

# Scribble TO Script for Queensland

Book  
**1**

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 provides a range of practical strategies to support the development of the knowledge and skills children require when learning handwriting. It also helps teachers to address key handwriting issues such as pencil grip and posture.

Book 1 of the series is designed to explicitly link phonics with the teaching of Beginner's Alphabet. In particular, this workbook provides:

- rhymes, patterns and activities to help develop hand-eye coordination and essential fine-motor skills, including left to right and top to bottom movements
- illustrated letter characters and rhymes that describe lower-case letter formation and reinforce letter-sound relationships
- playful rhymes to promote correct letter formation along with consistent shape, size, slope and spacing
- an effective teaching model built around *modelled*, *guided* (faded letters) and *independent* activities
- sequenced practice activities and revision of essential skills to help students to avoid developing bad habits



- correct pencil grip and posture to build control of movement and accuracy
- engaging illustrations to colour
- self-assessment opportunities.

Book 1 also reinforces the need for consistency in letter slope to support the development of legibility and fluency. Later in the workbook, students' attention can be drawn to the slope lines provided as a guide; these will assist students to develop the uniformity in slope and spacing needed for independent writing, both in the workbook and in everyday writing tasks.

## Key Strategies for Handwriting Development

### Chants, rhymes and finger plays

Important aspects of handwriting include finger position, motor coordination, strength, writing proficiency and posture. These can be successfully introduced and reinforced using chants and rhymes such as those below, along with related interactive activities provided on the Pearson Places website. Go to [www.pearsonplaces.com.au](http://www.pearsonplaces.com.au)

#### Two fingers, one thumb

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

#### The posture rhyme

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

Some chants and rhymes can be used while students are seated at their tables or desks while others are better suited to small group or whole-class circle activities.

### Patterning exercises

Regular practice of basic handwriting patterns can enhance the development of fluent writing movements that underpin Beginner's Alphabet. Sequences of patterns, such as those provided in this workbook, can also assist students to learn to move the writing hand fluidly across the page.

Teaching correct formation of the sloped *anticlockwise* oval movement, including its starting position, is essential for the development of a fluent and legible style.

This movement is more natural for right-handed students; for this reason, left-handed writers may need additional support to learn the correct starting position and which direction to go to complete the movement.



The sloped *clockwise* oval movement can cause confusion for some students when they form enclosed letters based on the anticlockwise movement. Practice of clockwise movements using the left-to-right hill-shaped movement reinforces the skill and helps to avoid confusion.

### Phonics—a context for handwriting

Many teachers build successful integrated handwriting sessions around their phonics 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 meaning through spoken and written language.

Book 1 of *Scribble to Script* provides an emphasis on maintaining legibility by teaching handwriting movements and correct letter formation (visual knowledge of letter shape and kinaesthetic knowledge of letter feel) linked with the ability to say and manipulate sounds (phonemic knowledge); for example:

- front-of-mouth sounds (b, d, f, l, m, n, p, s, t, v)
- middle-of-mouth sounds (c, j, k, q, r, w, x, y, z)
- back-of-mouth sounds (a, e, g, h, i, o, u).

### 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.

Young writers 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.

In addition, kinaesthetic strategies such as the following can help students to develop visual and motor knowledge of a letter.

- Use your finger to write a letter on your partner's back. Have your partner feel the movement, picture the letter, then say it aloud.
- Imagine the letter on a wide-screen TV or the screen of a computer or electronic game. Starting at the correct position, imagine your finger is a laser that can correctly create the letter from start to finish.

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.

The following strategies can assist students to develop awareness of spatial properties and correct formation of letters.

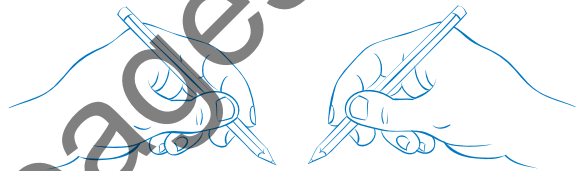
- A cat outline can be used to help *model* and demonstrate key features of a letter when working with the class from the board, in small groups or with individual students. The cat outline is appropriate when demonstrating spatial properties, correct letter formation and placement in relation to the red and blue lines.

