

# Scribble TO Script

for Queensland

Book  
**3**

2nd Edition

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# Introduction

Since the introduction of Beginner's Alphabet and Queensland Modern Cursive, ongoing syllabus and curriculum development continues to guide classroom practice.

Classroom teachers have also identified issues and teaching strategies central to the effective teaching of handwriting.

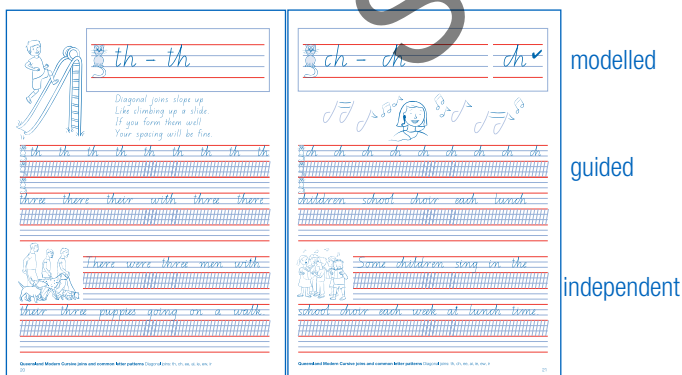
*Scribble to Script for Queensland 2nd Edition* helps teachers to teach handwriting effectively.

Book 3 of the series assists teachers with the revision and application of Beginner's Alphabet and consolidation of the correct formation of letters with exits and entries required for fluent, legible writing in Queensland Modern Cursive. The basic joining techniques of Queensland Modern Cursive are a major focus, and the teaching of handwriting is linked with the development of spelling and wider literacy skills.

Book 3 continues to reinforce the need for consistency in letter size, shape, slope and spacing. The slope model and other visual prompts provided at the top of some pages, along with slope lines, provide a guide to developing the consistency in slope and spacing needed for independent writing.

In particular, this workbook provides activities and support to:

- promote continued development of correct letter formation along with consistent shape, size, slope and spacing in Beginner's Alphabet and Queensland Modern Cursive
- develop fluency and rhythmic movement by providing practice with exits and entries
- link joining techniques with common English spelling patterns and high-frequency words (Snowball, D. and Bolton, F. 'The Most Common High Frequency Words' and 'Spelling Patterns Used Most Often in English Words' in *Spelling K-8 Planning and Teaching*, Stenhouse Publishers, Maine, USA, 1999)
- engage students in short, predictable handwriting exercises using a *modelled, guided and independent* approach to establish the fluency and correct letter formation needed for legibility in everyday cursive writing



- develop a comfortable, appropriate posture and correct pencil grip.

## Beginner's Alphabet

Beginner's Alphabet is used throughout primary school and beyond for a range of tasks such as labelling and mapping. Practice in using Beginner's Alphabet serves a practical purpose, and provides opportunities to reinforce key principles underpinning the style.

## Queensland Modern Cursive

Queensland Modern Cursive is taught as a natural progression from Beginner's Alphabet to meet increasing demands placed upon handwriting for fluency and speed. Teaching students to add fluent exit and entry strokes to Beginner's Alphabet enables them to make the transition to Queensland Modern Cursive comfortably, since it does not involve learning a new style.

In Year 3, most students demonstrate an interest in learning a cursive style of handwriting. This is the time to begin helping them to understand that a joining stroke is generally a short, fluent movement from the exit stroke of one letter to the entry stroke of the next. This understanding can be built upon as each basic joining technique is introduced. Since several basic joins incorporate a pencil lift, it is important for students to understand that this technique removes the retrace movements between letters that often cause illegibility. Pencil lifts also provide breaks in words, allowing the writing hand to move fluidly across the page.

The importance of explicit and systematic teaching is often underestimated in relation to the teaching of handwriting. This is particularly true when it comes to joining skills such as pencil lifts.

## Capital Letters

Capital letters in both Beginner's Alphabet and Queensland Modern Cursive are unjoined. All capital letters start at the top, and most incorporate pencil lifts. They are written with the same slope as lower-case letters.

## Key Strategies for Teaching Joined Writing

### Joining movements

Year 3 students typically need to produce greater amounts of writing. Most Year 3 students can understand the rule-governed behaviour needed for cursive handwriting, and are physically ready for the task. While younger students may be motivated to learn cursive handwriting, students in Year 3 generally make a smoother transition to joined writing than younger or older students.

The six basic movements comprising the key skills of joined handwriting are:

- diagonal joins
- drop-on joins
- horizontal joins
- upsweep joins
- letters that don't join to e
- letters that use no joins.

