

INTRODUCTION

'Pegs to Paper' focuses on strengthening the skills which underpin reading and writing using a simple yet effective method. This combination of physical and cognitive approaches to learning, using spatial and directional language, has been found to increase the child's understanding of written text as well as helping to direct vital motor activity. Because all the patterns are copied onto paper, the child experiences a direct link between actively forming the lines, shapes and patterns on the pegboard and reproducing them as marks on the page.

Most importantly, the exercises are fun and engaging!

The exercises are completed using the following processes:



LISTEN

The teacher instructs using positional language



DO

The child produces the pattern onto the pegboard



SAY

The child describes what they have done using language



DRAW

The pattern is then transferred onto paper using the pens

"The focus of my work has been how to enhance cognitive development through physical activity, and I've learnt over the years through observation and research how important it is that children have good concrete experience of their physical environment. Psychologists call this 'embodied cognition', that by actively engaging with environment, thinking and understanding are stimulated."



Dr Angela Webb - Author of Pegs to Paper

Dr. Angela Webb is a psychologist specialising in the cognitive and academic difficulties experienced by children with developmental disorders, particularly Developmental Coordination Disorder. This has led to her interest in children with handwriting difficulties. She has worked in a multi-disciplinary team at The Queen Anne Street Practice in Central London and as an advisor in schools. She has also lectured part-time at the Institute of Education, London University where her research focuses on the link between handwriting problems and poor written composition. Angela also chaired the National Handwriting Association from 2006 to 2018.

LEARNING OUTCOMES

Whilst working through the exercises, you will be able to assess which level a child is at within the following criteria.

Listening skills:

These skills will be enhanced as the child listens to the verbal prompts and then carries out the instruction onto the pegboard.

Language development:

Vocabulary is broadened as the practitioner inputs the language and the child says what they have done on the pegboard.

Healthy brain development:

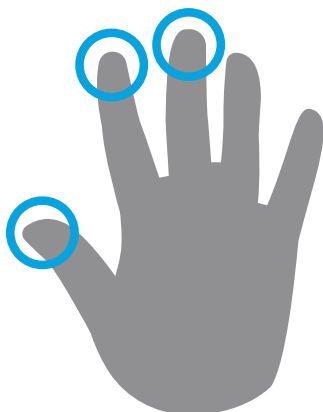
Cognitive development is enhanced through physical activity. The scientific term for this is 'embodied cognition', which means that by actively engaging with the environment, thinking and understanding are stimulated.

Pen control for letter formation:

Many of the letters in the alphabet such as the 'a', 'c' and 'e' are all formed with an anti-clockwise circle. When the child practices drawing the circles in an anticlockwise direction they will be mastering a critical pen stroke in letter formation.

Motor development & handwriting grip:

The muscles in the fingers, hand, wrist and arm are strengthened whilst working through the activities. The unique shape of the peg helps to develop an ergonomic tripod handwriting grip when placed into the board.



Tripod grip:

Handwriting grip using the thumb, index finger and middle finger.



Developed using a unique peg design and triangular shaped pens.



HOW TO USE THE PROGRAMME

About the pattern cards:

The cards in the set increase in difficulty. Because the patterns are designed to reflect the development of the child's understanding of line and form, the cards should be completed in the correct order.

Scheduling Sessions:

It is recommended that sessions lasting 20 minutes are scheduled 3 times per week for approx. 12 academic weeks. Some children may progress faster whilst others may take longer - be guided by each child. For best results, it is recommended that 1 practitioner should not exceed 4 children at once when following the programme (1 table of 4 children). To use the programme with more than 4 children you can either alternate the sessions or ask for support from an additional practitioner.

Aim of the programme:

To equip a child with the key underlying skills required to be able to read and write such as motor, coordination and communication skills.

The key is to determine when a child has reached a satisfactory level at the four processes (listening, doing, saying and drawing). By completing this assessment of the class, the practitioner will be able to identify both the best learners and those who require additional support.

Look out for the following when making your assessment:



LISTEN

Can they listen to an instruction and then execute it?



DO

Can they reproduce the patterns onto the pegboard?



SAY

Can they retain the language given in the instruction and repeat it?



