

13 Introducing curly caterpillar letters: c, a, d, o, s, g, q, e, f

Part 1

Warm up

- Children make a curly caterpillar using the thumb and index finger of their left hand. They then make their fingertips touch to form an o. Children practise changing from c to o.
- Children make a c using both arms, then move their c from the left to the right.

Whole-class session

Unit focus: introducing the curly caterpillar letter family.
Phonic link: hearing initial phoneme c; alliteration in curly caterpillar.

Introduce the page

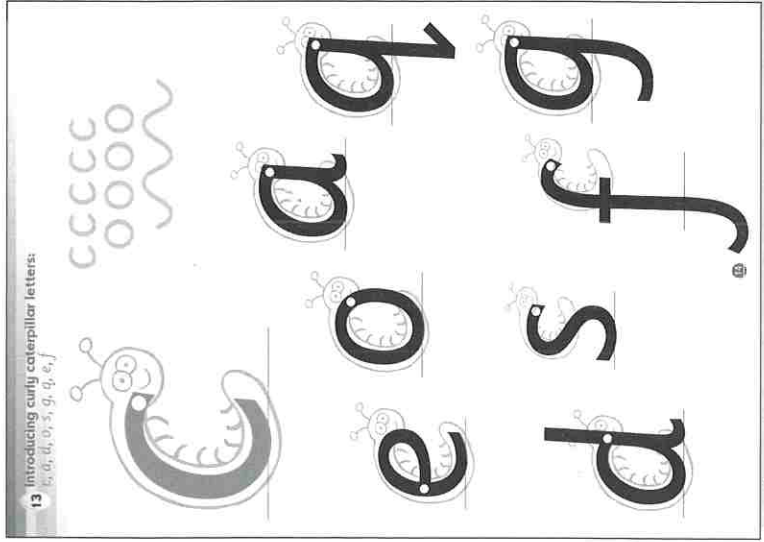
- Encourage the children to talk about the page before you begin.
- Point out the curly caterpillar artwork.

Sky writing patterns

- Emphasise the anticlockwise movement.

Demonstrate the letter formations

- Demonstrate the curly caterpillar pattern using the caterpillar picture and the oral letter family patter (see page 10).
- Emphasise the starting point and anticlockwise direction using the patter. If possible, refer to a clock to show the direction.
- Demonstrate the rest of the letters.
- Get Up and Go** Ask the children to point to the starting point of each letter in the family.
- Invite the children to make sets with the letters. Some letters are short (c, o, e, a, s), some have an ascender (d), some have a descender (g, q) and f has both an ascender and a descender. Note which letters have an exit flick (a, d, q).
- Note that s and f are the odd ones out as the curly caterpillar is much smaller in these letters and sits in the top half.
- Point out that d doesn't begin at the top and goes up beyond its starting point.
- Show Me** Children practise the letter c.



Big Book page 14

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- Children look out for circles in the environment (e.g. wheels, windows, manhole covers). They could also search for caterpillars if it's the right time of year.

Part 2

Practice Book warm up

- Children sky write curly caterpillar patterns.

Independent work

Can the children identify the pictures and the initial phoneme? Can they spot the extra c in clock? Children read the words and then trace the cs.

Children write the letters saying the sound. Remind the children of the oral patter.

Children finger trace these letters saying the sound.

Read and write

cat at

clock lo k

Trace the patterns

Practice Book 2 pages 2-3

Children trace over the patterns.

Children write a line of cs. Check for pencil hold and correct letter formation.

Check correct letter formation as children write the letter independently.

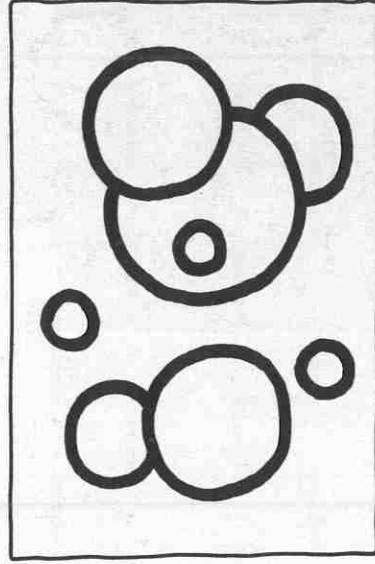
Check pencil holds while children pencil trace over the letters.

Gross motor skills

- Children roll hoops to encourage a forward propelling action.
- Children join hands to form a large circle. Ask them to practise dancing clockwise and anticlockwise to become familiar with the difference – and to stop them getting dizzy!