- As a *guide*, students can colour in cat outlines on many of the pages in this workbook to show 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.



### 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 beginning writers need considerable support to develop awareness of the three fingers (thumb, index finger and middle finger) used in the correct 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.pearson.com.au](http://www.pearson.com.au).
- Place stamps or stars on the thumb, index finger and middle finger of the writing hand.
- Practise warm-up exercises, such as wiggling or gently rolling the pencil barrel between the first three fingertips of the writing hand.
- 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

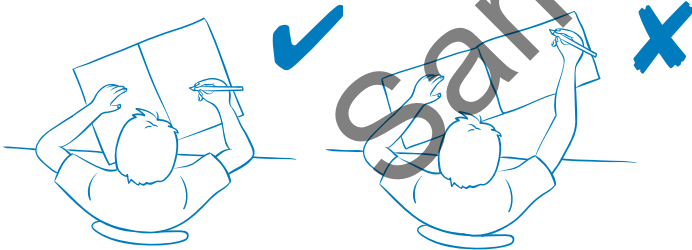
A comfortable and fairly upright writing posture should be encouraged at all times. Posture needs to be balanced, relaxed and upright when seated at a desk or table.



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 depths 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 balanced working positions (for example, standing, kneeling or lying on the floor) to suit writing tasks.

## Assessment and Evaluation

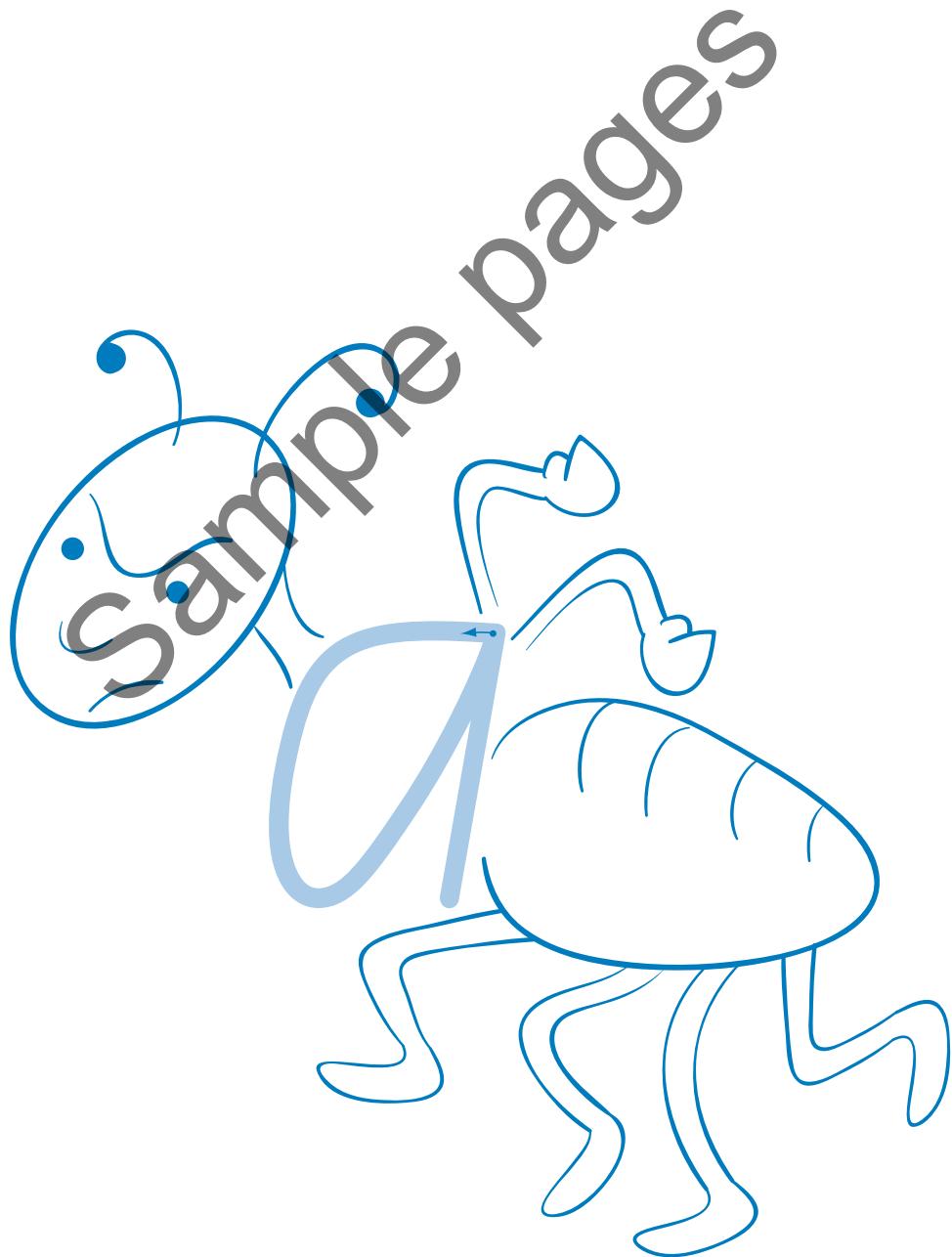
*Scribble to Script* supports the successful *modelled*, *guided* and *independent* approach not only as a teaching and learning strategy, but also as a means for teachers to encourage students to see value in monitoring and improving their handwriting ability. Strategies such as those that follow and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

