

# Scribble TO Script for Queensland

Book  
**5**

2nd Edition

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# Introduction

Since the introduction of Beginner's Alphabet and Queensland Modern Cursive, ongoing syllabus and curriculum development continue to guide classroom practice. Classroom teachers have also identified a number of 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 5 of the series is designed to assist students to become confident and proficient with the basic joining techniques of Queensland Modern Cursive. Activities encourage students to develop fluency of movement by practising both common and less frequent letter patterns as this provides opportunities to practise changing from one join to another within letter sequences and within words.

As with previous books in the series, the teaching of handwriting is linked with the wider teaching of literacy, including spelling. Learning to fluently write English letter sequences and to increase writing speed without loss of legibility are central and connected goals, and remain as key focuses in Book 5. This book also continues to reinforce the need for consistency in letter size, shape, slope and spacing, while emphasising skills with joining techniques. Visual prompts provided at the top of some pages, along with slope lines, guide students to help them to develop the consistency in slope and spacing needed for independent writing.

In particular, this workbook provides activities to:

- promote continued development of letters that maintain uniform shape, size, slope and spacing in both Beginner's Alphabet and Queensland Modern Cursive
- link correct joining techniques with spelling patterns used in high-frequency words, and other words commonly encountered at this year level
- develop fluency and rhythmic movement by providing practice with fun writing patterns and activities
- write fluently and legibly at speed
- 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

tele tele tele

hello hello

modelled

guided

independent

- reinforce a comfortable, appropriate posture and correct pencil and pen grip
- encourage confident writing using 8 mm lined paper
- continue to develop proficiency with proofreading and editing skills.

## 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 that enhance fluency and legibility when joining.

## 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.

## Queensland Modern Cursive

In previous years, students were introduced to key ideas related to learning a cursive style of handwriting. For example, they were taught that joining strokes move from the exit stroke of one letter to the entry stroke of the next. Since several of the basic joins incorporate a pencil lift, they were also taught that this technique removes retrace movements between letters that often cause illegibility. Pen lifts also provide breaks in words, allowing the writing hand to move fluidly across the page.

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.

## Strategies for Teaching

Legible and fluent cursive handwriting is dependent on correct letter formation and correct joining movements. Book 5 of *Scribble to Script* places emphasis upon learning to legibly and fluently use the joining strokes required for cursive writing.

The importance of explicit teaching is often underestimated in relation to the teaching of handwriting, particularly when it comes to joining skills such as pen lifts, and executing less common letter patterns or complex letter sequences. Book 5 assists students to practise the movements required to produce fluent sequences of two, three or more letter groups, building their knowledge and skills with English spelling patterns.

At this level, students need to produce greater amounts of writing. Most have developed the skills required for cursive handwriting, and are physically ready for the task of developing greater writing speed without loss of legibility.

## High-frequency spelling patterns and words

Many teachers build handwriting sessions around their spelling and wider literacy programs. This workbook links the teaching of handwriting with spelling by providing opportunities to explicitly practise common English letter patterns, and words containing these patterns. It provides

activities designed to reinforce correct formation, frequent joining patterns, and the spelling of high-frequency 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.

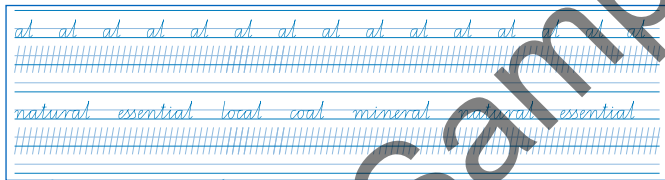
### Visual knowledge and spatial awareness of letters

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

Rhymes, 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 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.

- Highlight use of lines to reinforce spatial characteristics of letters and joins and placement of letters and sentences in cursive writing.
- 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 develop the consistency in slope and spacing needed for independent writing.



- Students can imagine writing on a wide-screen TV or the screen of a computer or electronic game with a laser pen. Starting at the correct position, they imagine the index finger is a laser pen that can correctly join letters.

### 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

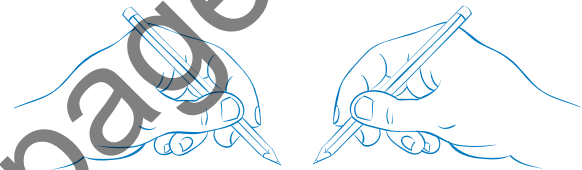
Reminders, praise, and teacher and parental guidance can help students with poor or immature pencil grip to develop an effective grip. Students require specific information about which fingers to use, where to place each finger and where the pencil should sit within the hand.

- 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.

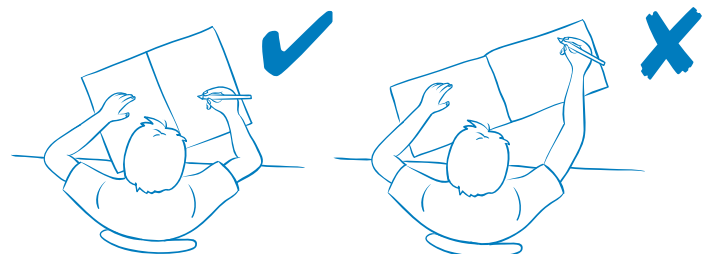


### Posture

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.

