Linking Pegboard Pattern Cards

Step 1

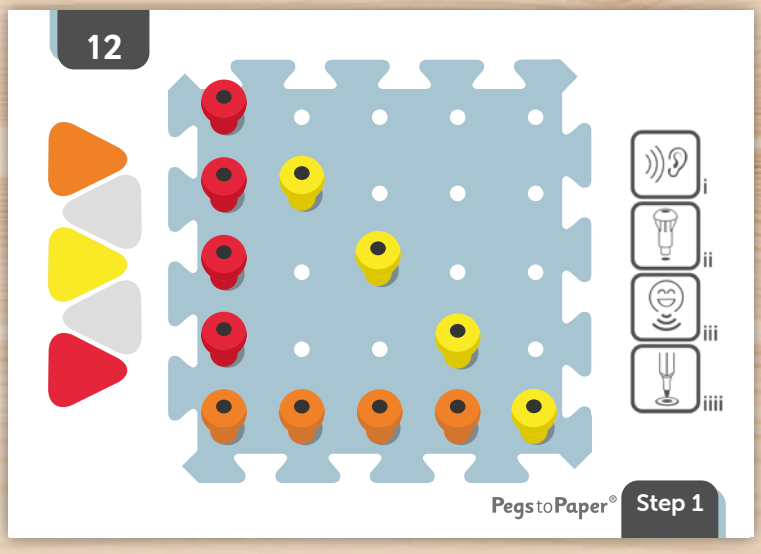
Pegs to Paper®

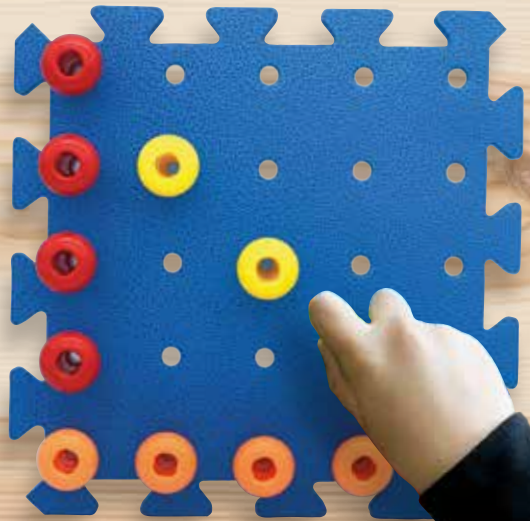
Pegs to™ RANGE

Instructions & digital edition work cards.

Scan using phone or tablet

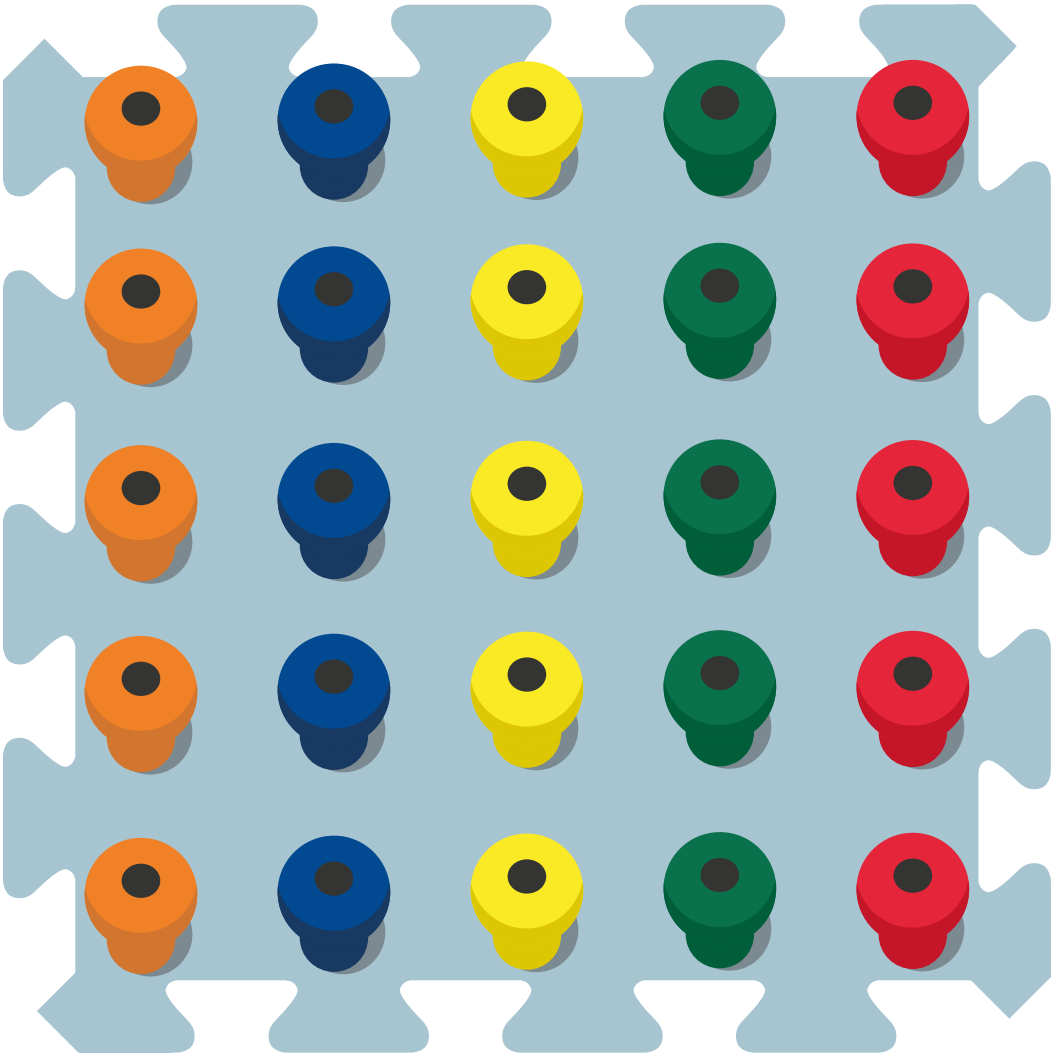
Designed in the UK





The Linking Pegboard

Step 1



- First of the 3 boards in ‘Pegs to Paper’
- 5 x 5 grid for beginners
- Uses the first 5 ‘Pegs to’ colours
- Resistance in board develops motor skills

Learning Outcomes

For ages 3-5+, Pegs to Paper' helps to enhance all basic cognitive processes for mastering skills of literacy and numeracy. It improves all aspects of Early Years and SEN handwriting by developing fine motor skills and pen control.

Listening Skills

The child will be able to perform an action by taking instruction from the adult.

Motor Development & Handwriting Grip

The muscles in the fingers, hand, wrist and arm will be strengthened whilst working through the activities. The shape of the peg will enhance the tripod handwriting grip.

Language Development

The child will become fluent in using language to describe what he or she is doing, being able to identify and name colours, numbers and positions.

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.

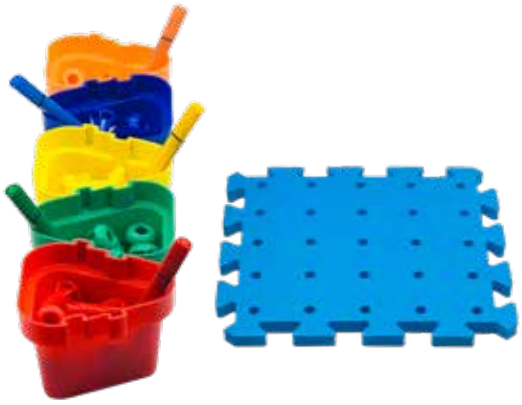
Pen Control For Letter Formation

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.

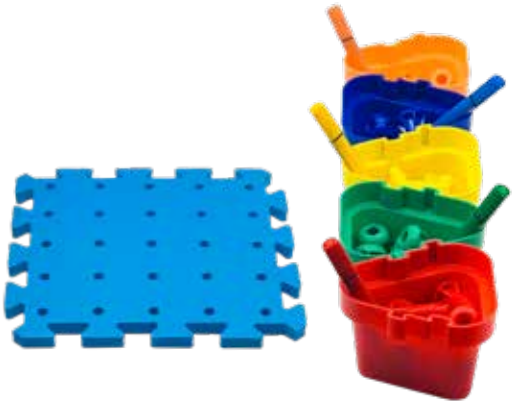
How To Use The Equipment

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



Left 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).

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 photocopiable dots sheet (on the inside cover of the cards). 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 and reproducing the simple movement required for handwriting.

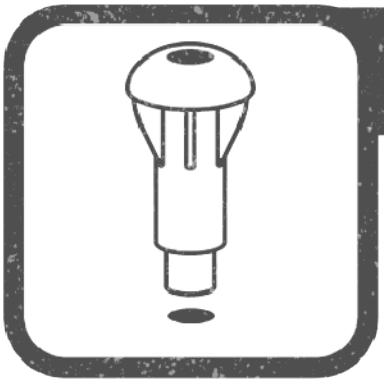
How To Use The Cards

The 4 Processes

i

Listen

The child listens to the instruction from the adult (instructions listed on the following pages).



ii

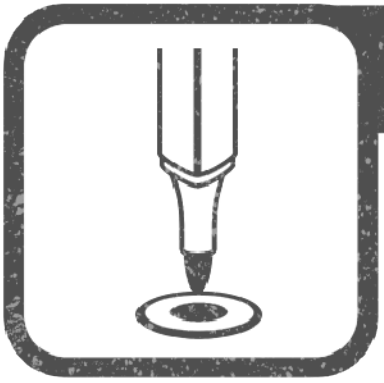
Do

The child carries out the instruction onto the pegboard with the pegs.

iii

Say

The child says what he or she has done on the pegboard to develop language and understanding.



iiii

and Draw

The child then copies his or hers pattern onto the dots sheet (print/ photocopy) with the pens. 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).