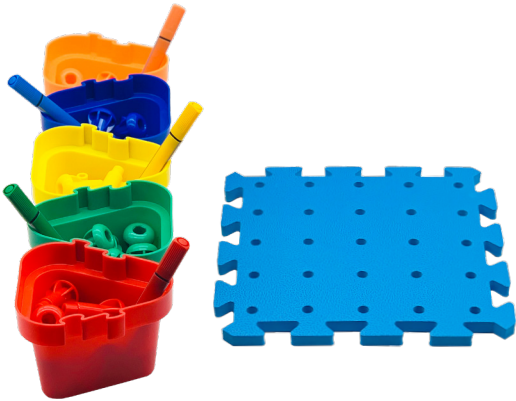
DRAW

Can they form a controlled anticlockwise circle using the pens?

HOW TO USE THE EQUIPMENT

In order to gain maximum benefit from 'Pegs to Paper' it is important that the pegs and the pegboard are used in a specific way, as follows:

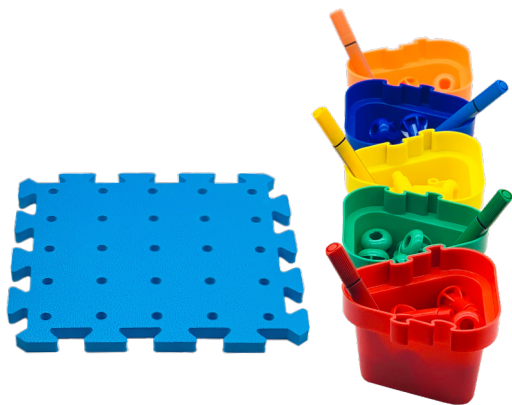
Right handed setup:



Pegboard position:

The pegboard should be placed directly in front of the child. The pegs and pens should be matched and sorted into the coloured linking pots. The pots are then placed onto the side of the non-dominant hand (i.e. on the left for right-handers or vice versa).

Left handed setup:



Peg use:

Pegs should be picked up with a non-writing hand and transferred to the writing hand to be placed into the board. This integrated movement of the two hands uses both halves of the brain which stimulate learning. The child should be encouraged to clear the board with both hands as this will strengthen his or hers grasp.

Posture:

The child should sit as he or she would to write, always working at a table of the correct height (with elbows at a right angle to the surface) and with his or her feet flat on the floor (with knees also at a right angle). He or she should sit upright with their bottom in the middle of the seat of the chair.

Transference onto paper:

When each peg exercise has been completed the child copies the pattern onto the dots sheet. To download and print paper copies, scan the QR Code on the dots sheet master work card. When drawing the circles make sure he or she always starts above the dot and moves toward the left (reinforcing the correct anticlockwise direction for the start of curved letters). This gives the child practice in coordinating the simple movements required for handwriting.



PATTERN CARD VERBAL PROMPTS

1

"Make a line of five red pegs going down the left of the pegboard from top to bottom."

2

"Make these lines of five red pegs on the left and five blue pegs on the right. These are straight lines going down."

3

"Make this line of five yellow pegs across the top of the pegboard from left to right."

4

"Make this line of five yellow pegs across the top and five orange pegs across the bottom of the pegboard from left to right."

5

"Make this square. We have four red pegs going down the left, four orange pegs across the bottom, four blue pegs going up on the right and four yellow pegs across the top."

6

"Make this line of 5 green pegs starting at the middle top and ending at the middle bottom of the pegboard."

7

"Make this line of five orange pegs starting at the middle left and ending at the middle right."

8

"Make this cross. We have five green pegs going down the middle and four orange pegs going across the middle of the board."

9

"We call this kind of line which is going from corner to corner a diagonal line. Make this diagonal line starting from the top left and ending at the bottom right."

10

"Make this diagonal line. This diagonal line is different because it starts at the top right and ends at the bottom left."

11

"Make this diagonal cross starting with the yellow line first, then followed by the green line."

12

"Make this triangle. The red and orange lines are straight and the yellow line is a diagonal line."

13

"Make this triangle. The blue and orange lines are both straight and the yellow line is diagonal."

14

"This triangle also has two straight lines and one diagonal. Once again, the yellow line is the diagonal."

