

# All Write!

Rigby NSW Foundation Handwriting

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## Kindergarten Letters and sounds around me



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# For teachers and parents

While computers and other forms of ICT are important to learning, legible and fluent handwriting continues to underpin effective learning. Pens and pencils are portable, cheap, and bridge the digital divide, providing access to literacy and learning for all regardless of the availability of technology.

## Scope and sequence for *All Write!*

*All Write! Rigby NSW Foundation Handwriting* assists students to learn to write legibly and fluently, with correct pencil grip and comfortable posture, in order to successfully access the curriculum and to meet everyday writing needs.

The series features engaging illustrations incorporating lower case letters as part of an innovative, multisensory approach to help students to create a memory map linking letter formation with letter–sound relationships. As students gain proficiency with handwriting, practice activities are related to a range of genres or text types, and graphic organisers help to support skills in learning joined writing. A broad, student-centred theme underpins activities at each year level.

*All Write! Rigby NSW Foundation Handwriting* supports teachers in developing students' knowledge, skills and attitudes related to the following aspects of the NSW Foundation Statements.

### Year K

Students know and use letters and sounds of the alphabet to attempt to spell known words, and use most lower and upper case letters appropriately to construct sentences.

### Years 1 and 2

Students write using letters of consistent size and slope in NSW Foundation Style.

### Years 3 and 4

Students use joined letters when writing in NSW Foundation Style.

## Year K outcomes

During Year K, students are learning about the following topics.

### 1. Basic motor skills

- Fluent handwriting movements and patterns
- Correct pencil grip
- Comfortable body positions for writing
- Correct formation of lower case and upper case letters and numbers 1 to 10
- Top start for all lower case and upper case letters (except d and e), and numbers
- Letters and numbers sitting on lines

### 2. Multisensory knowledge related to letters and sounds

- Shape and common sound associated with each letter, learnt by forming each letter and naming, colouring and drawing familiar objects that begin with the letter
- Physical and sensory memory, developed by linking shape and formation of a letter with placement of lips, teeth and tongue when saying its common sound
- Lower and upper case letter relationships

### 3. Writing

- Conventions, e.g. left to right, recognition of letters and spaces
- Simple high-frequency and phonically regular words
- Their own names and other people's names
- Simple sentences and text types
- Simple punctuation, e.g. capital letters and full stops

### 4. Assessment

- Response to teacher feedback
- Self-correction techniques

## Teaching strategies

### Linking the pen and the mind

Handwriting instruction linked with learning concepts of print and letter, sound and word knowledge provides a strong foundation for a lifetime of literacy. To support this aim, students need to be able to name each letter, have an accurate representation of the formation of each letter stored in memory, and be able to access it, retrieve it and reproduce it. This involves assisting students to train the brain to connect multisensory processes linking the name of the letter, its common sound, its look, and the sensory feelings involved in saying and correctly forming it.

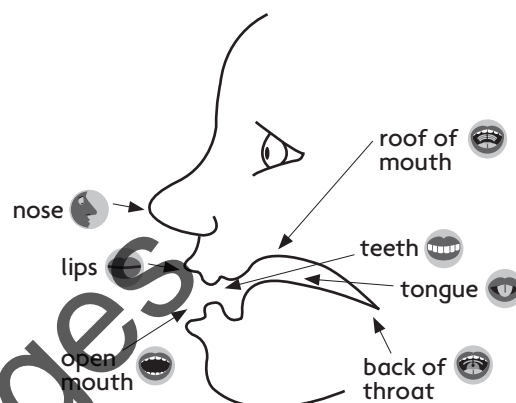
*All Write!* Year K activities assist students to develop phonemic awareness, and to associate letters and sounds with the look and feel of the correct formation of letters.

### Using your mouth to make sounds

*All Write!* Year K uses simple symbols to encourage students to hear and feel speech sounds and to pay attention to the important parts of the mouth used in making the common sound for each letter. The lips, teeth, tongue, nose, roof of mouth and back of throat are all important for correct pronunciation.

The symbols help to remind students to think about how the mouth, lips, teeth and tongue are placed when articulating a particular sound. Encourage students to notice the changing shape of the mouth for each vowel.

English speakers use 43 sounds that are represented by 26 letters. Teachers can assist students to extend the knowledge introduced in *All Write!* Year K to develop the flexible understandings of letter-sound relationships needed for effective reading and writing.



Position of articulators

### Fluency patterns

Primary students benefit from regular practice with top-starting fluency patterns and left-to-right movements. Practice of the movements underpinning letters helps students to 'feel' the shaping and movements required, and assists them to learn to make letter strokes in one movement.

### Pencil grip

The three-finger precision grip is the most effective. The pencil is held gently, and it slopes towards the first knuckle. The writing hand is held on its side with the last two fingers tucked in.

Show students how to hold the pencil using the tips of the thumb and index finger, then show them how the nail fold of the middle finger supports the pencil. To help students 'feel' the precision grip, ask them to wiggle or roll the pencil barrel using a gentle precision grip. Students who do not use the precision grip will need regular encouragement and demonstrations to assist them to change. The class can have fun creating pencil grip rhymes.



Left pencil grip



Right pencil grip

### Posture

When writing at a desk or a table, students need a comfortable, fairly upright posture with a slightly forward lean. The non-writing hand is used to hold the paper steady. Students should break up work time with short periods to relax and learn rhymes such as this.

- 1, 2, 3, 4, place my feet flat on the floor.
- 5, 6, 7, 8, lift my back up nice and straight.
- 9, 10—let's begin!



# Features of the Year K book

Visual prompts (e.g. starting points, arrows, symbols and illustrations) assist teachers to introduce the correct formation of a letter and to link formation with the shape and usual sound of that letter.

## Right-hand page

The alphabet panel reinforces knowledge of alphabetical order.

Upper and lower case letters *model* starting points and directional arrows.

Students trace the fluency pattern. The usual letter sound is linked with an illustration and a word label to build multisensory letter and sound knowledge. Students trace the letter and colour the illustration.

Starting points and directional arrows provide a guide to help students to write lower case letters in channels with correct formation, avoiding reversals.

Starting points and arrows provide a guide as students trace each letter, followed by *independent* practice.

Starting points and directional arrows provide a guide as students trace each letter within Year K lines before writing letters *independently*.

Illustrations reinforce letter shape and build multisensory letter and sound knowledge. After tracing the letters, students trace and colour each illustration.

Turn to page 36 to record the letter and play the fun game.

Students turn to the middle pages to record the letter they have learnt and to colour its illustration. From time to time students can play the fun alphabet game in the middle pages.

