

ALPHABET





Alphabet Workbook

Target group

The workbook is designed for tutors / working with adult students who are not familiar with the Latin script. This cohort may encompass people who have many years of formal education, and also those who have had limited or no exposure to a formal education.

Tips for tutors

The workbook follows a structured progression through the alphabet and the forming of letters that are grouped according to motor patterns. The points at where to start forming the letter and writing from left to right, are indicated.

This symbol  shows students the right way up for the book

Each double page has the alphabet written on top.

The swiping finger sign  shows the direction of reading/writing from left to right.

Draw the student's attention to the swiping sign and moving your finger from left to right say the alphabet slowly. Repeat this exercise on each page. Show the movement from left to right whenever possible.

When forming letters for the first time, it is important for the students to know where to start the letter and the letter movement. This should firstly be demonstrated clearly by the tutor.

When demonstrating the movement of the letters it is better for the tutor not to speak. Allow your students to concentrate solely on the movement of your pen. Clearly show the starting point and the stroke direction. On the last demonstration, the name of the letter can be given.

Check your students know where to start and where to finish on the line before leaving them to work on their own.

Assume nothing.

Give extra practice materials and check back to evaluate your student's work.

The workbook is designed to be a pure literacy workbook, with as little text as possible, with large lettering, spacing and practice worksheets.

It is hoped the workbook makes alphabet learning more teachable for you, and more user-friendly and learnable for your students.

We wish you all the best with your teaching.

Alphabet Workshops

Facilitator Notes

Considerations to optimise successful implementation of this programme: (although most will seem obvious, they can be easy to overlook)

Duration

Optimally, we consider 4, 1-hour sessions will be sufficient, particularly if these sessions can be taken within a short(ish) timeframe, such as over 1 or 2 weeks.

A consistent pattern will probably work best for routine, for example the same time of day. Make sure that the pattern is not disrupted by Bank Holidays, religious holidays etc., as longer breaks between classes can be disruptive. Make sure that the schedule is convenient for your particular participants. For example if your anticipated class is made up of mainly young mothers, then maybe mornings work best, whereas working participants will usually find it easier to attend evening classes.

Target group

The workbook is designed for people who are not familiar with the Latin script. This cohort may encompass people who have many years formal education, and those who have little or none.

A successful, sustainable group generally has at least 6 participants. The ratio of 1 facilitator to 10/12 participants should work, though the lower this ratio, the more individual attention can be given.

Environment

Provide a warm, clean, comfortable, well-lit uninterrupted space. A tea/coffee break may be a bonus, because it will allow for participants and facilitators to stretch (learning is tiring) and also mix socially.

Preparation

It is important that each participant is given clear information prior to registering for the course. This should include the course schedule and what is involved in the course.

Useful Resources

Optimal materials might include whiteboard / flipchart; coloured markers; selection of pens, pencils, paper. If finances or circumstances allow, an individual, hand-held white board is very useful (and removes the need for paper).

Using the group effectively

The greatest resource a facilitator has available are the group members. Participants bring a wealth of information and experience, and it is the facilitator's task to encourage active learning, discussion and collaboration throughout. Promoting individual agency will build confidence.

What skills do facilitators need?

Facilitators should be able to:

- Effectively manage groups
- Bring energy to the group
- Encourage and respond to questions posed by group members
- Have the ability to develop good, supportive relationships with group members
- Display an awareness of cultural sensitivities
- Become familiar with the programme
- Be flexible – as each group / participant will work and learn in a different way and at a different pace