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 see clearly 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 that are quiet, portable, easy to use and low-cost, making them accessible in most writing contexts. These tools, along with effective handwriting skills, will complement new technologies as further developments involving voice-activated and handwriting-recognition software, and smaller and tablet-based computers, become more widely available.

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, cards and notes. The knowledge and skills that underpin legible and fluent handwriting are central to effective communication via personalised stationery, calligraphy, and other aspects of design.

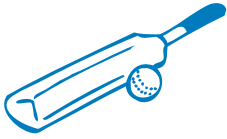
For many people, the kinaesthetics involved in handwriting is central to learning and to communication. There remains a clear need to teach all students to be skilful communicators who are able to use legible, fluent handwriting along with new media to create, communicate and express ideas. It is important 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 students might assess and monitor their own progress.
- Refer students to graphic prompts throughout the book as models to assist them to monitor aspects of their own handwriting performance; for example, on page 21 appropriate finger and pen pressure is modelled.
- Provide 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.
- Following handwriting sessions, encourage students to engage in independent self-assessment of progress. To help develop this skill, assist them to complete speed and legibility trials and assessment boxes, where provided.

- Use the various pen licences provided in the workbook as incentives to motivate students to increasingly gain effective control of both pencils and pens.
- Use revision lines and progress reviews to reinforce formation, shaping, size and slope of letters, and joining techniques.
- The Year 5 checklist provided at 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 5 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.



THIS BOOK BELONGS TO:

Name:

School:

Date of birth:

Country of birth:

Hobbies and interests:

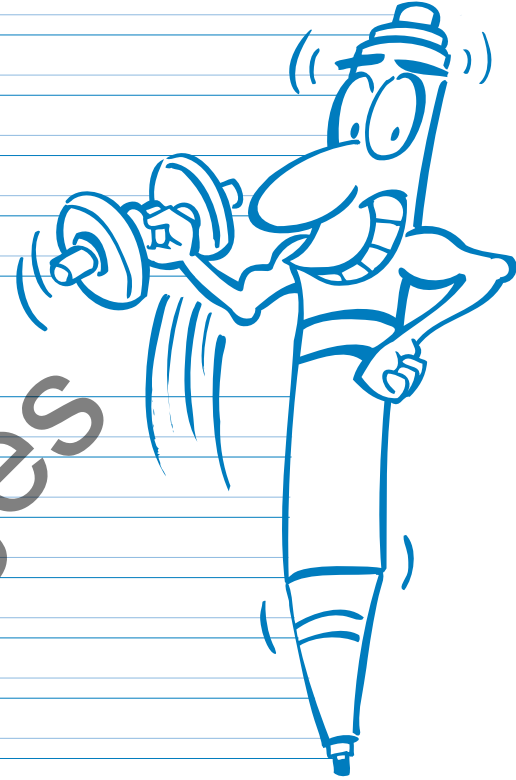
Special talents:

Something I plan to improve:

My local area is:

Things of interest in my area:

Draw and label a place where you like to play. Explain why you like this place.



Sample pages

Blank lined area for drawing and labeling a place.

Left-hand



paper position

Right-hand



paper position

unhappy

unhappy unhappy unhappy unhappy unhappy unhappy

The prefix "un" is used often in English. When "un" is added to the beginning of a base word, it can mean "not" or it can change an action word to its opposite.

Revision

Complete the chart.

Prefix + base word	New word	Meaning
un + happy	unhappy	not happy, sad
un + able	unable	not able
un + equal		
un + necessary		
un + fair		
un + even		
un + fold		
un + safe		

I don't join to e.

re

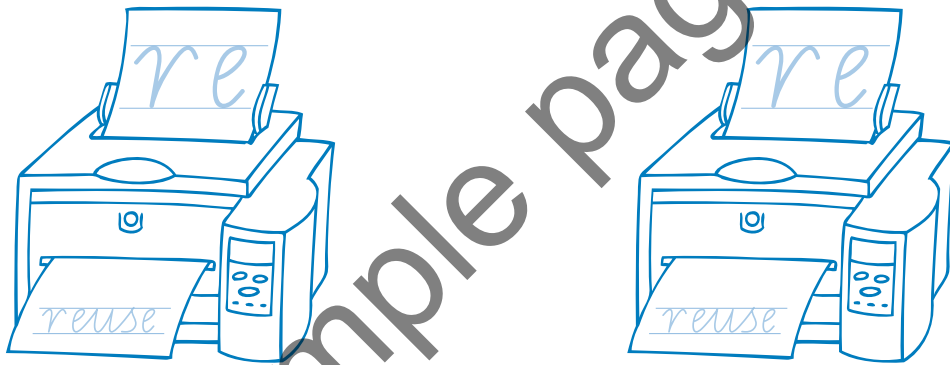
re ✓

re



re re re re re re re re re re re re re re re re

recycle reuse reduce recycle reuse reduce recycle reuse



Another commonly used prefix is "re". When this prefix is

added to the beginning of a base word it means "repeat" or

"back again". A well-known slogan that uses this prefix is

"Reduce, reuse and recycle".