Fine motor skills

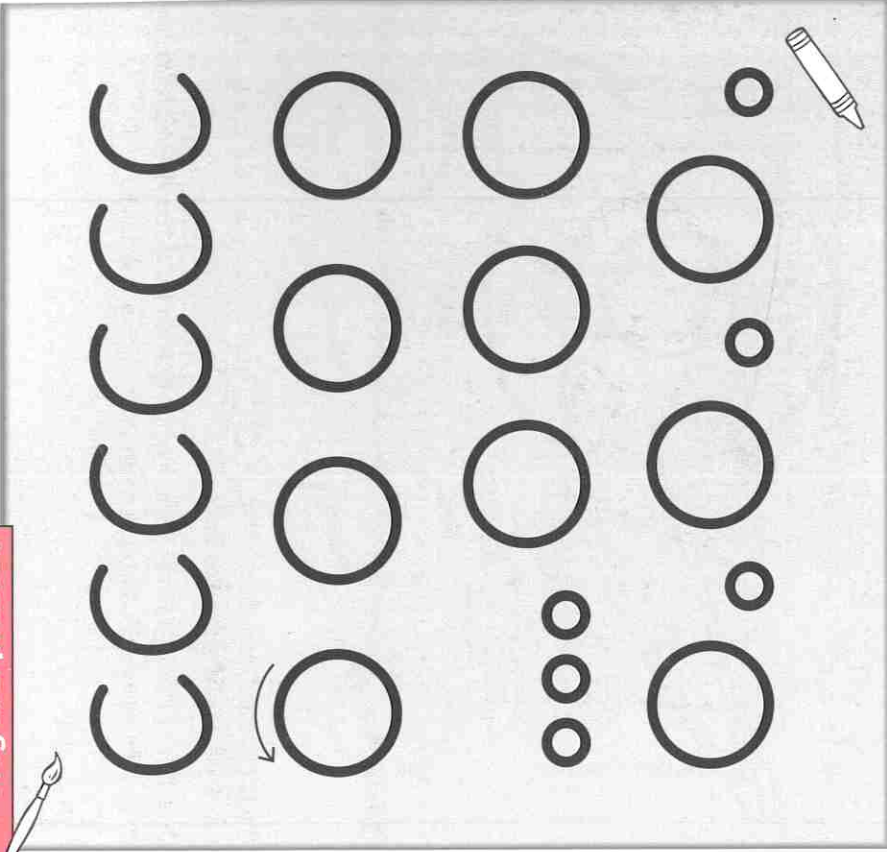
- Children make long Plasticine sausages and then shape them into os and cs.
- Spread out large sheets of paper on the floor. Children make patterns with circles. Encourage them to try using different media.



Out and about activity

Children look out for circles in the environment (e.g. wheels, windows, manhole covers). They could also search for caterpillars if it's the right time of year.

Play and practise



Common errors

- starting at 12 o'clock rather than 1 o'clock
- breaking pencil flow and interrupting fluidity of movement
- finishing too close to the starting point on c

Take away

Children use PCM 5 or 6 as curly caterpillar family pattern or letter practice.

14 Practising curly caterpillar letters: a, d

Part 1

Warm up

- Children reach up high to be a letter with an ascender and bend down low to be a short letter.
- Children sing *If You're Happy And You Know It* (clap your hands, clasp your hands, rub your palms, grab your wrists, wiggle your fingers, pat your head, wave your arms, etc.).

Whole-class session

Unit focus: introducing **d** as a letter with an ascender and **a** as a short letter.

Phonic links: hearing initial phoneme **d**; building CVC words.

Introduce the page

- Encourage the children to talk about the page before you begin.
- Talk about the pictures and the initial phoneme **d**, the **ad** rime and the high frequency word *dad*.

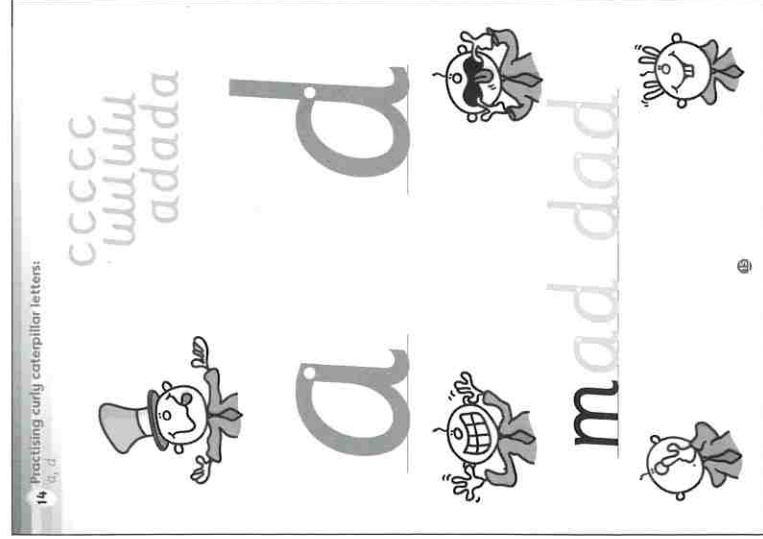
Sky writing patterns

- Emphasise the anticlockwise direction and whizzing up high.

Demonstrate the letter formations

Get Up and Go Children identify the curly caterpillar in **a** and **d**.

- Trace over the **a** and the **d**, talking about the letter formation.
- Talk about the height of the letter **d**.
- Both letters sit on the line and have an exit flick.
- Show Me** Children practise each letter in turn.
- Trace over the **a**s and **d**s in the phrase.
- Can the children think of another word that rhymes with *dad* and *mad*? (e.g. *sad*, *bad*)



Big Book page 15

Part 2

Practice Book warm up

- Practise the difference between **a** and **d** in the air. Children sky write the letter **a**, and when you say 'Up!', they sky write a **d** instead.

Independent work

Can the children identify the picture, and the phoneme at the end of the words *sad* and *lad*? Children read the words and then trace the letters.

Children write the missing letters in the spaces.

Children finger trace these letters, saying the sounds.

Remind the children about the tall **d** and the short **a**.

Identify the unit title.

Check pencil holds while children pencil trace over the letters.

Check correct letter formation as children write the letters independently. Make sure they start at the caterpillar's head.

Read and write.

Trace the patterns.

Children write a line of **a**s. Check for pencil hold and correct letter formation.

Children trace over the patterns and give the **sad** **lad** some hair.

