Link & Lace Board
Pattern Cards

Step 3

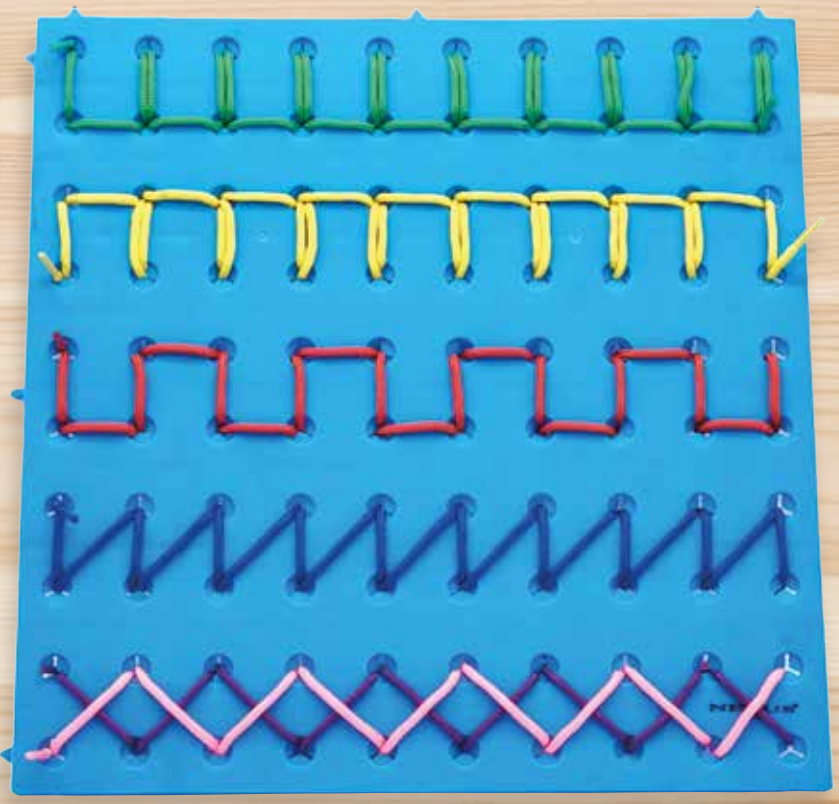
Pegs to Paper®

Pegs to™ RANGE

Instructions & digital edition work cards.

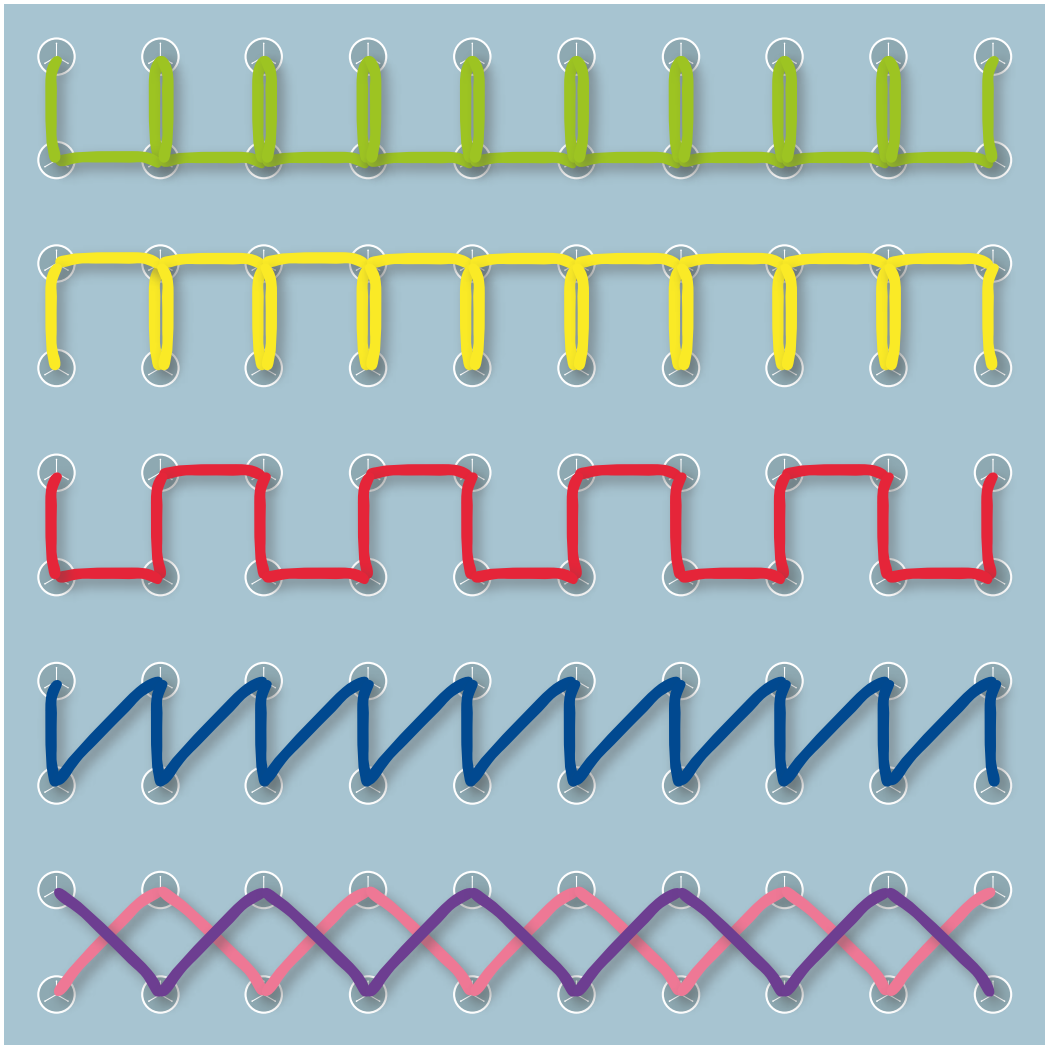
Scan using phone or tablet

Designed in the UK



The Link & Lace Board

Step 3



- Third of the 3 boards in ‘Pegs to Paper’
- 10 x 10 grid, same as the Giant Pegboard
- Uses all 10 ‘Pegs to’ colours
- Specifically strengthens muscles in the fingers associated with handwriting

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 and the lace applicator 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 lacing board and laces are used in a specific way, as follows:

Right Handed Setup

Left Handed Setup

Board position:

The board should be placed directly in front of the child. The linking pots from Step 2 are used to house the laces. The pots are then placed onto the side of the non-dominant hand (i.e. on the left for right-handers or vice versa).

Laces use:

The applicator is held in the writing hand. Laces should be picked up with a non-writing hand and transferred into the back end of the applicator. This integrated movement of the two hands uses both halves of the brain which stimulate learning. The lace is pushed through the applicator so that 1cm of the lace pokes out of the nib, which is then ready to use.

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 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.

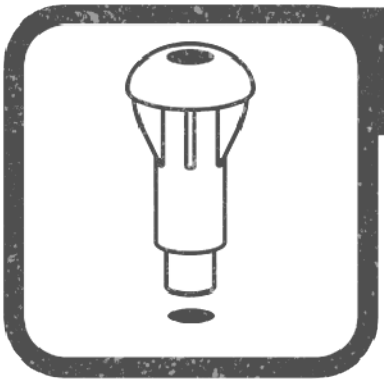
How To Use The Cards

The 4 Processes

i

Listen

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



ii

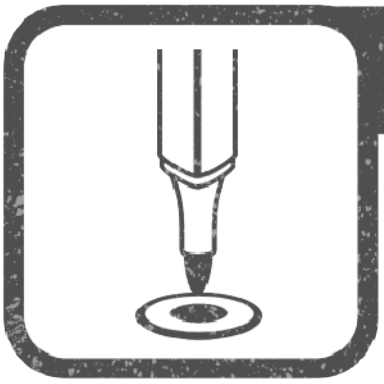
Do

The child carries out the instruction onto the pegboard or lacing board.

iii

Say

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



iiii

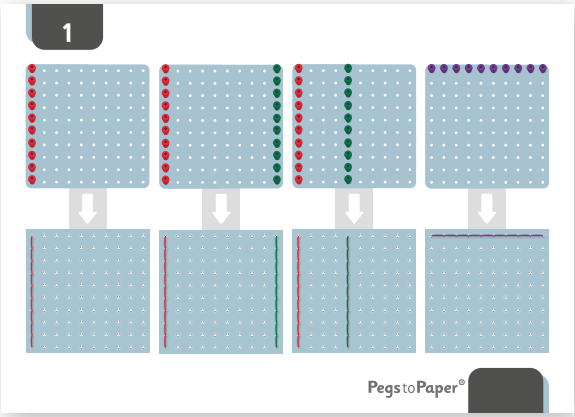
and Draw

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 1-5

First section:
Copy the Giant Pegboard patterns onto the Link & Lace Board

For this first section of the work cards (1-6) you will require the use of the resources from Step 2. Because both the Giant Pegboard and the Link & Lace Board have a 10 x 10 grid, the patterns can be copied from one to the other. This transference will challenge the understanding and build key visual skills.



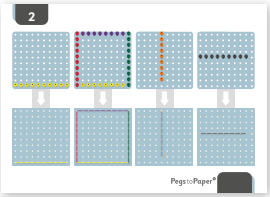
Cards 1-6

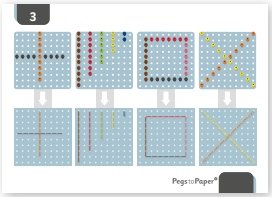
i. **Listen:** "Copy the pattern that you see on the Giant Pegboard card onto the Link & Lace board."

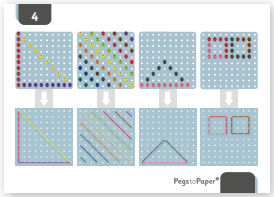
ii. **Do:** The pattern is made using the laces.

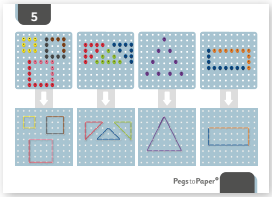
iii. **Say:** The child says what they have done.

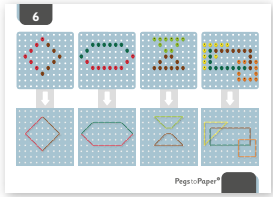
iiii. **and Draw:** The child then draws the pattern this time as lines to represent the laces.

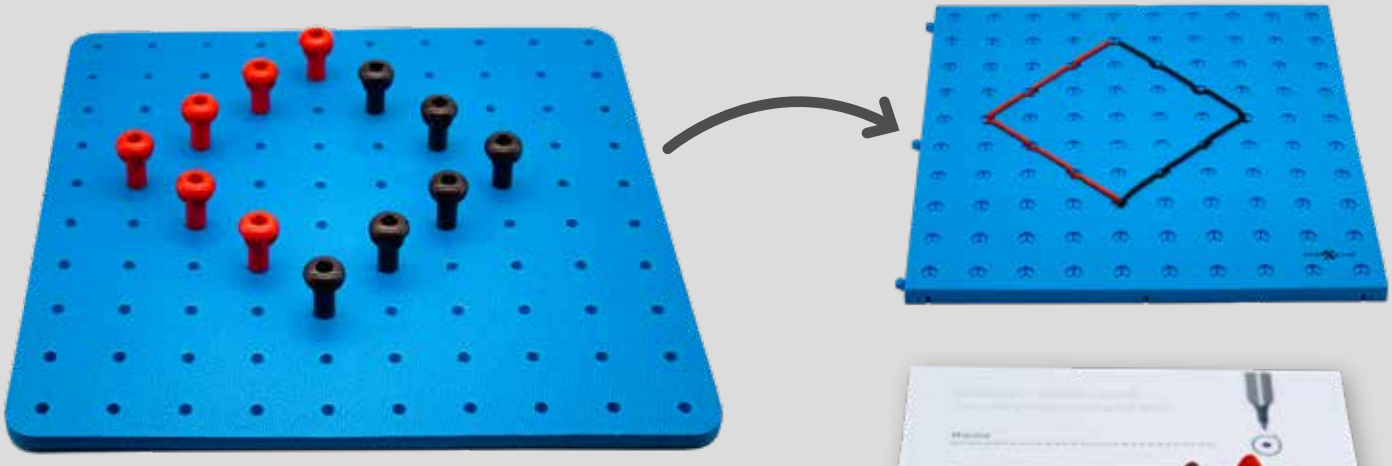




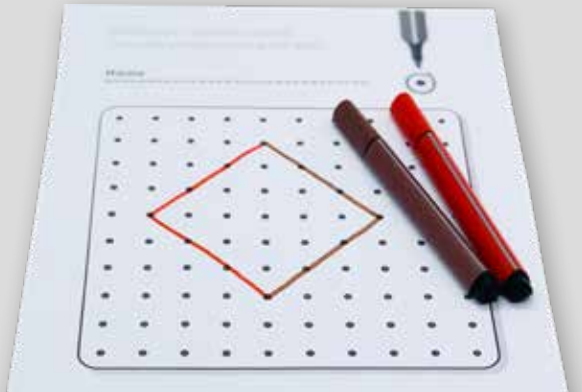






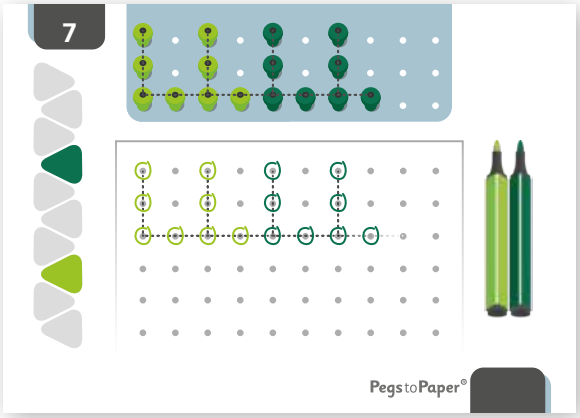


The same pattern can be made on both the Giant Pegboard and the Link & Lace Board.



Second section:
Copy the patterns onto the Giant Pegboard and the dots sheet

Moving onto the next section of the work cards (7-12) we shall begin to explore a series of patterns which have a particular focus on teaching the key fundamental skills for cursive handwriting. The movements will be covered in more detail using the Link & Lace in the next section, for this section the patterns are made on the Giant Pegboard and recorded onto the dots sheet.



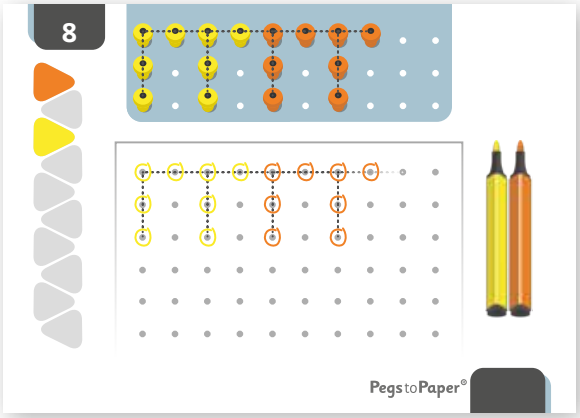
Card 7

i. **Listen:** "Copy the pattern from this work card onto the pegboard. You will need eight light green pegs and eight dark green pegs."

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 onto the dots sheet as shown on the work card.



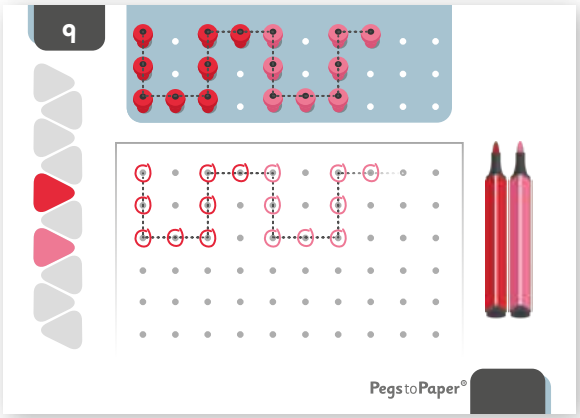
Card 8

i. **Listen:** "Copy the pattern from this work card onto the pegboard. You will need eight yellow pegs and eight orange pegs."