## Left-hand page

The character provides a *model* to encourage students to say the common sound of the focus letter. Symbols provide a *guide* to the main parts of the mouth used to say the sound.

Students track the lower case letter in the channel. The *model* shows the starting point and correct movement with a directional arrow.

Students trace the fluency patterns.

Starting points and directional arrows provide a *guide* to help students trace each letter correctly.

The usual letter sound is linked with an illustration to build multisensory letter and sound knowledge. After completing the page, fast working students copy or draw their own illustration for each letter.

Starting points and directional arrows provide a guide to help students to write lower case letters in channels with correct formation, avoiding reversals.

The dog illustration provides a *model* to highlight the head, body and tail of the letter.

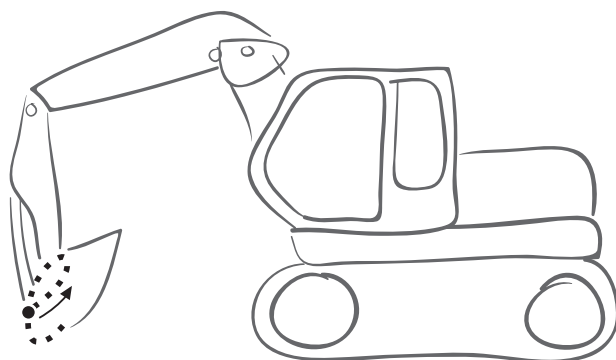
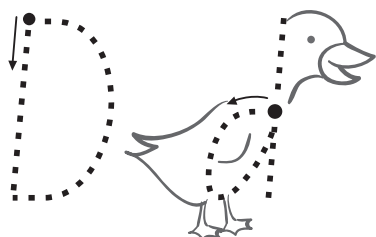
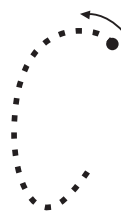
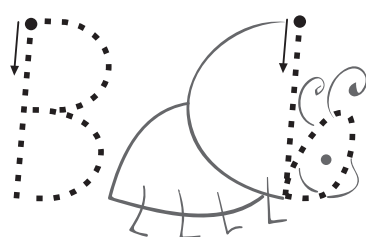
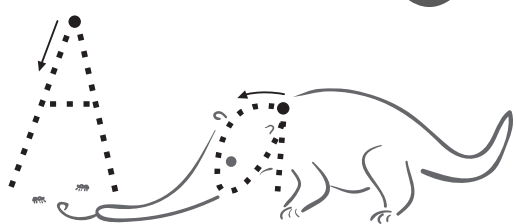
The common letter sound is linked with an illustration and a word label to build multisensory letter and sound knowledge.

Write and draw.

My name is:

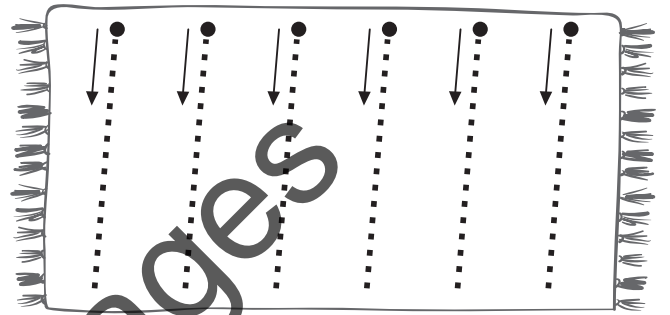
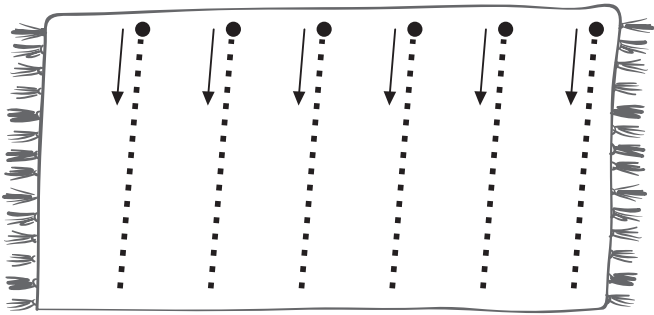
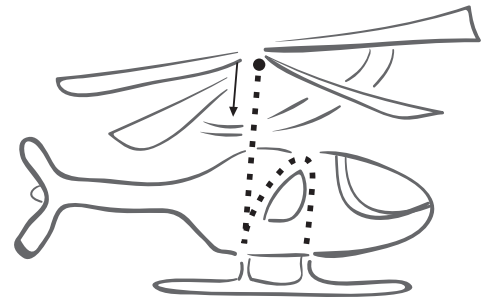
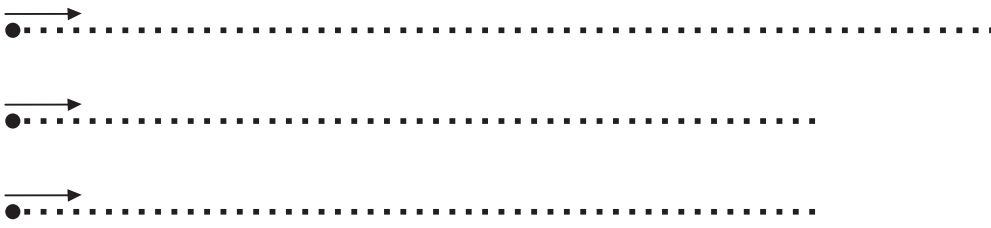
I am good at:

Trace and colour.

