

All Write!

Rigby NSW Foundation Handwriting

Murray and Christine Evely

Year Four
Sharing
the planet



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For teachers and parents

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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 and words as part of an innovative, multisensory approach to help students 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 4 outcomes

During Year 4, students are learning about the following topics.

1. Writing with fluent movements
 - Fluent handwriting movements and patterns
 - Correct pencil grip and comfortable body positions for writing
 - Consolidating correct formation of lower case and upper case letters and numbers
 - Consistency in letter size (heads, bodies and tails), shape and slope
 - Correctly forming joined letters within lines
2. Multisensory knowledge related to letters, joining letters and words
 - Consolidating links between correct letter formation, phonemic awareness and visual processing
 - Connecting letter formation with visualising and feeling the movements for fluent joined writing
 - Saying joining rhymes and playing games
3. Writing
 - Conventions, e.g. recognition of letters, words, sentences, headings and paragraphs
 - Topic-related words, phrases and sentences
 - A range of simple genres and text types
 - Punctuation, e.g. capital letters, full stops, commas, apostrophes, question marks and quotation marks
4. Assessment
 - Responding appropriately to peer and teacher feedback
 - Recognising the value of personal effort, practice and self-correction

Teaching strategies

Linking the pen and the mind

Handwriting instruction linked with letter, sound and word knowledge provides a strong foundation for a lifetime of literacy. Students need to be able to use this knowledge to write known words and to attempt new words when writing for particular purposes.

This workbook uses engaging illustrations incorporating lower case letters to encourage students to consolidate and internalise the look and feel of correct letter formation, essential for joined writing. The illustrations, words and sentences, related to the theme 'Sharing the planet', help students to continue to broaden phonemic awareness and visual processing skills needed to learn joined handwriting and for effective reading and writing.

In preparing students for a productive future, there is an emphasis on the teaching of thinking skills. Students are often required to write, draw, create or interpret graphical representations to demonstrate thinking ability. Some of these skills feature in this program. As students build on these skills, their ability to create and communicate will increasingly complement handwriting.

Fluency patterns, letter formation, consistent size and shape

Continued practice with top-starting fluency patterns and left-to-right movements is central to the maintenance of correct letter formation and consistent shape, size and slope. Practice helps students to internalise — or 'feel' — the shaping and movements required, and assists them to learn to make letter strokes in one fluent movement.

All Write! Year 4 continues to focus on top starting of all letters (except d and e), correct starting and finishing points, and consistency in letter size, shape and slope. A *modelled, guided* and *independent* approach helps students establish correct letter formation and achieve fluency.

Students who are systematically taught to write legibly and fluently are likely to develop perseverance, attention to detail and pride as they strive for excellence. These effective learning habits will assist them with self-regulation, goal-setting, self-monitoring, assessment, and review of personal progress.

Letter slope

Consistent slope is an important aspect of correct letter formation and is required for fluent joining. Inconsistent slope can create illegibility and lead to reluctance to use joined handwriting. *All Write!* Year 4 provides a photocopiable slope card for students to place under workbook pages when writing and for use during other everyday writing tasks.

Consolidating joined letters

Legible and fluent cursive handwriting is dependent both on correct letter formation, including consistent size and slope, and on use of correct joining movements. Teaching students to make the diagonal and horizontal movements by writing English letter groups, words, phrases and sentences will provide a foundation for success with other joining movements, such as joins to ascenders, letters that don't join, touch joins and fluency joins. *All Write!* Year 4 provides extended opportunities for students to practise the two joining movements that underpin the foundation style.

