

## Introducing Phonograms with Handwriting

### WRTR 15, 37-58

*“Learning to write by hand plays a key role in developing literacy and handwriting skills that remain crucial for success throughout school. The mental processes involved in handwriting are connected to other important learning functions, such as storing and retrieving information from memory, manipulating letters, and linking them to sounds when reading, spelling, and writing.”*

Gentry, J. Richard, Ph.D., Graham, Steve, Ph.D. (2010)  
 Creating Better Readers and Writers: The Importance of Direct, Systematic Spelling and Handwriting  
 Instruction in Improving Academic Performance. Saperstein Associates.

**Definition:** Phonogram sounds are taught along with letter formation (handwriting). The child hears, sees, writes, and reads the phonograms. Four sensory pathways are activated: auditory, visual, kinesthetic, and tactile.

**Purpose:** Why are phonograms introduced with handwriting?

- It is multisensory
- It is the simplest and most direct way of connecting English sounds to their letter forms
- Saying the sounds and writing the phonograms prevent or overcome confusions, awkward formations, and reversed letters
- The techniques of easy, legible, and neat handwriting are taught from the beginning, so handwriting can be an accurate and easy tool for learning
- Teaching handwriting with phonograms uses four channels to the brain- seeing, hearing, saying, and writing

### Preparing Students for Seeing, Saying, and Writing Phonograms

<b>Strategy 1</b>	Check comfortable chair and desk position.
<b>Strategy 2</b>	Teach comfortable sitting and arm positions.
<b>Strategy 3</b>	Model comfortable pencil grip, correct paper position, and techniques for left- and right-handed students.
<b>Strategy 4</b>	Provide appropriate paper for handwriting.
<b>Strategy 5</b>	Explain and demonstrate reference points.
<b>Strategy 6</b>	Model feature formations.

## **Procedure for Introducing Phonograms with Handwriting**

- Teacher shows card and says sound(s).
- Students repeat sound(s).
- Teacher gives cue, word, and/or language rule.
- Teacher says sound(s) and models writing phonogram.
- Teacher asks questions to check students' understanding.
- Students sound softly just before they write. (Students do not repeat cue/word.)