

# Introduction

This book is designed to be used in conjunction with the LEM Phonics programme, but the principles and process can be used with any programme or as a stand-alone resource.

When the foundations of good manuscript writing (printing) have been securely laid and students are writing well and easily, it is time to begin teaching cursive writing. Children are usually eager to begin cursive and the transition can usually be made about the middle of the third year of formal education (aged 7–8). While there are many variations of cursive writing, this classical form flows easily and creates minimal stress on the muscles.

Cursive is introduced by having the students link the manuscript letters with connecting strokes. The practice is continued by linking the letters in the multiple phonograms. Students can then practise writing known words from the word list. The teacher should take care to check students as they are writing to see that joins are being made correctly.

When the students have completed the words in this book they may, if proficient, begin to write the spelling list words from their word list book in cursive, later progressing to using cursive in selected books. This will mean slowing down for a time in written work, but will result in a more rapid transition to cursive which will prove rewarding for both students and teacher.

## How to use this book

Instructions are given for each step along the way, with space for tracing and practice. The book contains the following sections:

### 1. **Connecting strokes and superimposing over manuscript**

This process helps students understand that most cursive letters are virtually the same as manuscript, but with connecting strokes to join them.

### 2. **Letters which are written differently in cursive**

The formation of some cursive letters is different from manuscript, requiring special attention.

### 3. **The multiple phonograms**

The multiple phonograms will give students practice in most connecting strokes, whilst reinforcing the phonograms themselves.

### 4. **Words**

This section features an alphabetical sequence of words which link each letter to the other letters in the alphabet.

### 5. **Capital letters**

Practice is given in both forming and linking capital letters. Letters which do not link with the next letter and those with unique formation are also covered.

### 6. **Sentences**

Short sentences are given for practise in capital letters, proper word spacing, line spacing and punctuation.

# Special cursive letters

The letters in this section need special emphasis because they differ when written in cursive.

**v, m, n, r** and **y** are rounded into the first downstroke:

v m n r y v m n r y

**b** curves back to short letter height and then dips to the next letter:

b b b b

**e** can be connected by an upswing or a dip, depending on the preceding letter:

e e e e

ie ie ie oe oe oe

**f** is more difficult. It begins with a tall upswing and then loops backward, extending vertically through the baseline to tail letter depth. It then loops forward and crosses the vertical above the baseline, extending to short letter height, finishing with a dip or curve-over dip to the next letter:

f f f f

**k** starts as for **h** but loops in clockwise to touch the vertical at half short letter height, before curving out to end with a short dip on the baseline:

k k k k

**p** traces the circle around clockwise then extends to the baseline and dips off:

p p p p

**r** begins as for **n**, but the first upstroke extends to short letter height and then dips over to the next letter:

r r r r

# The multiple phonograms

The multiple phonograms will give students practice in most connecting strokes, whilst reinforcing the phonograms themselves.

er er er

ir ir ir

ur ur ur

ear ear ear

wor wor wor

th th th

sh sh sh

ee ee ee

ay ay ay

ai ai ai

sunrise sunrise

cans cans

plenty plenty

nut nut

invite invite

downward downward

lynx lynx

any any

bronze bronze

### Did you know?

Some ancient texts were written with the lines going first one way and then the other, like an ox plowing the field.

This style is called **boustrophedon**, which means 'as the ox turns'. Try writing a sentence in boustrophedon and see if one of your friends can read it.

THIS WRITING IS DONE  
IN BUSTROPHEDON  
STYLE. SEE HOW TRICKY  
IT IS TO READ?

Jammy Jammy

Uncle Uncle

Uganda Uganda

Val Val

Wally Wally

Xerxes Xerxes

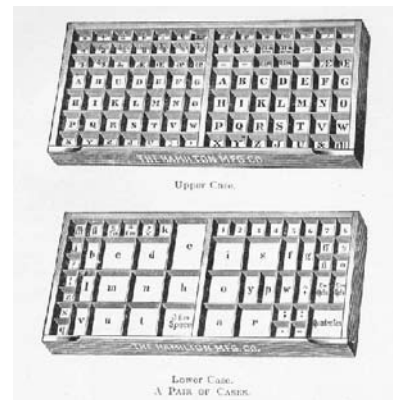
Yvonne Yvonne

Young Young

Zaire Zaire

### Did you know?

Capital letters are also called 'upper case' letters. Why? Because early printers used to keep the blocks of type for capital letters in the upper shelf or drawer (the 'upper case'), and the small letters in the lower drawer (the 'lower case').



Good words are pleasing to the ear.

Good penmanship is pleasing  
to the eye.

SAMPLE