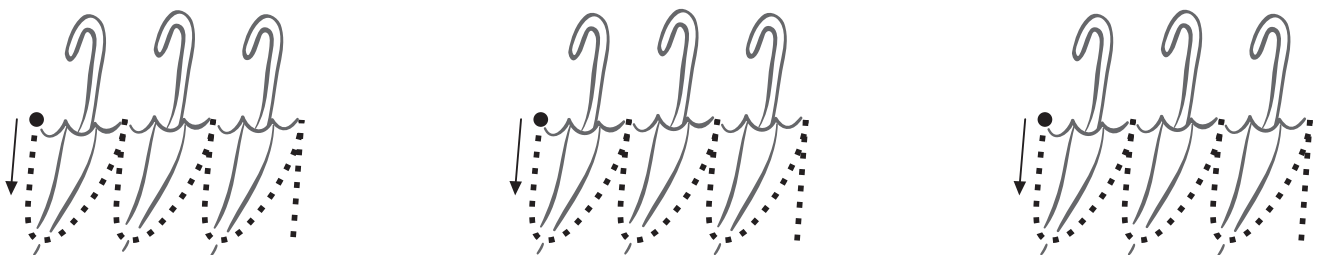
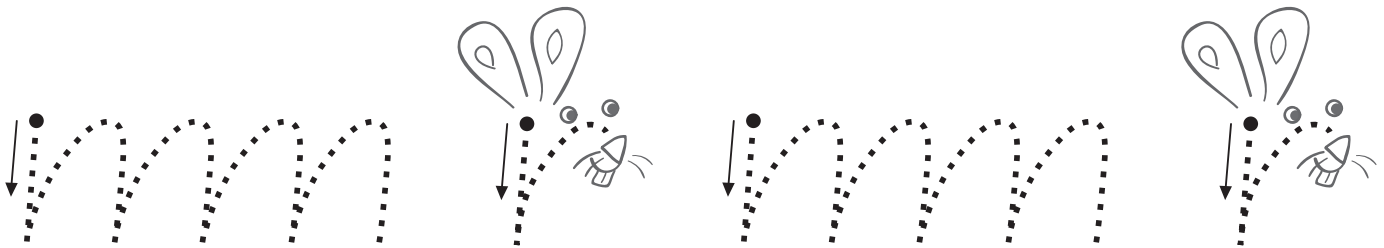
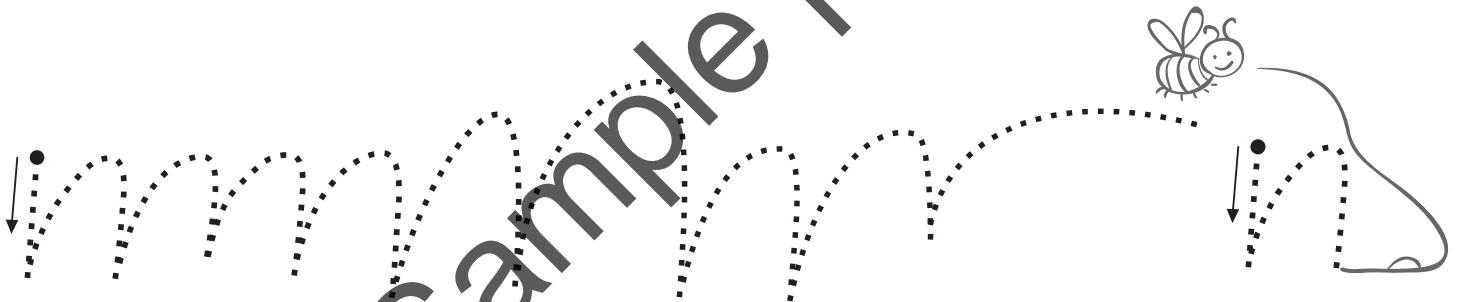


# Fluency patterns

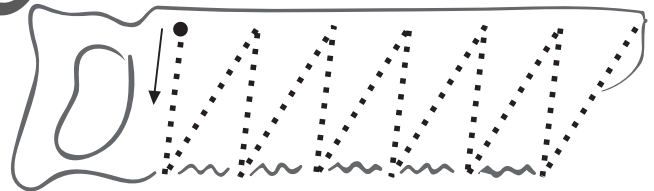
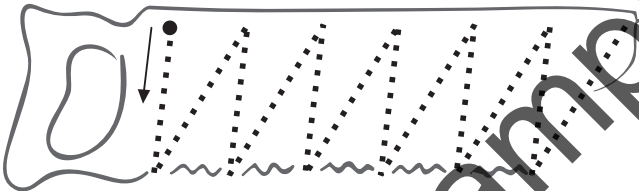
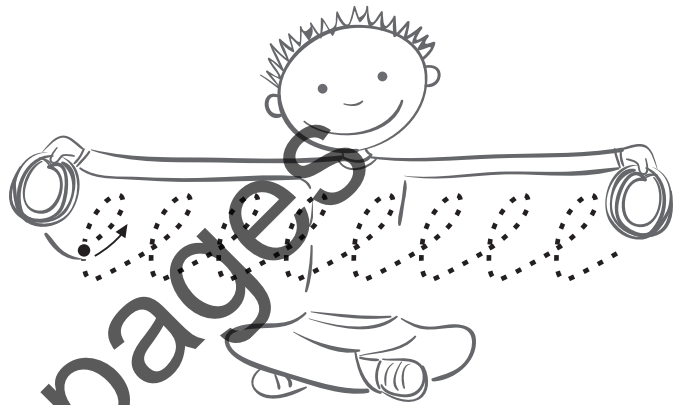
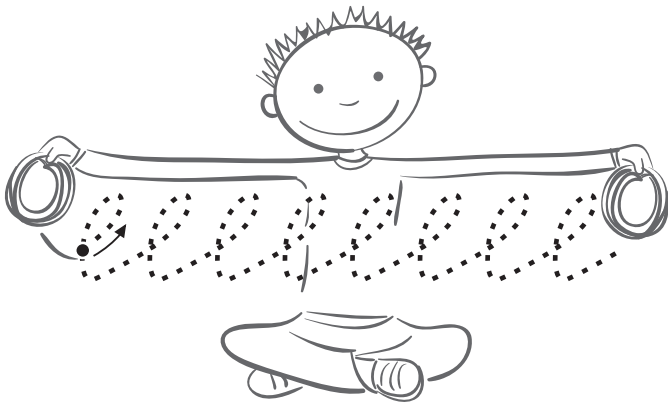
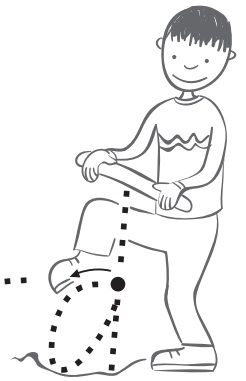
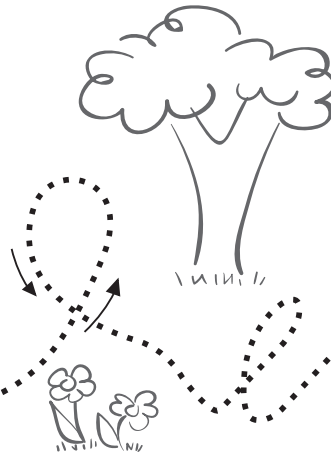
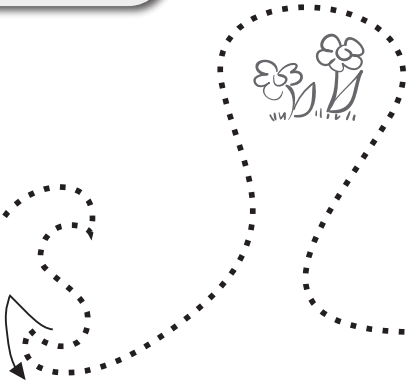
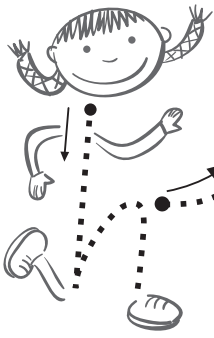
Trace and colour.