15

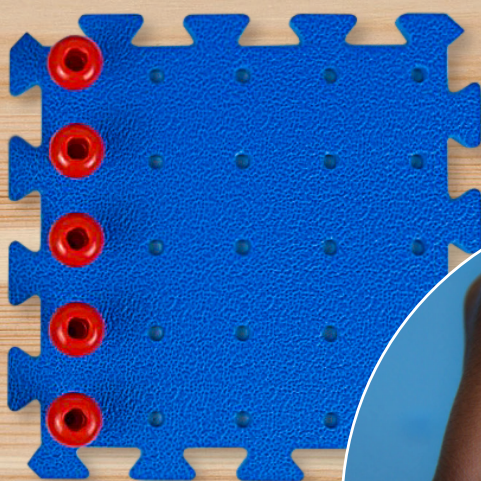
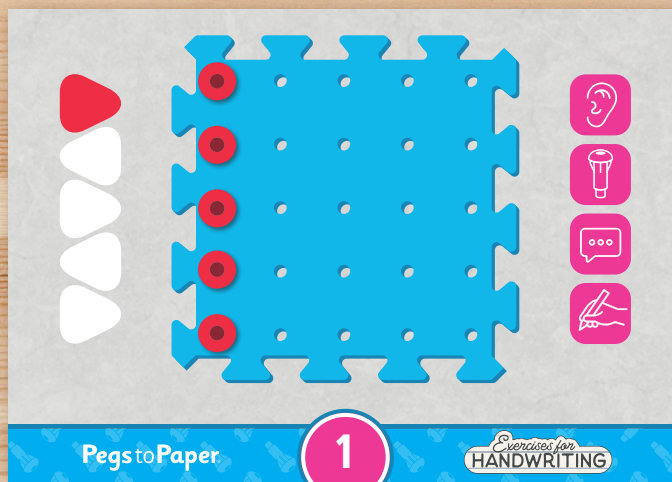
"Again, this triangle also has two straight lines and one diagonal line. Once again, the yellow line is the diagonal."

16

"Make this pattern starting with the blue peg in the middle of the board. Each time you place a peg can you tell me where it is on the board (e.g. top left / middle right)."

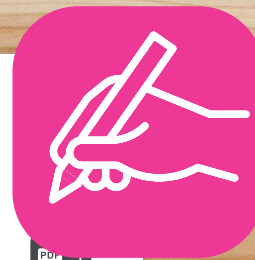
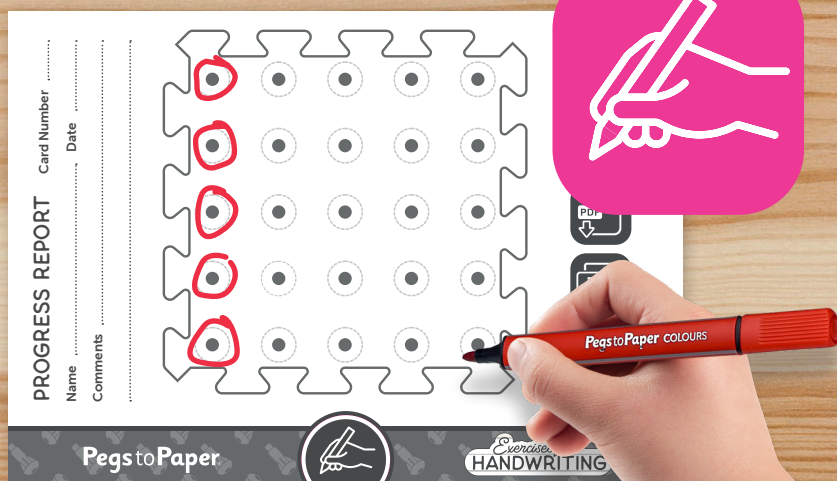
PROMPT

"Make a line of five red pegs on the left hand side of the board."



RESPONSE

"I have made a line of five red pegs on the left hand side of the board."



RECORDING A CHILD'S PROGRESS

Once a pattern has been completed on the pegboard, the child is then required to transfer this pattern onto the dots sheet using the pens provided. To download and print paper copies, scan the QR Code on the dots sheet master which can be found on the reverse side of this card. Once the child has finished recording their circles, the teacher can then fill out the progress report included on the dots sheet (examples below).