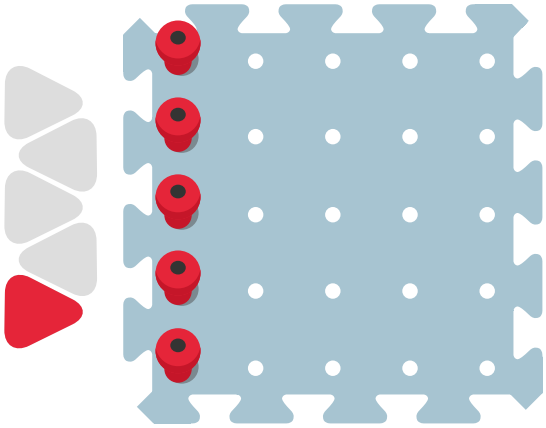
Follow the step-by-step instructions on the next pages 1-4

Example - Card 1

i

Listen:
The adult provides the instruction to the child:
"Make a line of five red pegs going down the left of the pegboard from top to bottom."

ii

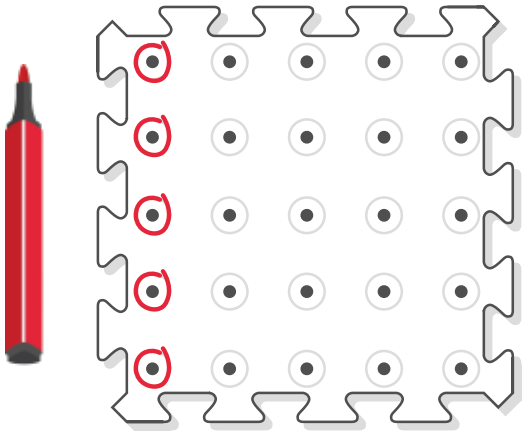


Do:
The pattern is made by the child with the pegs. *This builds their motor skills. Using both hands engages both halves of the brain.*

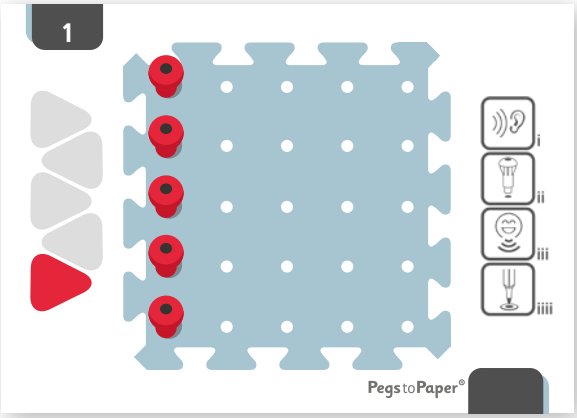
iii

Say:
The child says what they have done.
We can see if they know where the left is, if they can count to five and if they can name the colour of the pegs.

iiii

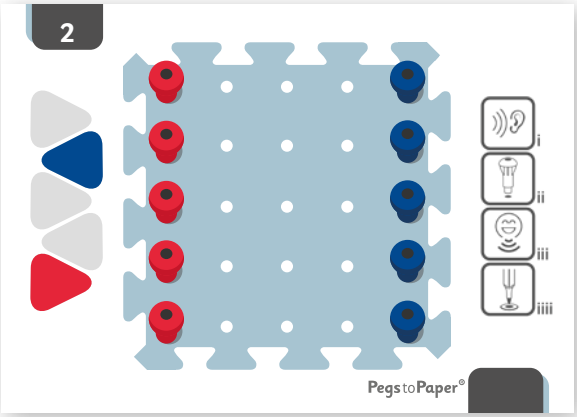


and Draw:
The child then draws the pattern onto the dots sheet. *This develops their pen control and writing skills.*



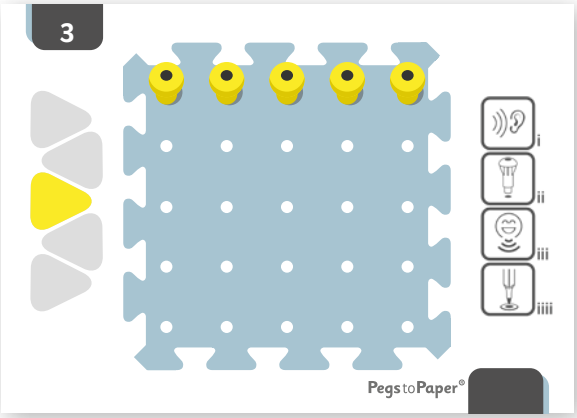
Card 1

i. **Listen:** "Make a line of five red pegs going down the left of the pegboard from top to bottom."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.



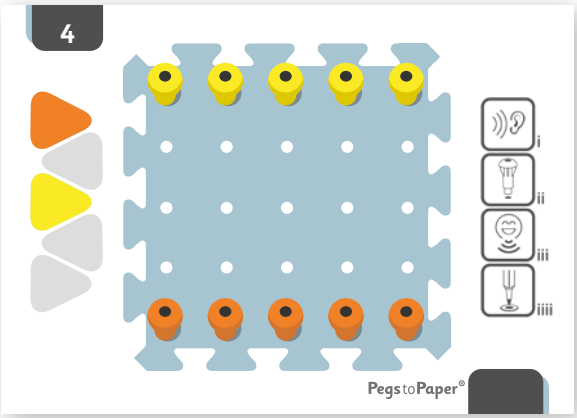
Card 2

i. **Listen:** "Make these lines of five red pegs on the left and five blue pegs on the right. These are straight lines going down."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.



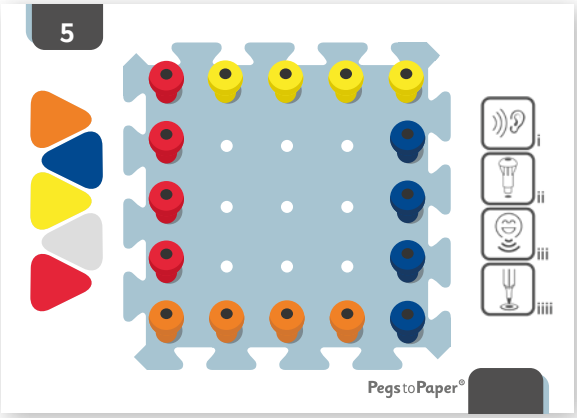
Card 3

i. **Listen:** "Make this line of five yellow pegs across the top of the pegboard from left to right."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.



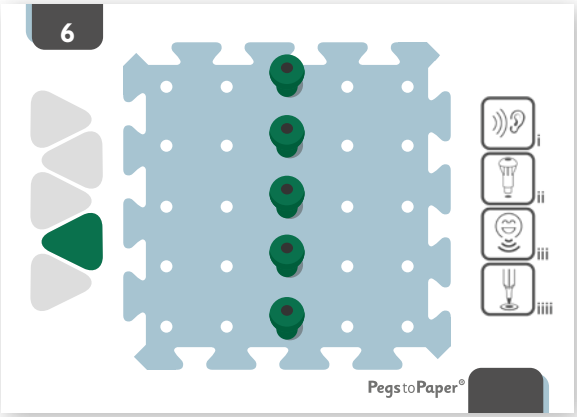
Card 4

i. **Listen:** "Make this line of five yellow pegs across the top and five orange pegs across the bottom of the pegboard from left to right."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.



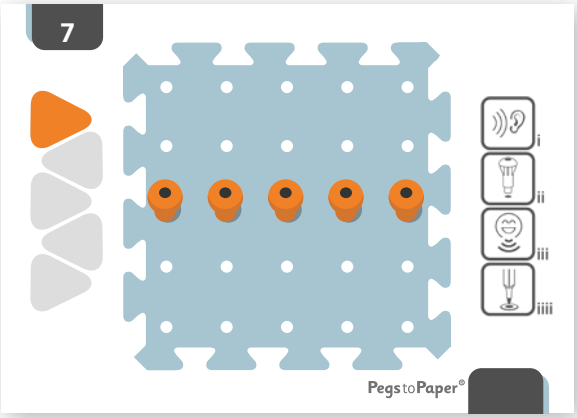
Card 5

i. **Listen:** "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."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.



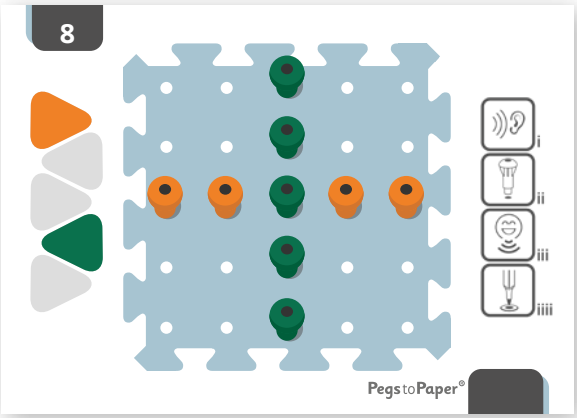
Card 6

i. **Listen:** "Make this line of 5 green pegs starting at the middle top and ending at the middle bottom of the pegboard."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.



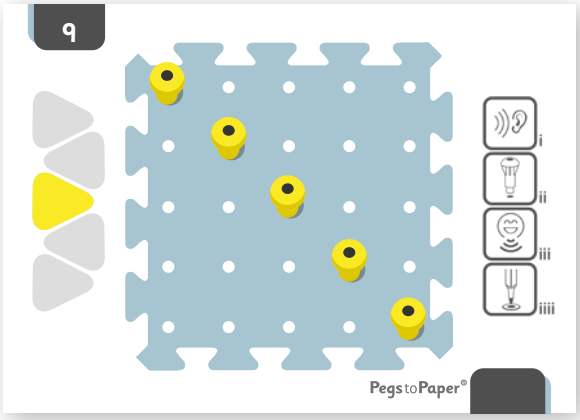
Card 7

i. **Listen:** "Make this line of five orange pegs starting at the middle left and ending at the middle right."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.



Card 8

i. **Listen:** "Make this cross. We have five green pegs going down the middle and four orange pegs going across the middle of the board."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.



