

Scribble TO Script for Queensland

Book
2

2nd Edition

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Introduction

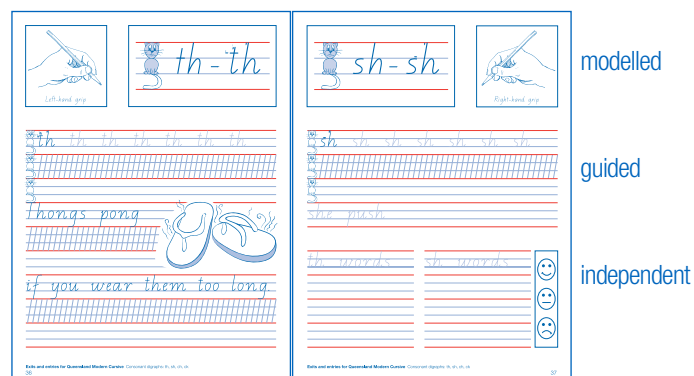
Since the introduction of Beginner's Alphabet and Queensland Modern Cursive, ongoing syllabus and curriculum development continues to guide classroom practice. Classroom teachers have also identified teaching strategies central to the effective teaching of handwriting. *Scribble to Script for Queensland 2nd* edition helps teachers to address key handwriting issues.

Book 2 of the series is designed to assist in the revision and consolidation of Beginner's Alphabet and to introduce understandings and skills required for fluent and legible writing in Queensland Modern Cursive. Teaching correct formation of letters with exits and entries is a major focus of this book, and the teaching of handwriting is linked with the teaching of phonics, spelling and wider literacy skills.

Book 2 also reinforces the need for consistency in letter slope and spacing to further support the development of legibility and fluency. The slope model and other visual prompts at the top of some pages, along with slope lines, are a guide to developing the consistency in slope and spacing needed for independent writing.

In particular, this workbook provides:

- revision of Year 1 skills
- rhymes to support practice of key fluency patterns which promote continued development of hand-eye coordination and fine motor skills
- fun patterns to support continued development of correct letter formation along with consistent shape, size, slope and spacing
- short sequences of patterns, to assist students to learn to move the writing hand fluidly across the page
- large letter models to demonstrate important features of Queensland Modern Cursive such as entries, exits and letters that change shape
- sequenced practice of letters with exits and entries, and simple joining movements to develop fluency and rhythmic movement
- practice of key consonant digraphs, long vowels and words frequently used in writing, to link correct letter formation and visual identity with phonemic knowledge of individual letters, letter clusters and words
- short, predictable handwriting exercises using *modelled*, *guided* (faded letters) and *independent* activities to engage students



- practice in developing a comfortable, appropriate posture and correct pencil grip to build control of movement and accuracy
- sequenced practice activities and revision of essential skills to help students to avoid developing bad habits
- engaging illustrations to colour
- self-assessment opportunities.

Beginner's Alphabet

Beginner's Alphabet continues to be used throughout primary school and beyond for a range of tasks such as labelling and mapping. Regular practice of basic handwriting patterns can enhance the development of fluent writing movements that underpin Beginner's Alphabet.

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 will help them to make the transition to Queensland Modern Cursive comfortably since it does not involve learning a new style. This important phase requires extensive opportunities for practice before teaching the basic joining techniques.

By the end of Year 2, 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 retrace movements between letters that are often a cause of illegibility. The pencil lift technique also provides breaks in words, allowing the writing hand to move fluidly across the page.

Key Strategies for Handwriting Development

Chants, rhymes and finger plays

During Year 1, important aspects of handwriting, such as finger position, motor coordination, strength, writing proficiency and posture, were successfully introduced and reinforced using chants and rhymes. These activities continue to be relevant in Year 2, particularly early in the year. Several are provided on the Pearson Places website. Go to www.pearsonplaces.com.au.

Phonics and high-frequency words—contexts for handwriting

Many teachers build successful, integrated handwriting sessions around their phonics, spelling and wider literacy program. This has led to a shift away from teaching letter formation based upon alphabetical order or letter families. Rather, classroom programs strive to provide a comprehensive knowledge of the way in which letters are used to create meanings through spoken and written language.

In Book 2 of *Scribble to Script* the emphasis is on maintaining legibility through the teaching of handwriting movements and correct letter formation (*visual knowledge* of letter shape and *kinaesthetic knowledge* or letter feel). This is linked with students developing the capacity to say and manipulate sounds (*phonemic knowledge*); for example:

- front-of-mouth sounds
- middle-of-mouth sounds
- back-of-mouth sounds
- common digraphs and letter blends used most often in English words.

