

# End-low drop-on joins

## Objective

To introduce drop-on joins from end-low letters.

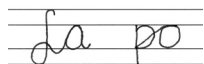
## Background knowledge

Good fine motor control is needed for all these joins. Those with poor fine motor control may struggle to achieve the width needed for consistent letter spaces.

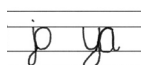
This is the next most common form of join. The drop-on join to letters 'a', 'c', 'd', 'f', 'g', 'o' and 'q' needs explicit teaching. Remind the children that the join takes them to where the next letter starts. In this case, the start of the drop-on letter is over at 1 o'clock, not 12 o'clock (remember the actions up, back and around in the Cave Lenny story and the clock on page 15). This formation avoids gaps in the top of the letter (for example, making 'a' resemble 'u' or making 'd' resemble 'cl'), or forcing the child to slant their letter backwards in order to close the top (see examples on pages 46 and 52).

Teach the children to end low, go up, go over and drop onto the start of the letter. The term 'drop-on' is one that children will find helpful; it acts as a visual, kinaesthetic and aural prompt.

Descender letters ('f', 'g', 'j', 'p', 'q' and 'y') should be treated in exactly the same way when joining to a drop-on letter. As long as children remember to go straight from the end of the letter to the start of the next (go up, go over and drop on) the following errors will be avoided:



When forming the join, remind children to finish the letter first before travelling from the end of the letter to the start of the next. This will avoid the letters sitting on top of each other:



Left-handers may wish to lift their pen from the paper while joining, thus avoiding having to push awkwardly across the page. If the ink or pencil trace disappears, do not tell them they have to produce a joining mark. However, do ensure they are joining

just above the paper, rather than printing. Left-handers may also want to produce a sharper, more italic style, exit. This is fine as long as they leave enough space between their words and don't cramp their letters together (see page 13).

## Activities

Before you conduct a handwriting lesson, remind yourself of correct letter formation (CD-ROM) and good handwriting practice (Introduction).

All of the photocopiable sheets follow a similar pattern: first the children trace the large joined letters with their finger, then draw over the smaller joined letters with a pencil and then draw their own from the dot. There is then a picture-based activity before the children write the joined letters without guidelines to establish their own writing size. The children should complete the smiley face to show how they think they have done.

### ● Photocopiable page 152 and 153 'Joined 'ed' and 'Joined 'ng''

Remind the children to join by going up, around and drop onto the letter before coming back anticlockwise to form the actual letter itself.

### ● Photocopiable page 154 'Joined 'ear''

Remind the children to join by going up, around and drop onto the letter before coming back anticlockwise to form the actual letter itself.

### ● Photocopiable page 155 'Joined 'igh''

Remind the children to go all the way to the top of the 'h' as it is a high letter.

## Further ideas

● **Postcards:** Encourage the children to write cards to Lenny. Read cards from Lenny to the class.

## What's on the CD-ROM

On the CD-ROM you will find:

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