Pencil and pen grip

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

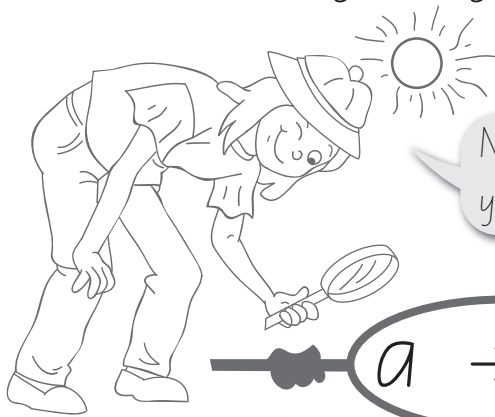
Students who do not use the precision grip will need regular and positive encouragement and demonstrations to assist them to change. Explain that incorrect pencil grip can lead to fatigue and legibility problems as they develop a need for increased speed in order to complete greater amounts of writing using joined handwriting.



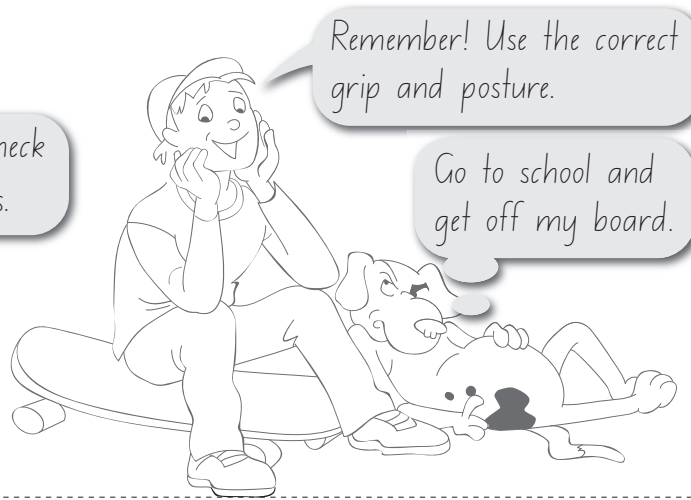
Left pencil grip



Right pencil grip



Now it's time to check your diagonal exits.

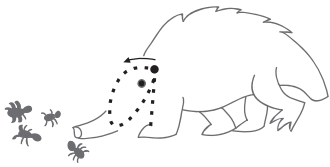


Remember! Use the correct grip and posture.

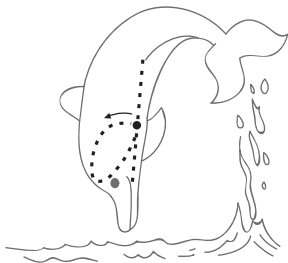
Go to school and get off my board.

Track, trace and copy.

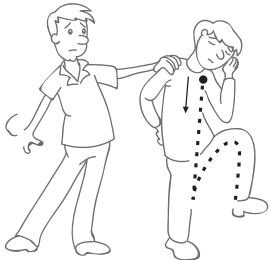
mm → mm



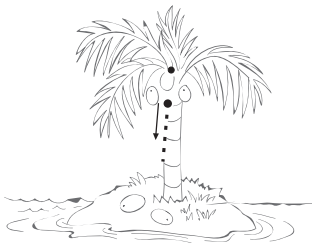
a → a anteater → anteater



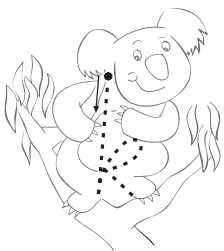
d → d dolphin → dolphin



h → h humans → humans



i → i island → island

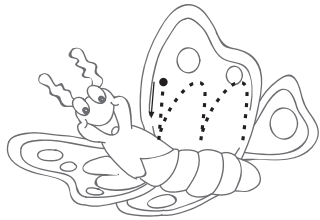


k → k koala → koala

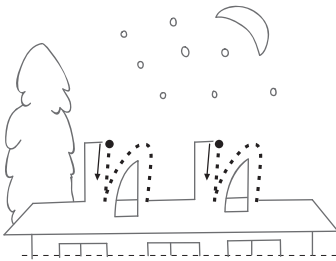
Track, trace and copy.