Legible and fluent cursive handwriting depends on correct letter formation and correct joining movements. This workbook assists teachers to support students as they develop legible and fluent joining strokes. In particular, Book 3 provides practice in using the diagonal movement to fluently and legibly form common English letter patterns. Since more than two-thirds of joins utilise the diagonal join, this provides a foundation for successful joined handwriting.

## Verbal cueing (talking through letter formation or a join)

Verbal cueing enables students to connect the perceptual-motor task with kinaesthetic (feeling) and verbal feedback

when used with tracing, tracking within channels or copying. Terms such as ‘head’, ‘body’ and ‘tail’ highlight the differences between letters, enhancing visual discrimination. Phrases such as ‘begin at the top’, ‘move to the bottom’, ‘push back to the left’, ‘move from the exit to the entry of the next letter’ and ‘reach, lift and drop on’ help to develop verbal and visual memory. This helps students to develop awareness of spatial properties, enhancing development of automatic motor patterns for basic movements, letter formation and joining strokes.

### High-frequency letter patterns and high-frequency words

Many teachers build handwriting sessions around their spelling and wider literacy programs. In earlier years, the teaching of letter formation is usually based upon the phonics program rather than alphabetical order or letter families. However, in Year 3 it is appropriate to reinforce correct formation by drawing attention to similarities and differences between letters according to the direction or rotation of movements. Discussion and practice related to letter families can help students to understand correct use of clockwise, anticlockwise or—in some case—both movements when forming letters. Grouping letters in ‘formation’ families reinforces commonality among letter groups, helping to reduce information-processing demands.

*Scribble to Script* Book 3 emphasises legibility and fluency by linking the teaching of handwriting movements and correct letter formation (visual and kinaesthetic knowledge) with development of the capacity to say and manipulate sounds (phonemic knowledge) and letter patterns used most often in English words; for example, diagonal joins such as th, ch, ee and ai, and horizontal joins such as ow, oo, ou and or.

This workbook provides opportunities to practise common English letter patterns and words containing these patterns. It also provides activities designed to reinforce correct formation, frequent joining patterns, and the spelling of common English words. Activities are designed to improve fluency, since students who write with speed and ease are more likely to enjoy writing and to develop positive attitudes towards spelling and literacy in general.

### Visual knowledge and spatial awareness of letters

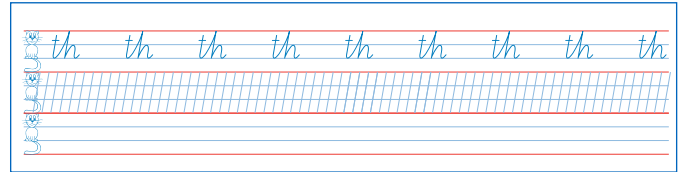
Students need support in order to develop a visual memory for the unique features and correct formation of letters and common letter patterns. Modelling and demonstration by the teacher (accompanied by verbal explanations) and practice by the student provide the basis for legible and fluent cursive writing.

This workbook incorporates rhymes, prompts, guides, mnemonic devices, self-evaluation and self-correction techniques to assist students to attend to critical attributes of letters, letter patterns and joining techniques. The following strategies support development of visual knowledge and spatial awareness of letter properties along with perceptual-motor aspects of letter formation and joining.

- A cat outline can be used to model and demonstrate key features of a letter when working from the board, in small groups or with individual students. The cat outline is

appropriate when demonstrating spatial properties, correct letter formation and placement in relation to the red and blue lines.

- As a guide, students can colour-in cat outlines on many of the pages of this book to show the heads, bodies and tails of letters to match the letter model at the top of the page. This strategy will help support independent writing practice.



- Students can imagine the letter on a wide-screen TV or the screen of a computer or electronic game. Starting at the correct position, they imagine the index finger is a laser that can correctly join the letters.
- Discuss correct and incorrect models and visual prompts provided at the top of some pages, and encourage students to use slope lines as a guide to developing the consistency in slope and spacing needed for independent writing.

### Correct pencil grip

To ensure a clear view of their writing, right-handers should hold the pencil about 2–2.5 cm from the point and left-handers should hold it about 2–3 cm from the point. Some students need considerable ongoing support to develop awareness of the three fingers (thumb, index finger and middle finger) used in the dynamic tripod pencil grip.

#### Teacher tips

- To help correct and improve grip, engage in exercises such as wiggling and rolling the pencil barrel while using the correct grip and doing ‘caterpillar slides’, where the three fingers slide the barrel of the pencil from the writing point to the top of the pencil’s barrel and back again.