Sample pages



Trace and colour.



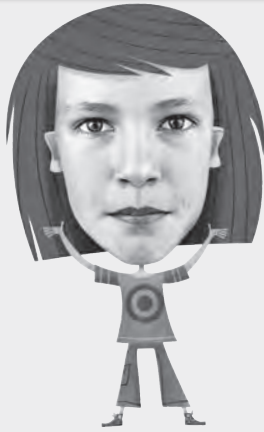
# Hop patterns and letters: Clockwise movement

Track.

Say the sound "m".



Trace.

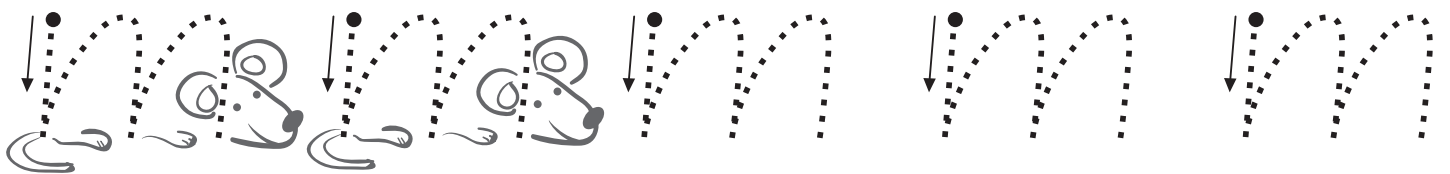
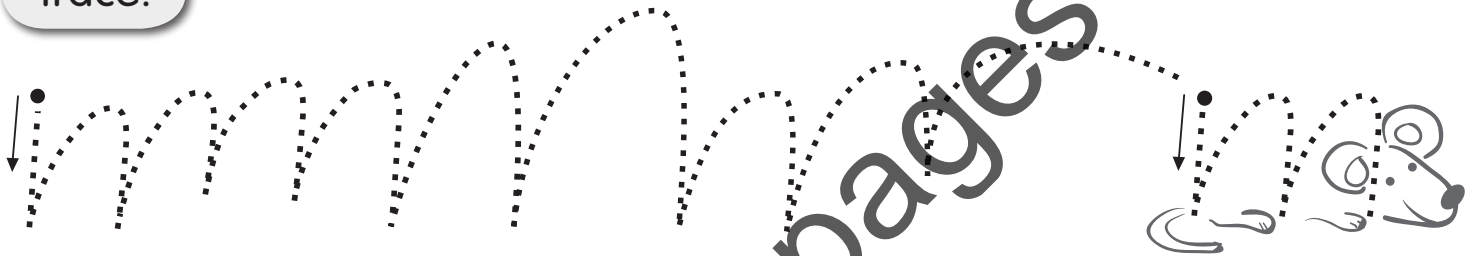


m



mouse

Trace.

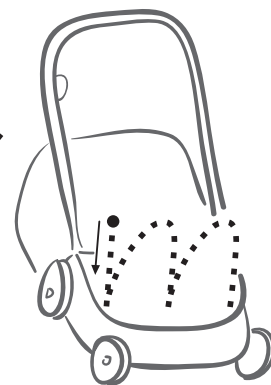


Write the letter "m".





Trace.

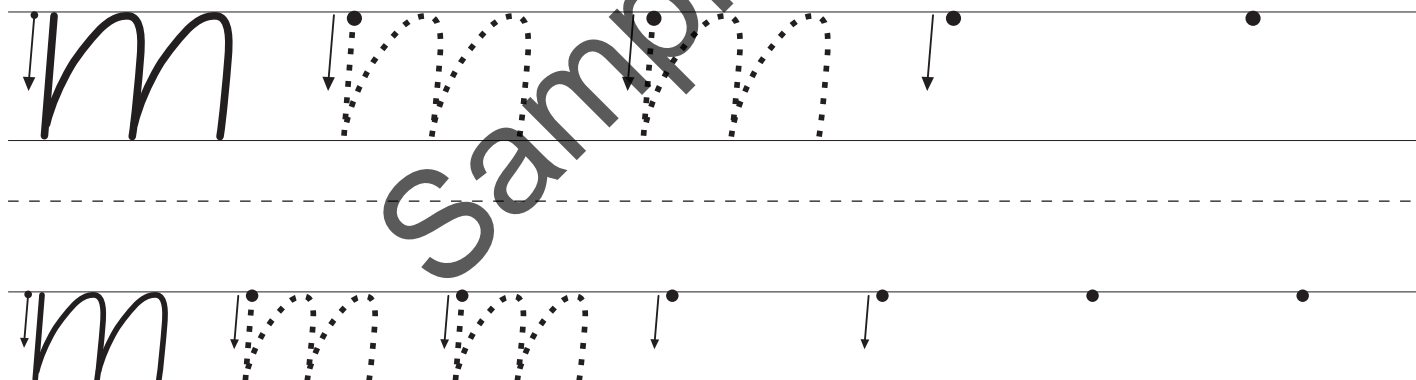


mower

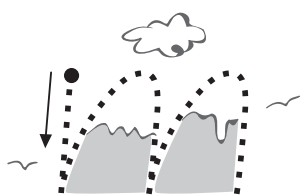
Write the letter "m".



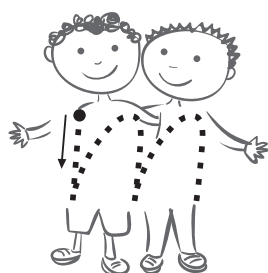
Write your own letters, then tick your best one.