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 onto the dots sheet as shown on the work card.



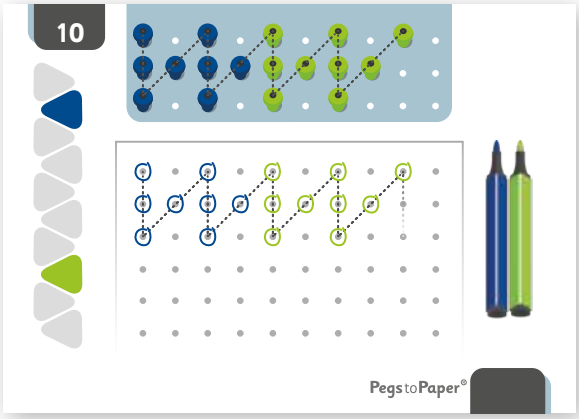
Card 9

i. **Listen:** "Copy the pattern from this work card onto the pegboard. You will need eight red pegs and eight pink pegs."

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 onto the dots sheet as shown on the work card.



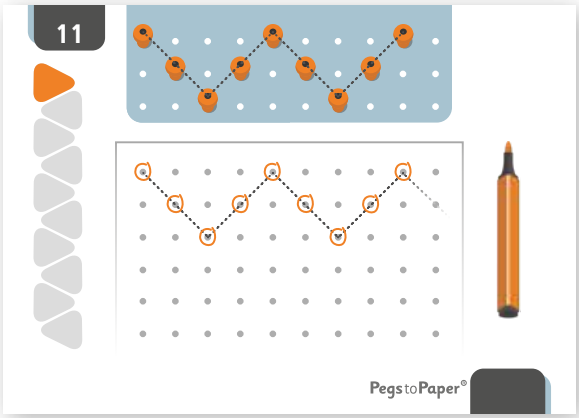
Card 10

i. **Listen:** "Copy the pattern from this work card onto the pegboard. You will need eight blue pegs and nine light green pegs."

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 onto the dots sheet as shown on the work card.



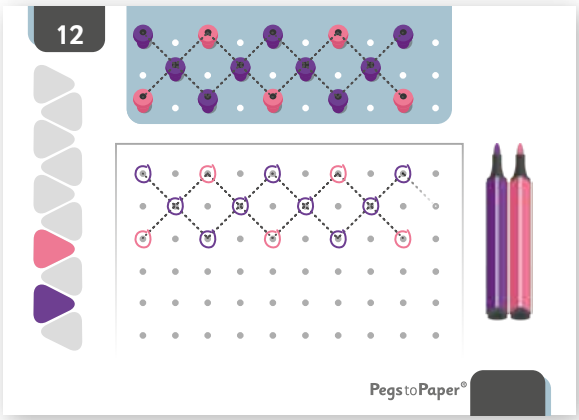
Card 11

i. **Listen:** "Copy the zigzag pattern from this work card onto the pegboard. You will need nine orange pegs."

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 onto the dots sheet as shown on the work card.



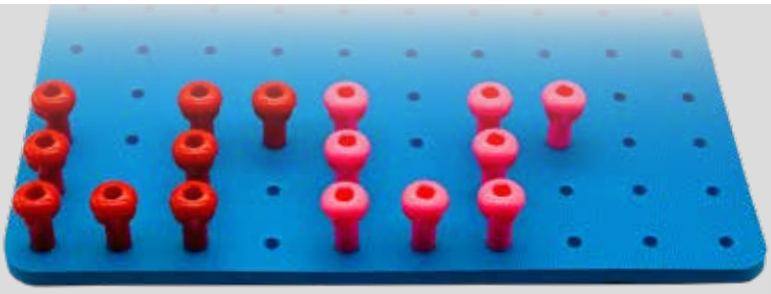
Card 12

i. **Listen:** "Copy the crossing zigzag patterns from this work card onto the pegboard. You will need nine purple pegs and five pink pegs."

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

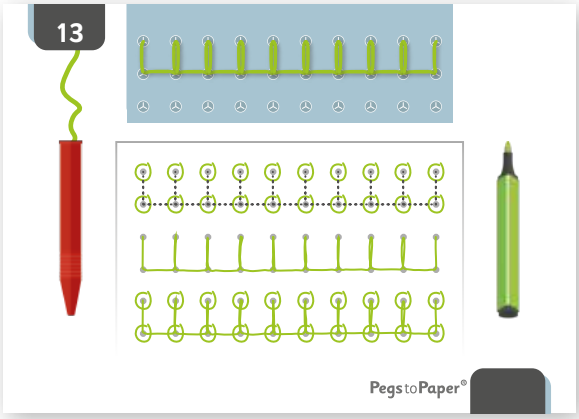
iii. **Say:** The child says what they have done.

iiii. **and Draw:** The child then draws the pattern onto the dots sheet as shown on the work card.



Third and final section:
Copy the patterns onto the Link & Lace Board and the dots sheet

In this last section of the work cards (13-18) we shall progress with the handwriting patterns from section 2. These patterns will now be made using the Link & Lace Board which will closely mimic the flow of cursive script. When the child records the pattern onto the dots sheet, there are 3 separate rows to record: a row of just circles; a row of just lines; and finally a row of both circles and lines.



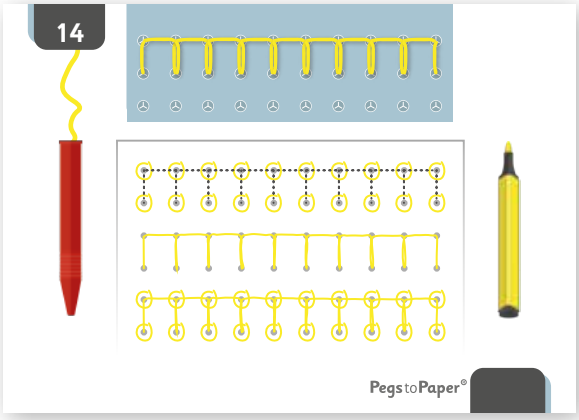
Card 13

i. **Listen:** "Copy the pattern from this work card onto the lacing board from left to right with the light green lace."

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

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

iiii. **and Draw:** The child then draws the patterns onto the dots sheet as shown on the work card.



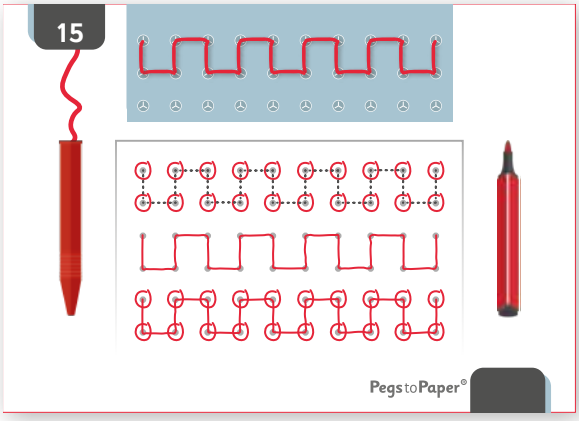
Card 14

i. **Listen:** "Copy the pattern from this work card onto the lacing board from left to right with the yellow lace."

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

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

iiii. **and Draw:** The child then draws the patterns onto the dots sheet as shown on the work card.



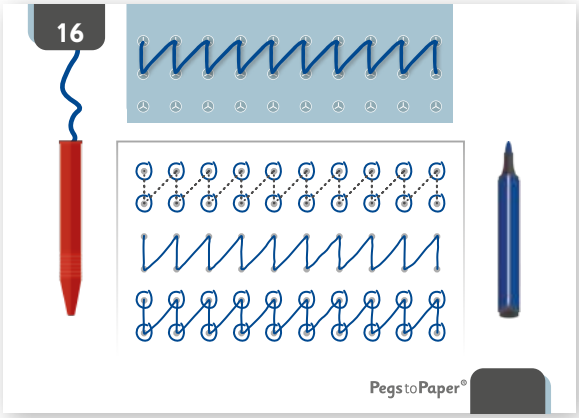
Card 15

i. **Listen:** "Copy the pattern from this work card onto the lacing board from left to right with the red lace."

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

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

iiii. **and Draw:** The child then draws the patterns onto the dots sheet as shown on the work card.



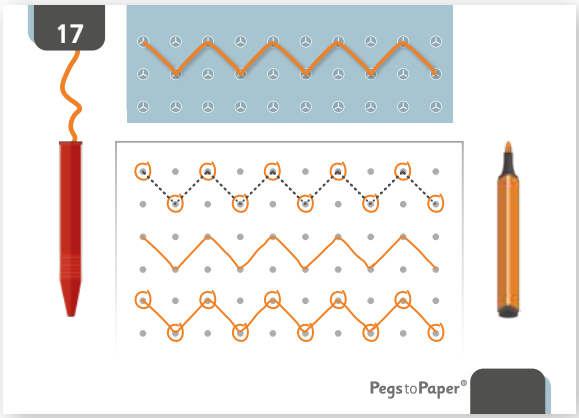
Card 16

i. **Listen:** "Copy the pattern from this work card onto the lacing board from left to right with the blue lace."

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

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

iiii. **and Draw:** The child then draws the patterns onto the dots sheet as shown on the work card.



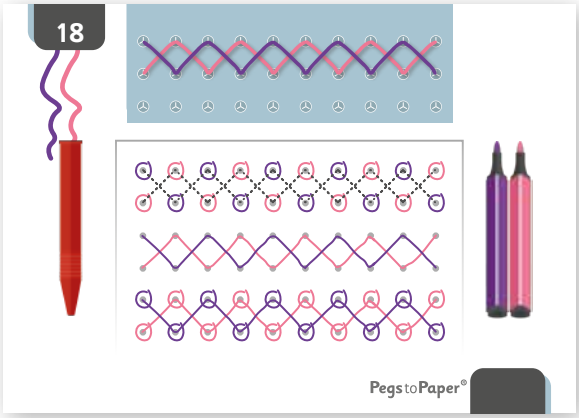
Card 17

i. **Listen:** "Copy the pattern from this work card onto the lacing board from left to right with the orange lace."

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

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

iiii. **and Draw:** The child then draws the patterns onto the dots sheet as shown on the work card.



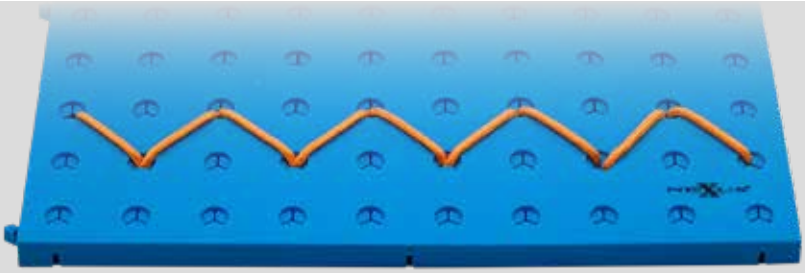
Card 18

i. **Listen:** "Copy these patterns from the work card onto the lacing board from left to right with the purple and pink laces."

ii. **Do:** The patterns are made using the laces.

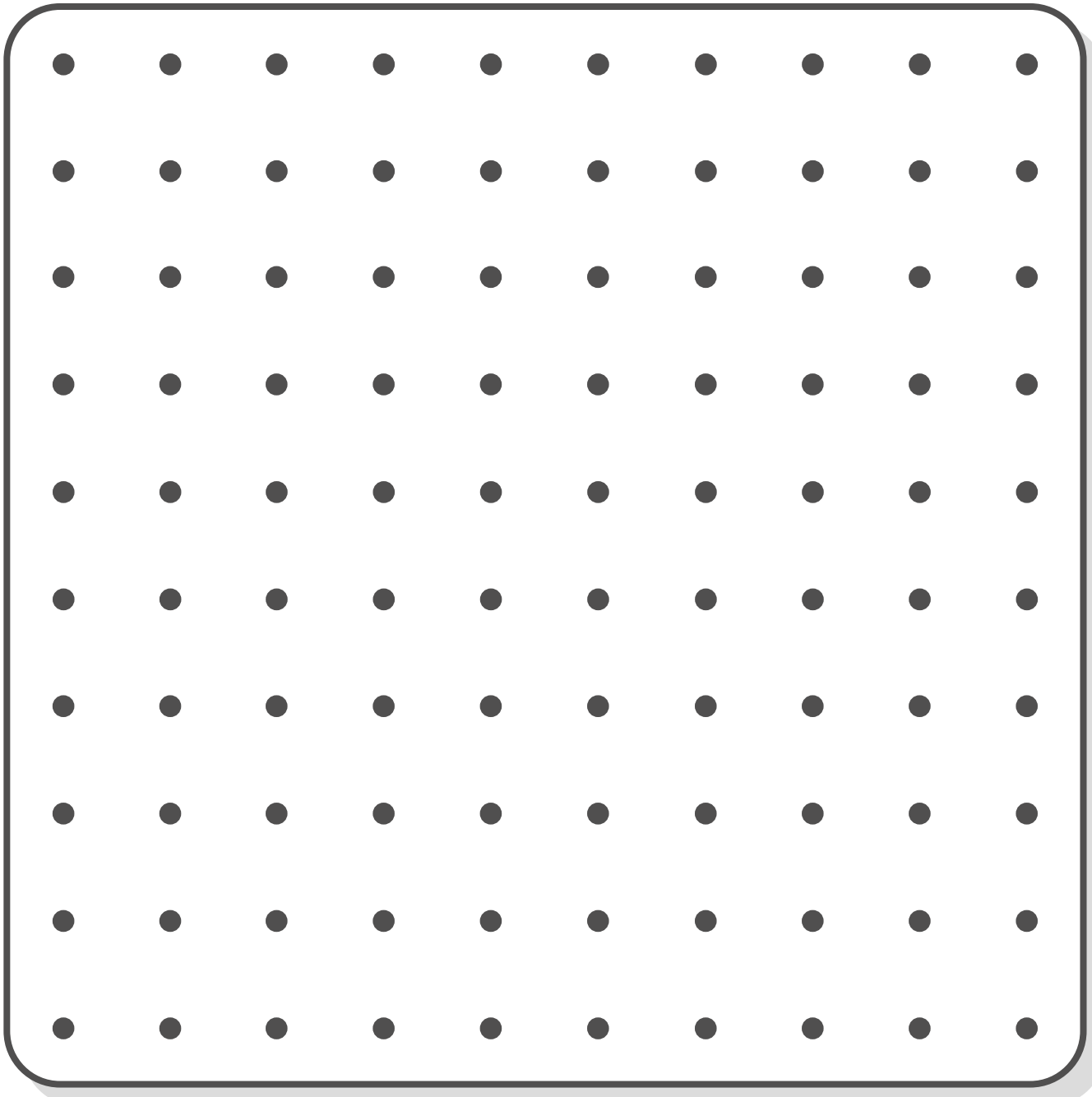
iii. **Say:** The child says what they have done.

iiii. **and Draw:** The child then draws the patterns onto the dots sheet as shown on the work card.