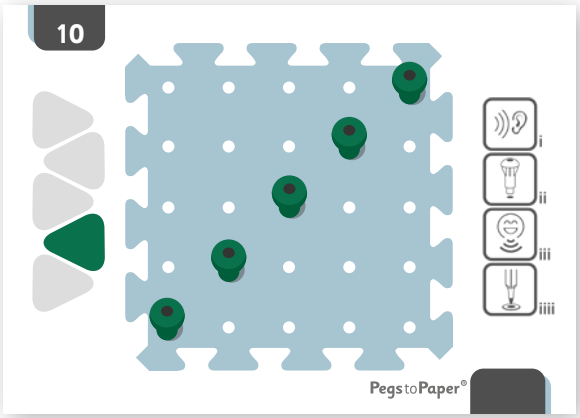
Card 9

i. **Listen:** "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."

ii. **Do:** The pattern is made using the pegs.

iii. **Say:** The child says what they have done.

iiii. **and Draw:** The child then draws the pattern.



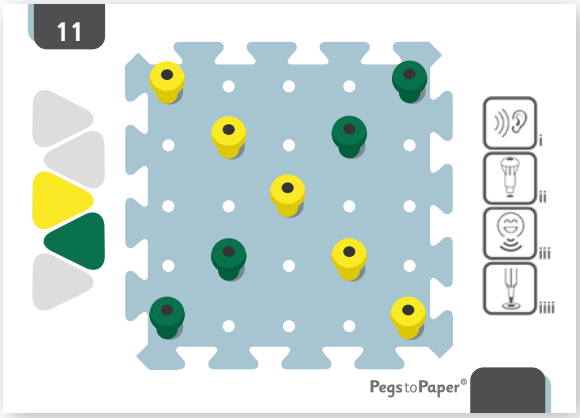
Card 10

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

ii. **Do:** The pattern is made using the pegs.

iii. **Say:** The child says what they have done.

iiii. **and Draw:** The child then draws the pattern.



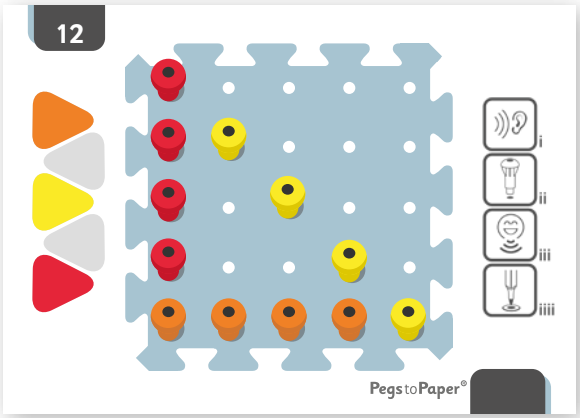
Card 11

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

ii. **Do:** The pattern is made using the pegs.

iii. **Say:** The child says what they have done.

iiii. **and Draw:** The child then draws the pattern.



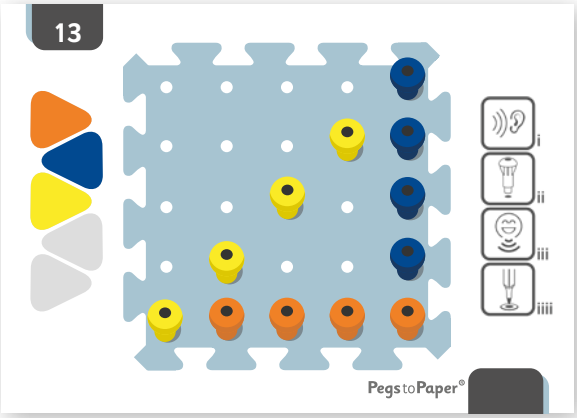
Card 12

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

ii. **Do:** The pattern is made using the pegs.

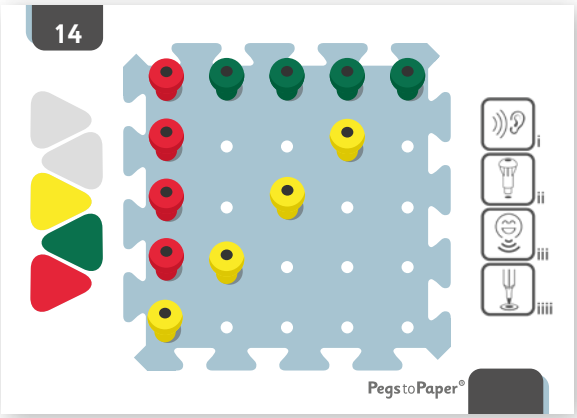
iii. **Say:** The child says what they have done.

iiii. **and Draw:** The child then draws the pattern.



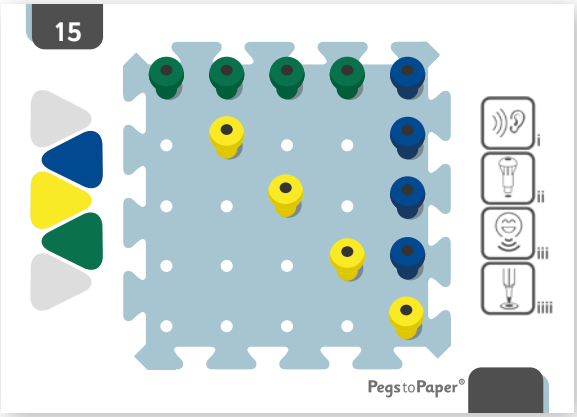
Card 13

i. **Listen:** "Make this triangle. The blue and orange lines are both straight and the yellow line is diagonal."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.



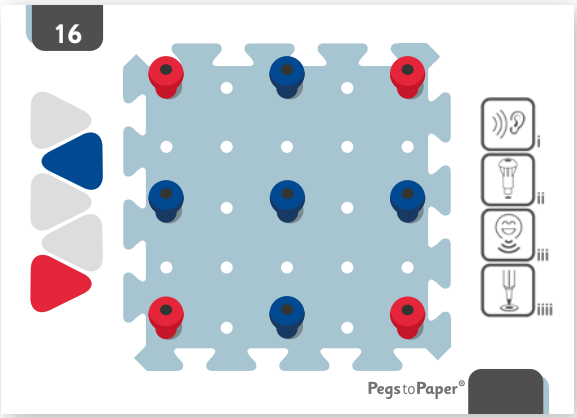
Card 14

i. **Listen:** "This triangle also has two straight lines and one diagonal. Once again, the yellow line is the diagonal. Copy what you see on the work card onto the pegboard."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.



Card 15

i. **Listen:** "Again, this triangle also has two straight lines and one diagonal line. Once again, the yellow line is the diagonal. Copy what you see on the work card onto the pegboard."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.

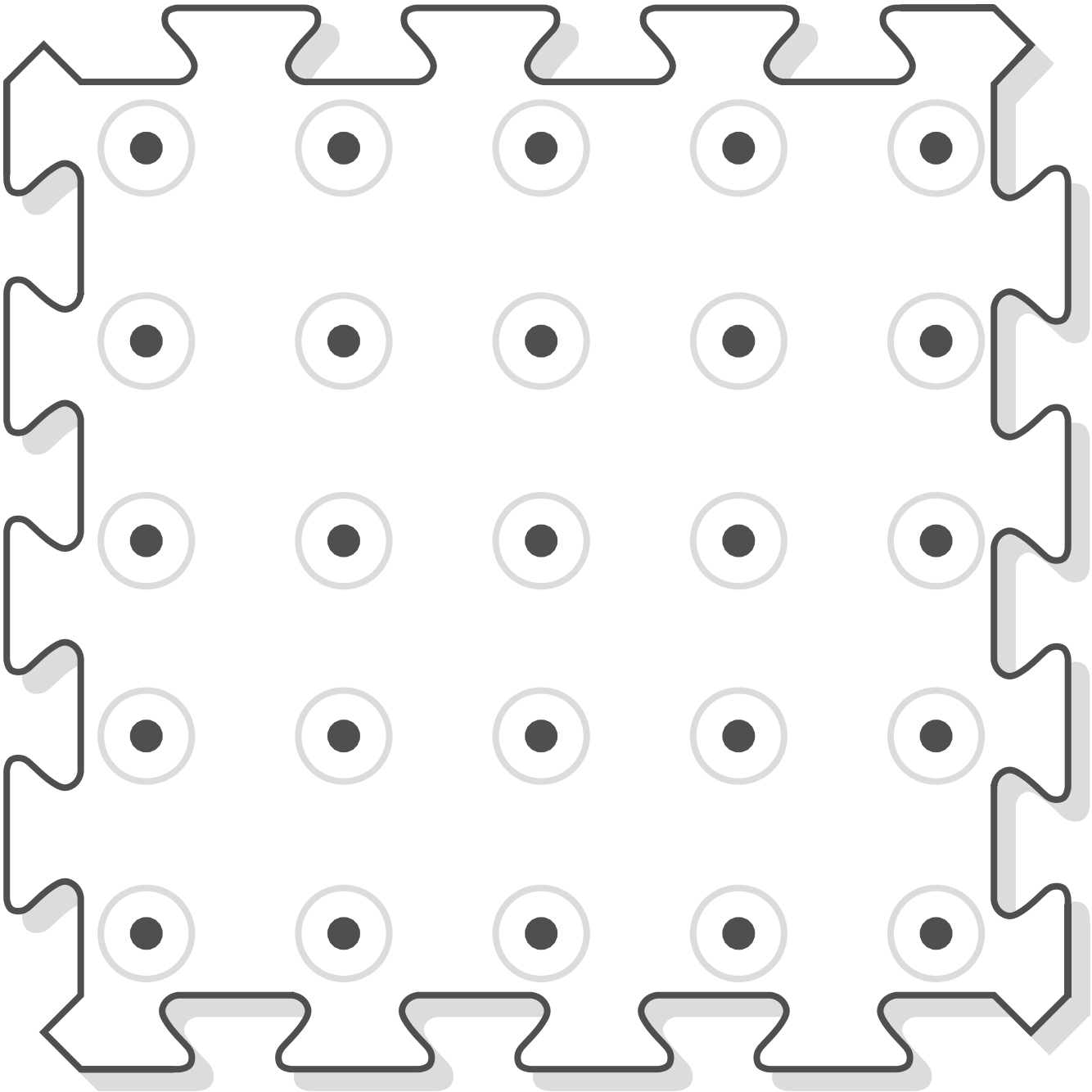


Card 16

i. **Listen:** "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)."
ii. **Do:** The pattern is made using the pegs.
iii. **Say:** The child says what they have done.
iiii. **and Draw:** The child then draws the pattern.