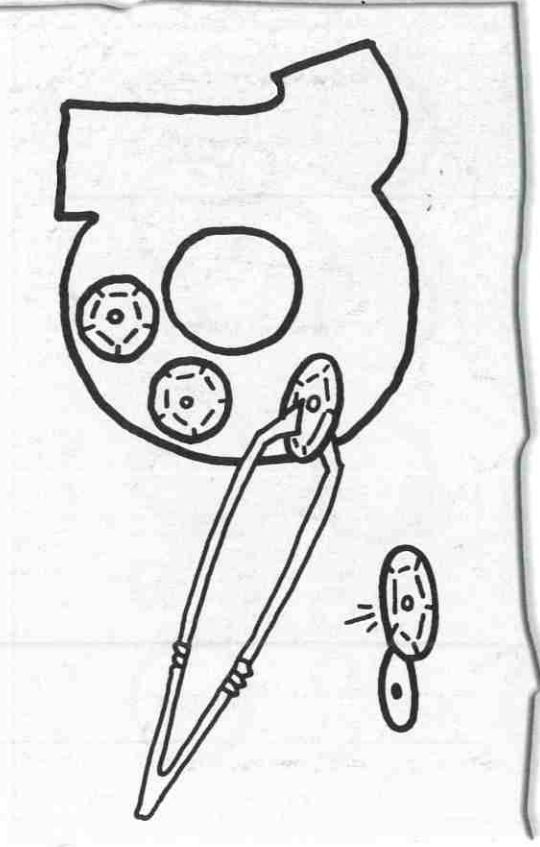
Practice Book 2, pages 4-5

Gross motor skills

- Children try writing **a**s and **d**s as if their nose were a pencil.
- Children use ribbons or streamers to make anticlockwise circles in the air.

Fine motor skills

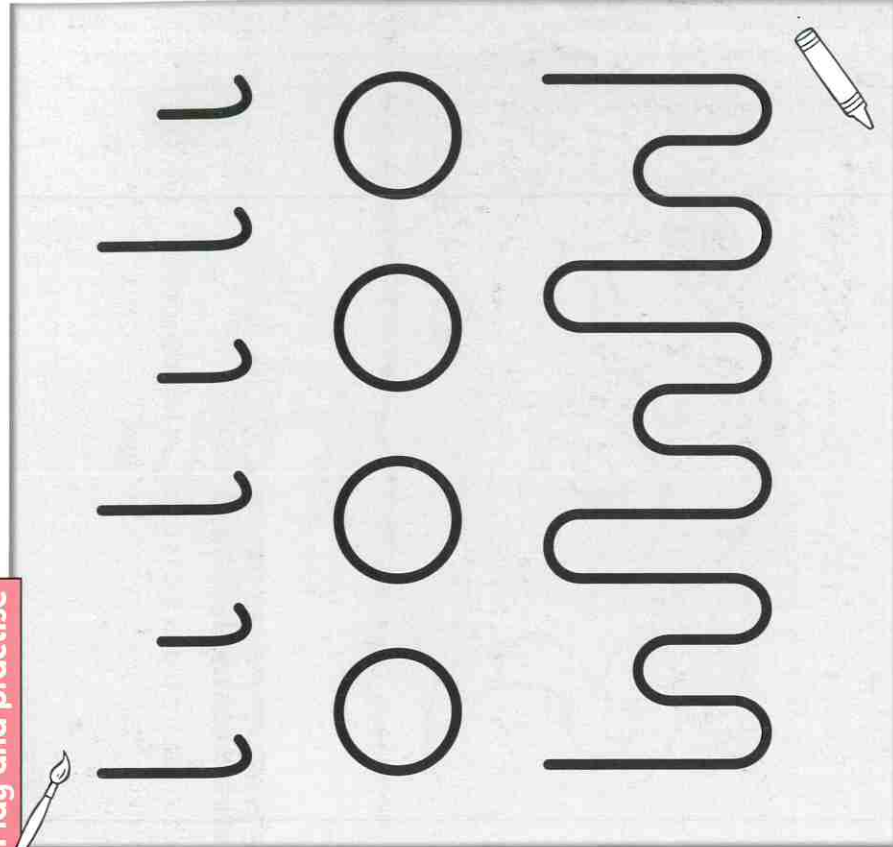
- Children thread beads or pasta tubes on to a string to make a necklace.
- Children use tweezers to pick up sequins or buttons and place them on to outline shapes of **a**s and **d**s.



Out and about activity

Chalk giant **a**s and **d**s on the playground for children to run round. Check that they are running up the stick and back down again, ending with a flick.

Play and practise



Common errors

- starting too far to the right
- ball and stick formation
- not going high enough with the ascender and then adding it afterwards
- not completing the circle before making the upward stroke
- starting the **d** at the top

Take away

Children practise writing *dad* and *daddy*.

Warm up

- Children make an **o** using both arms above their head.
- Children make each finger and thumb in turn wriggle like a caterpillar.

Whole-class session

Unit focus: introducing **o** and **s** together as short letters, stressing the anticlockwise direction.

Phonic link: hearing initial phoneme **s**.

Introduce the page

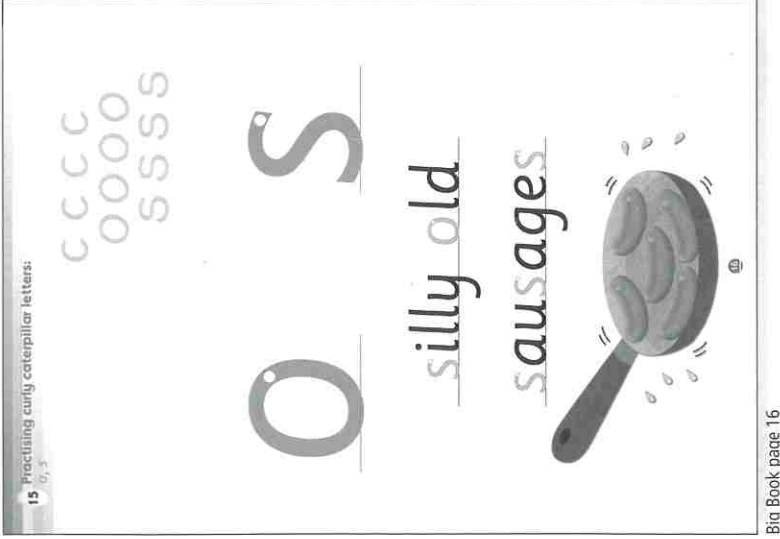
- Encourage the children to talk about the page before you begin.
- Talk about the picture and the initial phoneme **s**. Invite the children to make another phrase with words that begin with **s** or **o** (e.g. *six orange socks*).