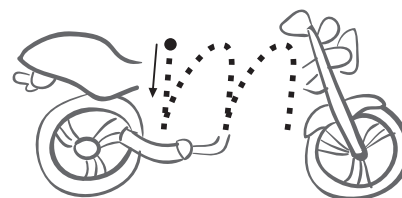
Trace and colour, then turn to page 36 to record the letter.



mountain



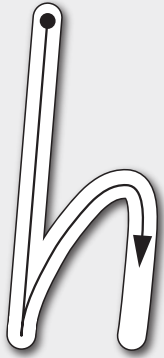
mates



motorbike

# Hop patterns and letters: Clockwise movement

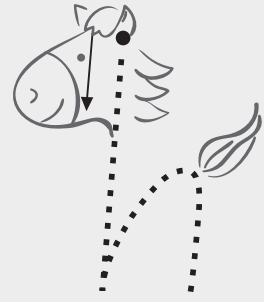
Track.



Say the sound "h". 



Trace.

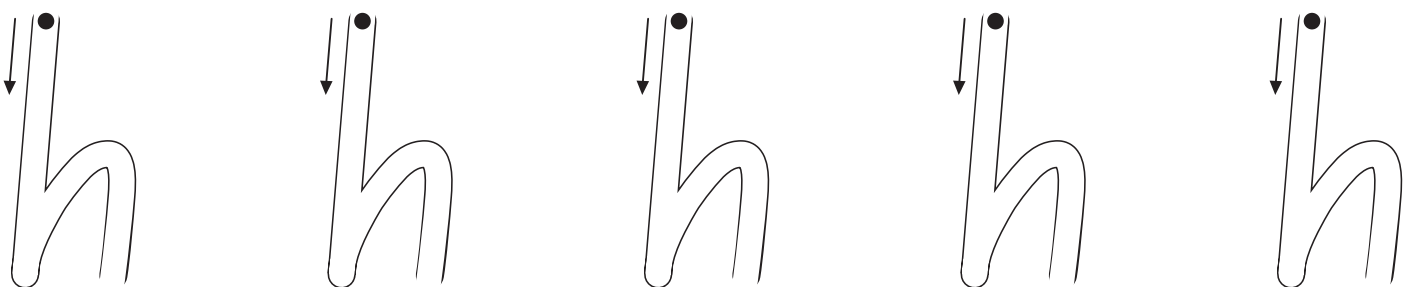


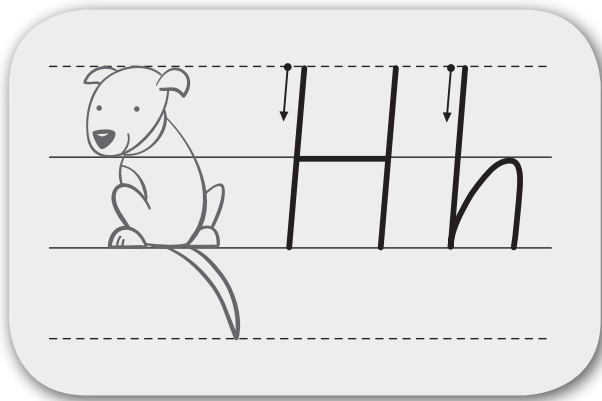
horse

Trace.

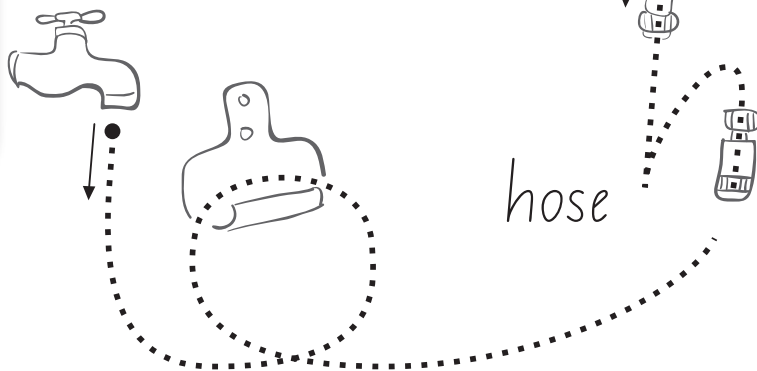


Write the letter "h".

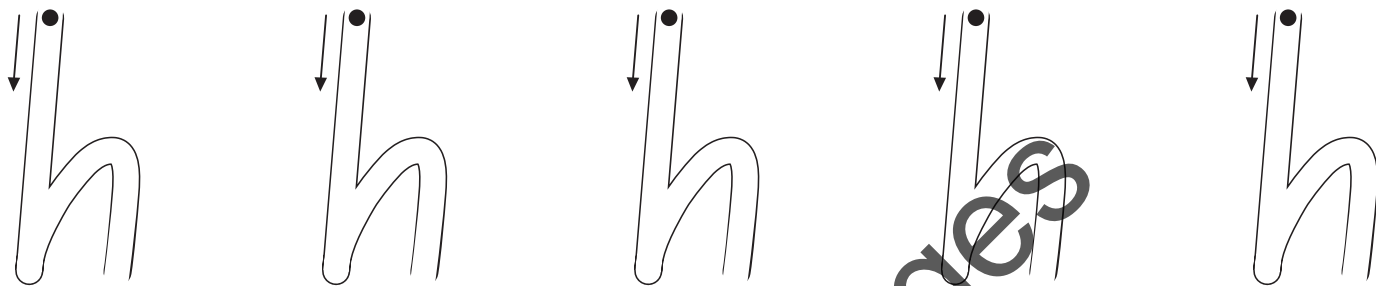




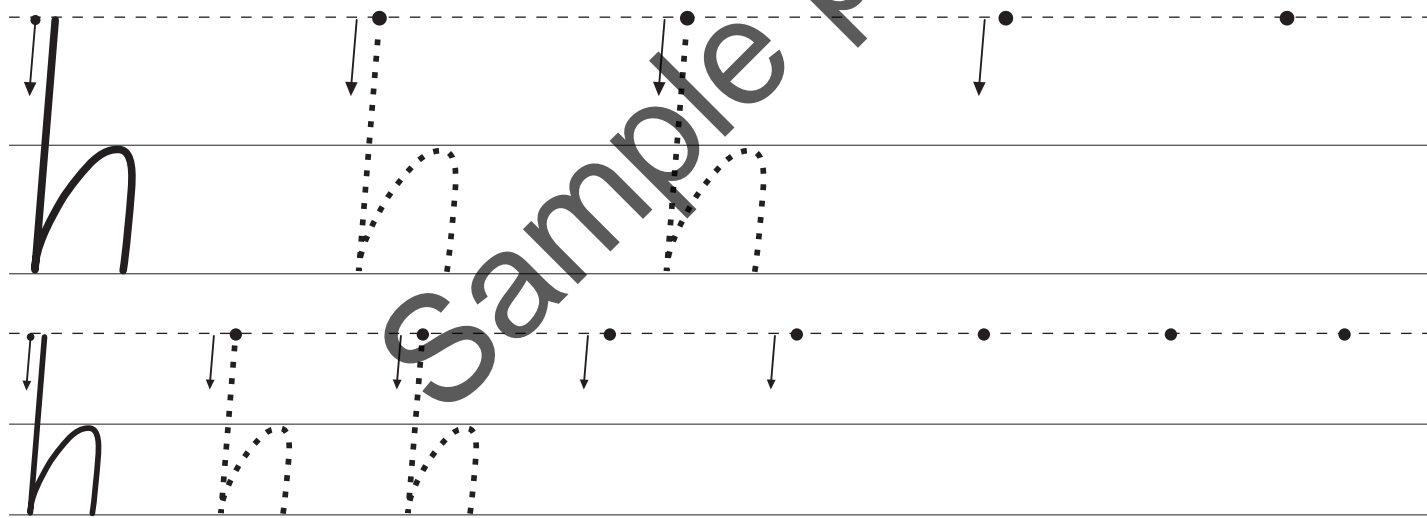
Trace.