Photocopy / print this sheet.
Copy the patterns using the pens.

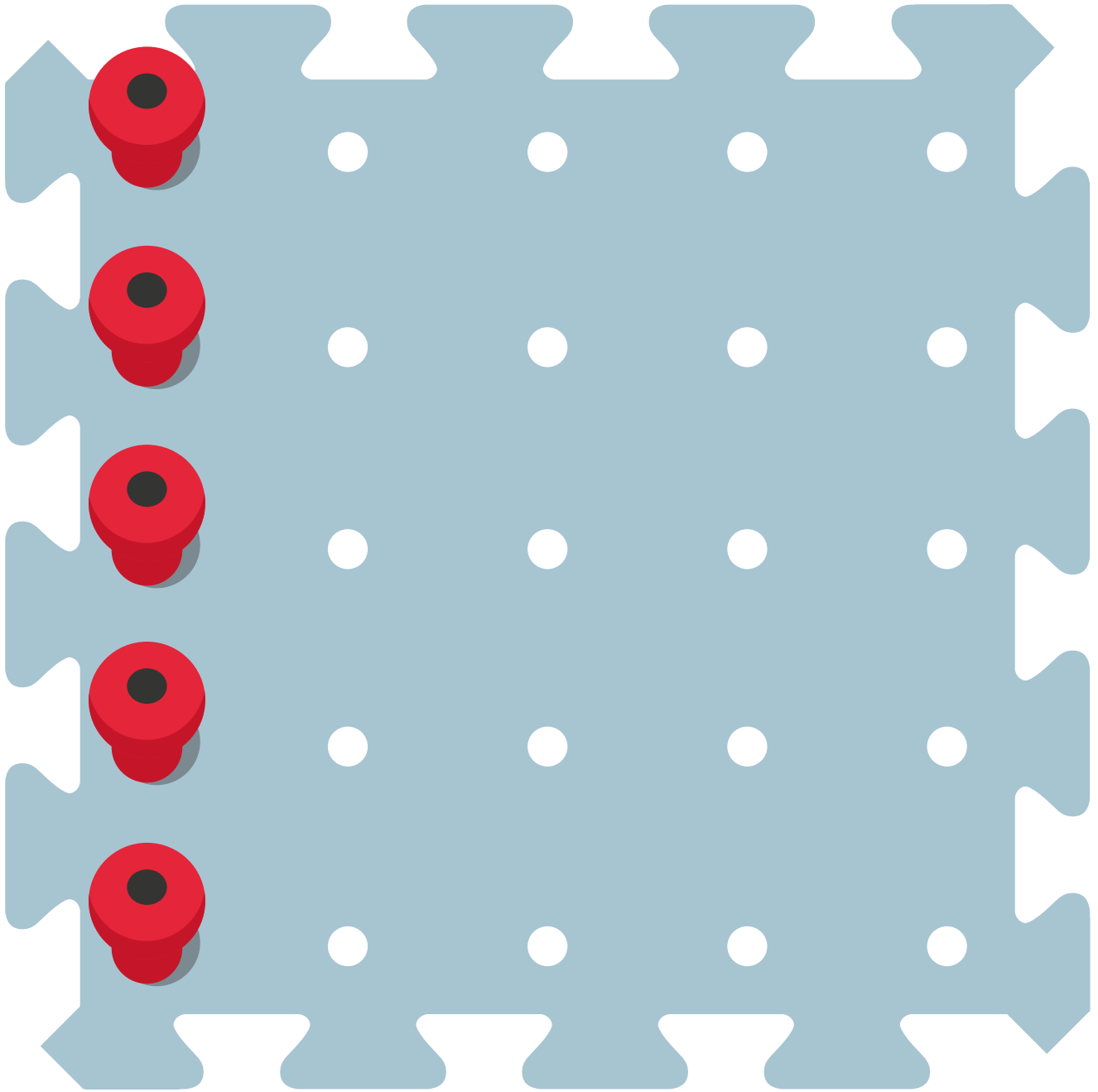
Name _____

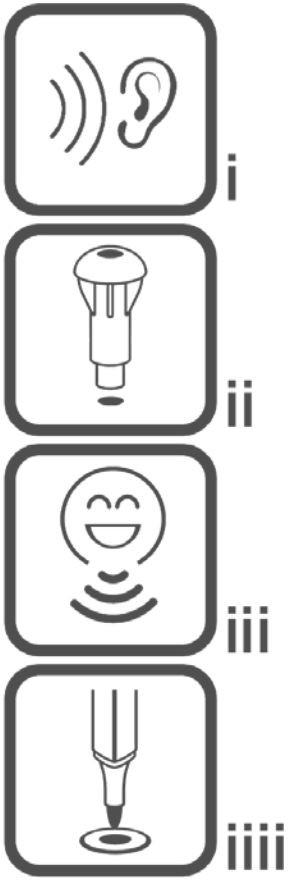


PegstoPaper®

5 x 5
Dots Sheet

1





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Step 1

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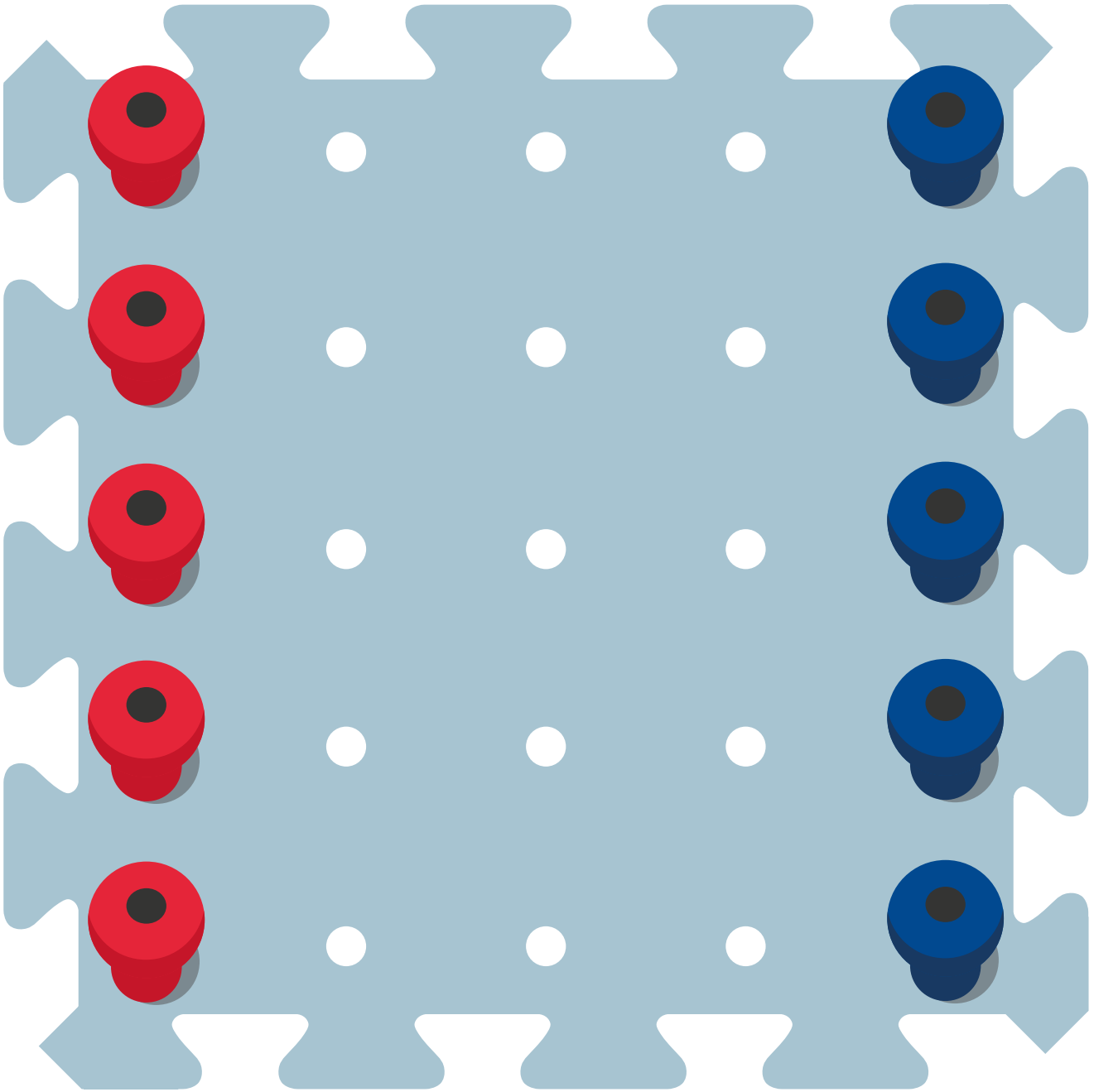