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

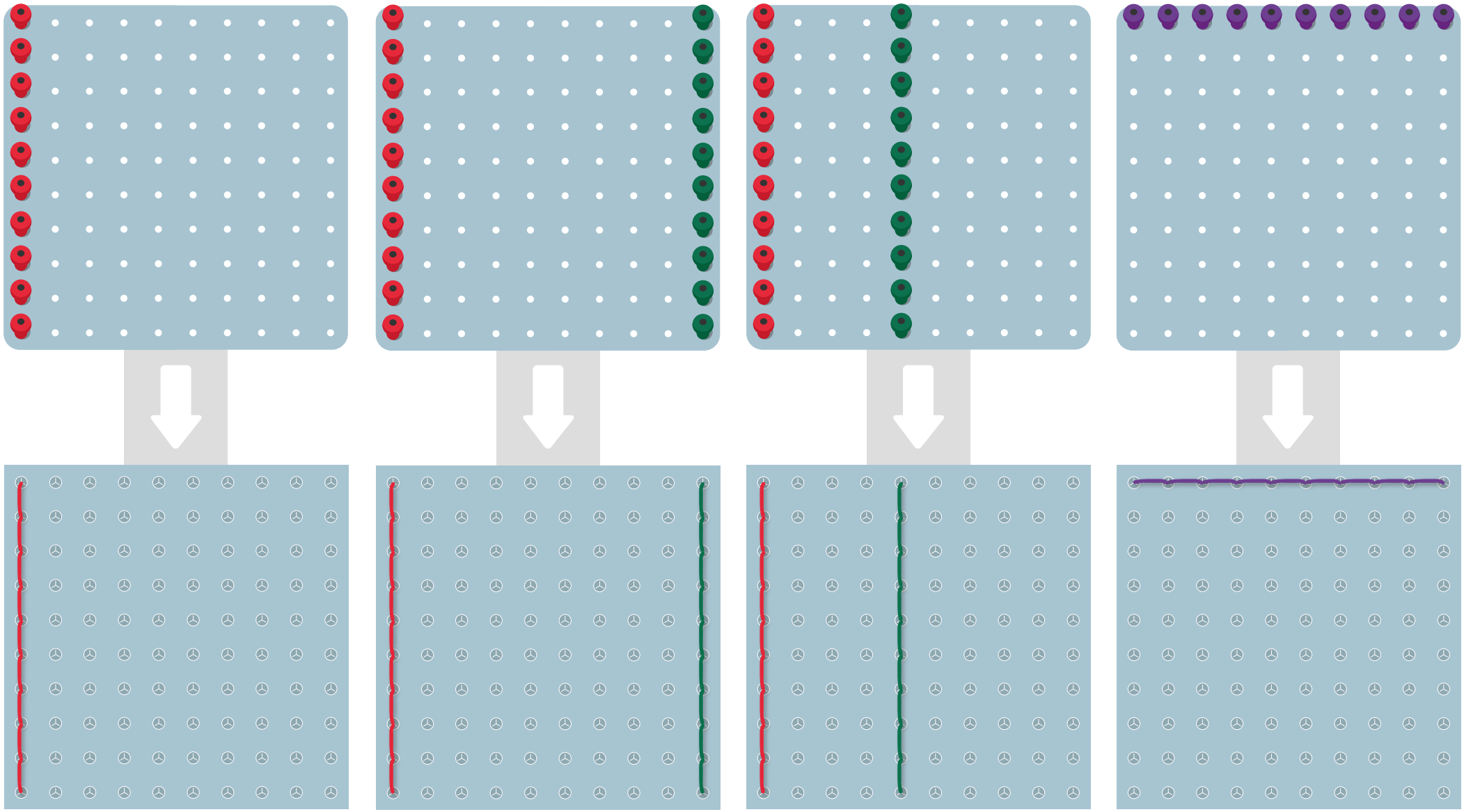
Name _____



PegstoPaper®

10 x 10
Dots Sheet

1



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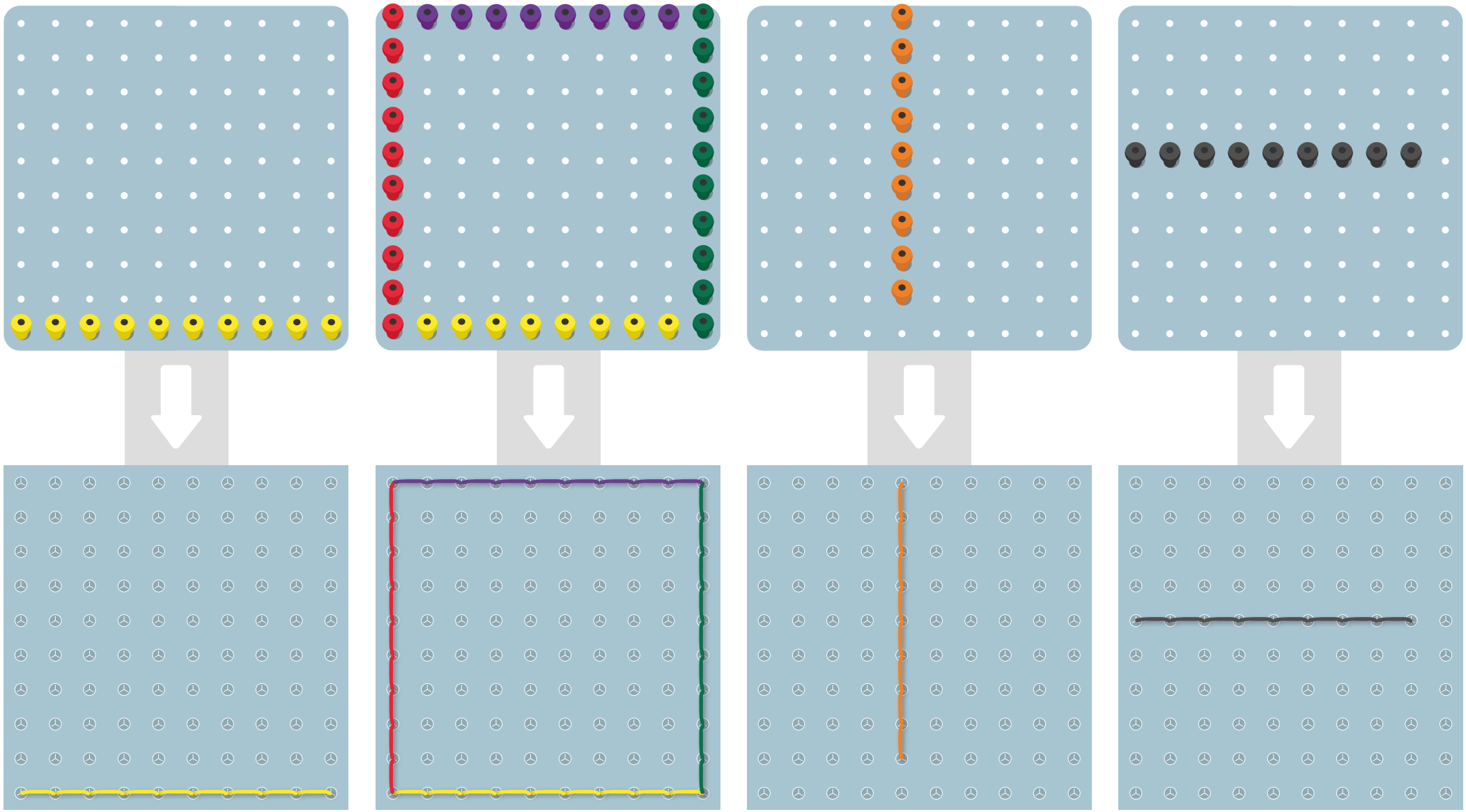
Step 3