- Use the ‘Ready, Set, Write!’ strategy for individual students experiencing pencil grip difficulties.

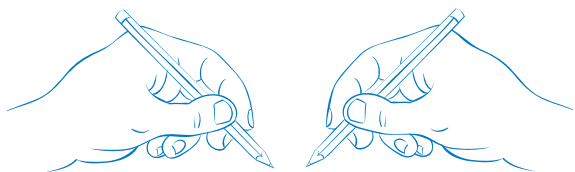
**Ready** Grip the pencil between the thumb and first finger, with the writing point of the pencil pointing towards the web of the hand.

**Set** Push the tip of the pencil with the middle fingernail and nail fold, until the pencil is partially rotated into the correct grip position.

**Write** Practise pattern exercises to ‘feel’ the correct writing grip.

- A small ball of paper held in the palm with the two resting fingers during short writing activities can help students who hold the pencil using more than the required fingers to ‘feel’ the correct grip.

Reminders, praise, and teacher and parental guidance can help students with poor or immature pencil grip to develop an effective grip. Students require specific information about which fingers to use, where to place each finger and where the pencil should sit within the hand.



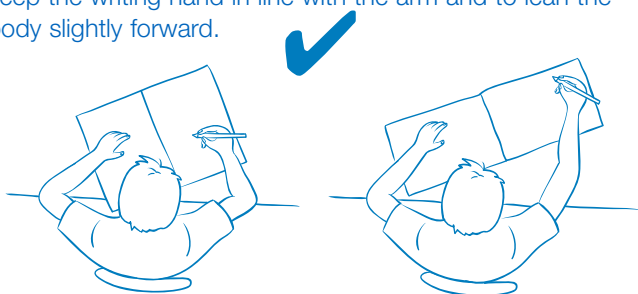
### Posture

A comfortable and fairly upright writing posture should be encouraged at all times. Posture needs to be relaxed, well-balanced and upright when seated at a desk or table.



It is important, however, to regularly relax an alert writing posture in order to avoid fatigue or tension in the neck or shoulders and in the writing arm, hand or fingers. Help students to develop the habit of regular, short breaks by incorporating a few moments of finger- and arm-stretching or relaxation exercises about every 20 minutes.

In young students, flat writing surfaces and a tendency for the upper body to follow the writing hand and arm as it moves away from the body make it difficult for the writer to clearly see what is written. This may lead to hooked wrists, twisted writing hands or non-standard posture. To help alleviate these problems, select books and writing paper of appropriate, manageable widths and encourage students to keep the writing hand in line with the arm and to lean the body slightly forward.



Students can also be encouraged to develop comfortable and well-balanced working positions (such as standing, kneeling or lying on the floor) to suit writing tasks.

### Handwriting and New Technologies

Despite the impact of information communication technologies, it is important for students to learn a print script style followed by a cursive handwriting style, since most people will continue to rely on handwriting for many tasks. Pencils and pens are, in fact, simple forms of technology. These tools, along with effective handwriting skills, will continue to complement new technologies as further developments involving voice-activated and handwriting-recognition software, and the miniaturisation of computers become more widely available.

For many people, the kinaesthetics involved in handwriting is central to learning and to communication. In addition, pencils and pens are quiet, portable, easy to use and low cost, making them accessible in most writing contexts. As text-based communication in this information age becomes faster and more accessible, it often seems less personal; it is likely, therefore, that people will increasingly enjoy receiving handwritten letters and cards. The knowledge and skills that underpin effective handwriting are central to communicating via personalised stationery, calligraphy, and other aspects of design.

There remains a clear need to teach all students to be skilful communicators who are able to use both legible and fluent handwriting and new media to create, communicate and express ideas. It is important to engage students in writing for real audiences to help them see that handwriting and computer technology complement one another as tools of expression.