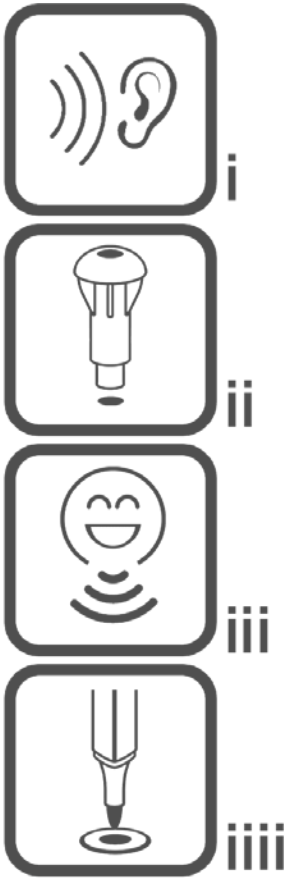

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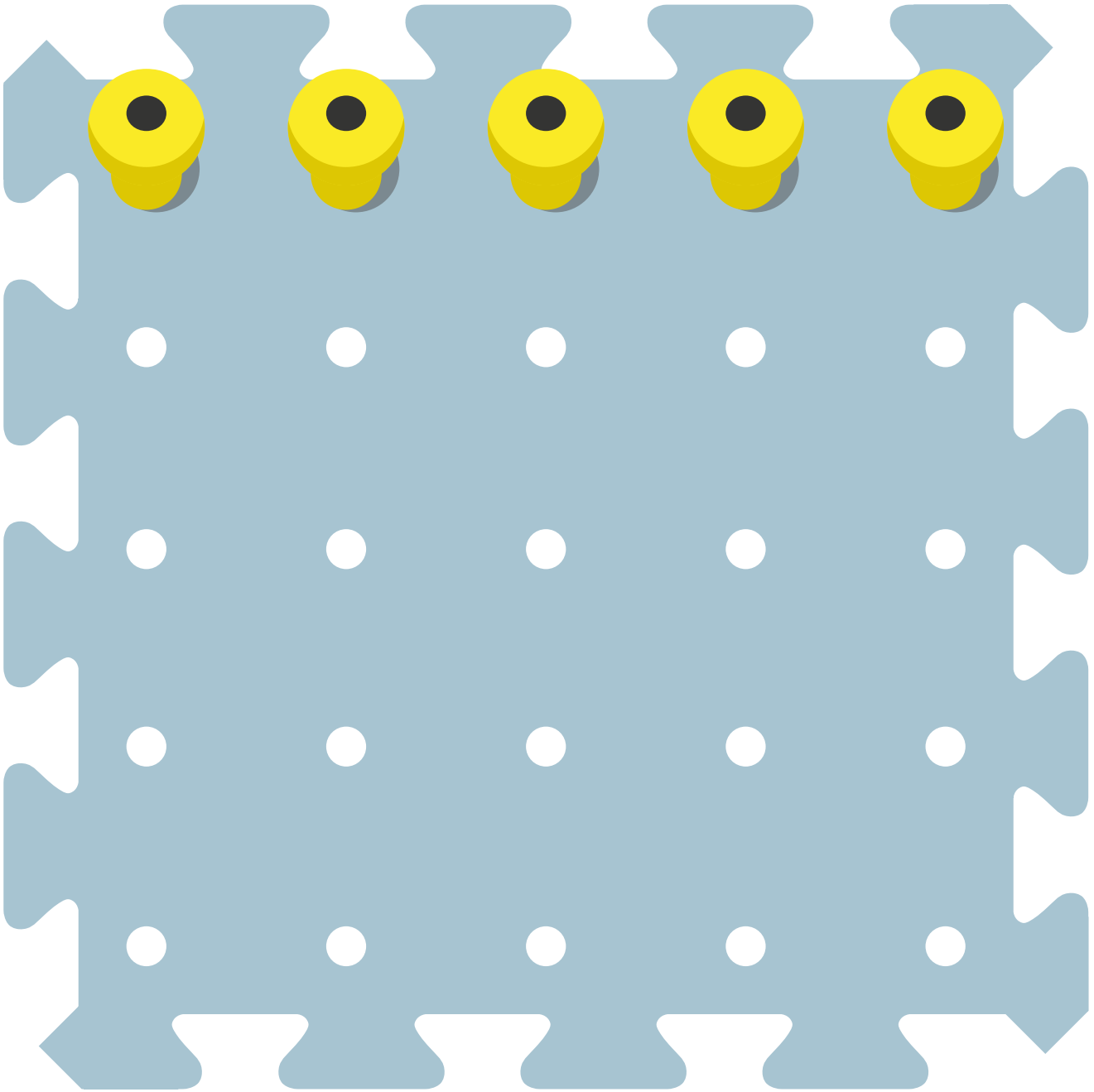

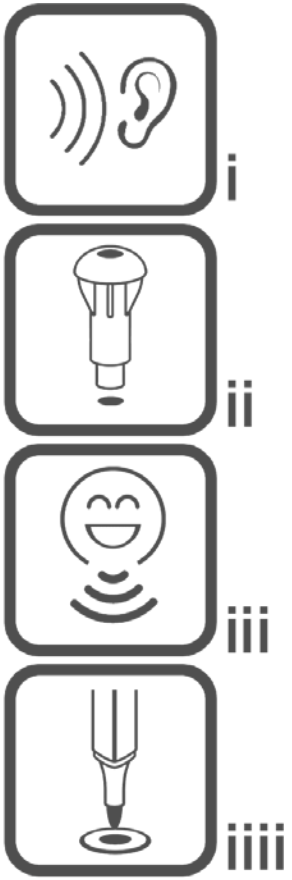

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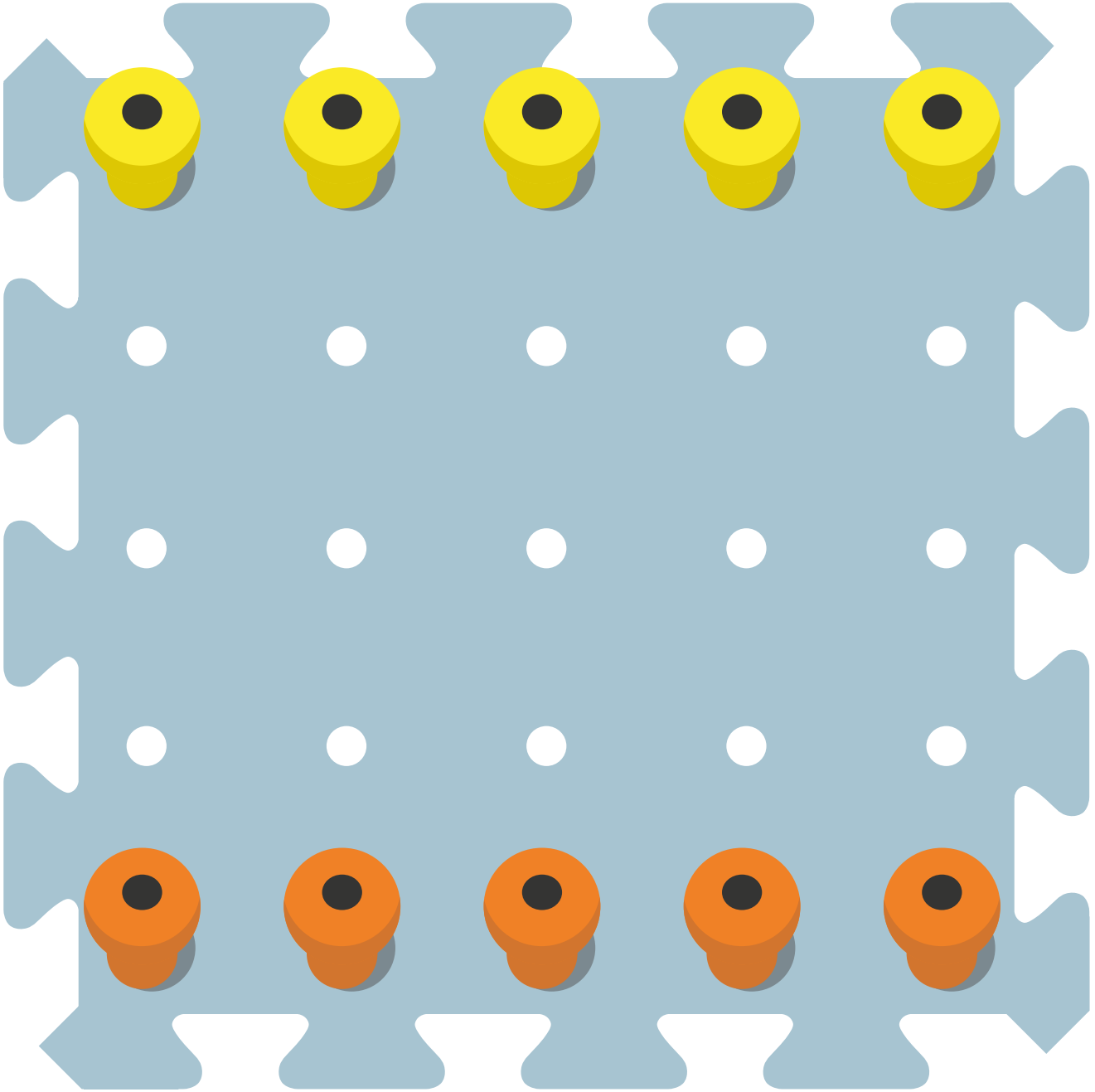

