Pegs to Paper®

Pegs to™ RANGE

Exercises for Handwriting

National Handwriting Association
Promoting good practice
CORPORATE MEMBER

BRITISH LIBRARY EXHIBITED IN 2019

with special thanks to Dr Angela Webb

INSTRUCTIONS

THIS BOX OF RESOURCES HAS BEEN DESIGNED FOR 1 TABLE OF 4 CHILDREN

Introduction

Video Overview

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Angela's Article

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At the turn of the 21st century, it was commonly believed that the chances of handwriting surviving were remote. Surprisingly however, it was found in 2016 that primary school children still spend 50-60% of the day on pen and paper tasks. The underestimation of the role handwriting still plays in early development and the excessive use of touch-screen technology in infants has led to a global problem, where children are not developing the skills needed for reading and writing. Pegs to Paper has been designed to remedy this issue.

Materials

Online Shop

SCAN ME

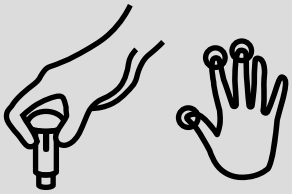
Pegs to Paper has been designed in partnership with renowned educationalist Dr Angela Webb and offers a completely novel approach to learning. It focuses on strengthening the skills which underpin reading and writing by using a variety of apparatus across three progressive steps. The activities help to develop a wide range of essential skills such as motor, coordination, linguistics, pen control and letter structure. The key component within the pack of resources is our unique 'Grippy Peg', which by design helps to develop an ergonomic tripod grasp when handled and pushed into the pegboard. Replacement parts available online.

Learning Outcomes

Encouraging good posture

Ensure child is sat upright with bottom in the middle of the seat.

Establishing tripod handwriting grip



Teach the child to grip our unique peg design with two forefingers and thumb.

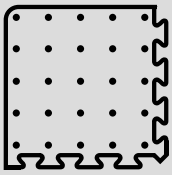
Nurturing the more dominant hand

Establish left and right handers. If showing no dominance, assume right.

Stimulating neural activation

Encourage the use of both hands to activate both halves of the brain.

Developing fine motor skills

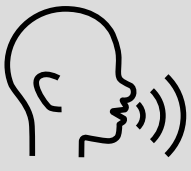


Resistance in the boards helps to develop strength in the fingers, wrists and arms.

Building vocabulary (inputting language)

Instruct the child to copy the pattern onto the board using descriptive language.

Building vocabulary (extracting language)



Ask the child to describe what he/she has done once the pattern has been copied.

Teaching basics for letter formation

Practising anti-clockwise circles teaches the foundation of most curved letterforms.

Our eco promise

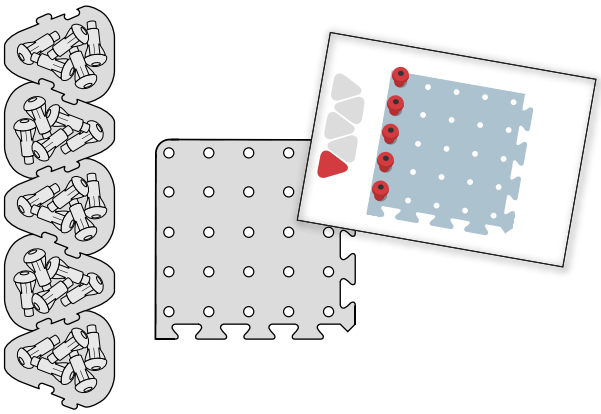
We are proud to say that we have shifted peg and pegboard production to 70% recycled wood pulp. We promise to continue to develop sustainable alternatives where possible.

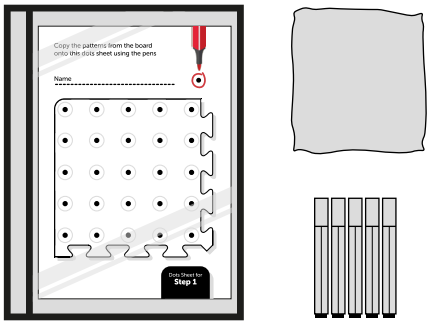
Turn the page
For step-by-step instructions

Exercises for Handwriting: Step 1

Copy the patterns from the work cards onto the pegboard using the pegs.