Non-Latin Scripts

Arabic (and languages that use Arabic-based writing, such as Persian and

Urdu) - عَرَبِيّ

Armenian - հայերեն

Cherokee - ᏣᏍᏏ

Chinese (all dialects) - 汉语 or 漢語

Dhivehi - ދިވެހި

Georgian - ქართული ენა

Greek - ελληνικά

Gujarati - ગુજરાતી

Hebrew (and languages that use Hebrew-based writing, such as Ladino and

Yiddish) - תּוֹרָב

Hindi (and all languages that use variations of the Devanagari writing system) -

मानक हिन्दी

Japanese - 日本語

Kannada - ಕನ್ನಡ

Khmer - ភាសាខ្មែរ

Korean - 韓國語 or 조선말

Lao - ພາສາລາວ

Malayalam - മലയാളം

Mongolian - ᠮᠣᠩᠭᠣᠯᠢ ᠨᠠᠮ

Odia - ଓଡ଼ିଆ

Russian (and all languages that use the Cyrillic alphabet, including Belarusian, Bulgarian, Kazakh, and Ukrainian) - русский язык

Tamil - தமிழ்

Thai - ภาษาไทย

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Tutor swipes finger on alphabet from left to right showing writing direction.

TUTOR TIP

Without speaking demonstrate slowly and clearly the movement of the letter. Then give the letter name. Start the dot finish on the line. Point out the capital letters in the alphabet above.

Trace and write

Tracing practice for letters Aa, Bb, and Cc. Each letter is shown on a set of three horizontal lines (top, middle, bottom). The letters are filled with a light grey color. Blue arrows indicate the stroke direction: downwards for Aa and Bb, and counter-clockwise for Cc.

Tracing practice for letters Dd and Ee. Each letter is shown on a set of three horizontal lines. The letters are filled with a light grey color. Blue arrows indicate the stroke direction: downwards for Dd and Ee.

Tracing practice for letters Ff, Gg, and Hh. Each letter is shown on a set of three horizontal lines. The letters are filled with a light grey color. Blue arrows indicate the stroke direction: rightwards for Ff, counter-clockwise for Gg, and rightwards for Hh.

Tracing practice for letters Ii, Jj, and Kk. Each letter is shown on a set of three horizontal lines. The letters are filled with a light grey color. Blue arrows indicate the stroke direction: rightwards for Ii, counter-clockwise for Jj, and rightwards for Kk.

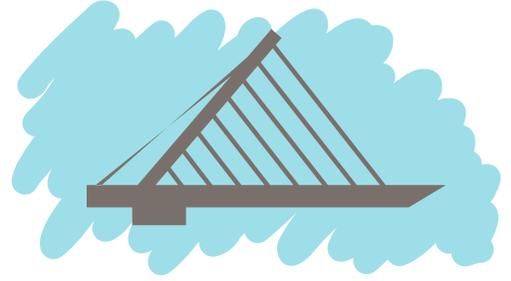
Tracing practice for letters Ll and Mm. Each letter is shown on a set of three horizontal lines. The letters are filled with a light grey color. Blue arrows indicate the stroke direction: downwards for Ll and Mm.

Tracing practice for letters Nn and Oo. Each letter is shown on a set of three horizontal lines. The letters are filled with a light grey color. Blue arrows indicate the stroke direction: downwards for Nn and counter-clockwise for Oo.

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Capital letters

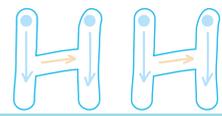
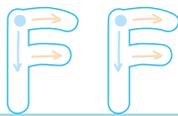
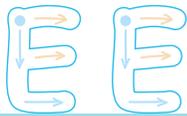


Trace the letters
Write the letters

EE

FF

HH



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. The first line contains the tracing guides for E, F, and H. The following lines are blank for independent practice.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



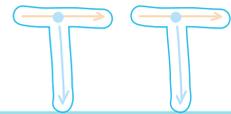
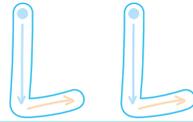
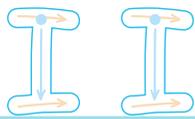
Capital letters