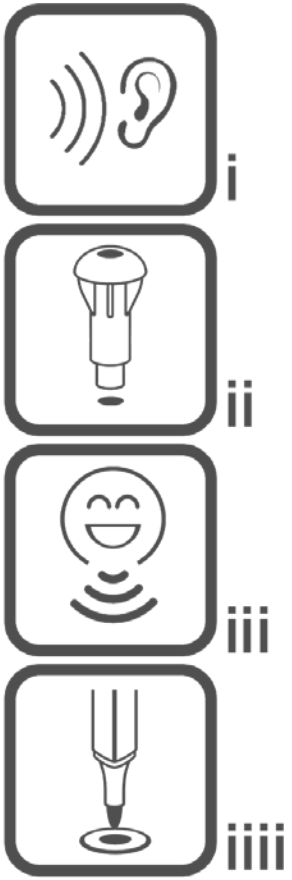

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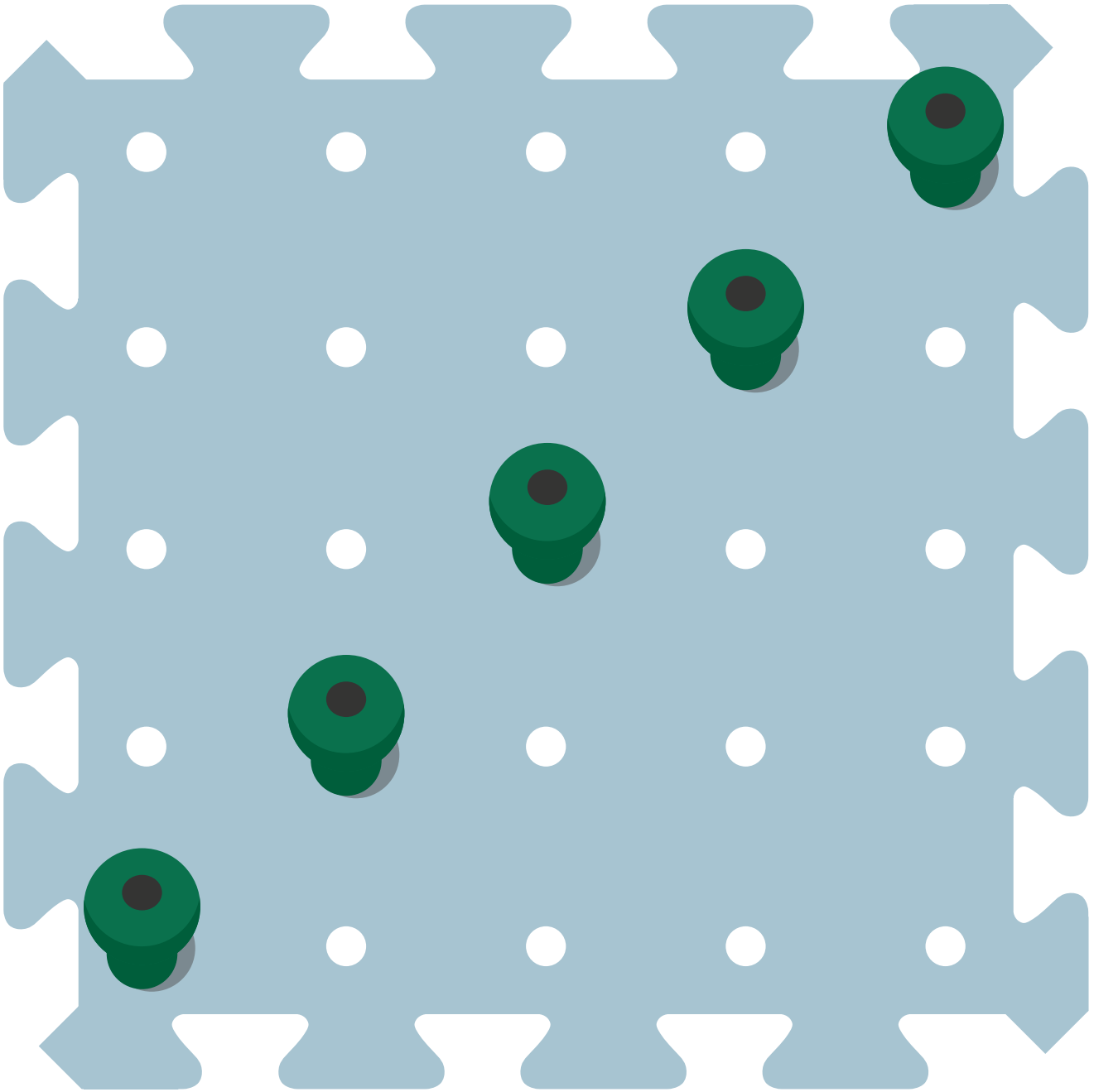
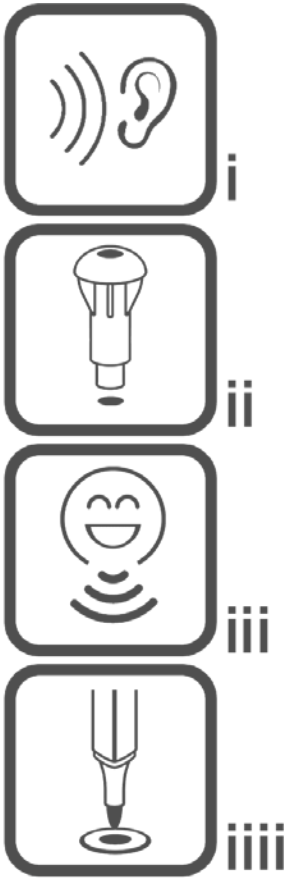
Step 1

10





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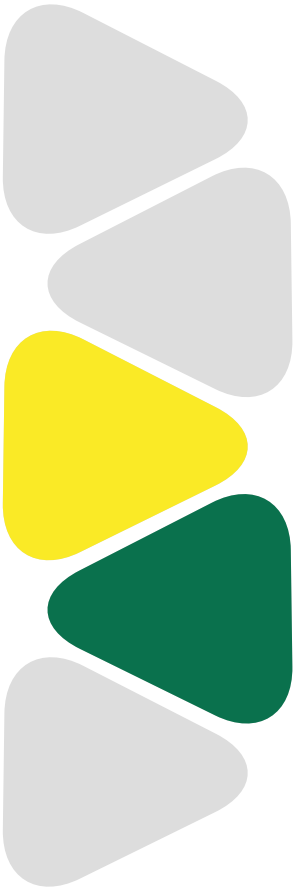
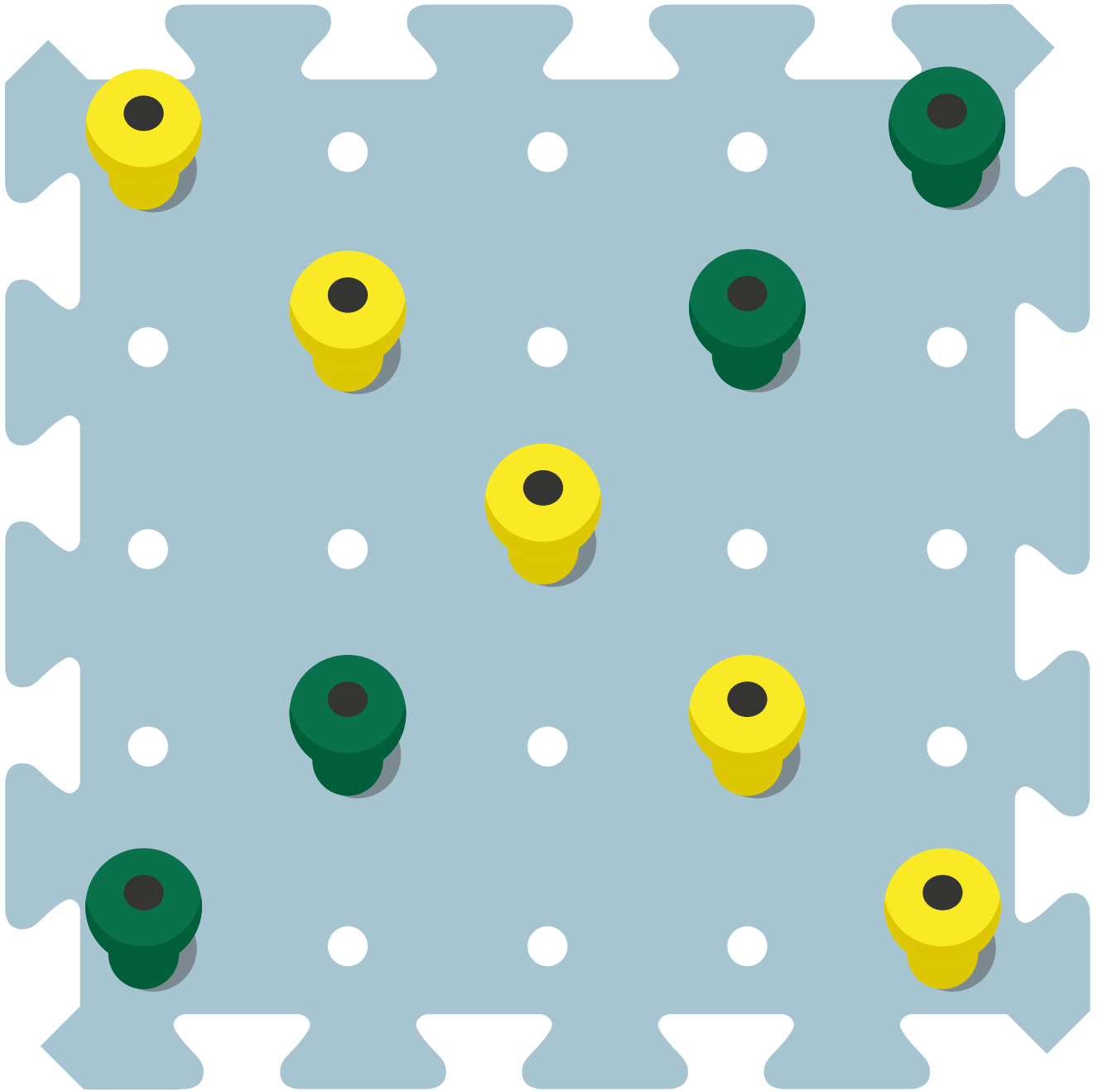
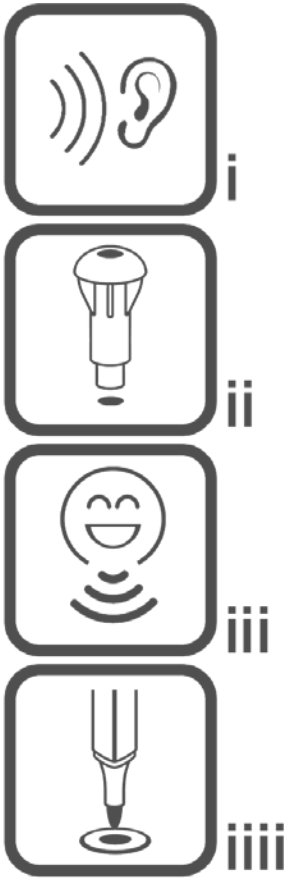
Step 1