Then transfer the pegboard patterns onto the dots sheet using the pens.





a Set up workspace

- Select and link an orange, blue, yellow, dark green & red pot into a line.
- Fill each pot with 10 x matching colour pegs and a matching colour pen.
- Select a single quadrant pegboard.
- Select a clearboard dots sheet with a cloth.

b LISTEN

- Select the first / next work card in the sequence (numbered 1-16).
- Study the pattern to form a description based on colour, number and position.
- Present the card to the child / children. Instruct them to copy the pattern onto the board using your description.

c DO

- Ensure the pots and pegs are placed to the less dominant side of the child (assume right handed if unsure). Pegs should be passed from one hand into the other and then placed into board.
- Ensure that the peg is held as recommended (tripod grasp).
- Guide and ensure pattern is completed.

d SAY

- Once the pattern has been completed on the board, ask the child / children to explain what they have done.
- **Example:** for the first pattern in the sequence: *"I have made a line of 5 red pegs down the left side of the board."*
- Guide the child / children if they are struggling.

e DRAW

- Select the clearboard dots sheet (side loading clear whiteboard with printed dots sheet insert).
- Instruct the child / children to copy the pattern from the board onto the dots sheet with the pens. Ensure circles are made in an anti-clockwise direction.
- Wipe clear with cloth once completed.

Video guide

Scan this QR code to watch a short instruction video clip on how to use the resources for Step 1.

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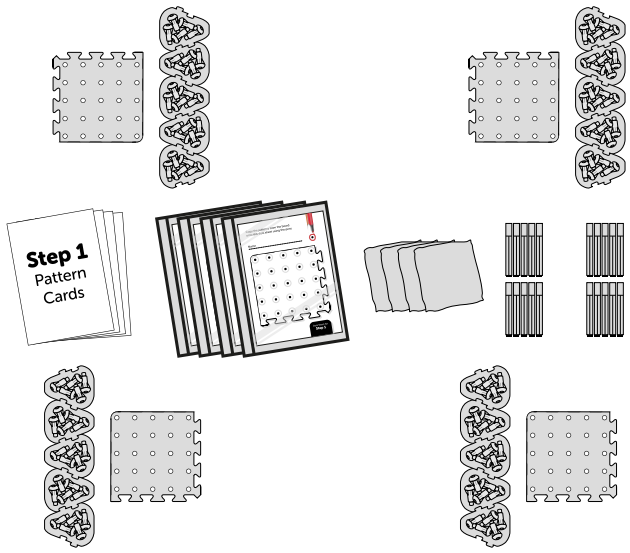
Table of 4 Setup: **Step 1**



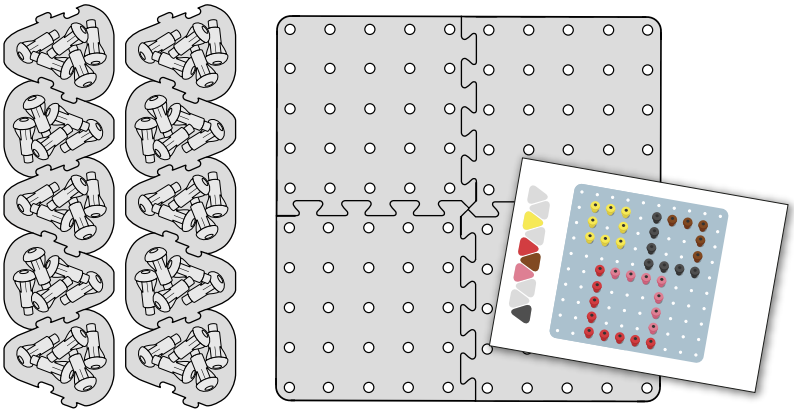
Teachers notes / when to progress

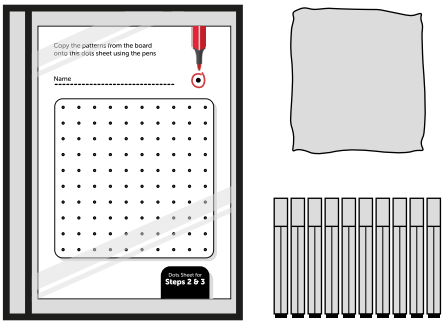
- For best results, it is recommended that 3 x 20 minute sessions per week for 12 academic weeks are allocated to every child participating in the programme (all 3 steps). Some children may progress faster whilst others may take longer. Be guided by the child.
- Ensure that all of the exercises have been completed from cards 1-16.
- Ensure that the child / children are able to grasp the peg correctly with the two forefingers and thumb (tripod handwriting grip). Also ensure that the child / children are able to form fair to good anti-clockwise circles when copying the patterns onto the dots sheet.
- By the end of Step 1, the child / children are expected to become competent at identifying and recalling colours, numbers and positions (such as left and right). If a child is still struggling with some of these concepts at the end of Step 1, try repeating some of the exercises before progressing to Step 2.