Sky writing patterns

- Emphasise the anticlockwise direction. Have fun with the flow of the second pattern.

Demonstrate the letter formations

- Trace over the **o** and the **s**, talking about the letter formation.
- Both letters sit on the line and are short but neither has an exit flick.
- Point out that **s** comes back on itself. Remind the children where the curly caterpillar is in **s** (sitting in the top half) and that it is smaller than in the other curly caterpillar letters.
- Point out that **o** and **s** are the same size.
- Show Me** Children practise each letter in turn.
- Get Up and Go** Ask the children to point to the **ss** and **o** in the phrase *silly old sausages*.
- Trace over the letters **s** and **o** in the phrase.



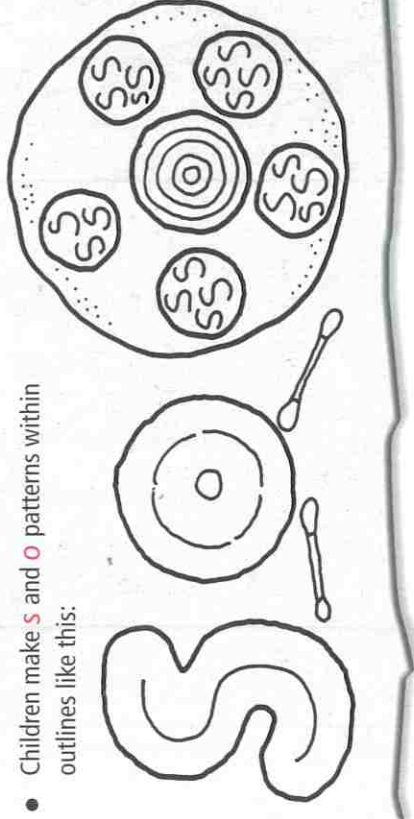
Big Book page 16

Gross motor skills

- Children jump in and out of hoops.
- Draw clocks with chalk on the playground. Children run round them, first clockwise and then anticlockwise, starting and finishing at different numbers.
- Draw joined **c** patterns (like waves) in chalk on the playground for children to run round. Use language like *go up, back and round, then whoosh ... up again!*

Fine motor skills

- Using cotton buds, children make circular patterns of dots.
- Children draw circles in sand.
- Children make **s** and **o** patterns within outlines like this:



Out and about activity

Ask children to find **os** and **ss** on signs around the school.



Practice Book warm up

Children practise the anticlockwise direction. They could sing *Round And Round The Garden* (see **Foundation 1 CD**, track 22; **Teacher's Book**, page 46) while making anticlockwise circles on the palms of their hands.

Independent work

Identify the unit title.

Children finger trace these letters, saying the sounds. back on itself.

Remind the children that the **s** curves back on itself.

Can the children identify the pictures and the initial phoneme? If they are ready, introduce the alliterative word *stripy*. At this point (or later in the session) they can make all the socks *stripy*.

Read and write.

six socks

ix cks

Trace the patterns.

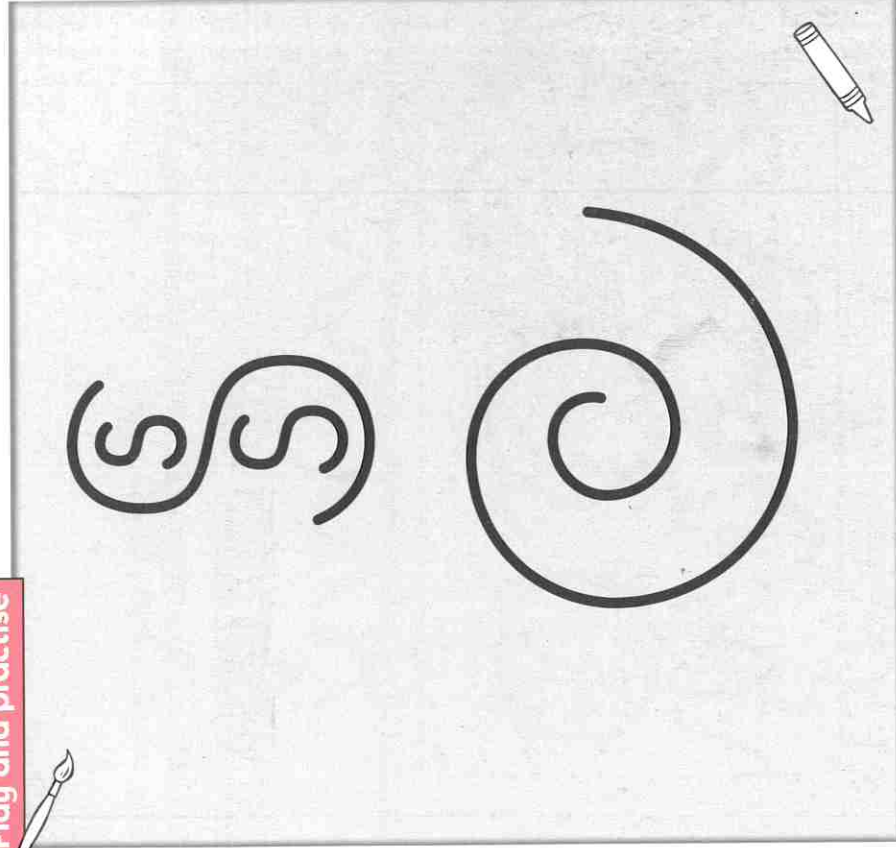
Children trace over the patterns.