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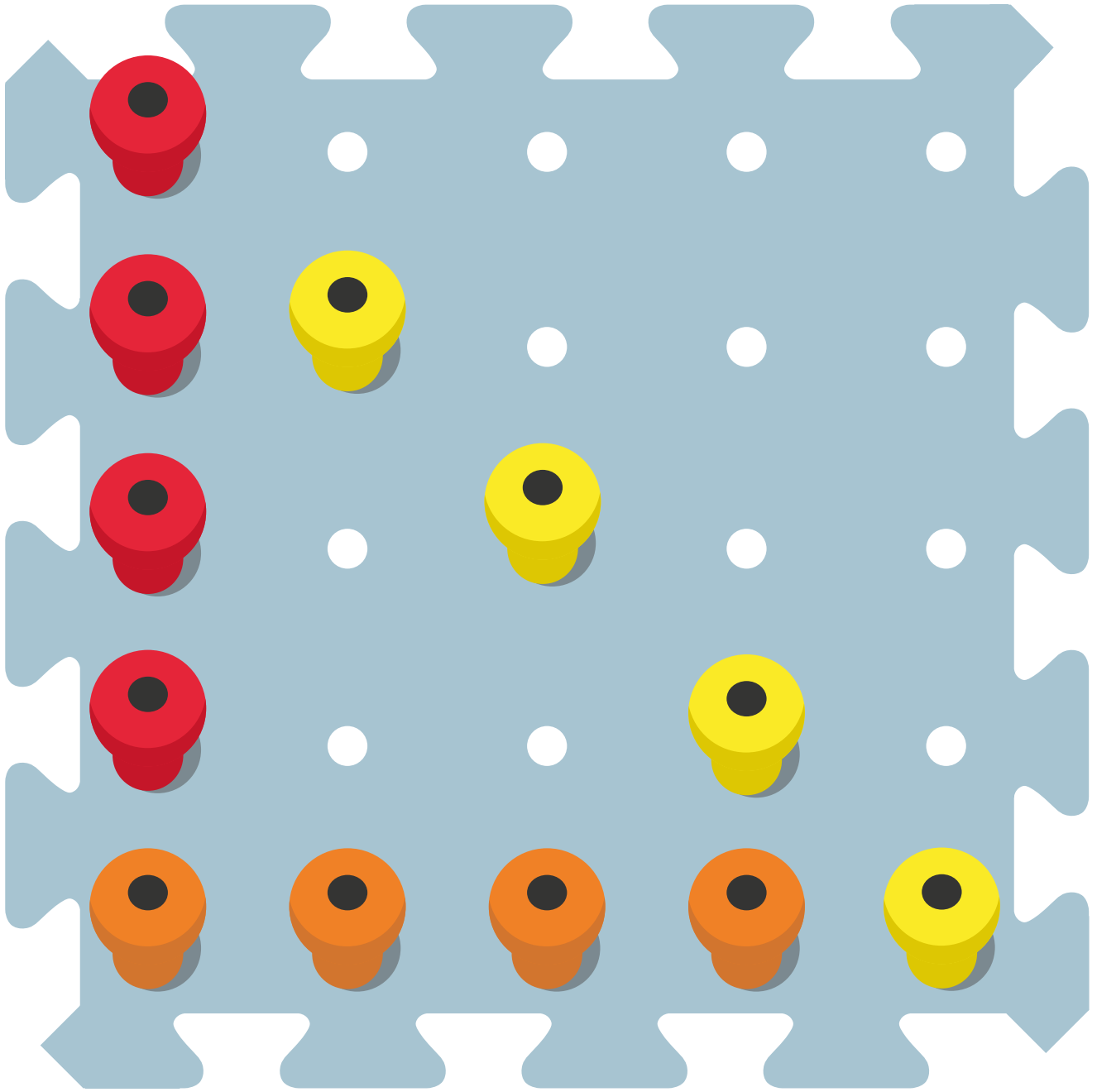
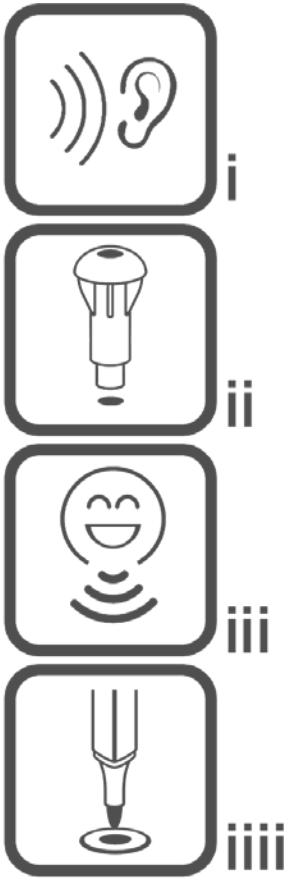
12





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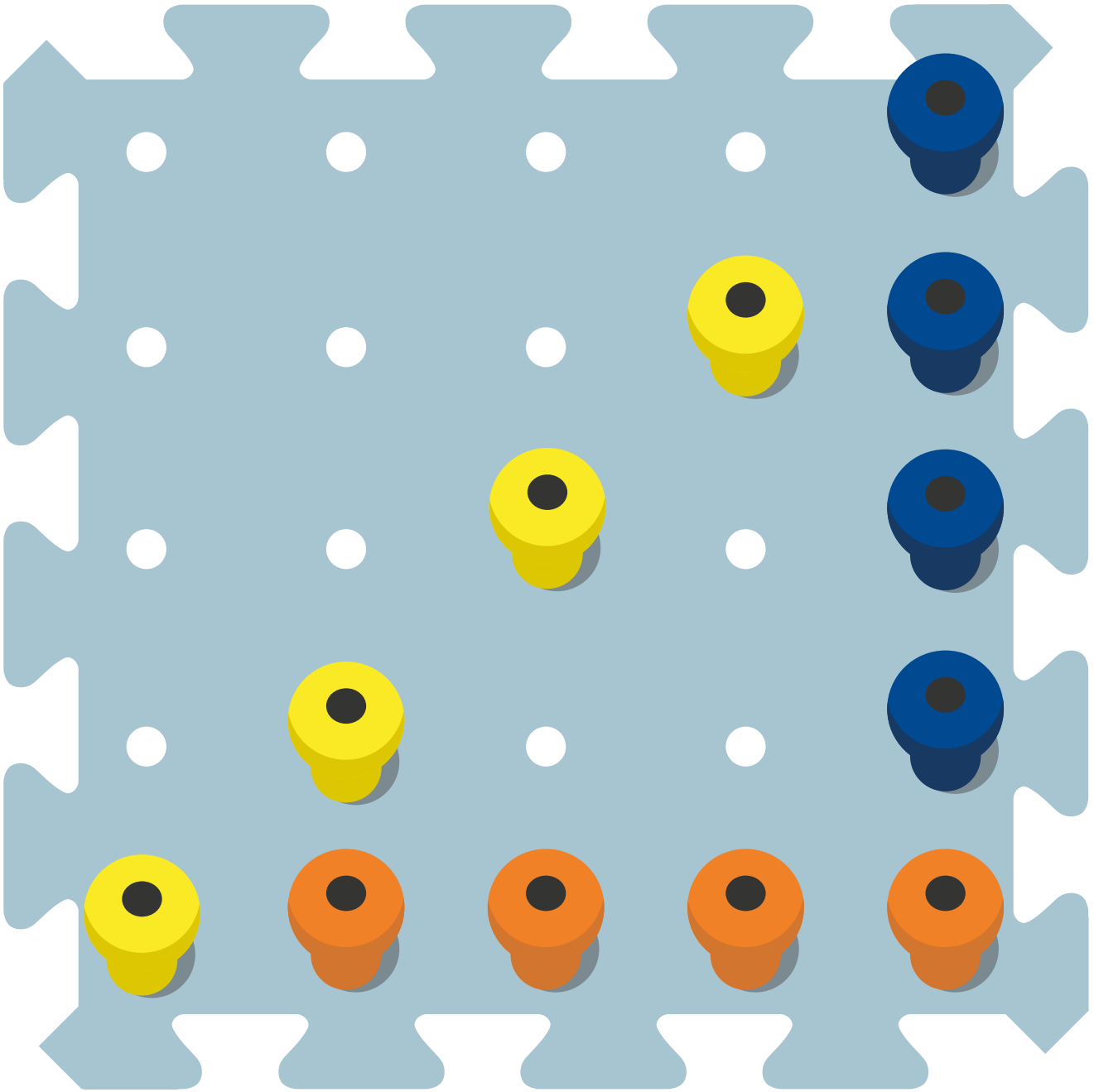

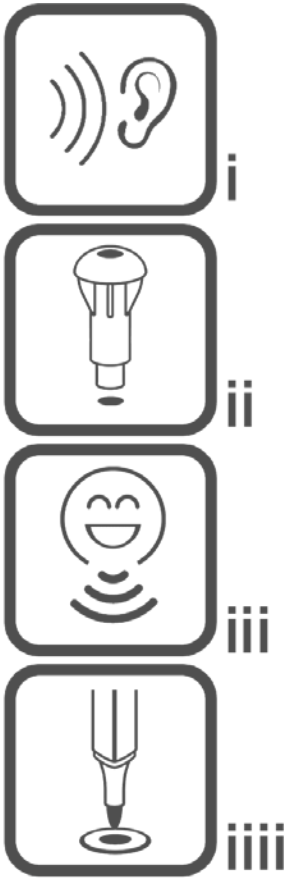

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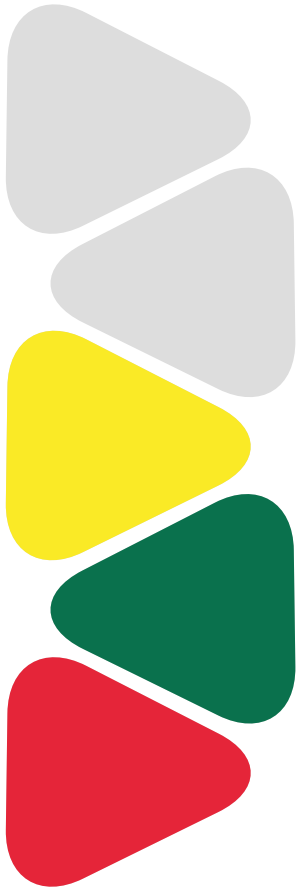