Exercises for Handwriting: Step 2

Copy the patterns from the work cards onto the pegboard using the pegs.

Then transfer the pegboard patterns onto the dots sheet using the pens.





a Set up workspace

- Match the pegs, pots and pens setup from Step 1, this time adding colours brown, pink, light green, purple and black.
- Piece together a complete pegboard using 4 x quadrants.
- Select a clearboard dots sheet with a cloth.

b LISTEN

- Select the first / next work card in the sequence (numbered 1-24).
- Study the pattern to form a description based on colour, number and position.
- Present the card to the child / children. Instruct them to copy the pattern onto the board using your description.

c DO

- Ensure the pots and pegs are placed to the less dominant side of the child (assume right handed if unsure). Pegs should be passed from one hand into the other and then placed into board.
- Ensure that the peg is held as recommended (tripod grasp).
- Guide and ensure pattern is completed.

d SAY

- Once the pattern has been completed on the board, ask the child / children to explain what they have done.
- **Example:** for the first pattern in the sequence: *"I have made a line of 10 red pegs down the left side of the board."*
- Guide the child / children if they are struggling.

e DRAW

- Select the clearboard dots sheet (side loading clear whiteboard with printed dots sheet insert).
- Instruct the child / children to copy the pattern from the board onto the dots sheet with the pens. Ensure circles are made in an anti-clockwise direction.
- Wipe clear with cloth once completed.

Video guide

Scan this QR code to watch a short instruction video clip on how to use the resources for Step 2.

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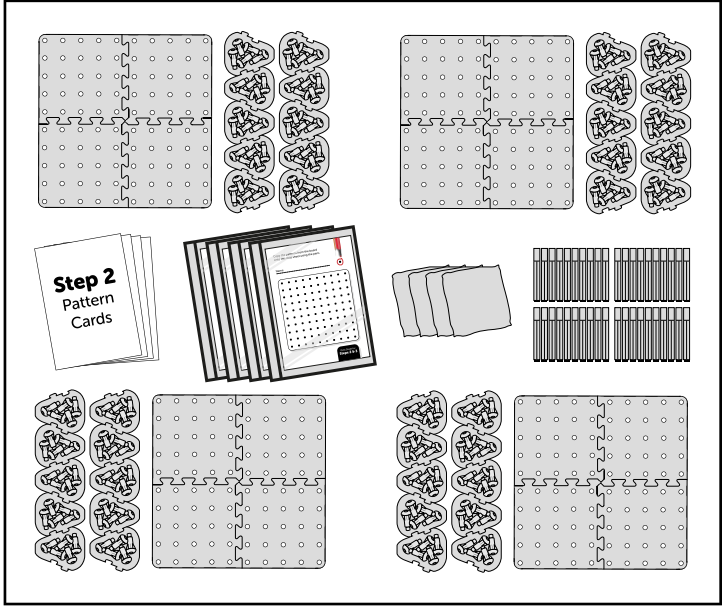
Table of 4 Setup: **Step 2**