Children write a line of **os** and **ss**. Check for pencil hold and correct letter formation.

Children write the missing letters in the spaces.

Children trace over the patterns.

Play and practise



Common errors

- not starting at 1 o'clock
- crossing the **o**
- not closing the **o**

- contortions of **s** – especially making it too big
- reversal of **s**

Take away

Children draw round different coins to make **o** patterns. They should always draw the circles anticlockwise.

16 Practising curly caterpillar letters: g, q

Part 1

Warm up

- Children make soft, wavy movements (with arms, fingers, whole body).
- Children make sharp, spiky movements (with arms, fingers, whole body).

Whole-class session

Unit focus: introducing **g** and **q** together as letters with descenders (one curved and one with a flick) and stressing the anticlockwise direction.

Phonic link: hearing initial phonemes **g** and **q**.

Introduce the page

- Encourage the children to talk about the page before you begin. Discuss the patterns in the pictures.
- Talk about the picture and the initial phonemes **g** and **q**.

- Invite the children to change the **q** word for another one that begins with **q** (e.g. *quietly*). Note that **q** is always followed by **u**. Now ask the children to think of an alternative **g** word (e.g. *gallop*).

Sky writing patterns

- Emphasise the anticlockwise direction. Have fun with the curve and the flick.

Demonstrate the letter formations

- Trace over the **g** and the **q**, talking about the letter formation.
- Both letters sit on the line and have descenders. The descender on the **g** is curved and goes to the left. The descender on the **q** is a flick and goes to the right.
- Show Me** Children practise each letter in turn.
- Get Up and Go** Ask the children to point to the **g** and the **q** in the sentence *Now go quickly!*
- Trace over the **g** and the **q** in the sentence.

16 Practising curly caterpillar letters

g, q

CCCCC
JJJJJ
VVVVV

g q

Now go quickly!

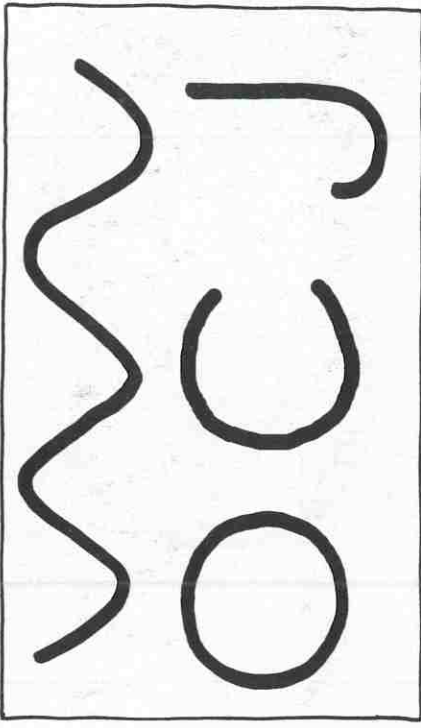
Big Book page 17

Gross motor skills

- Children perform contrasting movements to music (e.g. slow/fast, soft and gentle/hard and spiky).
- Children use ribbons, streamers or frisbees (or paper plates) to practise wrist flick movements.

Fine motor skills

- Prepare a laminated A4 card with the curly caterpillar shapes drawn on it in marker pen. Children roll out Plasticine and model the shapes by placing the Plasticine on top.



Out and about activity

Ask children to look out for soft curves and sharp flicks in trees (e.g. curves: flowers, leaves, crown of tree; flicks: branches, stems).



Part 2

Practice Book warm up

- Children make their hands move in soft waves in all directions.
- Children make their hands move in zig-zags in all directions.

Independent work

Identify the unit title.

You can choose to work across the page dealing with **g** and **q** together or you can work through **g** and then **q**.

Check pencil holds while children pencil trace over the letters. Remind them about the descenders. The **g** has a curved descender that goes to the left (like **y** and **j**) and the **q** has a flick descender that goes to the right.

Can the children identify the picture?

Read the phrase together. Children find the letters **g** and **q** and trace over them.

16 Practising curly caterpillar letters: g, q

Finger trace. Say the sounds.

g g q q

g g q q

Pencil trace.

g g q q

Write.

g q

giggling queens

i _ l _ i _ n _ u _ e _ e _ n _ s

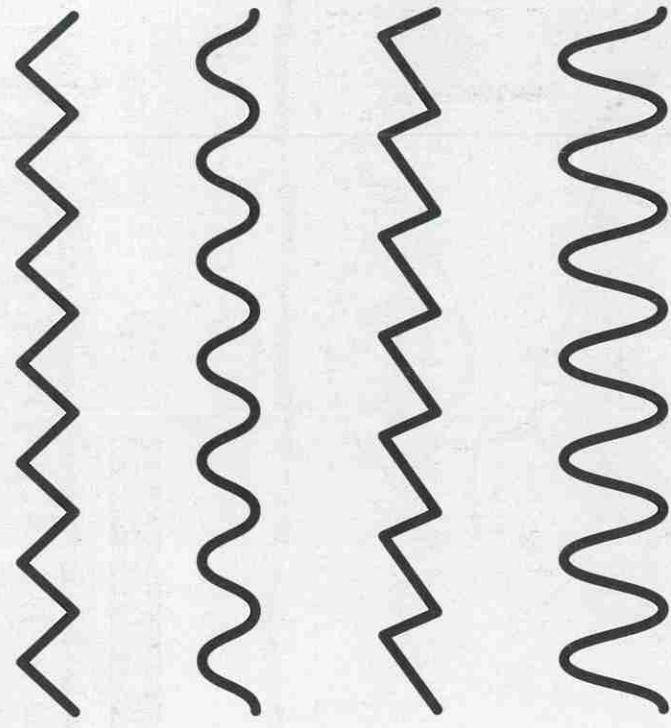
Trade the patterns.

g q

Practice Book 2 pages 8-9

- Check correct letter formation as children write the letters independently.
- Children write the missing **g**s and **q** in the spaces.
- Children write a line of **g**s and then **q**s. Check for pencil hold and correct letter formation. Talk about these letters both having a descender.
- Children trace over the patterns.