### Assessment and Evaluation

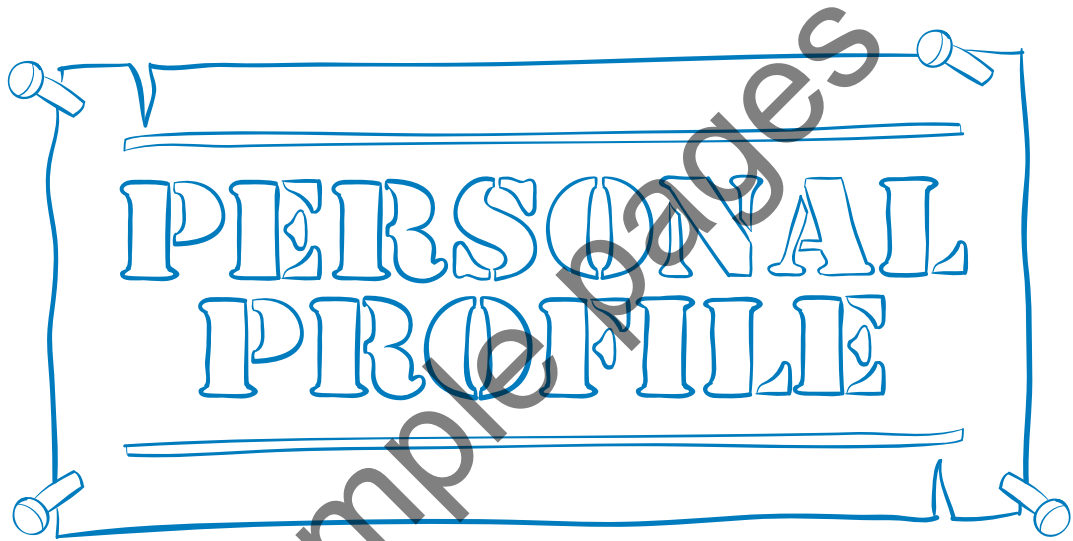
*Scribble to Script* supports the successful *modelled*, *guided* and *independent* approach not only as a teaching and learning strategy, but also as a means for teachers to encourage students to see value in monitoring and improving their handwriting ability. Strategies such as those that follow and others provided on the Pearson Places website [www.pearsonplaces.com.au](http://www.pearsonplaces.com.au) can help to encourage effective student self-assessment.

- Provide supportive feedback by discussing with students the letters and joins they have formed well and those needing further practice. This provides a model, showing how they might assess and monitor their own progress.
- Provide letters and letter patterns for students to copy as a guide for assessment of their own progress. Encourage them to circle or tick correctly formed letters or joins, and discuss their achievements with them.
- Encourage students to move towards independent self-assessment of progress by colouring the appropriate star in the assessment boxes where provided.
- Use progress reviews to reinforce formation, shaping, size and slope of letters and particular joining techniques.
- The Year 3 checklist on the Pearson Places website [www.pearsonplaces.com.au](http://www.pearsonplaces.com.au) can be used daily, weekly, fortnightly or each term or semester to indicate to students the level of focus required on key components of the Year 3 program. Use the illustrations and the star rating system to provide students with feedback about their level of skill attainment for each area of focus.

# My name is



Colour the heading.



Age:

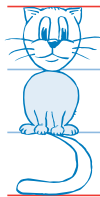
Birth date:

Pets:

Favourite game:

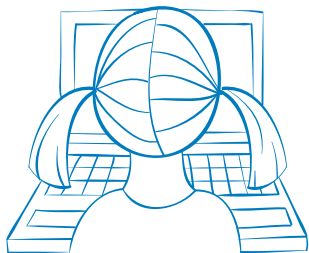
Sports played:

My friends' names are:



ai → ai

ai ~~x~~



ell ai eee



ai ai ai ai ai ai ai ai ai ai

email snail mail email snail mail

Sample pages

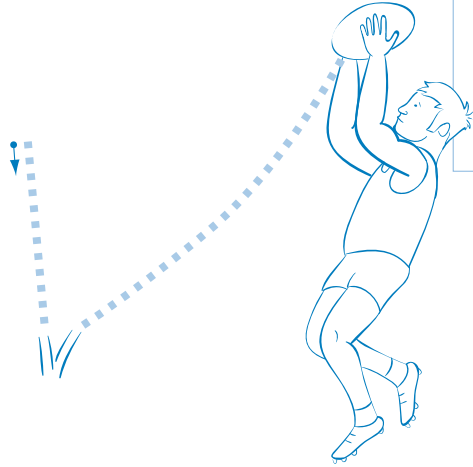


You can send notes to others

by email or by "snail mail".



ie → ie



The diagonal join slopes up  
When you make an ie join.  
If you join them well  
Your spacing will be fine.

ie ie ie ie ie ie ie ie ie ie

Jamie friend Piet pasties pies pier



Jamie and his friend Piet

ate pasties and pies at the pier.

Make a heading, "Rubbish", and design a border.

by Christine Evely

They throw it down,

I pick it up.

I wonder why . . .

They throw it down?