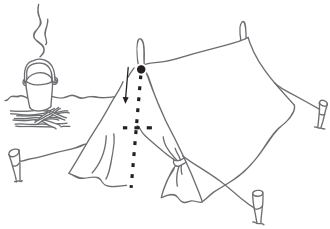
l → l landfill → landfill



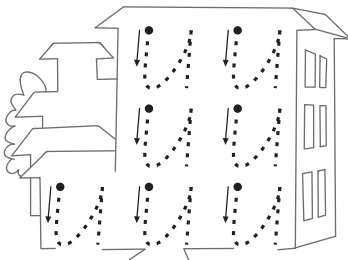
m → m moth → moth



n → n night → night



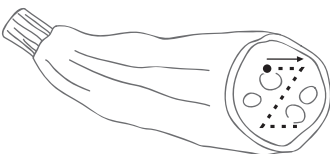
t → t tent → tent



u → u urban → urban



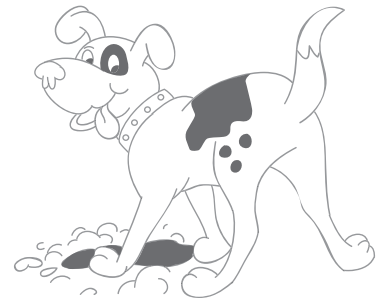
x → x examine → examine



z → z zucchini → zucchini

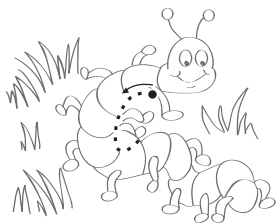


These three letters already have diagonal exits.

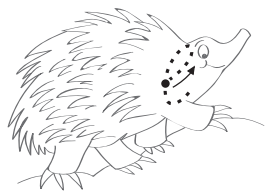


c e q

Track, trace and copy.



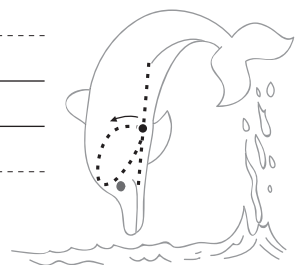
c caterpillar → caterpillar



e echidna → echidna



q quokka → quokka



Sample pages

Trace, then list four living things that share Earth with humans.



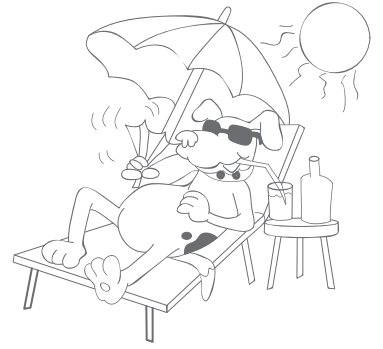
- 1.
- 2.
- 3.
- 4.



Most letters that finish on the top line don't join to e. At the end of words, the letters o, r, v and w don't have exits.

Track and copy.

severe heatwave



ve vegetables → vegetables



we we → we we we we



oe tomatoes → tomatoes

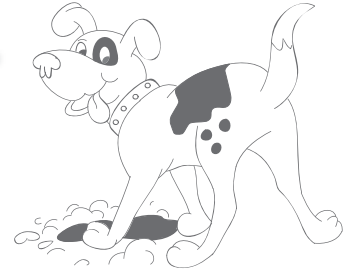


re recycle → recycle



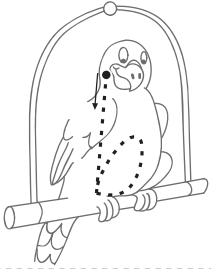
These six letters don't join to other letters.

Remember to use a consistent slope.

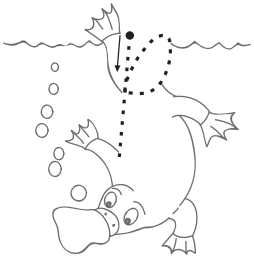


Track and copy.