Play and practise

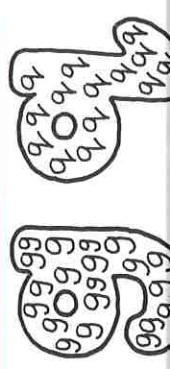


Common errors

- incorrect length of descender
- the flick of **q** to the left
- directionality of both letters

Take away

Children fill a hollow **g** with **g**s and a hollow **q** with **q**s.



17 Practising curly caterpillar letters: e, f

Part 1

Warm up

- Children put their arms straight up above their heads. They gradually move them down in a second-by-second jerky motion, then bring them back up again in the same way. Repeat using a slow and smooth second-by-second motion – down and up again.
- Children count from one to ten on their fingers, beginning with clenched fists.

Whole-class session

Unit focus: introducing **f** as a tall letter with a descender in relation to **e** as a short letter.

Phonic link: hearing initial phonemes **e** and **f**.

Introduce the page

- Encourage the children to talk about the page.
- Talk about the picture and the initial phonemes **e** and **f**.
- Ask the children: which sound does *elephant* begin with?

Sky writing patterns

- Emphasise the anticlockwise movements of the patterns. Enjoy the change from horizontal to vertical – spiral across and then down, or down and then across.

Demonstrate the letter formations

- Trace over **e** and **f** and talk about letter formation.
- Point out that **e** starts with a left to right line before it goes into the curly caterpillar shape.
- f** begins like a curly caterpillar and then has a long descender that curves to the left like the descender of a **q**. It then has a cross bar that goes from left to right.
- Get Up and Go** Ask the children to point to the **e** and **f** in the phrase *fishing for eggs*.
- Trace over the **e** and **f** in the phrase.
- Show Me** Children practise each letter in turn.
- Point out the **ss** and talk about how they are different from the **fs** (**s** is a short letter that sits on the line; **f** has both an ascender and a descender).



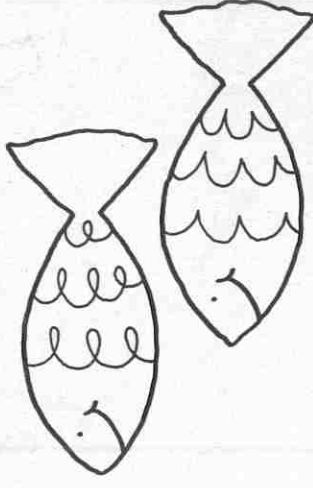
Big Book page 18

Gross motor skills

- Children use ribbons or streamers to make vertical snake patterns.
- Children use skipping ropes to make snakes on the floor. They can make their snakes wriggle by moving one end of the rope.
- Children try skipping with a rope.

Fine motor skills

- Provide long strips of paper with long wiggly lines for cutting practice.
- Children finger paint fish or snakes and decorate them with curly patterns.



Out and about activity

Children look for **es** and **fs** in notices around the school.



Part 2

Practice Book warm up

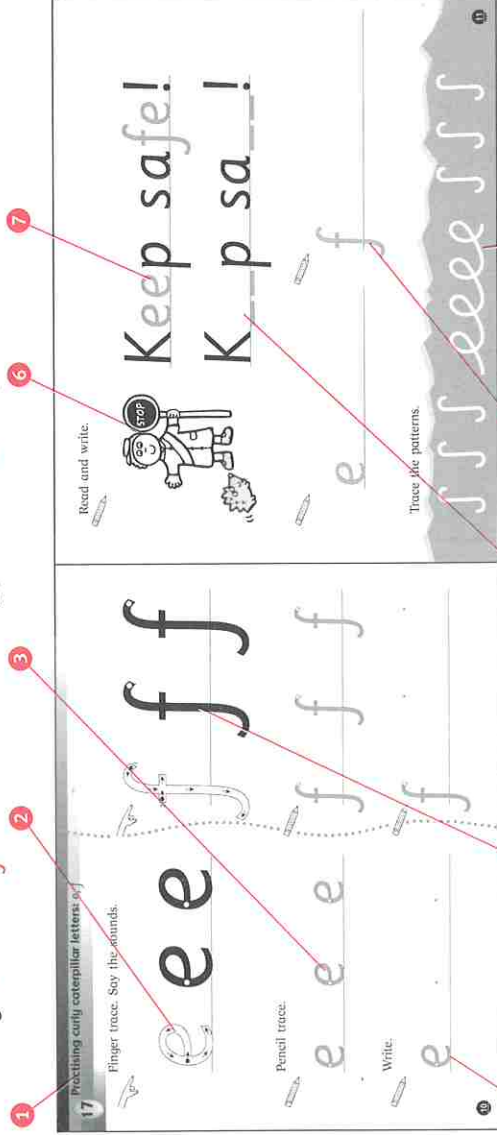
Children practise the sky writing patterns.

Independent work

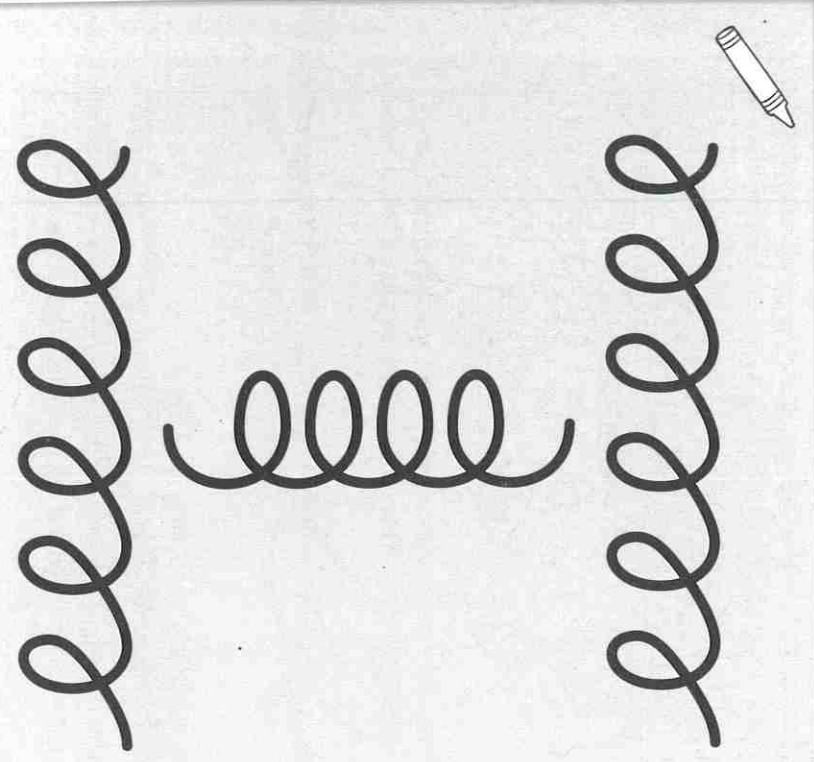
Identify the unit title. You can choose to work across the page dealing with **e** and **f** together or you can work through **e** and then **f** sounds.

Children Check pencil holds while finger trace these letters, remind the children about the starting point of the **e**.

Can the children identify the picture? Read the phrase together. Children find the letters **e** and **f** and trace over them.



Play and practise

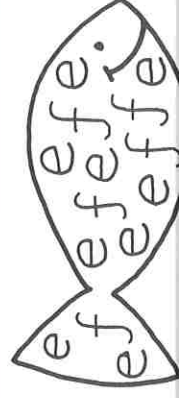


Common errors

- reversing the **e**
- exaggerating the **f** descender and/or the cross bar
- making **f** too like **s**

Take away

Children fill a fish shape with **es** and **fs**.



18 Practising all the curly caterpillar letters

Part 1

Warm up

- Children 'sail' by swaying their arms over their heads, then 'surf' (with arms out to the side), 'skip' (arms over and over in forward or backward motion) and 'ski' (moving arms in a diagonal, downward movement).
- Children make the fingers on each hand scratch, stretch and slowly curl. Children make their fingers friendly, then fierce, and then relax.

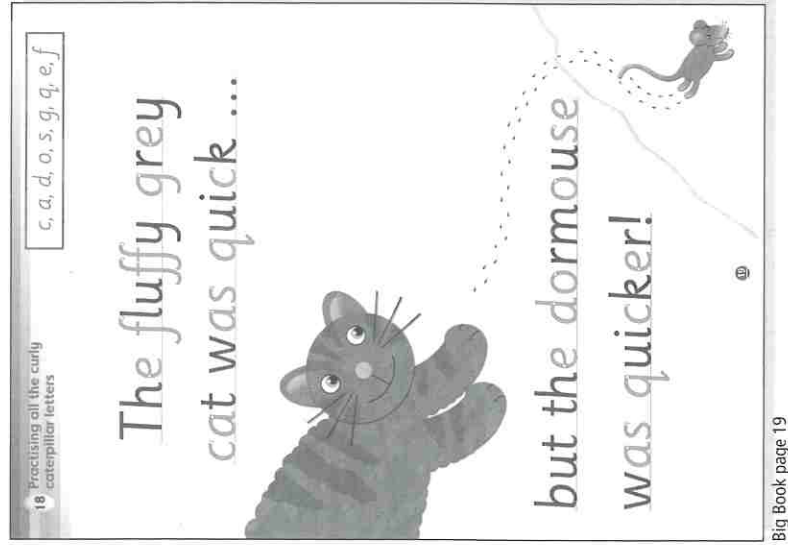
Whole-class session

Unit focus: revisiting all the curly caterpillar letters in context.

Phonic link: recognising all the letters in the curly caterpillar family as letters and phonemes.

Introduce the page

- Begin by recapping the letters in the curly caterpillar family (**c, a, d, o, s, g, q, e, f**).
- Encourage the children to talk about the page before you begin.
- Talk about the picture and read the words.
- Get Up and Go** Ask the children to find the examples of each letter in the sentence.
- Remind the children of the correct formation as you trace over the letters.
- Show Me** Children practise each letter in turn.