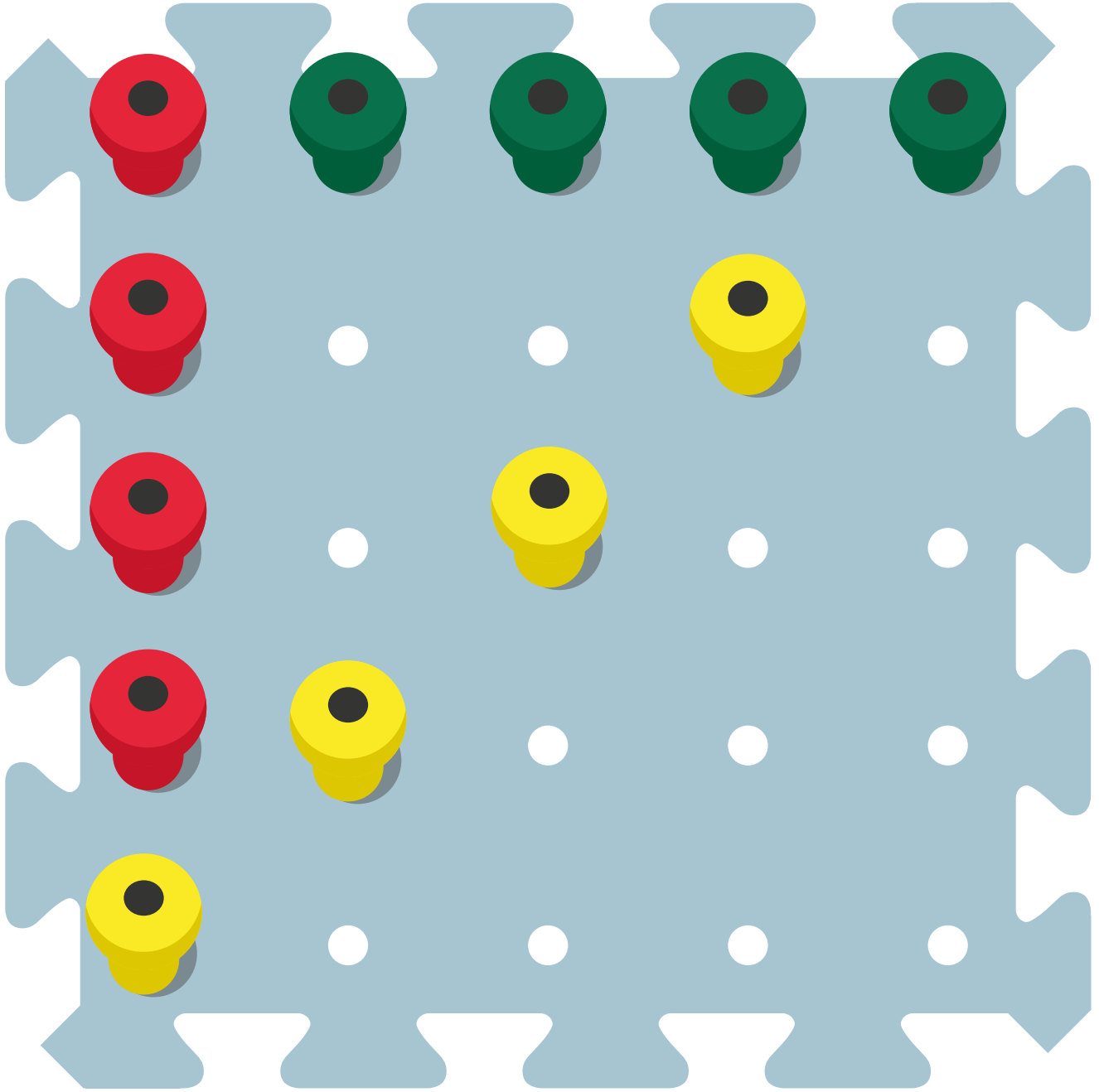

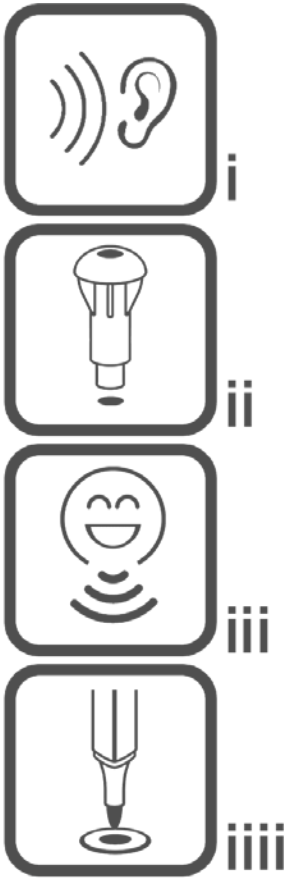

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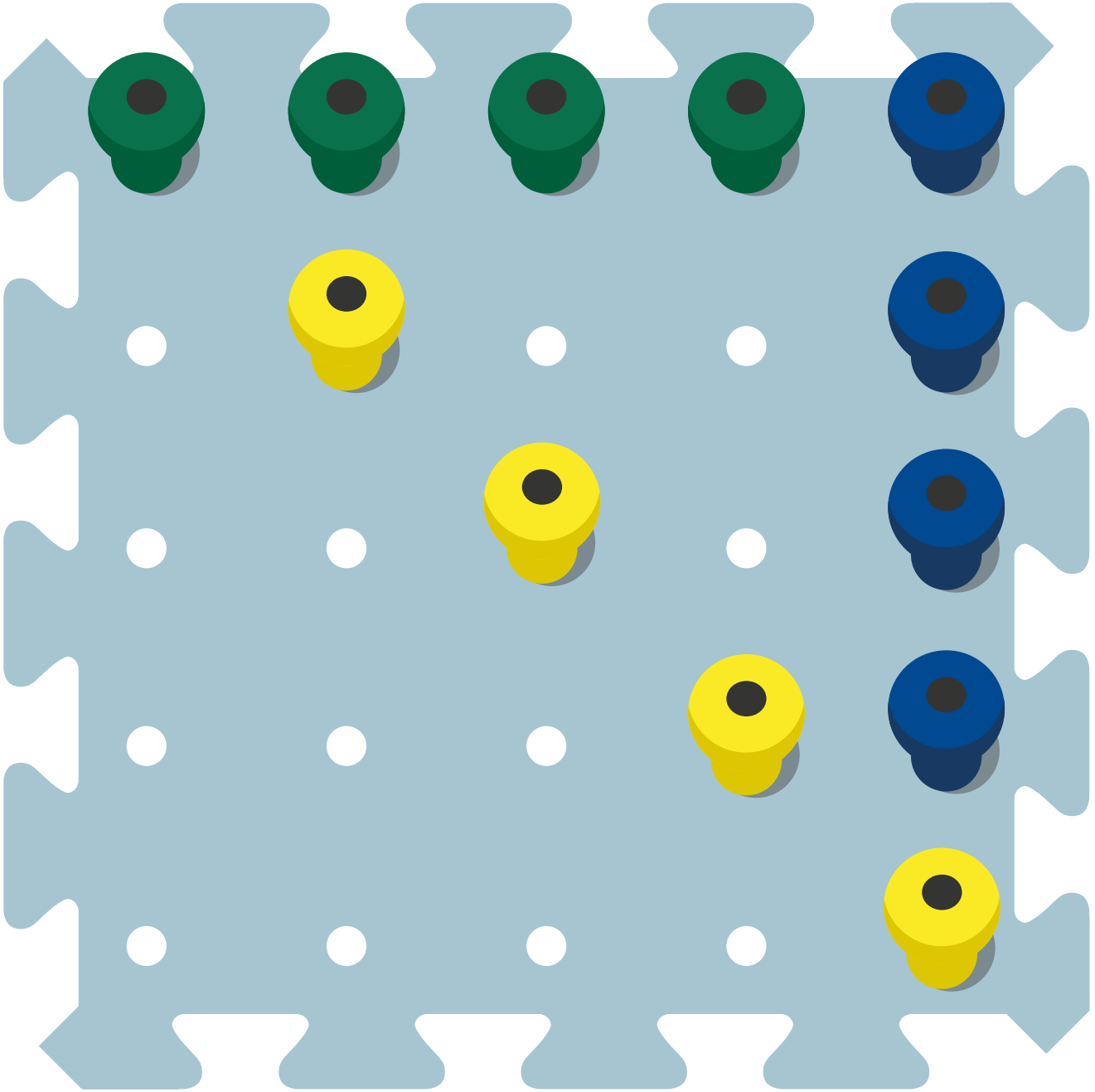

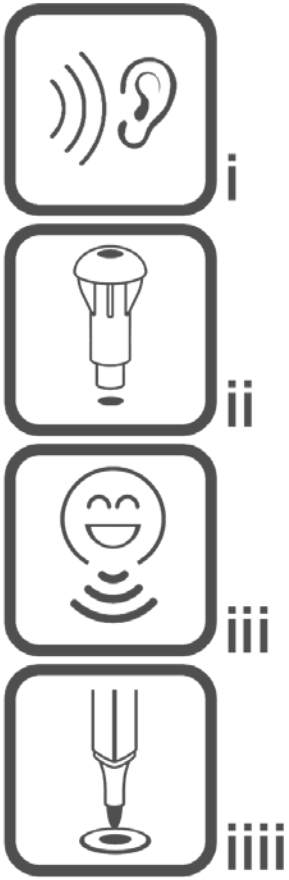

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A BIG THANK YOU TO

Dr Angela Webb

Child Psychologist & Former Head Teacher

...and to all of the Nursey Managers and School Teachers who have helped to develop this support material.