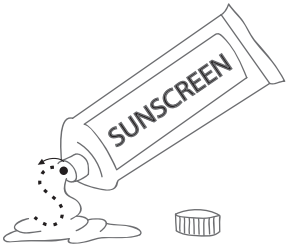
b p s g j y



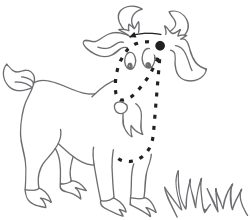
b budgie → budgie



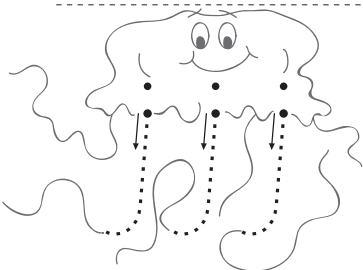
p platypus → platypus



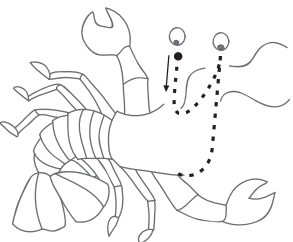
s sunscreen → sunscreen



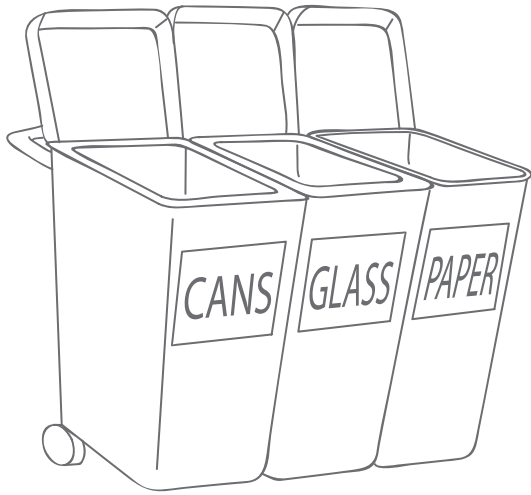
g goat → goat



j jellyfish → jellyfish



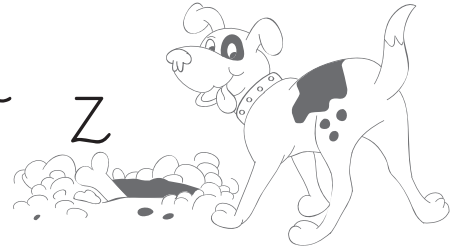
y yabby → yabby



In joined writing the letters f, r and z change shape, but s only changes shape when another letter joins to it.



I 'recycle' too.



f r z

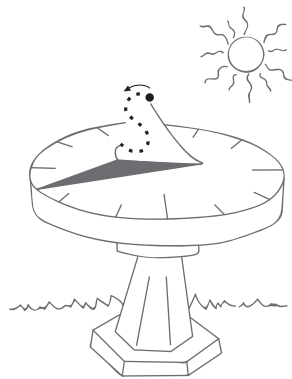
Track and copy.



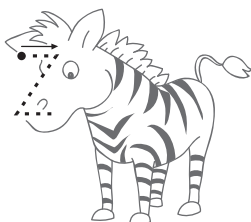
f → f footprint → footprint



r → r rubbish → rubbish



s → s sundial → sundial



z → z zebra → zebra

Trace, then draw a symbol for each resource.

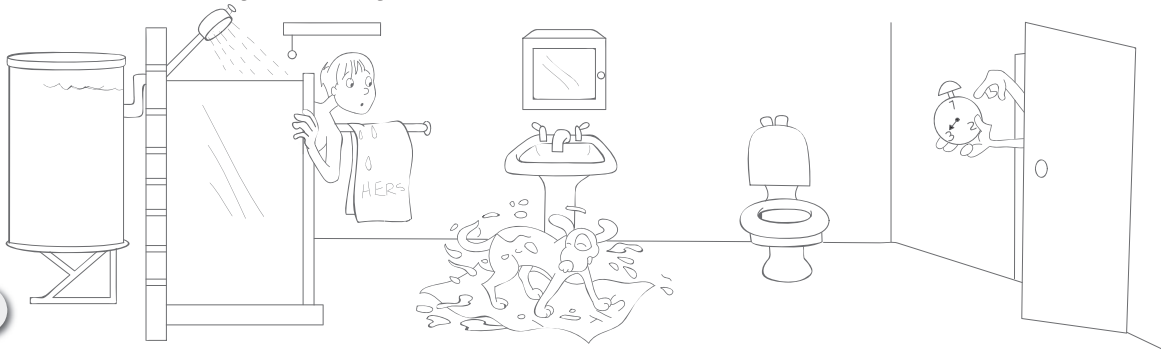
Earth's natural resources
provide basic human needs.