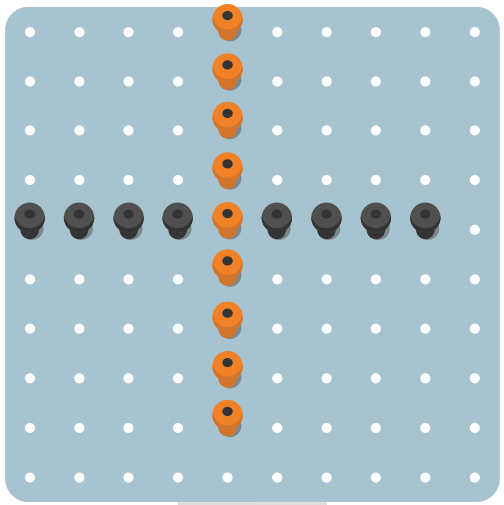
2

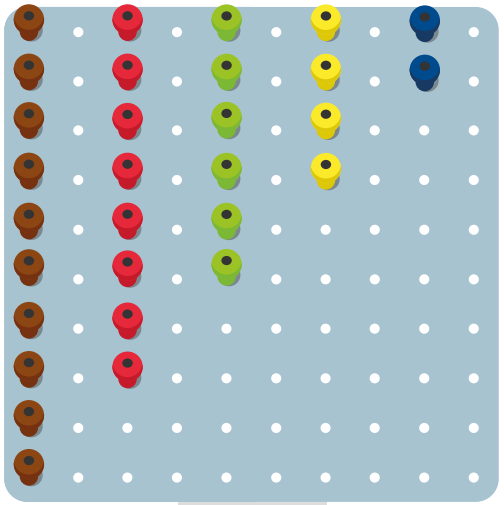


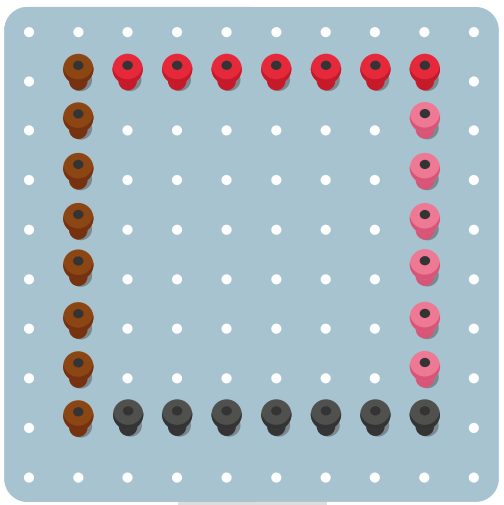
Pegs to Paper®

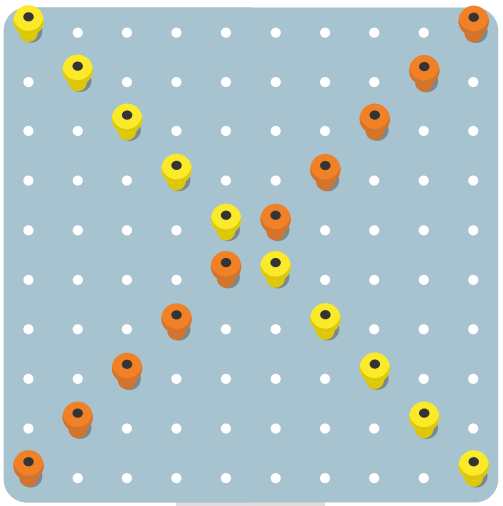
Step 3

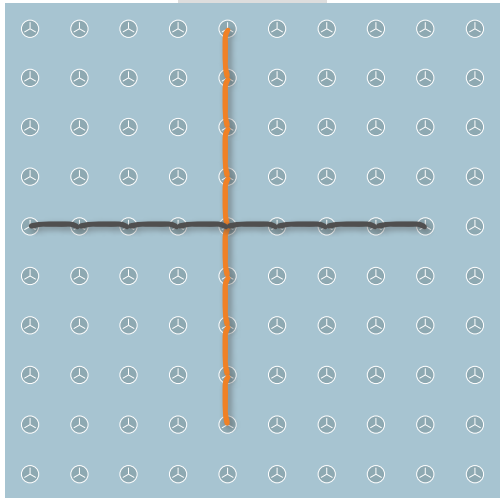
3

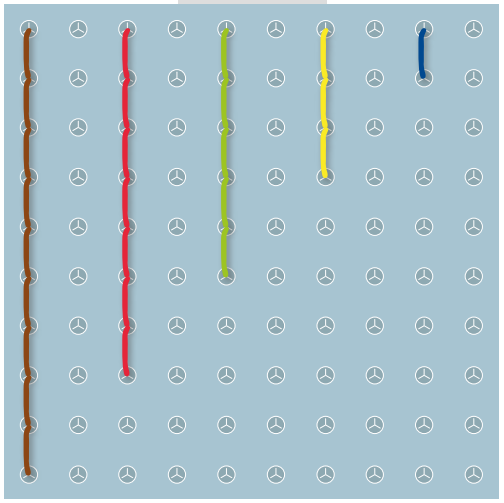


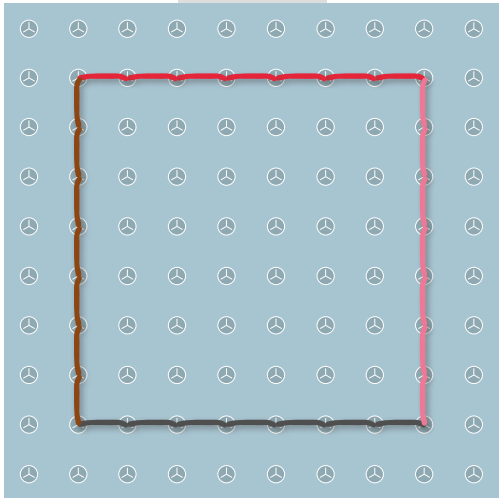


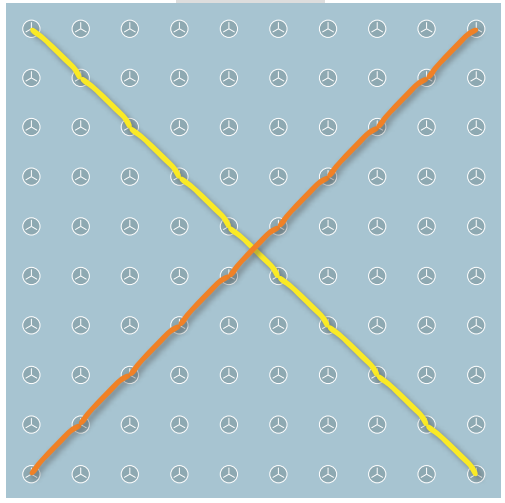








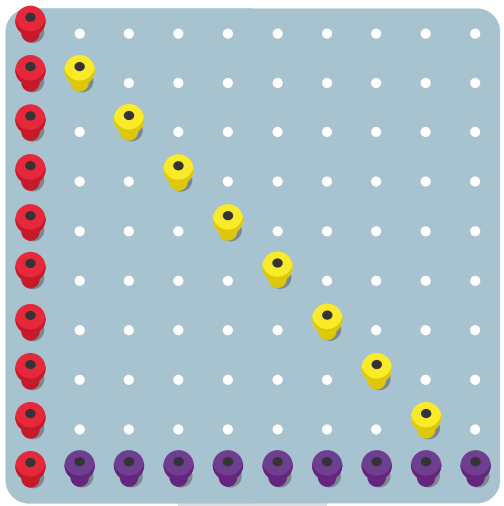


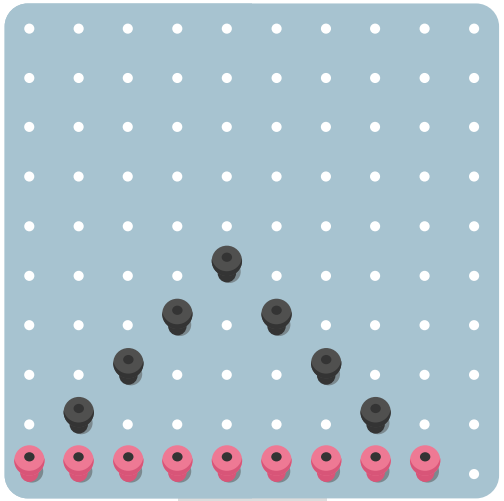


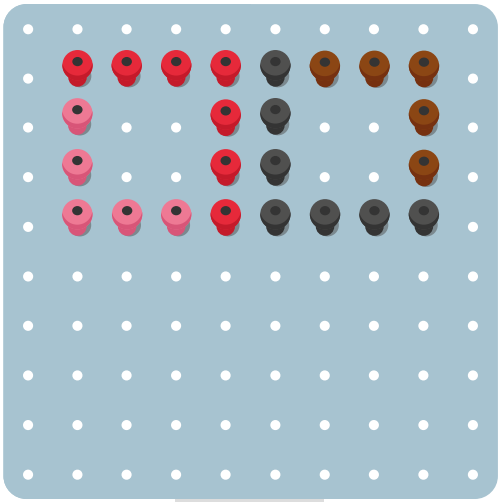
PegstoPaper®

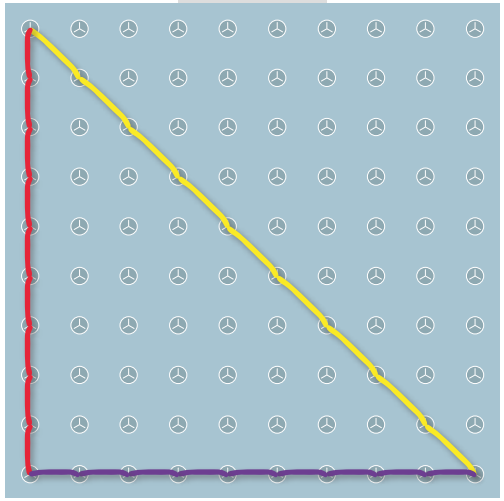
Step 3

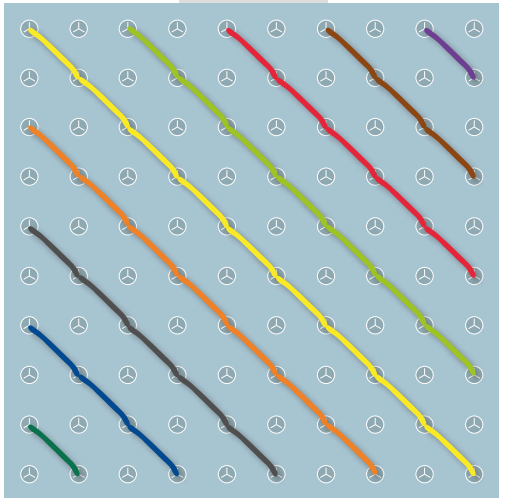
4

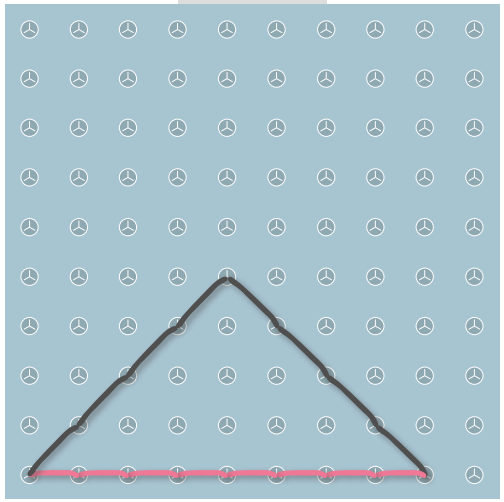


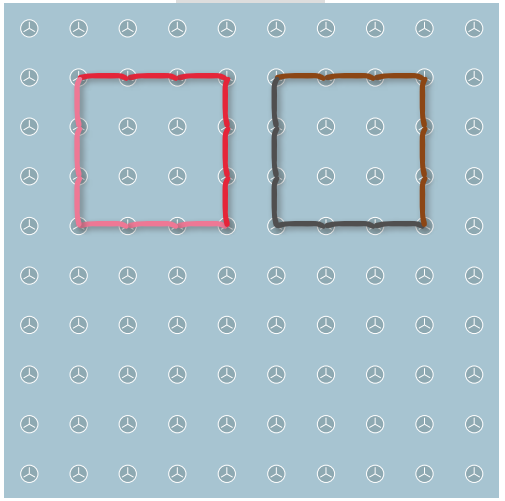












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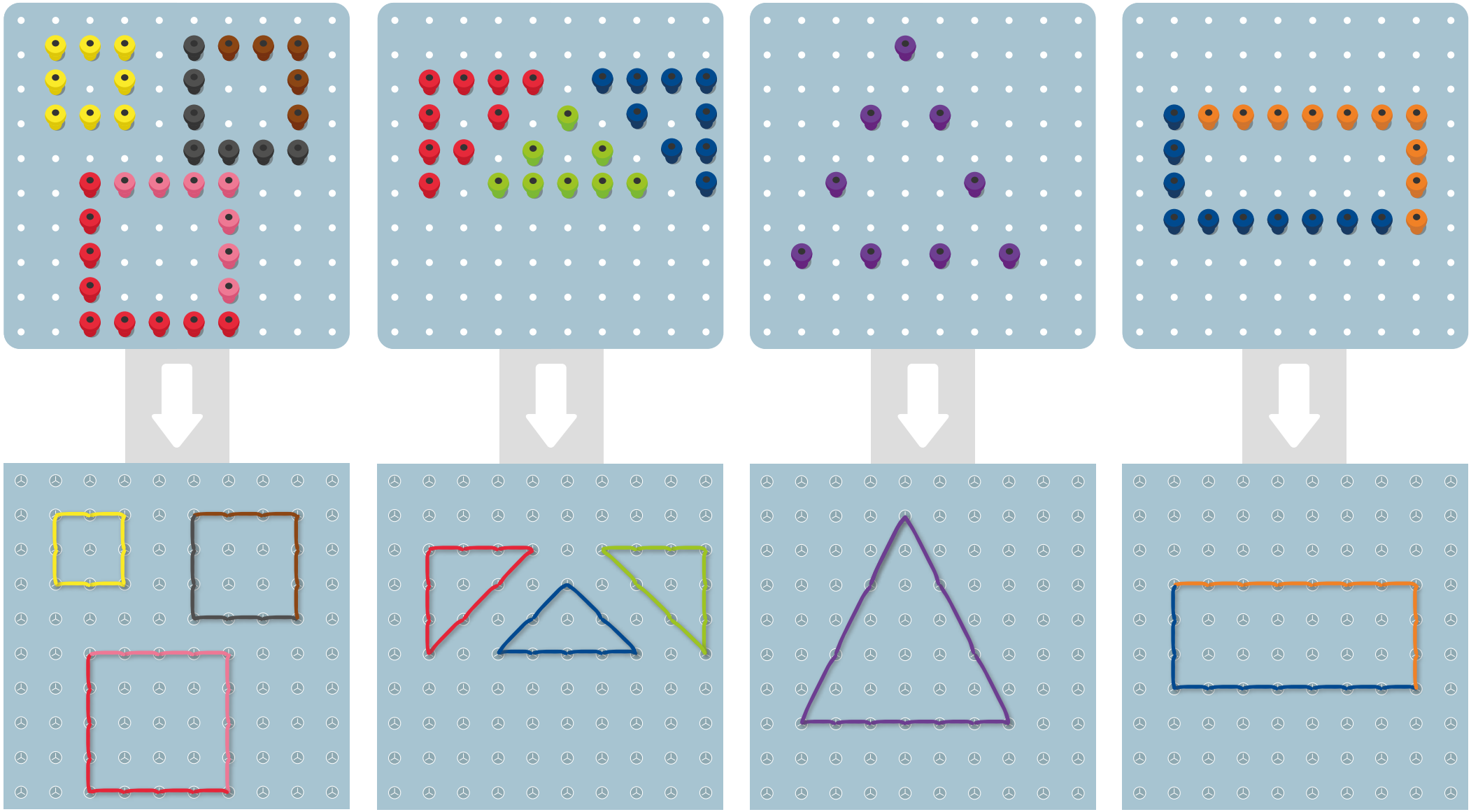
5



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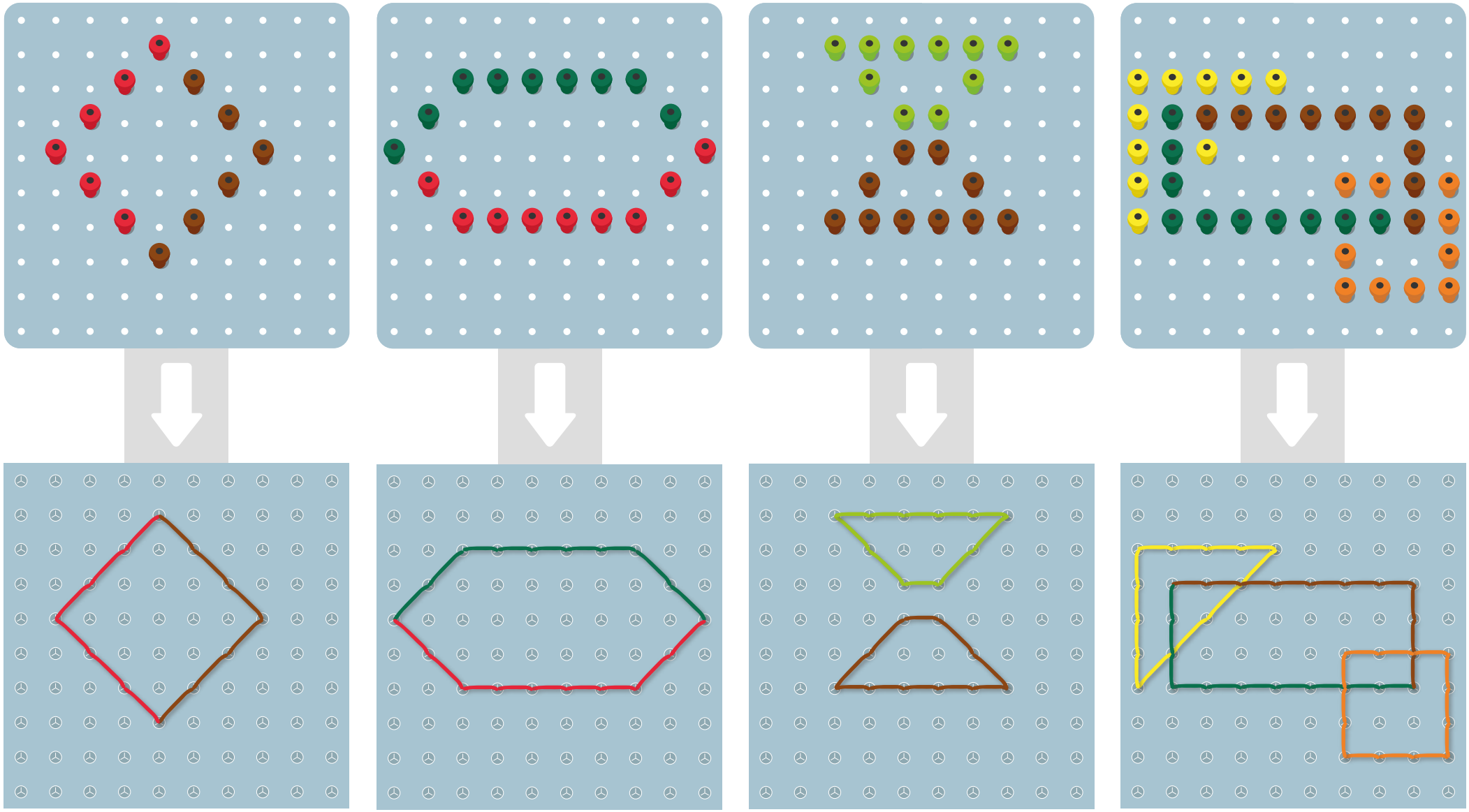

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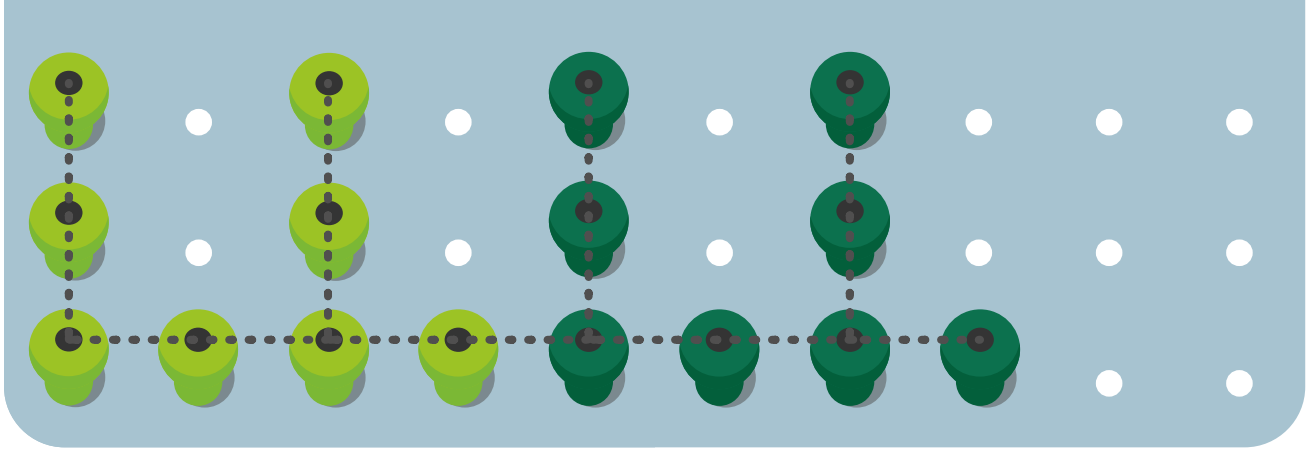
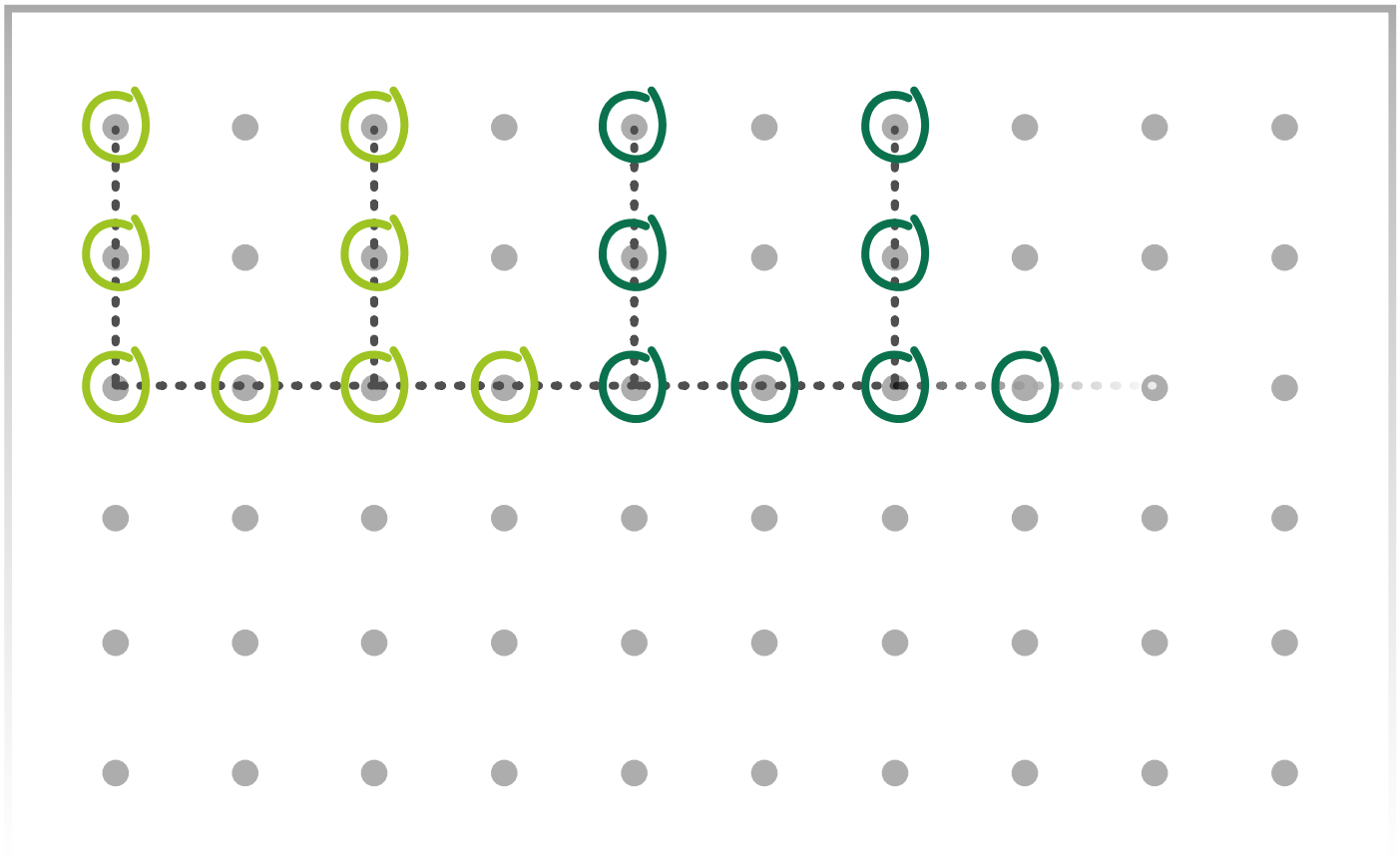
7