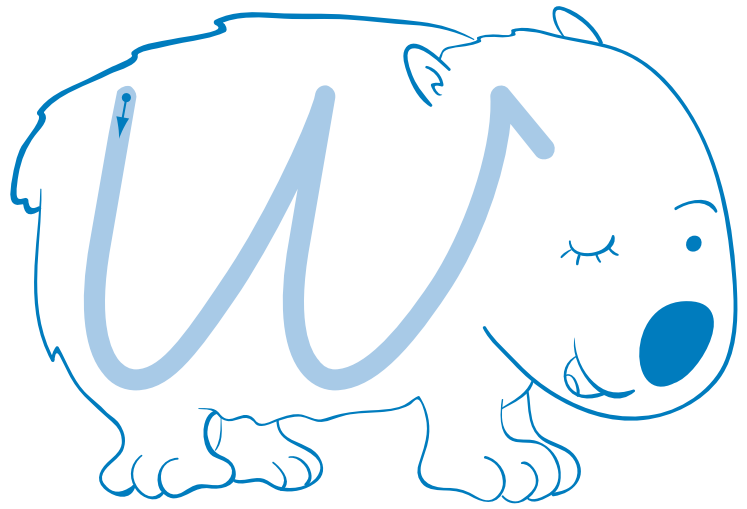
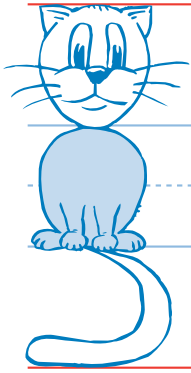
- Provide students with supportive feedback about handwriting performance by discussing letters they have formed well and those needing further practice. This provides a *model*, showing how they might assess and monitor their own progress.
- Provide faded and dotted letters for students to trace and copy; these give a guide for assessment of their own progress. Encourage students to circle or tick correctly formed letters, and discuss their achievements with them.
- Following handwriting sessions, encourage students to move towards independent self-assessment by colouring one, two or three stars in the assessment boxes provided in this workbook.
- Use revision pages to reinforce correct letter formation, shaping, size and slope of letters, and to assess student understanding and skill.
- The Year 1 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 1 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**





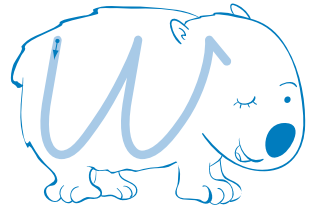
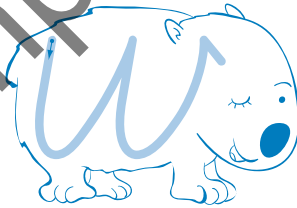
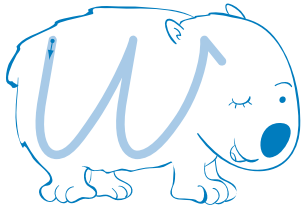
**Say and do.**

The winking wombat says w, w, w.