Book 2 links the teaching of handwriting with spelling by providing opportunities for students to practise common English letter patterns. It also provides activities designed to reinforce the correct formation and spelling of words frequently used in English¹. Activities are designed to enhance handwriting performance and improve fluency, since students who write with speed and ease are more likely to enjoy writing and to develop positive attitudes towards spelling.

Visual knowledge and spatial awareness of letters

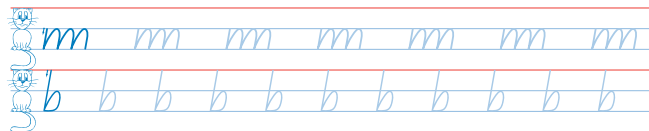
Grouping letters according to rotation (letter family) may reinforce commonality among letter groups. However, the development of legibility and fluency depends on visual motor knowledge of individual letters. Students need support in order to develop a visual memory for the unique features and correct formation of each letter. Modelling and demonstration by the teacher (accompanied by verbal explanations) and practice by the student of the required movement (where to start, which direction to move and where to complete it) provide the basis for forming the visual and motor memory needed for correct letter formation.

Knowledge of the visual identity of a letter linked with phonemic knowledge is essential for the student to be able to effectively encode and decode when writing and reading. Use of terms such as 'head', 'body' and 'tail' can help students to notice and describe main features of letters and key differences between them, further enhancing knowledge of the visual identity of letters.

A wide range of prompts, guides, mnemonic devices, self-evaluation and self-correction techniques have been incorporated in this workbook to assist students to attend to critical attributes of each letter. The following strategies can support the development of visual knowledge and awareness of the spatial properties and correct formation of letters.

- One student uses a finger to write a letter on a partner's back. The partner feels the movement, pictures the letter, then says it aloud.
- A cat outline can be used to help model and demonstrate key features of a letter when working with the class 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.

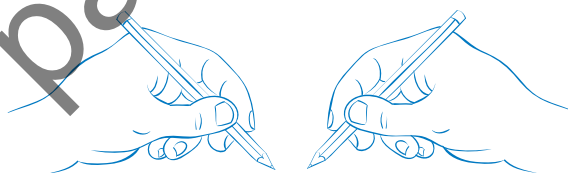
- As a guide, students can colour in cat outlines on many of the pages of this book to show the heads, bodies and tails of letters to match the letter model at the top of the page. This strategy will help support independent writing practice.



- Have students imagine the letter on a wide-screen TV or the screen of a computer or electronic game. Starting at the correct position, they imagine their finger is a laser that can correctly create the letter from start to finish.

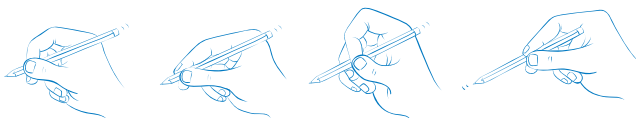
Correct pencil grip

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. Most students need considerable support to develop awareness of the three fingers (thumb, index finger and middle finger) used in the dynamic tripod pencil grip.



Teacher tips

- Encourage finger plays and rhymes such as 'Where is Thumbkin?' or others provided on the Pearson Places website. Go to www.pearsonplaces.com.au.
- 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.

¹ Snowball, D. and Bolton, F., 'The Most Common High-Frequency Words' in *Spelling K-8 Planning and Teaching*, Stenhouse Publishers, York, Maine, USA, 1999.

- 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.

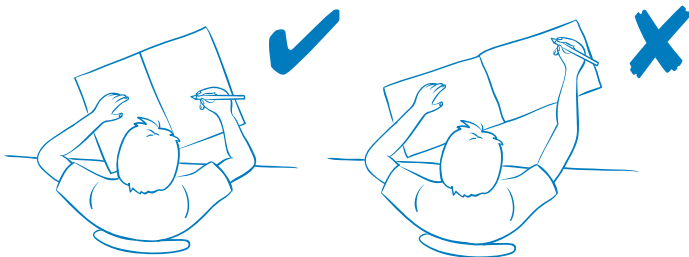
Posture

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.

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 can help to encourage effective student self-assessment.