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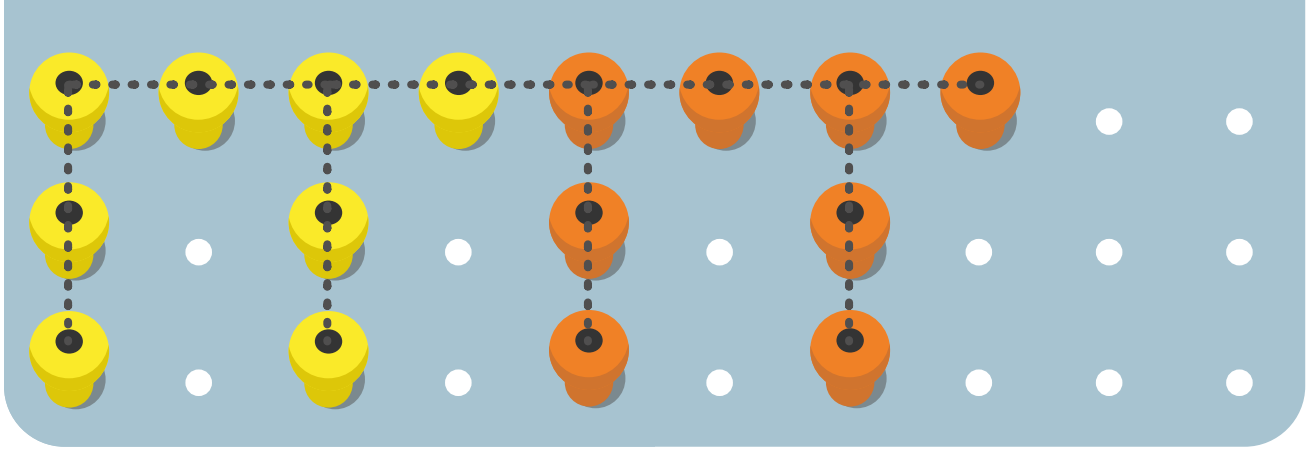