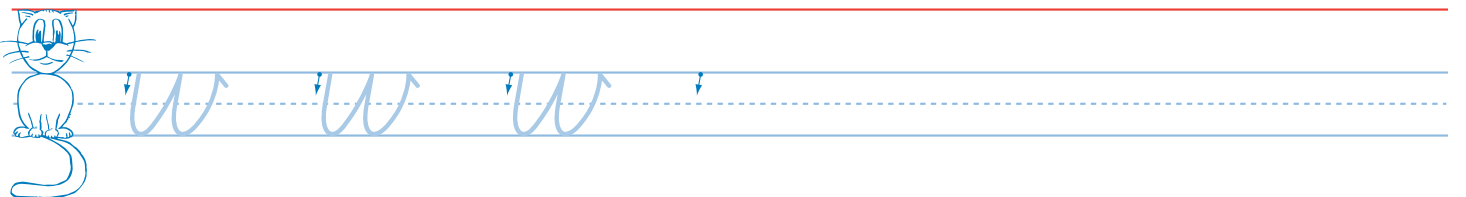
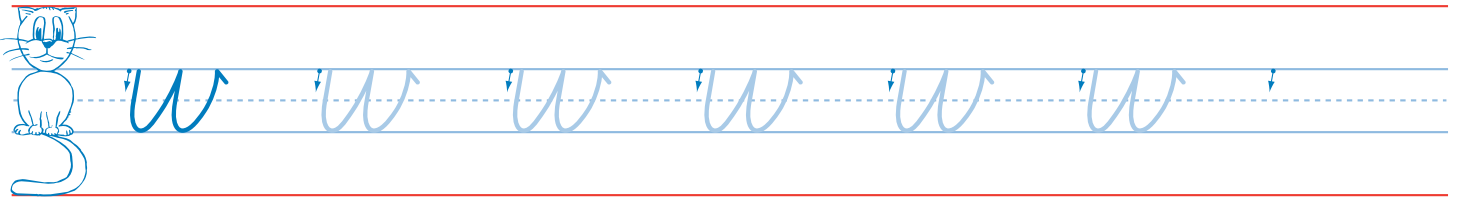
I write letter w without a stop.

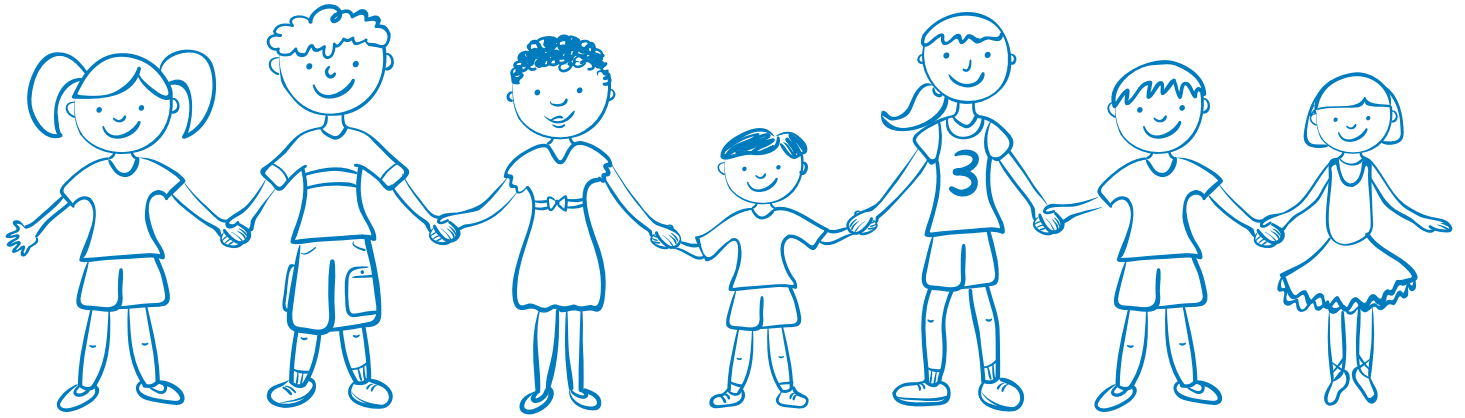
Top to bottom, around two bends,

I finish with an exit and that's the end.



Sample pages





My friends' names are

Sample pages

My family members' names are