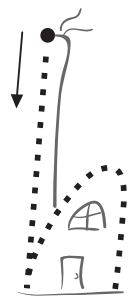
Write the letter "h".



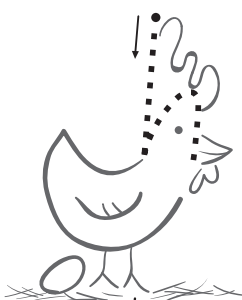
Write your own letters, then tick your best one.



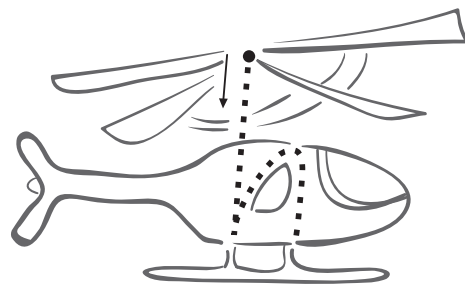
Trace and colour, then turn to page 36 to record the letter.



house



hen



helicopter

# Hop patterns and letters: Clockwise movement

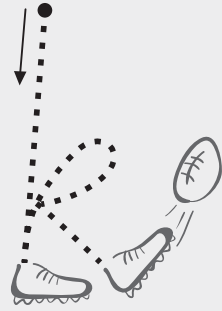
Track.



Say the sound "k".



Trace.

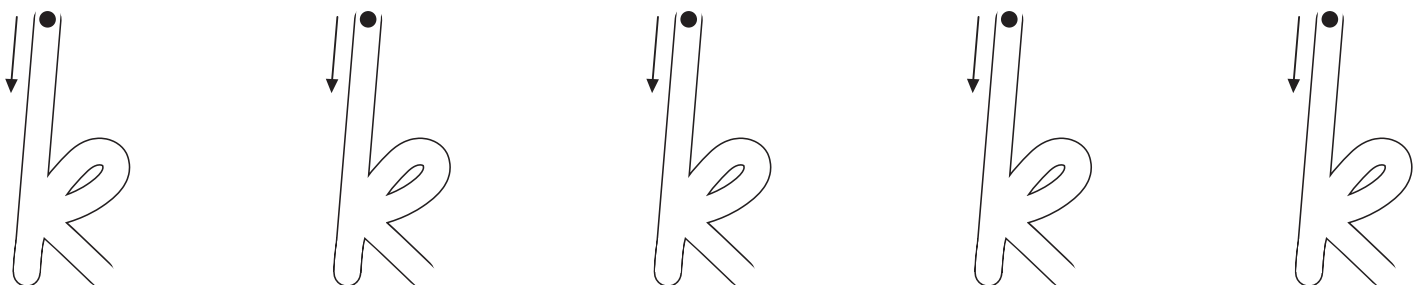


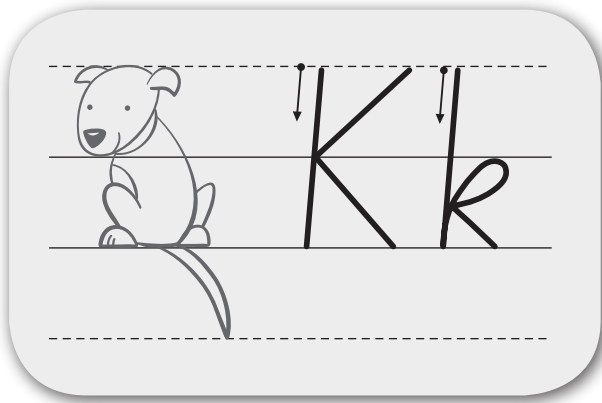
kick

Trace.

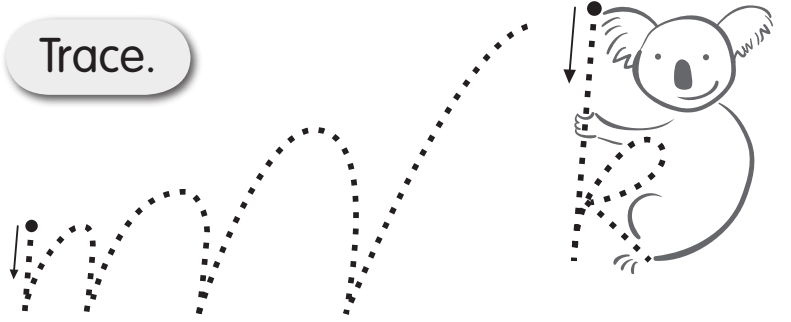


Write the letter "k".



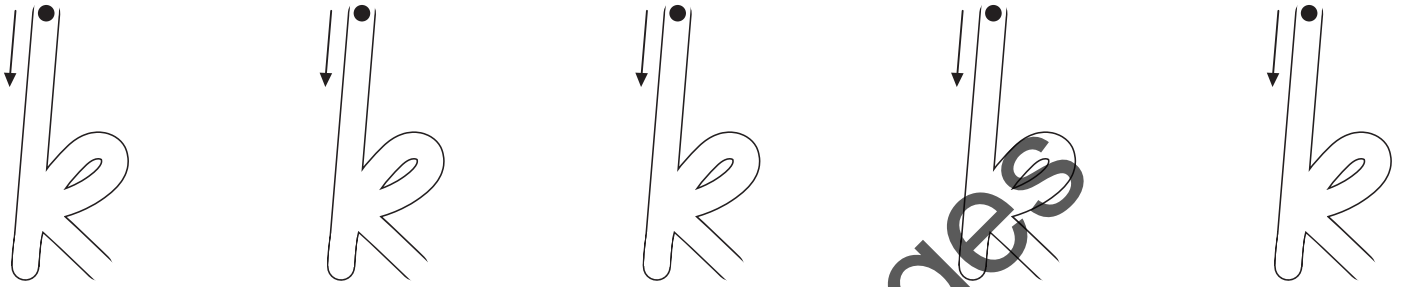


Trace.