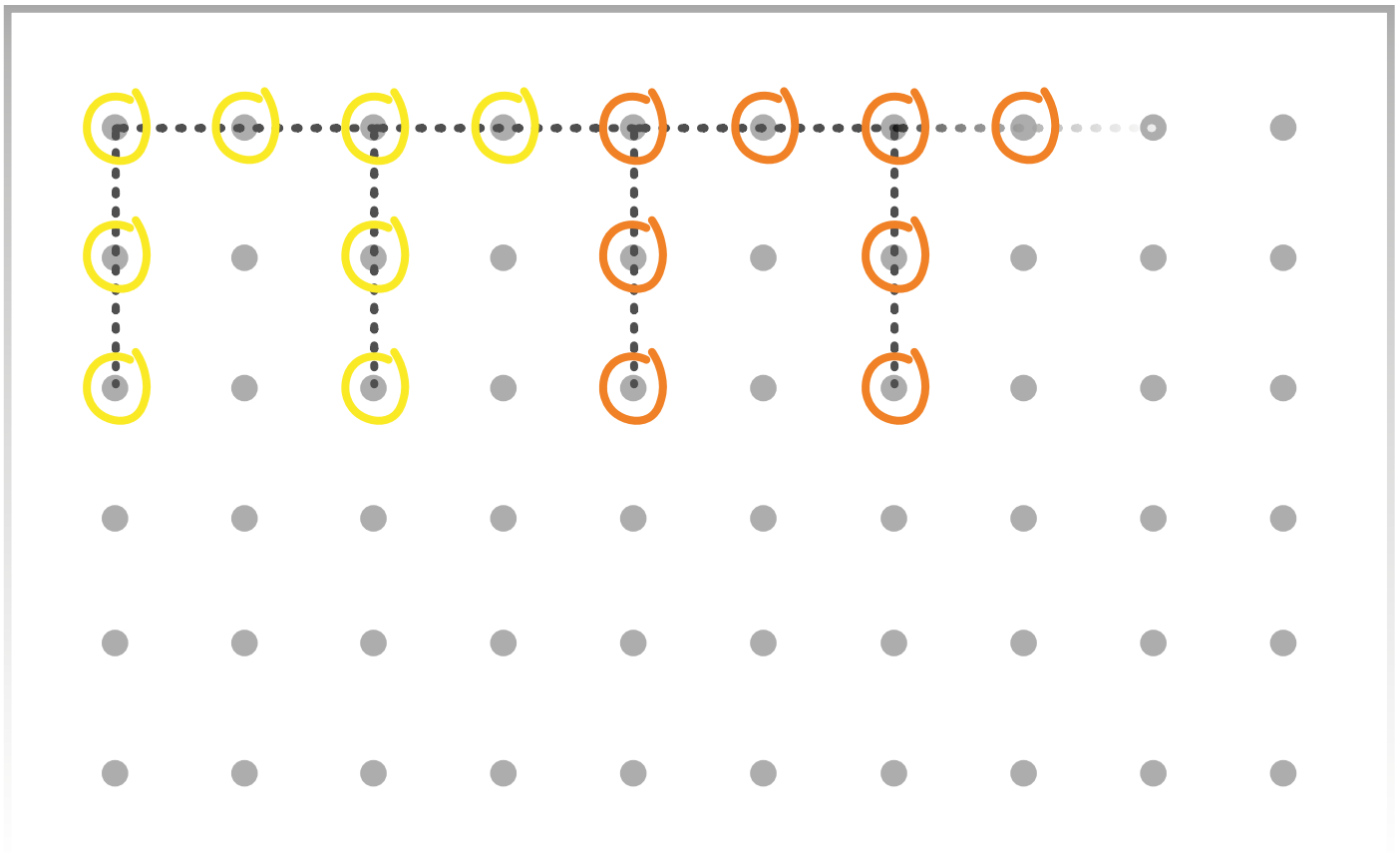

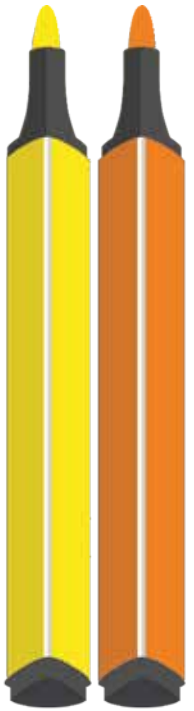

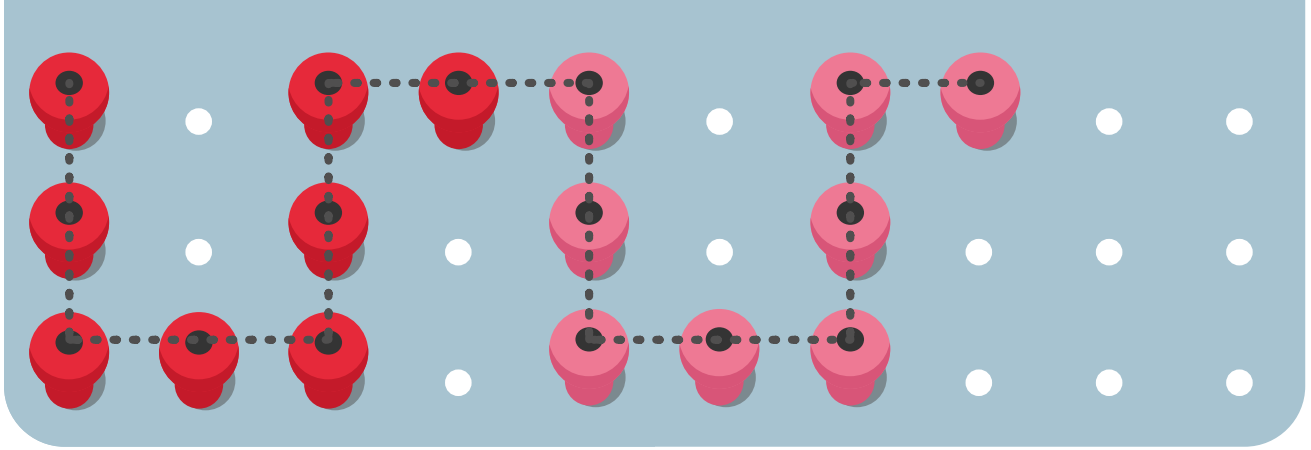

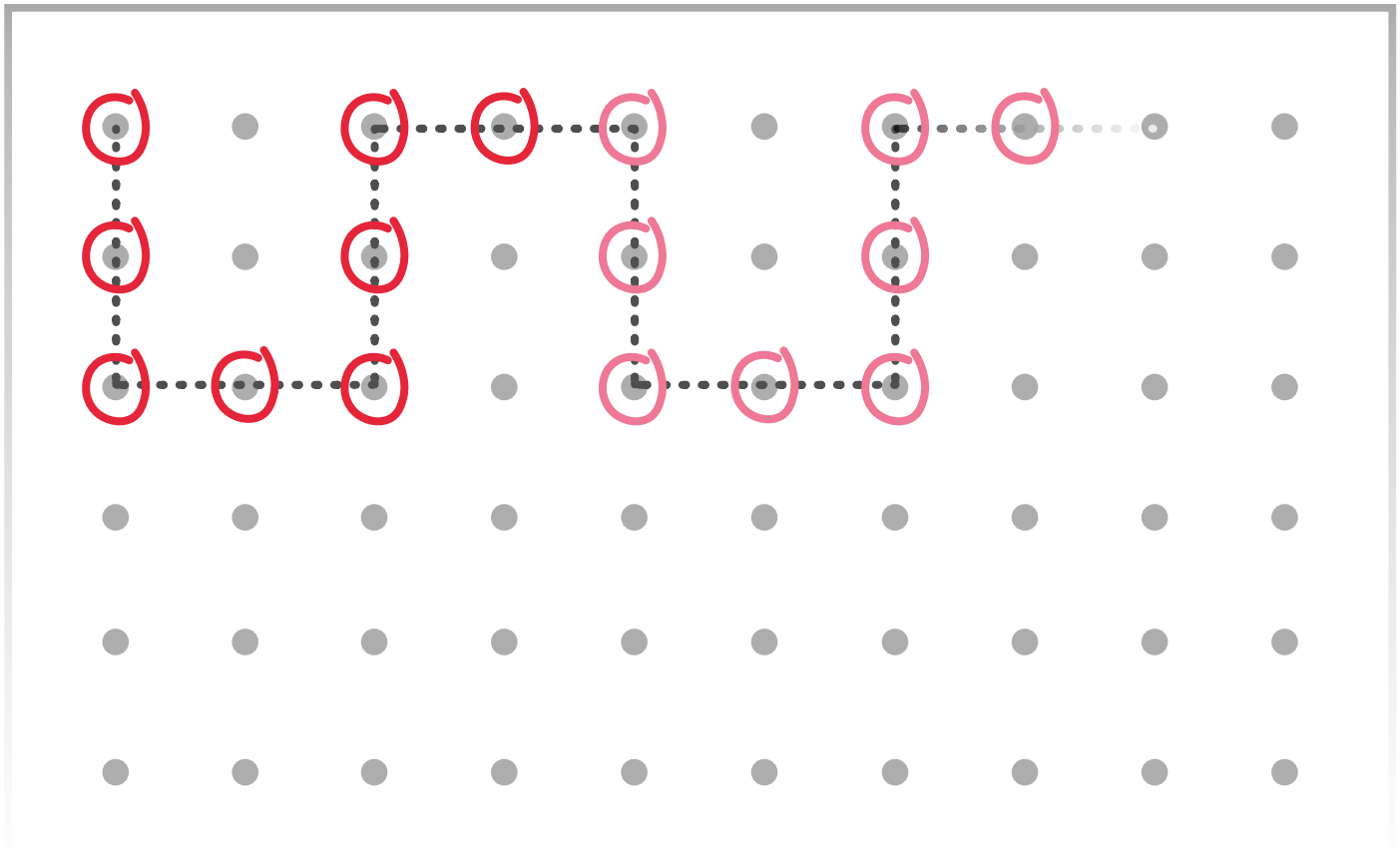

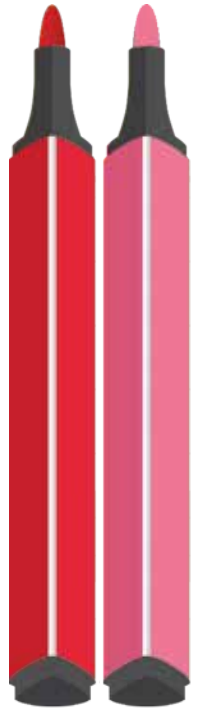

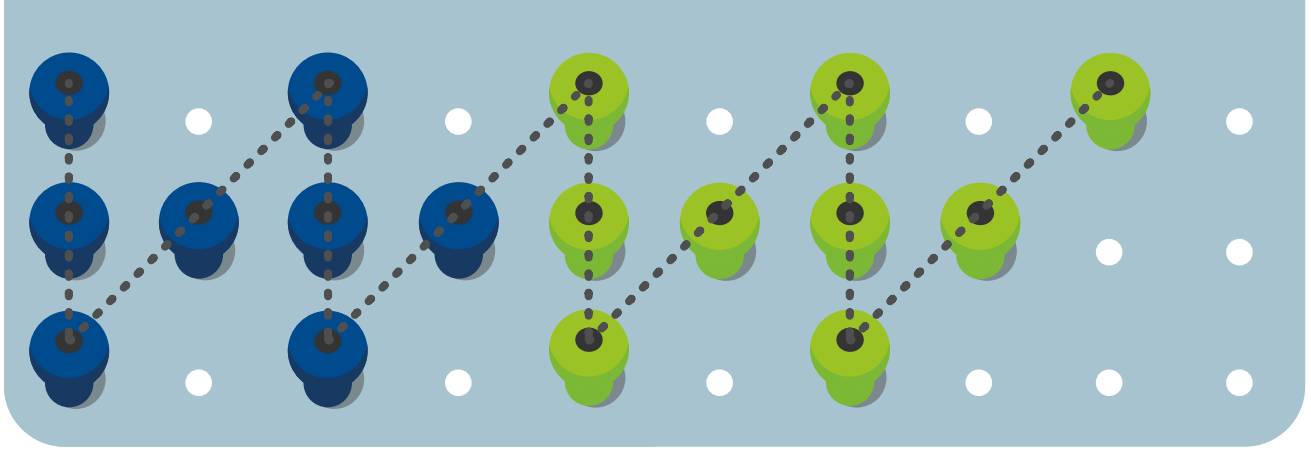

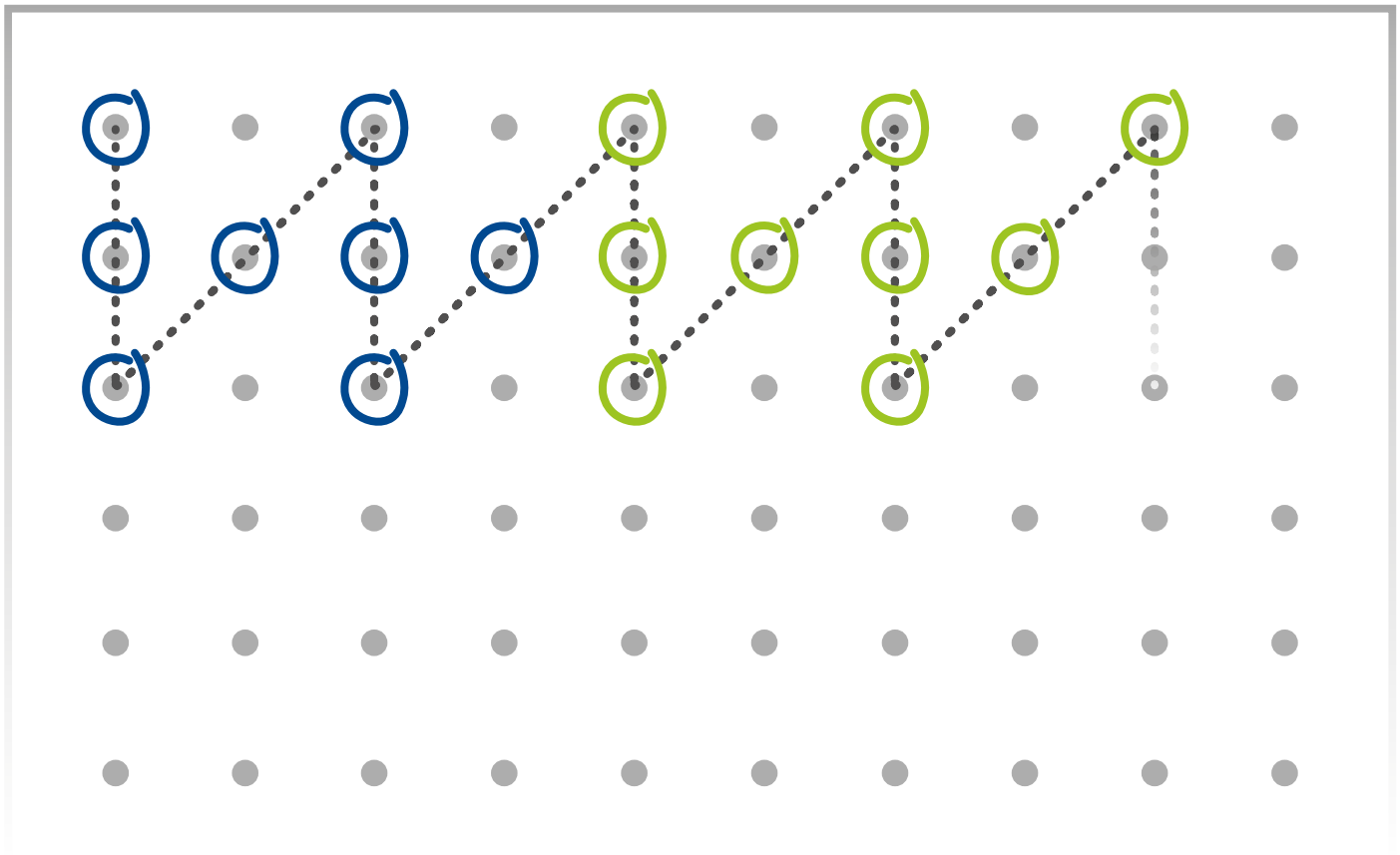

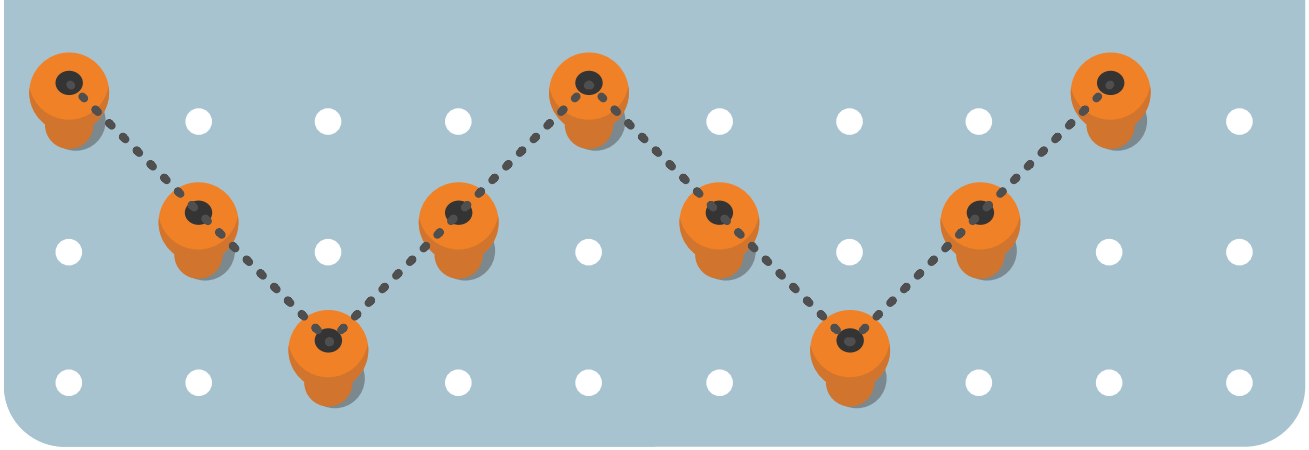

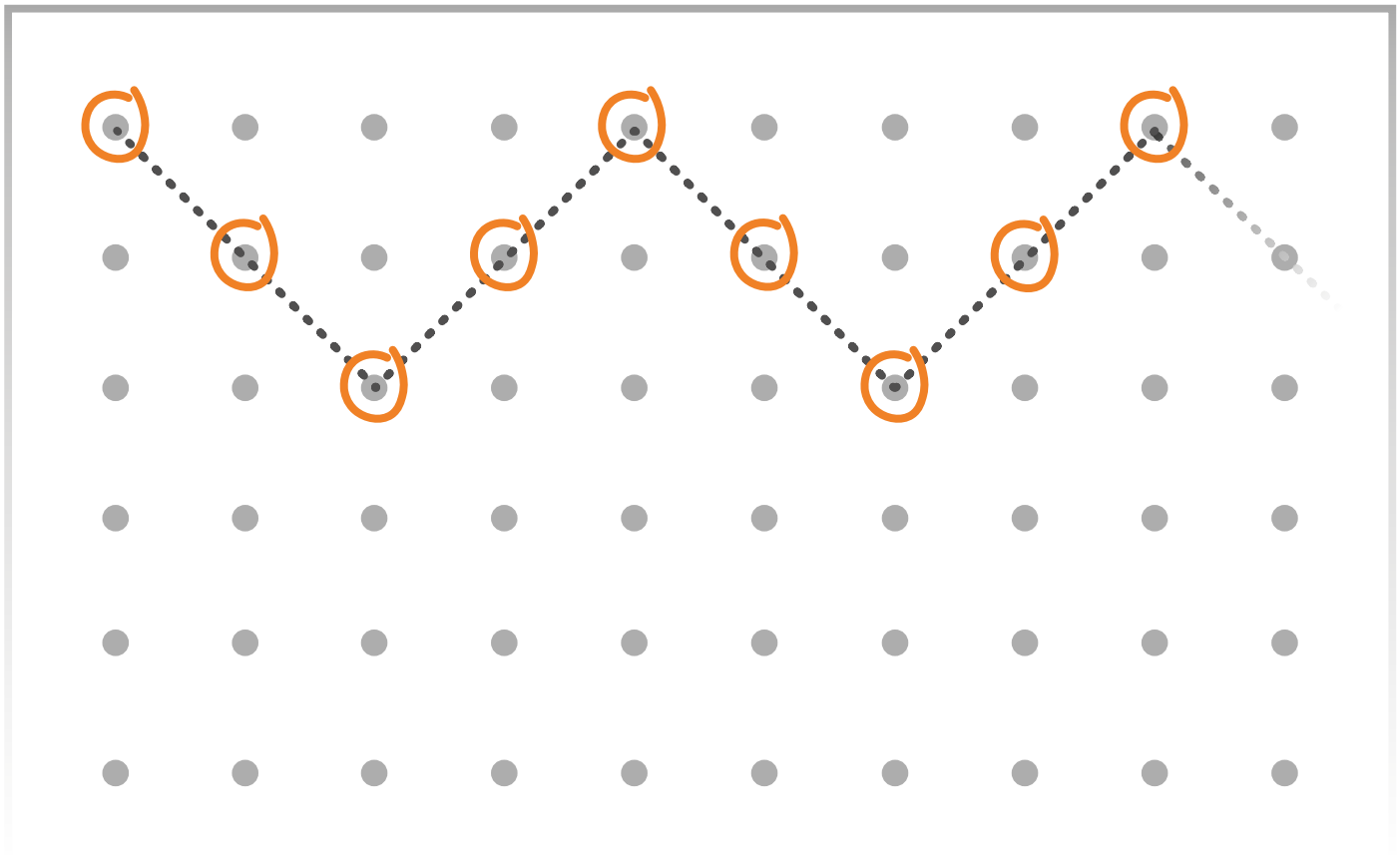

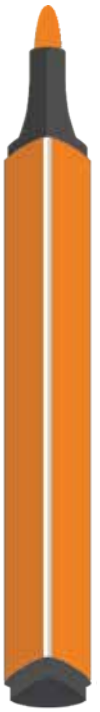

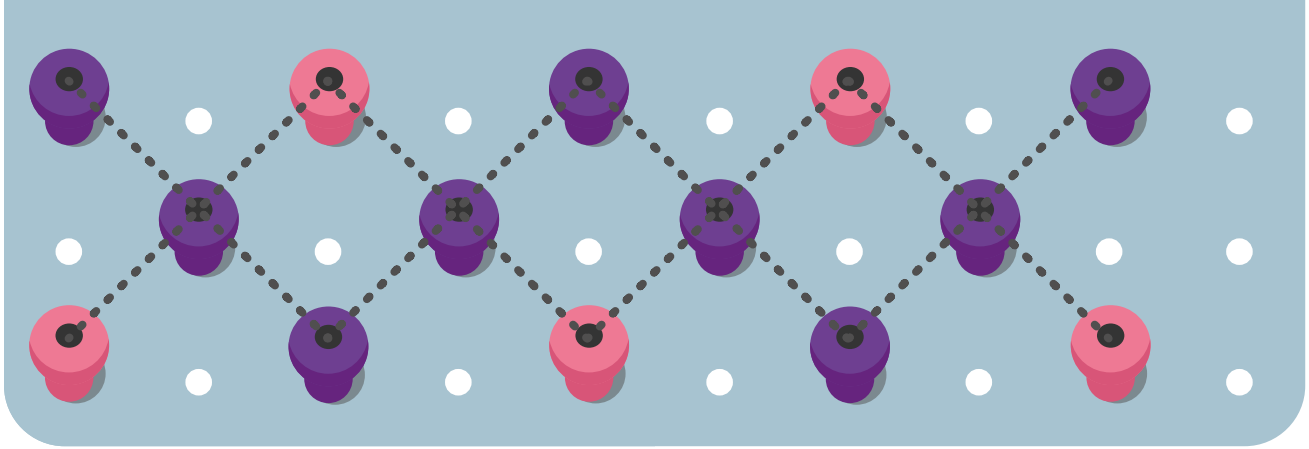

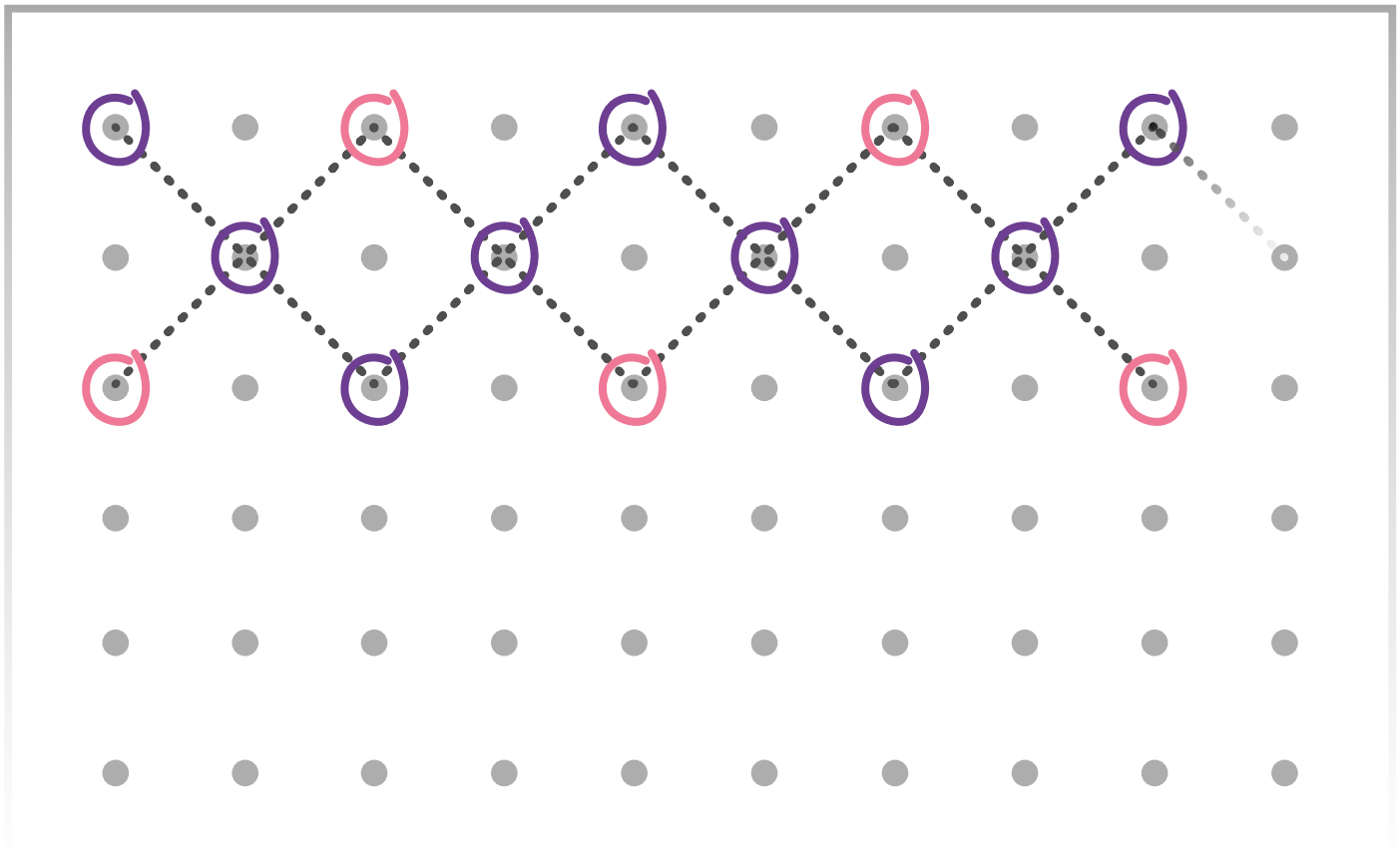

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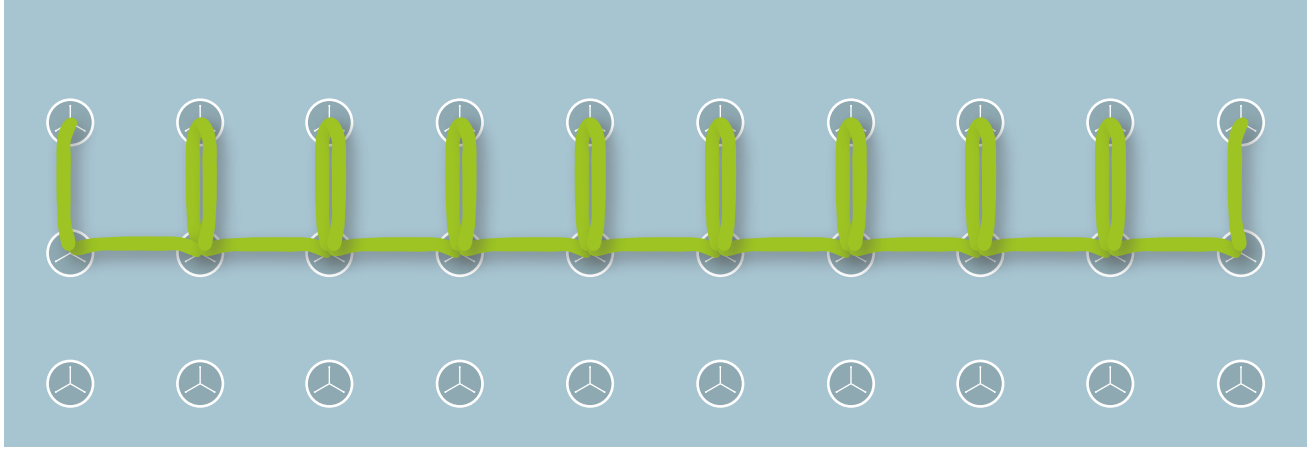