Example A

PROGRESS REPORT
Name
Comments

PegstoPaper Exercises for HANDWRITING

Example B

PROGRESS REPORT
Name
Comments

PegstoPaper Exercises for HANDWRITING

Progress Report for Example A:

PROGRESS REPORT Card Number 5
Name *Oliver West* Date *19/4/2028*
Comments *Requires further pen control practice.*
Starting to become more confident with his speech.

Progress Report for Example B:

PROGRESS REPORT Card Number 12
Name *Oliver West* Date *6/5/2028*
Comments *Pen control significantly improved.*
Demonstrated great positional language skills.

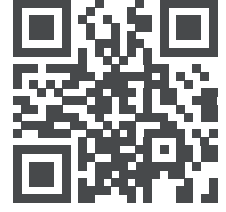
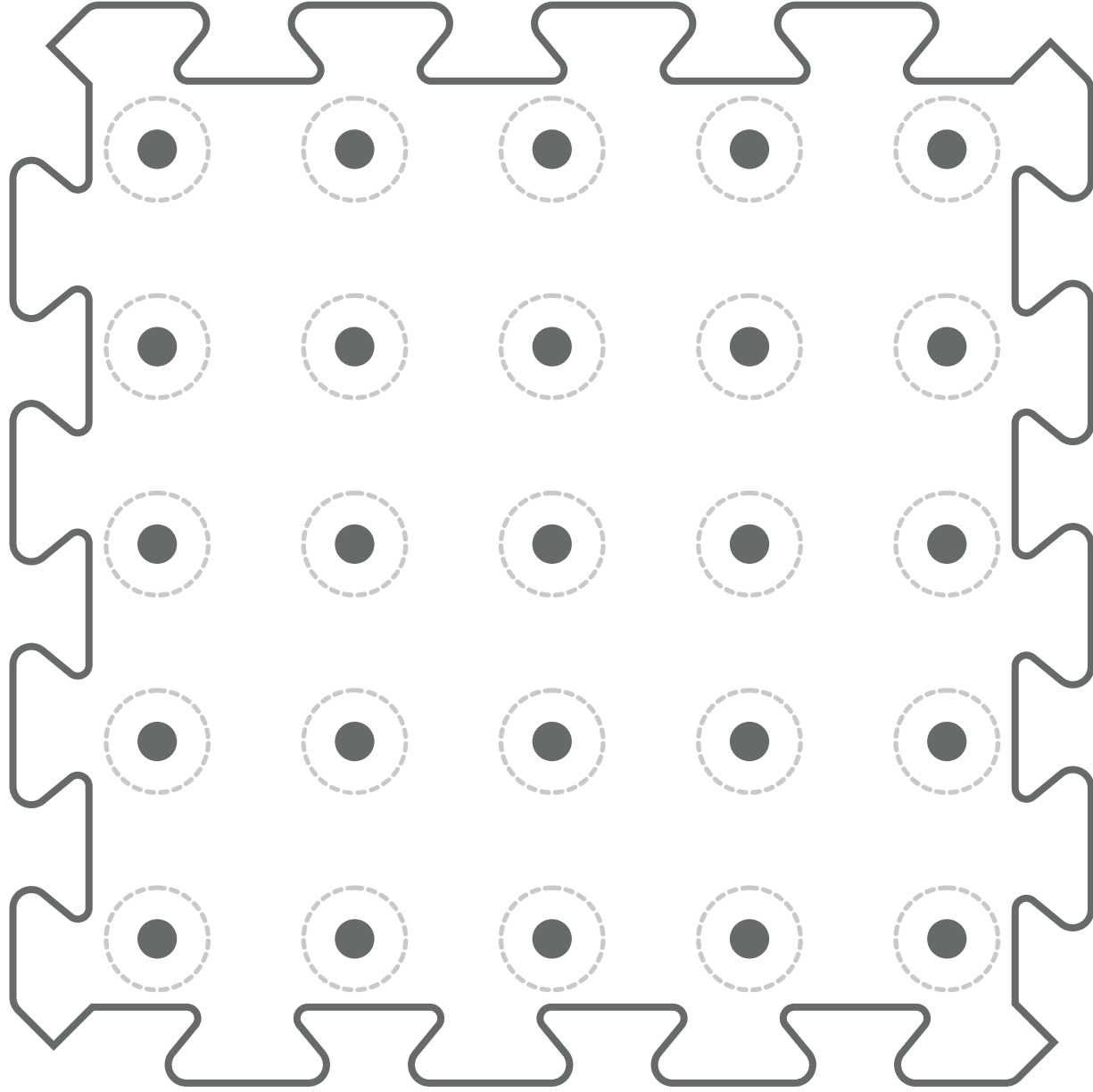
PROGRESS REPORT