Water is essential to
human life on Earth.

Food provides humans
with energy.



Sunlight is also needed
by humans for energy.
Materials such as timber
are used for shelter.



Copy.

Human actions that use Earth's

natural resources, such as

using water for showers or

electricity for heating can be

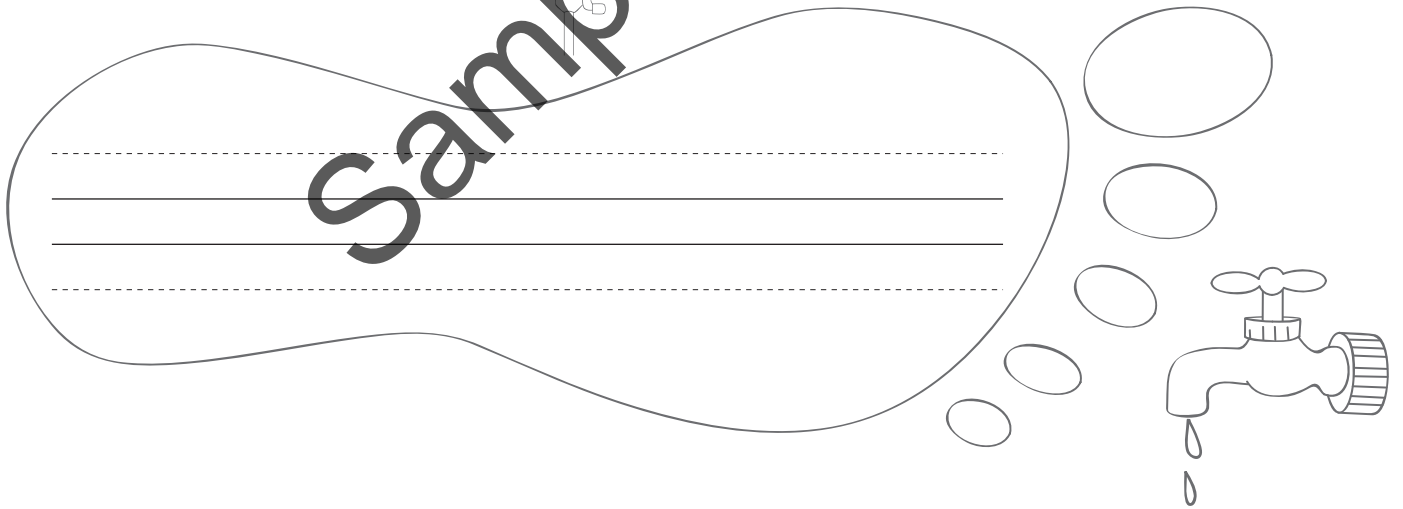
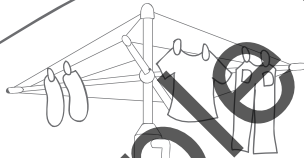
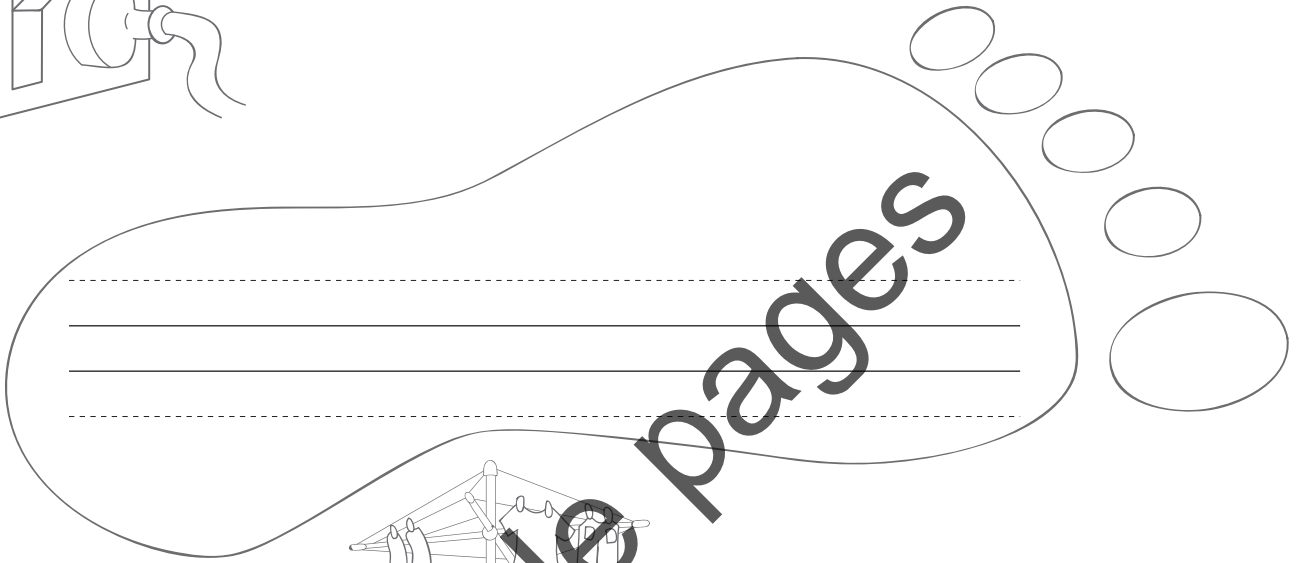
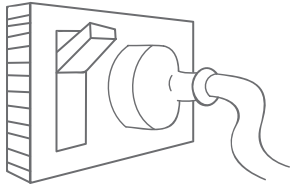
described as leaving an