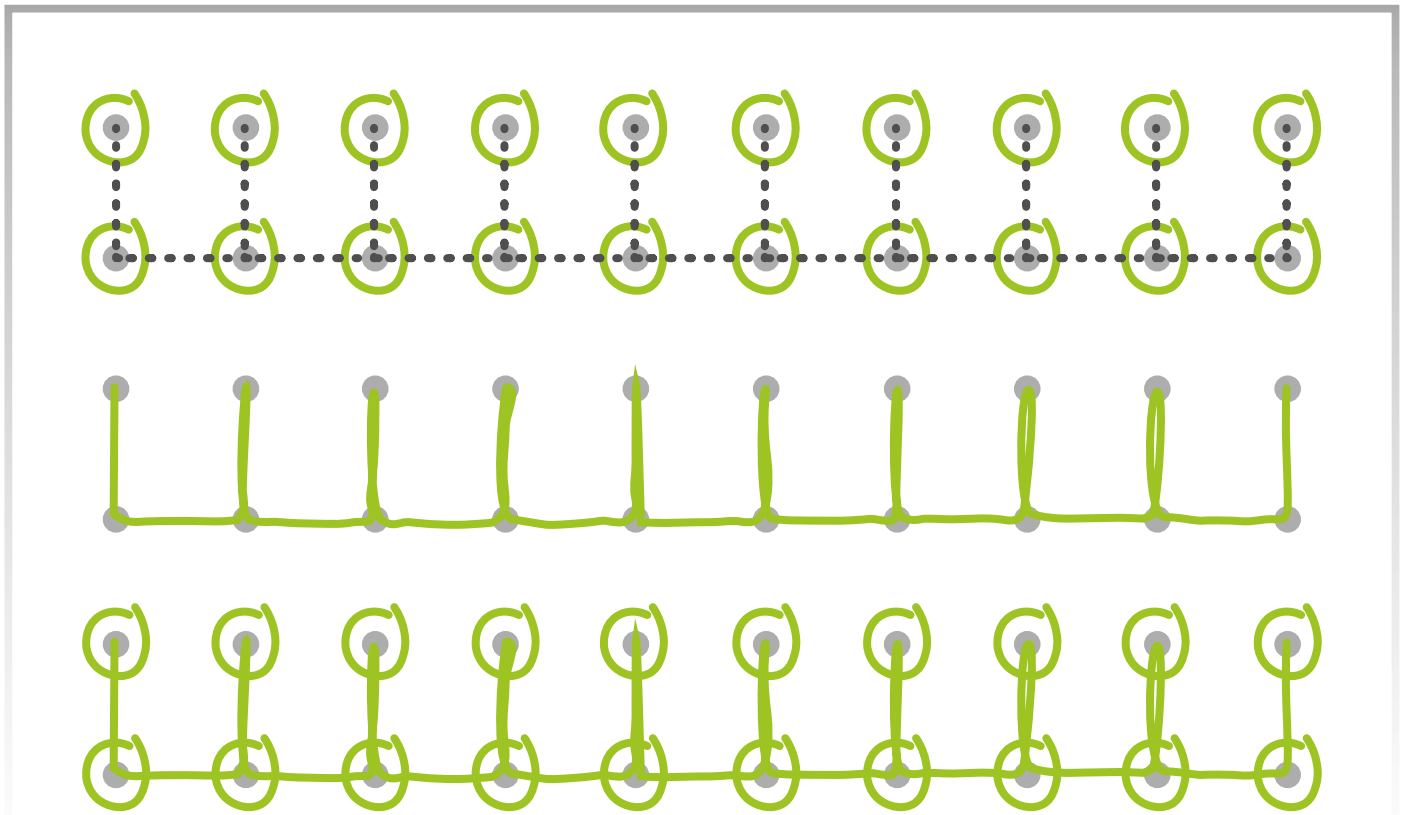

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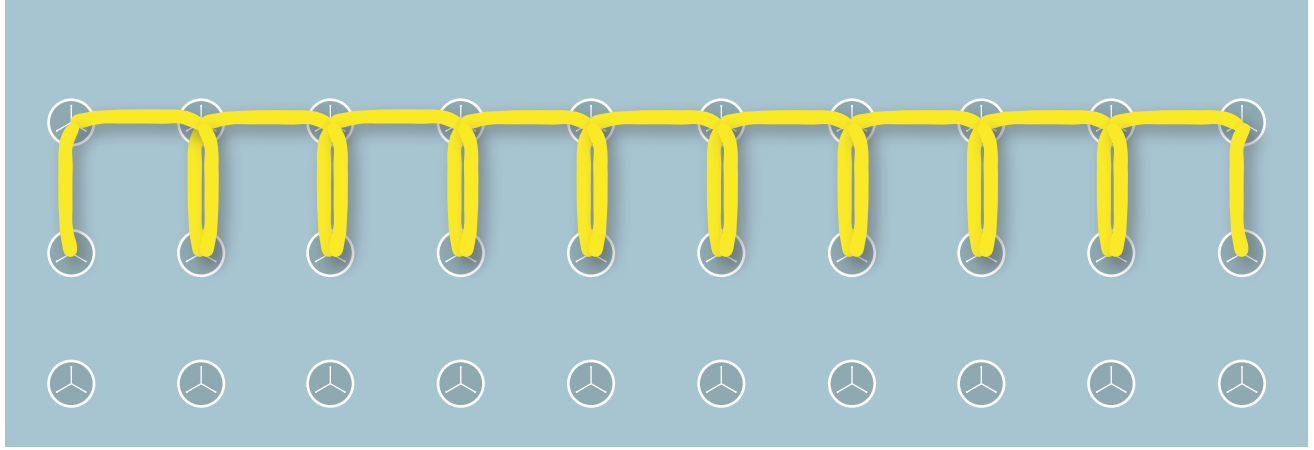

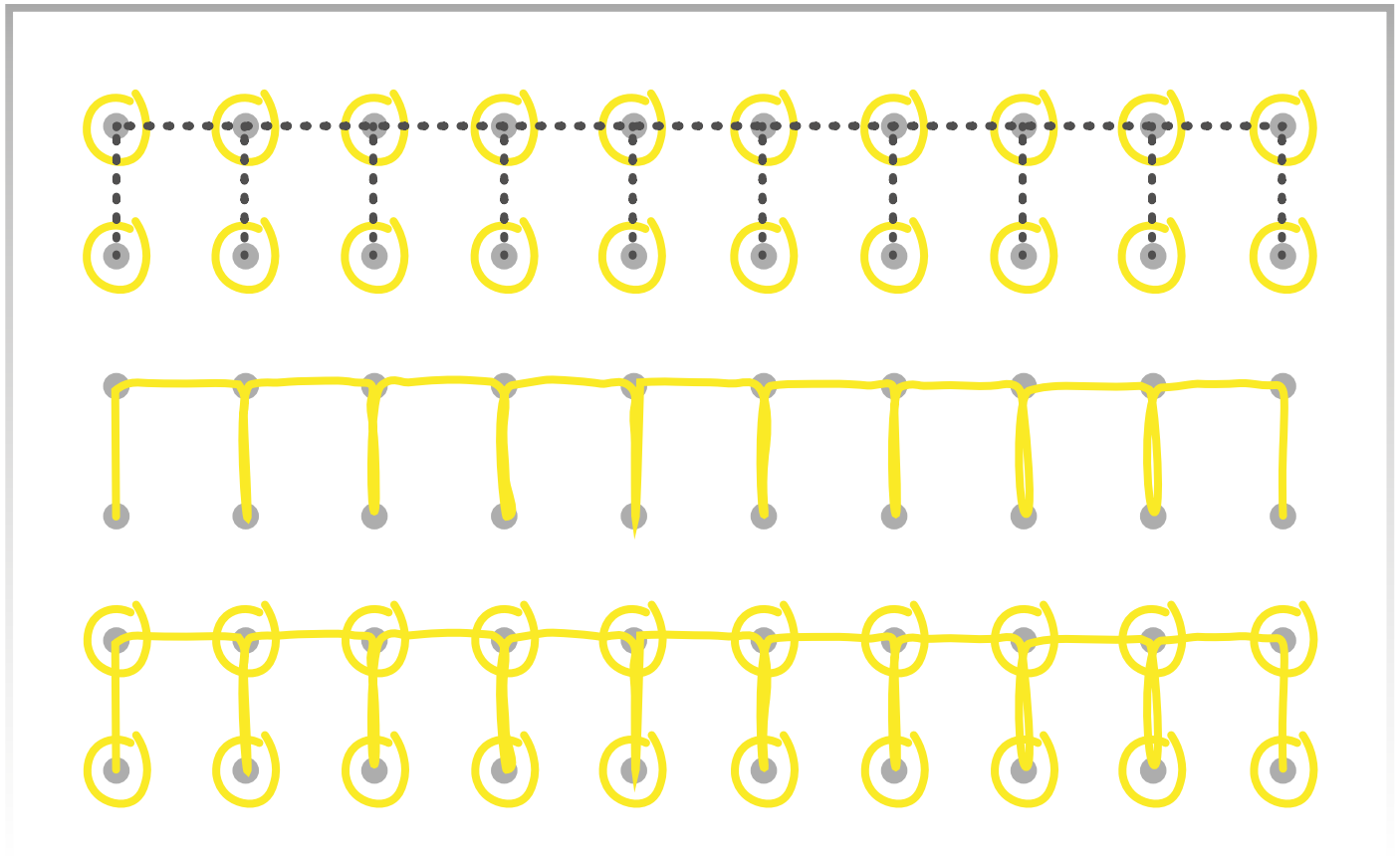

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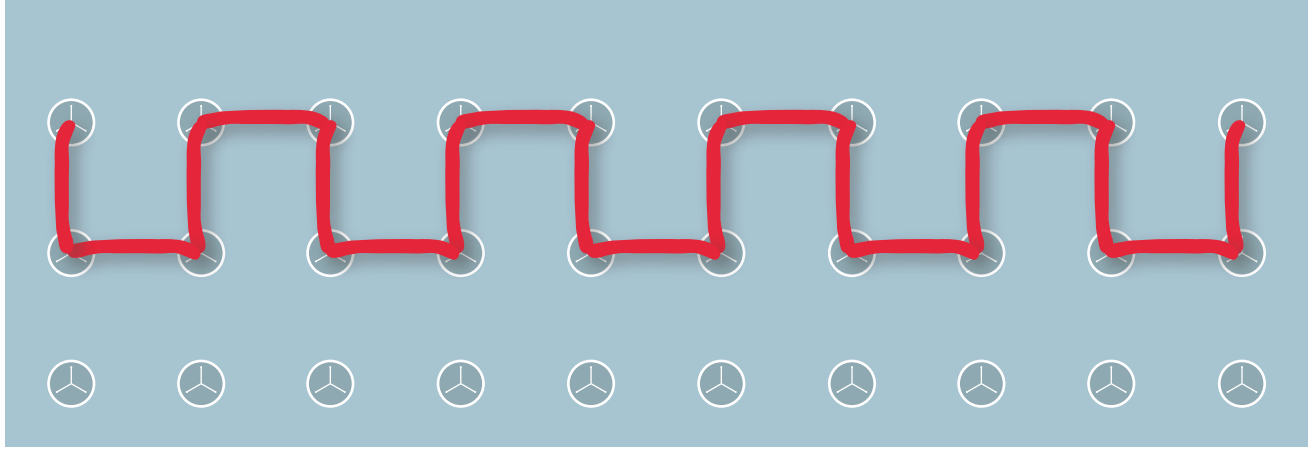
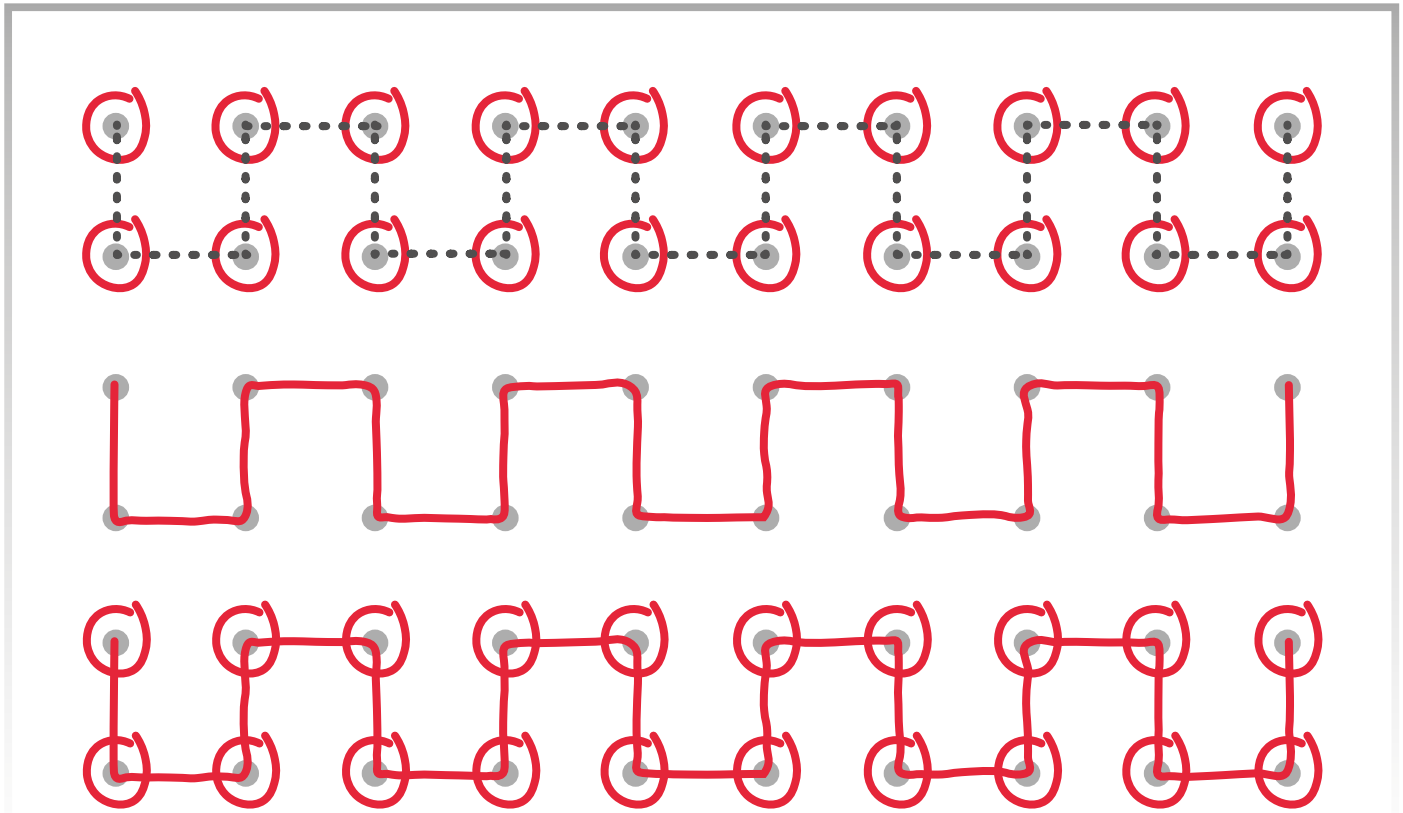
15





