label a map of the world correctly?	
<b>Differentiation</b>					
<b>Extra Practice</b> Find and write a list of countries from each continent.			<b>Extra Challenge</b> Write a short paragraph to begin a story using the word of the week.		

# Word of the Week: 5

## Science

**Learning outcomes:**

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To be able to correctly label a diagram of a life cycle.
- To be able to use reference books to research other life cycles.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
343	<ul style="list-style-type: none"> <li>• Use Letter-join’s Word Animator to introduce the word of the week (see appendix for suggestions).</li> <li>• Invite the children to think of a definition or to use the word in a sentence.</li> <li>• Use a dictionary or thesaurus to find the correct definition of the word.</li> <li>• Ask the children to suggest antonyms and synonyms for this week’s word.</li> <li>• Model sentences to demonstrate how to use the word correctly.</li> <li>• Complete Letter-join’s Word of the Week template or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join’s Word Animator. Dictionary and/or thesaurus. Letter-join’s Word of the Week template or handwriting books. Handwriting pencils/pens.	Can the children use a dictionary or thesaurus to find information? Can they use the word of the week correctly in a sentence?	
344	<ul style="list-style-type: none"> <li>• Ask the children to explain and give examples of a life cycle. (A life cycle is the different stages of life for a living thing, usually displayed as a circular diagram showing each stage).</li> <li>• Display Letter-join’s Life Cycles worksheet and invite children to read the vocabulary.</li> <li>• Ask children to describe the frog and butterfly life cycle using the pictures as prompts.</li> <li>• Children to complete Letter-join’s Life Cycle worksheet using printed letters to label the diagrams.</li> <li>• Use reference books to find an example of another life cycle and draw a labelled diagram of it.</li> </ul>	Teacher explanation and class discussion. Individual written work.	Letter-join’s Life Cycles worksheet or handwriting books. Handwriting pencils/pens. Reference books.	Can the children correctly label a diagram of a life cycle? Can they use reference books to research other life cycles?	
<b>Differentiation</b>					
<b>Extra Practice</b> Use Letter-join’s Magic Words facility to practise the spelling of life cycle vocabulary.			<b>Extra Challenge</b> Write a short paragraph to begin a story using the word of the week.		

# Word of the Week: 6

## Pangrams 2

**Learning outcomes:**

- To be able to use a dictionary or thesaurus to find information.
- To be able to use an unfamiliar word correctly in a sentence.
- To copy pangrams neatly.
- To write all the letters of the alphabet correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
345	<ul style="list-style-type: none"> <li>• Use Letter-join’s Word Animator to introduce the word of the week (see appendix for suggestions).</li> <li>• Invite the children to think of a definition or to use the word in a sentence.</li> <li>• Use a dictionary or thesaurus to find the correct definition of the word.</li> <li>• Ask the children to suggest antonyms and synonyms for this week’s word.</li> <li>• Model sentences to demonstrate how to use the word correctly.</li> <li>• Complete Letter-join’s Word of the Week template or copy into handwriting books from the IWB.</li> </ul>	Whole class teaching. Teacher demonstration. Individual written work.	Letter-join’s Word Animator. Dictionary and/or thesaurus. Letter-join’s Word of the Week template or handwriting books. Handwriting pencils/pens.	Can the children use a dictionary or thesaurus to find information?  Can they use the word of the week correctly in a sentence?	
346	<ul style="list-style-type: none"> <li>• Invite children to define a pangram (see lesson 336).</li> <li>• Display Letter-join’s Pangrams 2 worksheet on the IWB and invite children to read the sentences.</li> <li>• Ask children to pick out unfamiliar words and discuss their meanings (e.g. jaded-bored, quaintly-strangely)</li> <li>• Complete Letter-join’s Pangrams 2 worksheet or copy into handwriting books from the IWB.</li> <li>• Choose four new words from this worksheet and write each one in a sentence.</li> </ul>	Whole class teaching. Class discussion. Individual written work.	Letter-join’s Pangrams 2 worksheet or handwriting books. Handwriting pencils/pens.	Can the children copy the pangrams neatly?  Can they write all the letters of the alphabet correctly?	
<b>Differentiation</b>					
<b>Extra Practice</b> Use Letter-join’s Magic Words facility to practise the unfamiliar pangram words on their tablets.			<b>Extra Challenge</b> Write a short paragraph to begin a story using the word of the week.		





## Word of the Week

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

Letter-join's Word of the Week worksheets provide a template for you to explore any word of your choice or, alternatively, you may choose from the selection below.

### Here are some suggestions:

parched	miniscule	obnoxious
stimulate	melancholy	charisma
legible	irritable	morsel
dismal	exquisite	absurd
dubious	illuminated	scorched
hurled	glowered	hesitated
consumed	persevered	squandered

### Lesson plan

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

**EXAMPLE**

**Word of the Week:** precarious

Write this week's word six times:

precarious    precarious    precarious  
precarious    precarious    precarious

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

If something is precarious, it is not safe and likely to fall off or fall over.

Write some synonyms of this week's word:


insecure    risky    hazardous  
treacherous    unsafe    dangerous

Write some antonyms of this week's word:

safe    fixed    strong  
secure    protected    stable

Write a sentence using this week's word :

The cat was in a precarious position in the tree.  
Beware: this cliff edge is precarious.  
Take care on that precarious, old ladder  
The stranded climber was in a precarious situation.

Letter-join 

Example of how to complete a Word of the Week worksheet

# Teacher's Notes

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