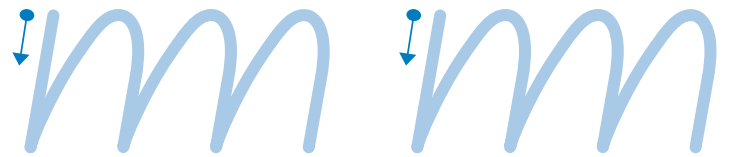
- Provide supportive feedback about handwriting performance by discussing letters students have formed well and letters needing further practice. This provides a model, showing students how they might assess and monitor their own progress.
- Provide faded letters for students to trace and copy; these give a *guide* for assessment of students' own progress. Encourage students to circle or tick correctly formed letters, and discuss their achievements with them.
- Encourage students to move towards *independent* self-assessment by colouring the appropriate face in the assessment boxes where provided.
- Use the Year 2 checklist provided at the Pearson Places website www.pearsonplaces.com.au. The checklist 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 2 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.

Say and do.

I am learning my letters,
I am learning to write.
And when I write my name
I hold my pencil just right.



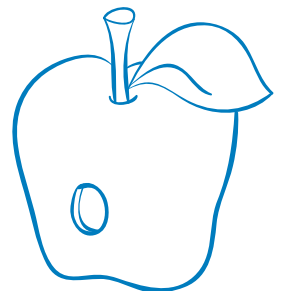
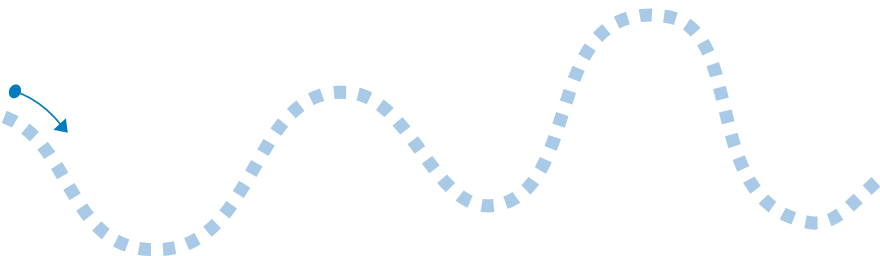
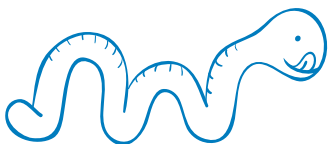
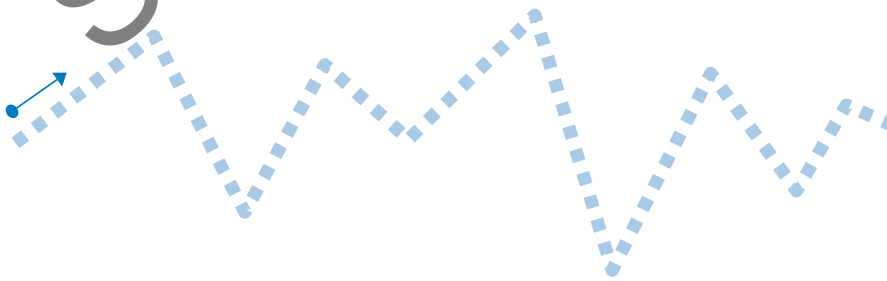
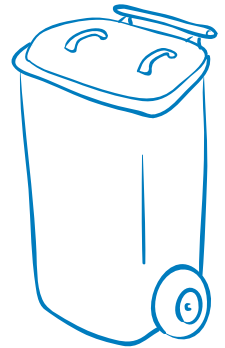
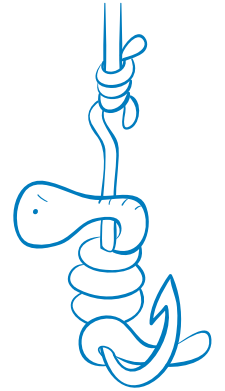
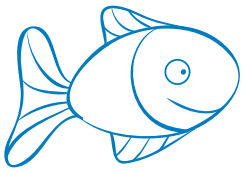
My name is



My teacher's name is

Say and do.

Two fingers, one thumb together,
Two fingers, one thumb together,
Two fingers, one thumb together,
I hold my pencil just right.



ou

Even size

about could out

our would you your



Sort the above words into the letter-pattern chart. Add your own words to complete it.

"ou" at the beginning	"ou" in the middle	"ou" at the end

Revision

LAUGH OUT LOUD!

What belongs to you but

is used often by others?

Your name:

