

19 Introducing zig-zag monster letters: Z, V, W, X

Part 1

Warm up

- Children draw zig-zags in the air using large arm movements – arms out in front, to the side, above their heads, etc.
- Children draw zig-zags in the air using each finger in turn.

Whole-class session

Unit focus: introducing the zig-zag monster letter family.

Phonic link: hearing the repetition of the initial phoneme z in *zig-zag*.

Introduce the page

- Encourage the children to talk about the page before you begin.
- Identify the zig-zag monster artwork.
- Show Me** Can the children draw a zig-zag monster?

Sky writing patterns

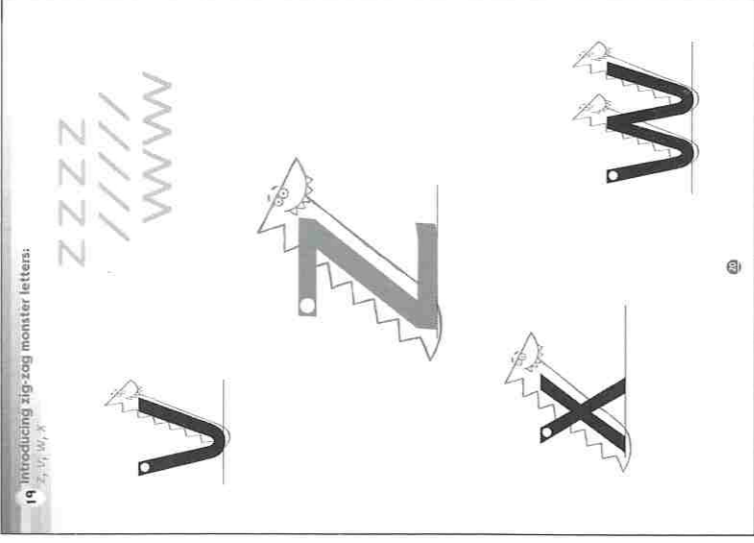
- Emphasise the diagonal lines. You may prefer to call them 'sloping' lines.

Demonstrate the letter formations

- Demonstrate the zig-zag pattern using the monster picture and the oral letter family patter (see page 10). Emphasise the starting point and use the patter. Can the children see the diagonal line in each letter?

Get Up and Go Ask the children to point to the starting point of each letter in the family.

- Demonstrate the rest of the letters.
- Note that **v** and **w** are very similar – **w** has two monsters instead of one.
- x** is formed by writing left to right and then right to left to make a criss-cross monster.
- z** goes left to right, then backwards and then left to right again.
- Show Me** Children practise the letter **z**.



Gross motor skills

- Children use stilts (the type that look like upside-down flowerpots) to develop balance and arm muscles.
- Children run, walk, hop and jump along diagonal lines chalked on the floor.
- Make benches into a zig-zag pathway for children to balance along.

Fine motor skills

- Draw zig-zag lines on pages of textured paper from wallpaper books. Invite children to cut these out and then enjoy feeling the zig-zag shape. They may like to do some rubbings too.
- Children make zig-zag patterns with pipe cleaners.

Out and about activity

Go for a walk and ask children to look for diagonal lines (e.g. fences, road markings, scaffolding). Children record the lines and patterns they see.

Part 2

Practice Book warm up

Children practise sky writing zig-zag patterns.

Independent work

Identify the unit title.

Children finger trace these letters, saying the sound. Remind the children to use the oral patter.

Can the children identify the picture and the initial z phonemes? Read the words and then trace the zs. If time, children make zig-zag patterns on the zip.

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Finger trace. Say the sound.

Pencil trace.

Write.

Read and write.

Trace the patterns.

Practice Book 2 pages 14-15

Children write the missing zs in the spaces.

a zig-zag zip
a ig-ag ip

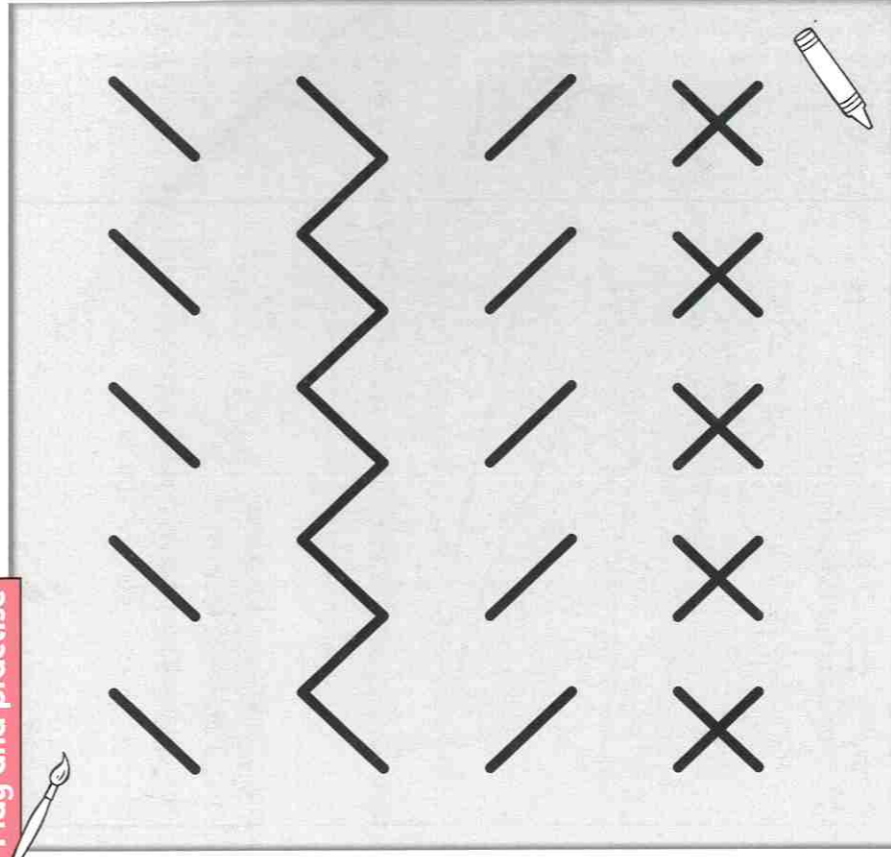
3 Check pencil holds while children pencil trace over the letters.

4 Check correct letter formation as children write the letters independently.

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

8 Children trace over the patterns.

Play and practise



Common errors

- misjudging the angles so the two zig-zags are uneven
- reversing the direction of movements
- not using a horizontal line at the top and bottom

Take away

Children use PCM 7 or 8 as zig-zag family pattern or letter practice.

Warm up

Children sing *We're Off To See The Wizard, The Wonderful Wizard Of Oz* and skip on the spot while swinging their arms, Dorothy-style! Alternatively, they can say the rhyme *We're Going On A Bear Hunt*. Children spread out the fingers of one hand. Using the index finger of the other hand, they pretend to draw around their fingers and, in doing so, make a zig-zag pattern. Repeat using the other hand.

Whole-class session

Unit focus: introducing v, w and x together as short letters and stressing the diagonal lines.

Phonic link: hearing initial phonemes v and w and spotting x (ks) as a final sound in a CVC word.

Introduce the page

- Encourage the children to talk about the page before you begin.
- Talk about the picture, the initial phonemes w and v and the x sound at the end of *box*.

Sky writing patterns

- Emphasise the initial downward stroke on the first pattern. Then enjoy making crosses in the air.

Demonstrate the letter formations

- Trace over the letters, emphasising the formation.
- All these letters sit on the line and are short. None has an exit flick.
- Remember that w is like two vs.
- x begins with a left to right action followed by a break and then a right to left stroke.

Show Me Children practise each letter in turn.

Get Up and Go Ask the children to point to the v, w and x in the phrase.

- Trace over the ws, v and x in the phrase.

Big Book page 21



Practice Book warm up

- Children pretend to make their arms blow in the wind and then make their arms and fingers rain.
- Children make one finger on each hand into a + and then rotate to a x.

Independent work

Identify the unit title.

You can choose to work across the page dealing with w, v and x together or you can work through saying the one after another.

Children finger trace these letters saying the sounds.

Check the left to right and then right to left formation of x very carefully.

Can the children identify the letters v, w and x and trace over them.

Practice Book 2 pages 16-17

Play and practise



Common errors

- w too wide or too tall
- starting at the bottom of x
- incorrect formation of x

Take away

Children can use (or re-use) PCM 8 according to their individual practice needs.