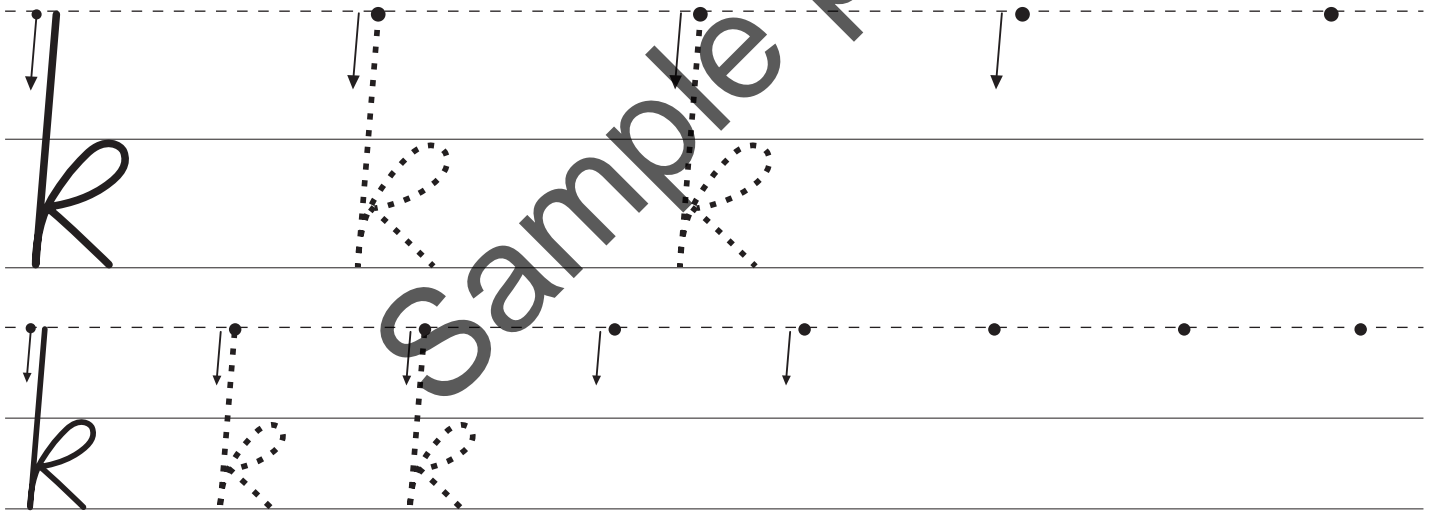


koala

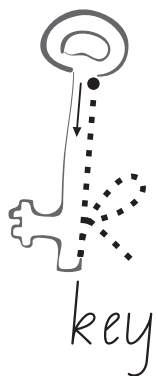
Write the letter "k".



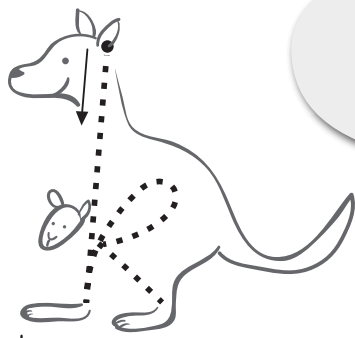
Write your own letters, then tick your best one.



Trace and colour.



key



kangaroo

Turn to page 36 to record the letter and play the fun game.



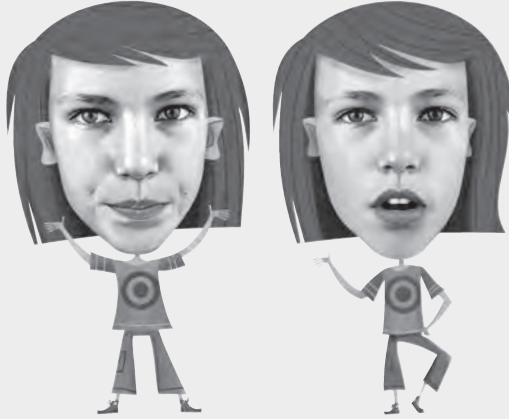
a  
b  
c  
d  
e  
f  
g  
h  
i  
j  
k  
l  
m  
n  
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u  
v  
w  
x  
y  
z

# Hop patterns and letters: Clockwise movement

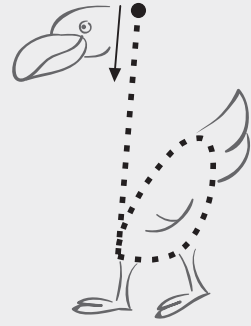
Track.



Say the sound "b".



Trace.

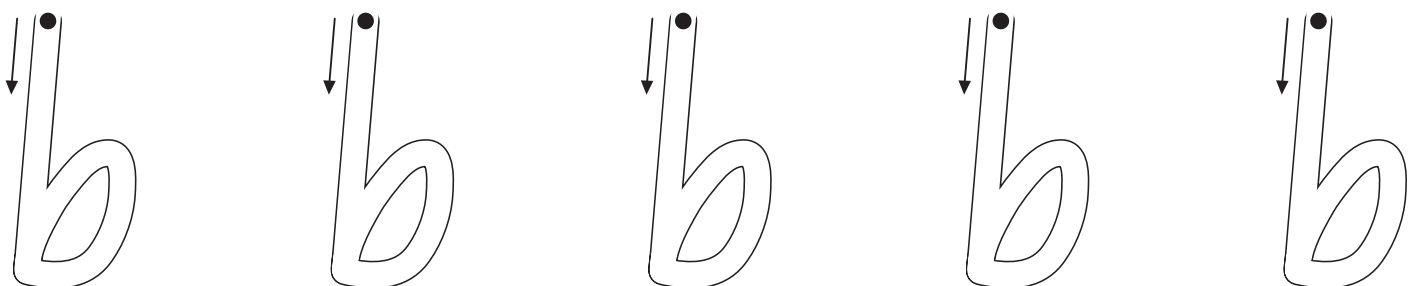


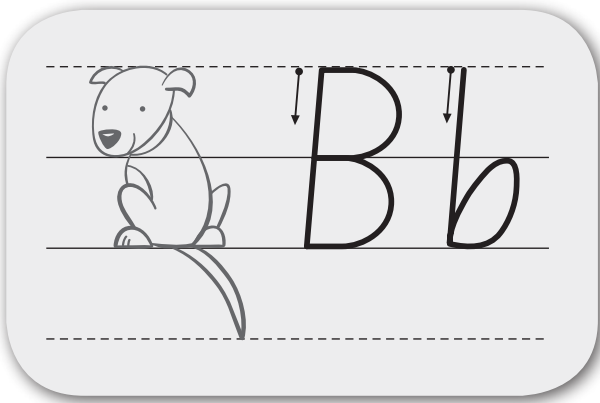
bird

Trace.