ecological footprint.

Trace, then add your ideas to save natural resources.

Take short showers.

Recycle scrap paper.



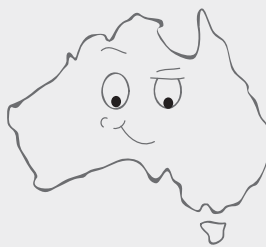
Complete.

My letters with exits . . .

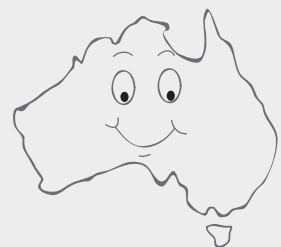
Date: / /



need more work.



are improving.



are very good!

Revision for joining

Diagonal joins

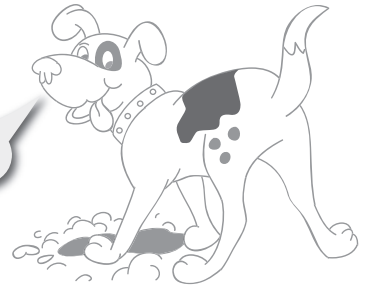
To make the diagonal join, use a long diagonal exit.



It reaches up to the starting point of the next letter.

ai → ai

Use the slope card.



Copy and complete by adding a letter with a body only.

a → a → a ai am ___ c → c → c ci ___

d → d → d di ___ e → e → e ei ___

h → h → h hi ___ i → i → i ii ___

k → k → k ki ___ l → l → l li ___

m → m → m mi ___ n → n → n ni ___

q → q → q qu ___ t → t → t ti ___

u → u → u ui ___ x → x → x xi ___

z → z → z zi ___