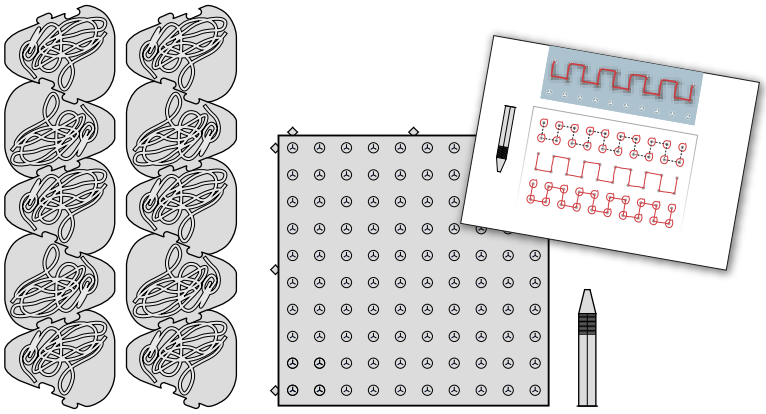
Teachers notes / when to progress

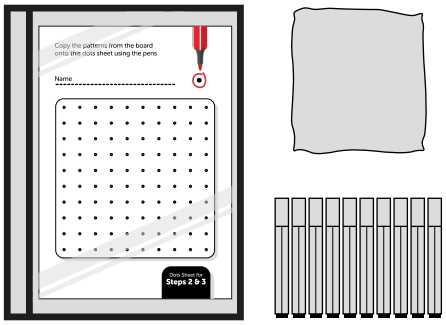
- For best results, it is recommended that 3 x 20 minute sessions per week for 12 academic weeks are allocated to every child participating in the programme (all 3 steps). Some children may progress faster whilst others may take longer. Be guided by the child.
- Ensure that all of the exercises have been completed from cards 1-24.
- Ensure that the child / children are able to grasp the peg correctly with the two forefingers and thumb (tripod handwriting grip). Also ensure that the child / children are able to form fair to good anti-clockwise circles when copying the patterns onto the dots sheet (the dots sheet for Step 2 has smaller circles which makes it more challenging).
- By the end of Step 2, the child's / children's vocabulary is expected to develop further, as they have been challenged to use extended positional language throughout the series of work cards. If some of the patterns prove particularly difficult for a child, try repeating the exercises to tackle the concepts that they find challenging.

Exercises for Handwriting: Step 3

Copy the patterns from the work cards onto the lacing board using the laces.

Then transfer the lacing board patterns onto the dots sheet using the pens.





a Set up workspace

- Match the pegs, pots and pens setup from Step 2.
- Place 1 x 10 matching colour laces into each pot.
- Select a lacing board and a threading applicator pen.
- Select a clearboard dots sheet with a cloth.

b LISTEN

- **Cards 1-6:** Instruct the child / children to transfer the patterns from Step 2 onto the lacing board.
- **Cards 7-12:** Instruct them to copy the patterns onto the Step 2 pegboard.
- **Cards 13-18:** Instruct them to copy the patterns onto the lacing board.

c DO

- Ensure the pots and laces are placed to the less dominant side of the child (assume right handed if unsure). Laces should be passed from one hand into the other and then placed into board.
- Ensure that the applicator pen is held as recommended (tripod grasp).
- Guide and ensure pattern is completed.

d SAY

- Once the pattern has been completed on the board, ask the child / children to explain what they have done.
- **Example:** *"I have made a straight red line with the lace down the left side of the board."*
- Guide the child / children if they are struggling.

e DRAW

- Select the clearboard dots sheet (side loading clear whiteboard with printed dots sheet insert).
- Instruct the child / children to copy the pattern from the board onto the dots sheet with the pens. Ensure that all of the permutations have been replicated.
- Wipe clear with cloth once completed.

Video guide

Scan this QR code to watch a short instruction video clip on how to use the resources for Step 3.

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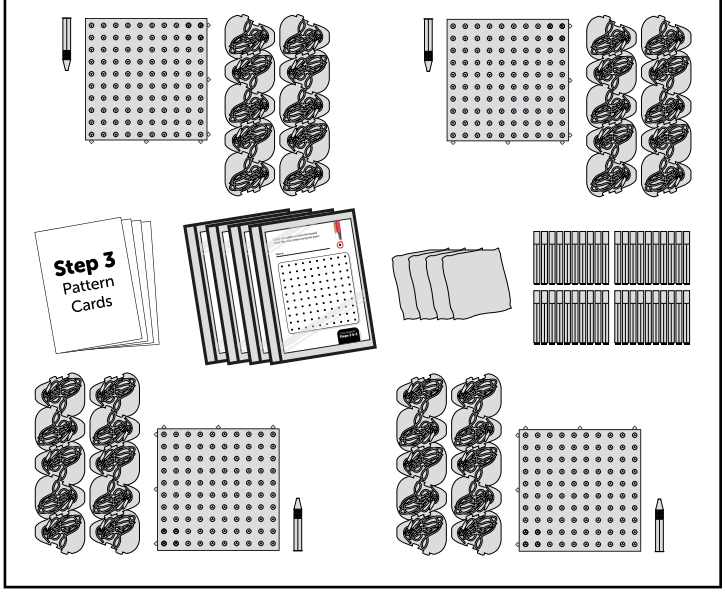
Table of 4 Setup: **Step 3**



Teachers notes / beyond Pegs to Paper

- For best results, it is recommended that 3 x 20 minute sessions per week for 12 academic weeks are allocated to every child participating in the programme (all 3 steps). Some children may progress faster whilst others may take longer. Be guided by the child.
- Ensure that all of the exercises have been completed.
- Once complete, traditional handwriting exercises can now be practised. Triangular handwriting pencils and pens are recommended to sustain an ergonomic grip beyond Pegs to Paper. Available at **learnplaynexus.com**

Exercises for Handwriting: Extension

In addition to the Exercises for Handwriting Steps 1, 2 & 3 for ages 3-5, we also have a series of work cards designed for SEN pupils aged 5+. Scan the QR code to download.

The activites in this series focus on improving poor motor coordination, handwriting and spatial awareness, using the (Step 2) pegboard.

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