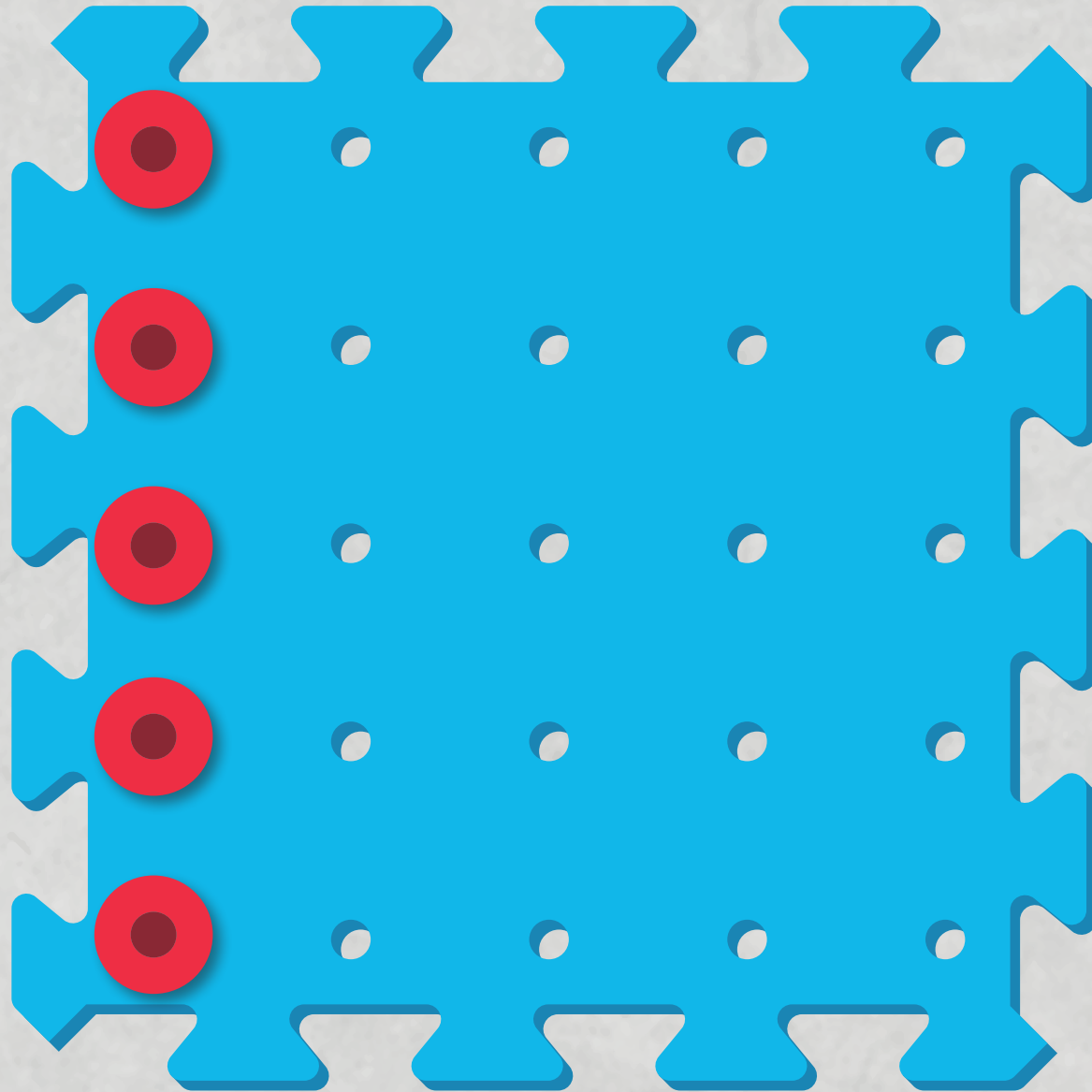
Card Number

Name Date

Comments

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PegstoPaper®

1

Exercises for
HANDWRITING