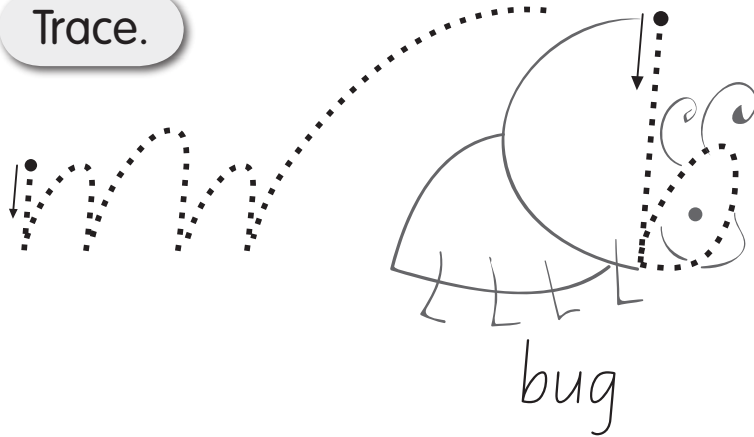


Write the letter "b".

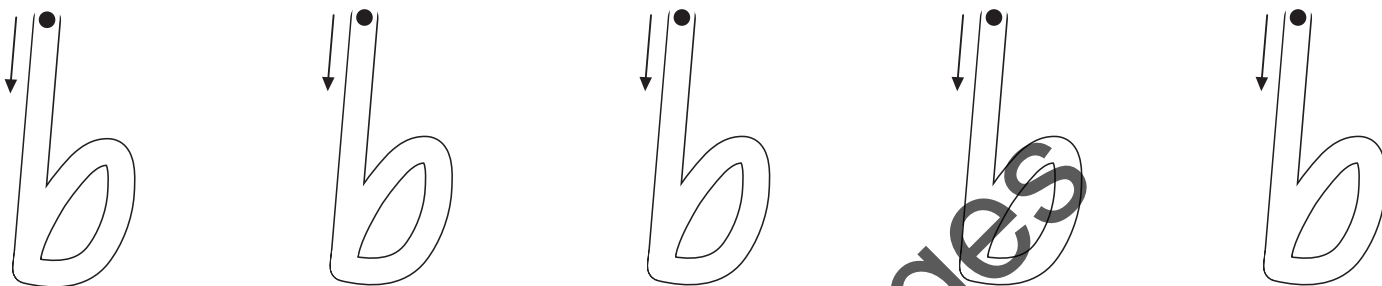




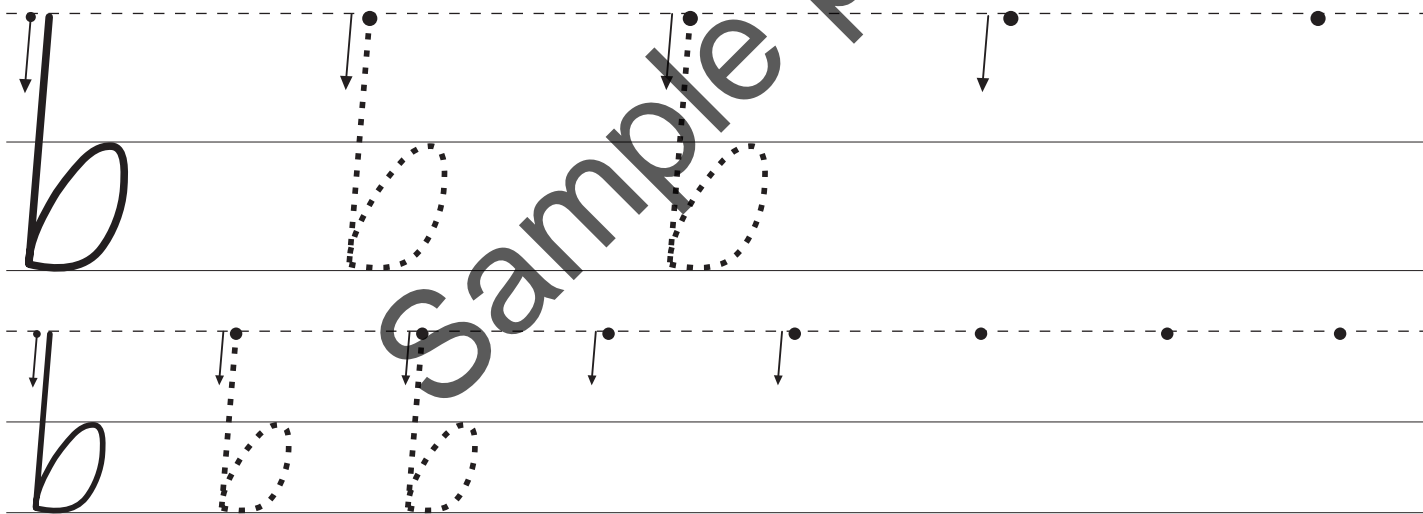
Trace.



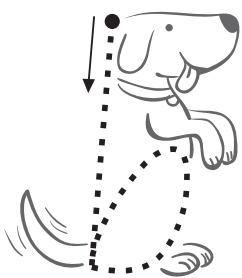
Write the letter "b".



Write your own letters, then tick your best one.



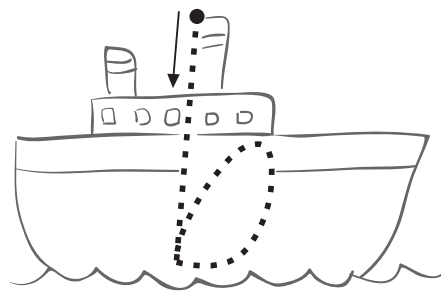
Trace and colour, then turn to page 36 to record the letter.



beg



bike



boat