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Part 2

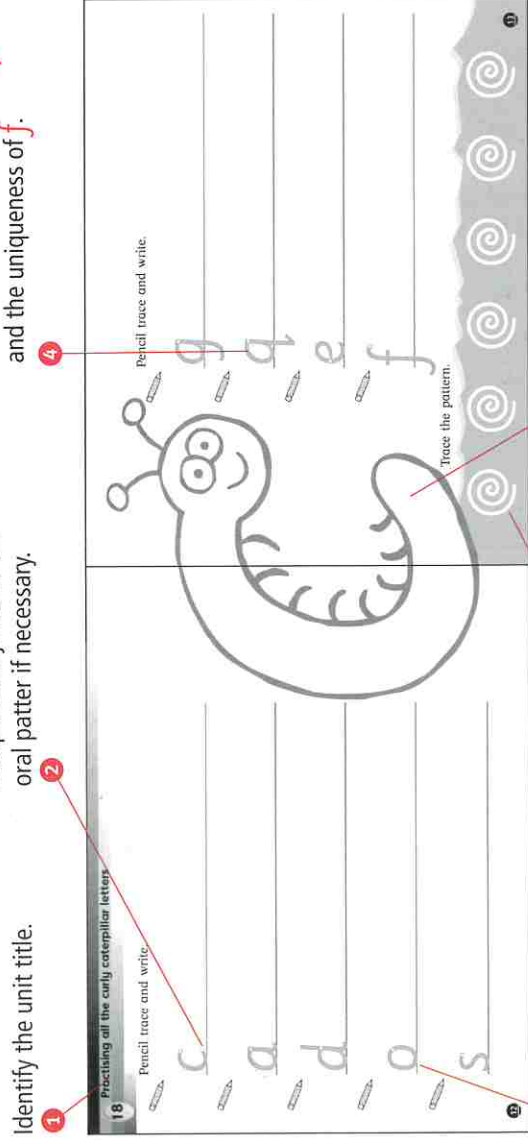
Practice Book warm up

- Children practise making a **c** and an **o** using the thumb and index finger of their left hand. Repeat using each of the fingers in turn. They then make **os** using the right hand.

Independent work

Children pencil trace the first letter of each line and then complete the line independently. Revise the oral patter if necessary.

Remind the children about short letters and letters with ascenders and descenders. Remind them about the flick descender of **q** and the uniqueness of **f**.



Practice Book 2 pages 12–13

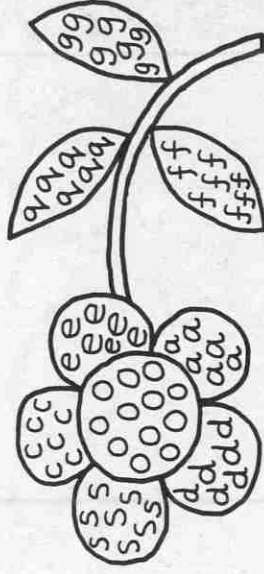
- Check correct letter formation and pencil hold as children write the letters independently.
- Children trace over the snails' shells, starting in the middle.
- If time, children may like to decorate the caterpillar with patterns of letters from this family. Encourage pattern-making rather than simple colouring.

Gross motor skills

- Children use ribbons or streamers to practise all the curly caterpillar letters.
- Children lie on a mat and make curled shapes with their bodies. They should twist, turn and curl into lots of different shapes.
- Children join hands to make a big circle and dance round, first clockwise and then anticlockwise.

Fine motor skills

- Children fill in a flower outline, writing a different curly caterpillar letter, and using a different writing tool and colour in each section.

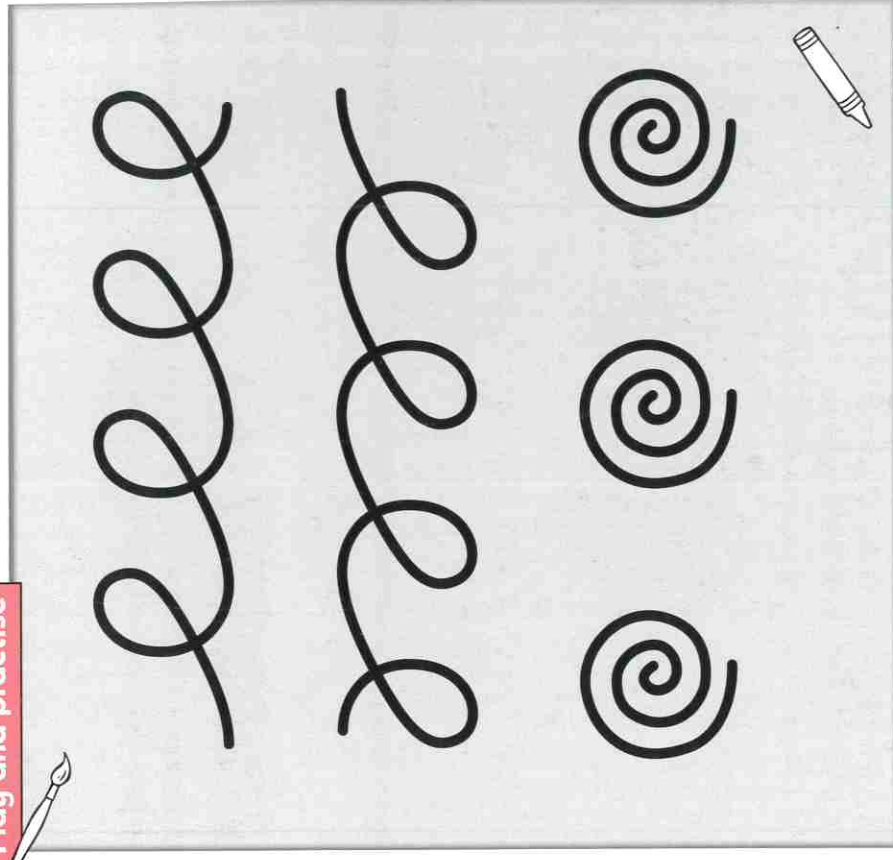


- Children make play dough cookies, kneading, prodding, rolling and bashing the dough. They can cut out the middles to make 'Polo' cookies!

Out and about activity

Look at print in the classroom. Ask the children to search for curly caterpillar letters. They can make a simple chart and tick each time they see one.

Play and practise



Common errors

- reversing letters
- starting at 12 o'clock instead of 1 o'clock
- leaving gaps in the letter
- descenders too long/ascenders too high
- using unnecessary pencil lifts in letter formation

Take away

Children can use (or re-use) **PCM 6** according to their individual practice needs.