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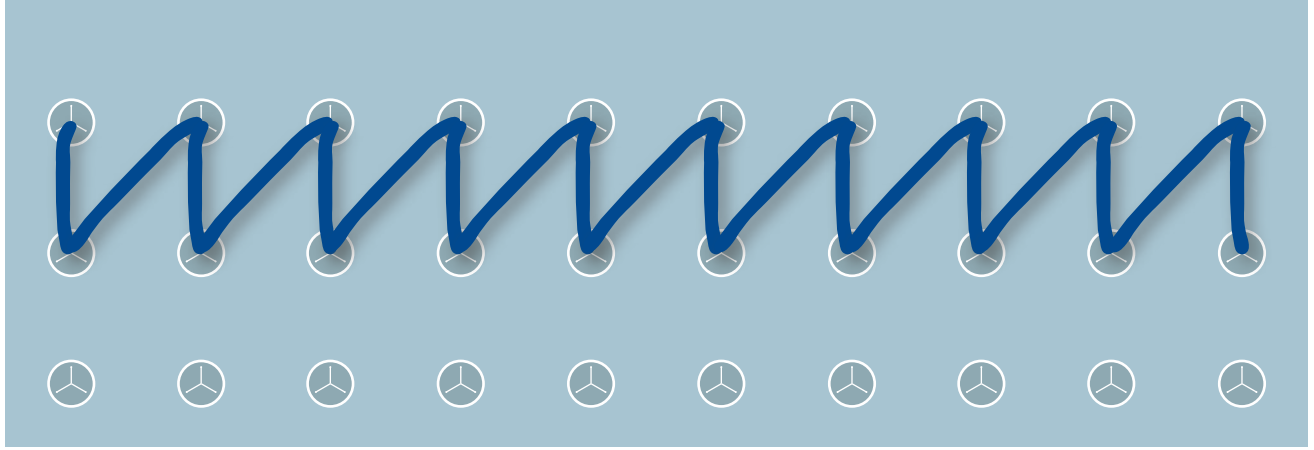
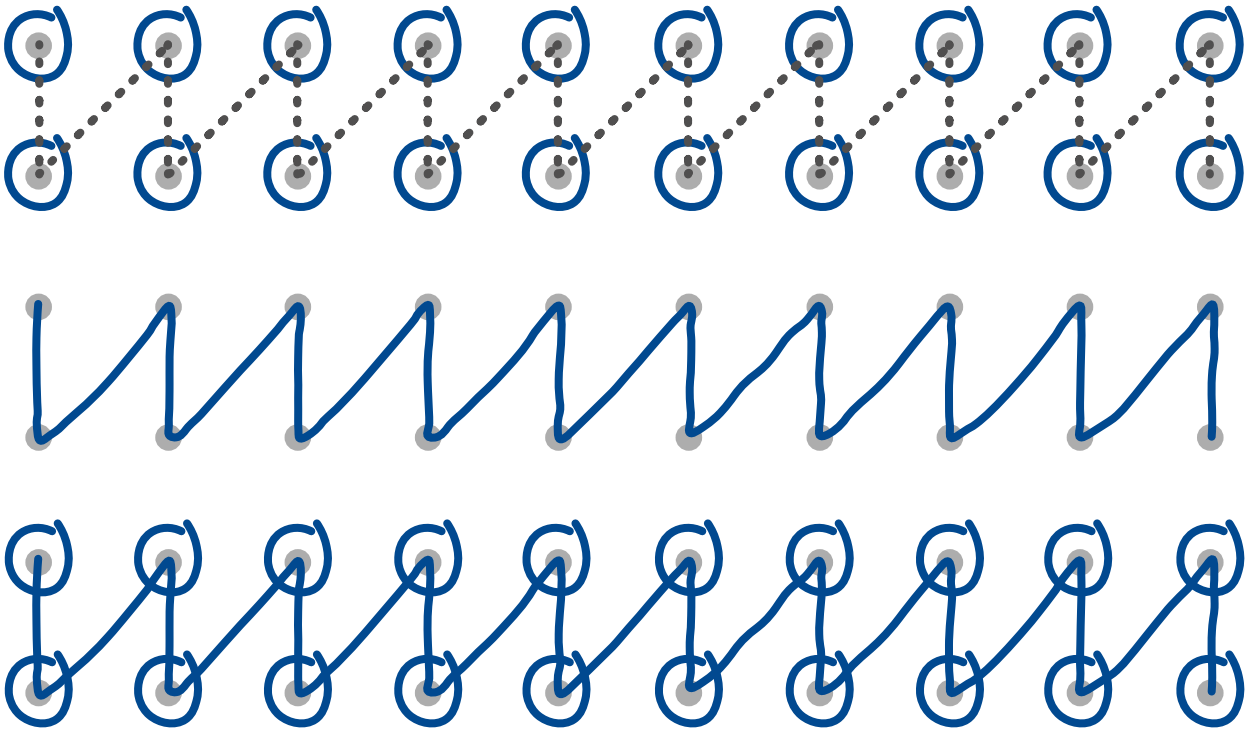
16





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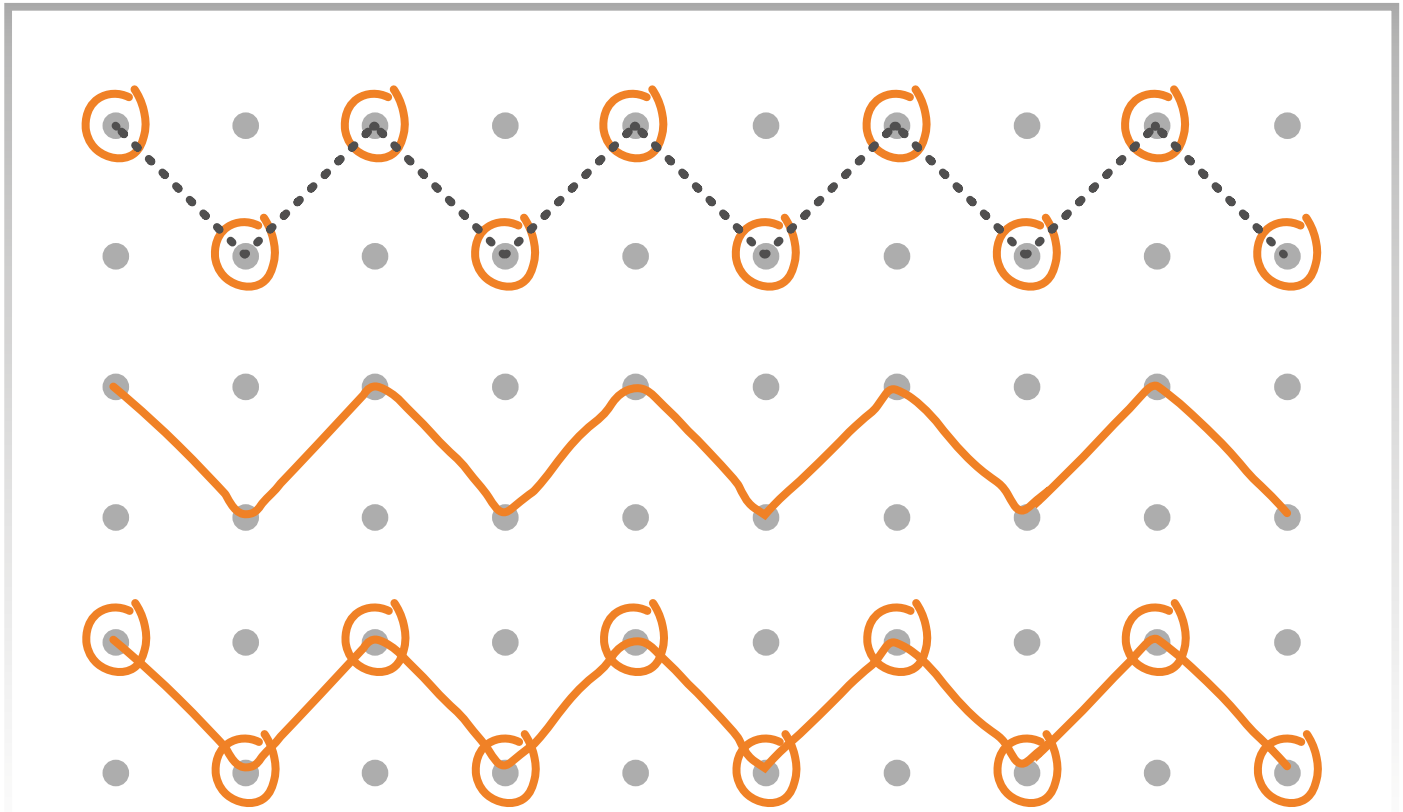

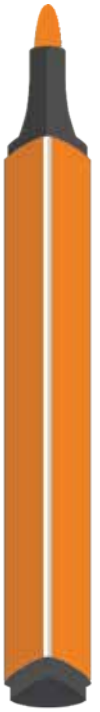

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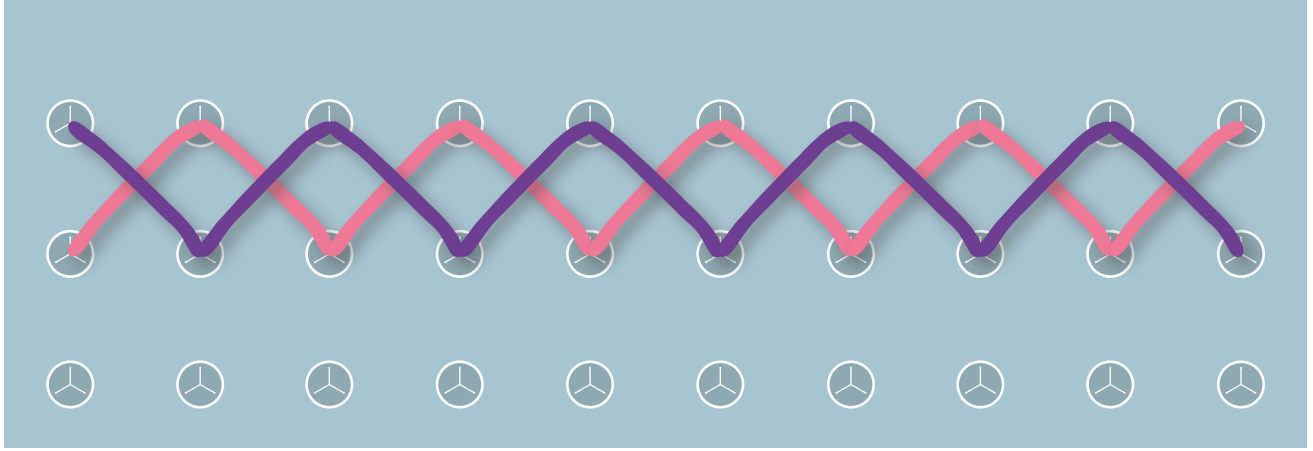
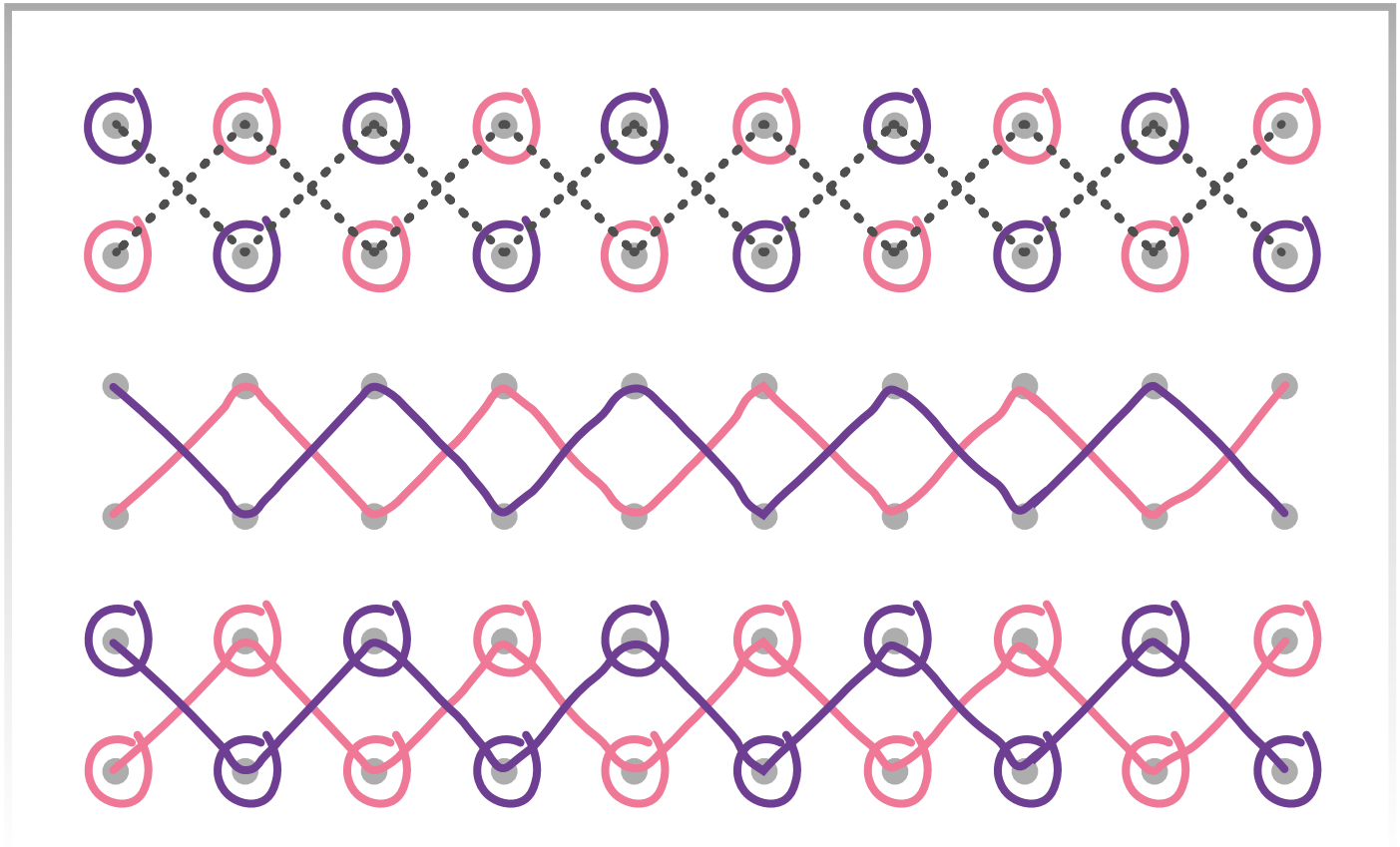
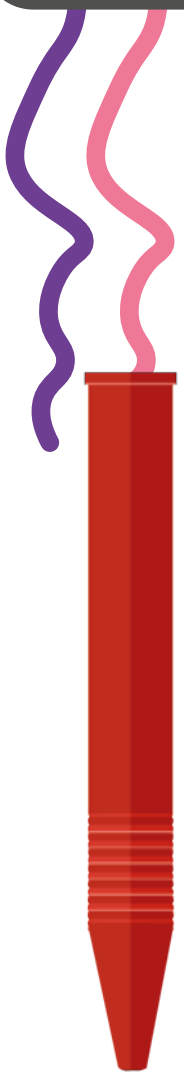
18







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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.