Trace the letters
Write the letters

I I

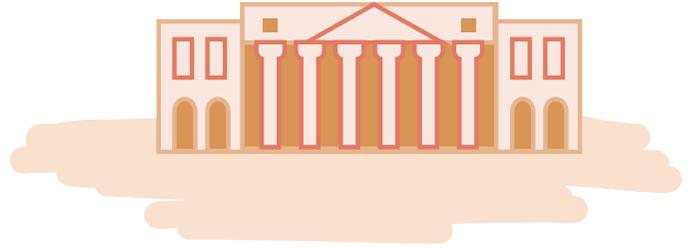
L L

T T

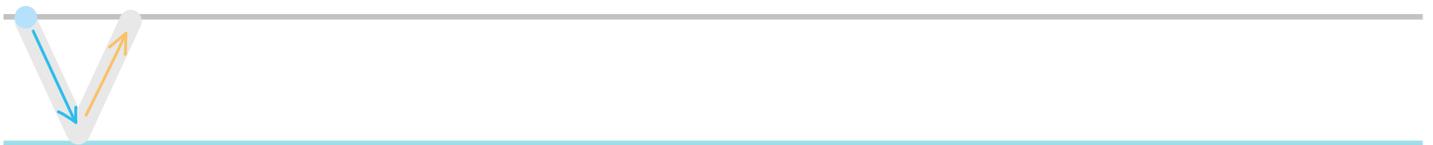
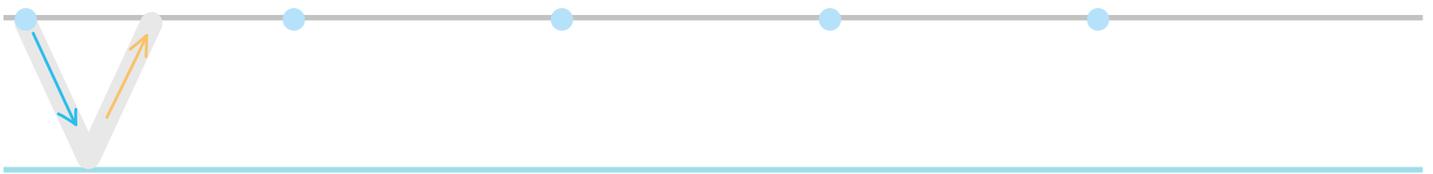
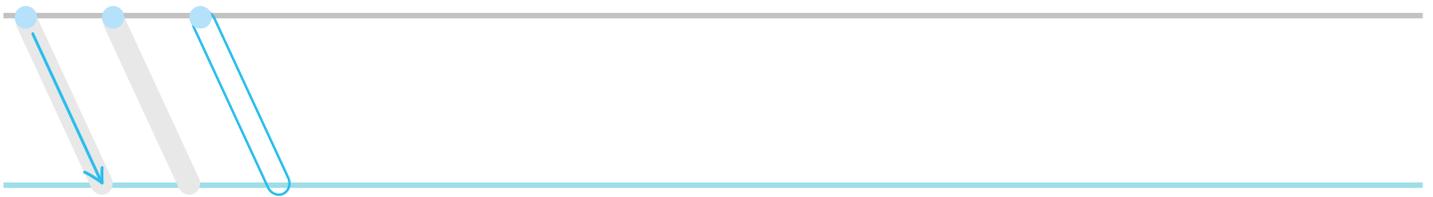
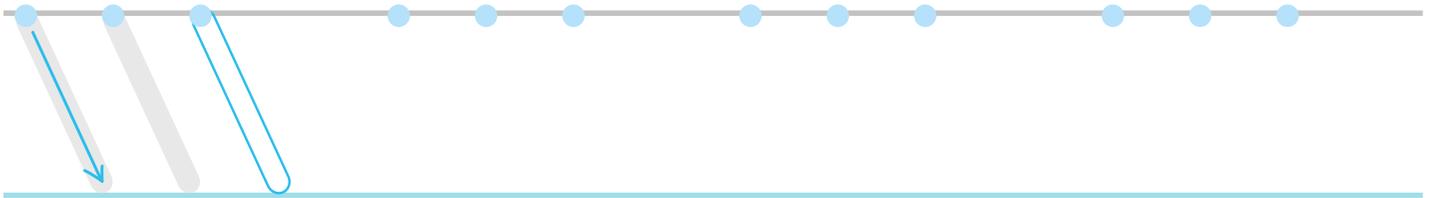
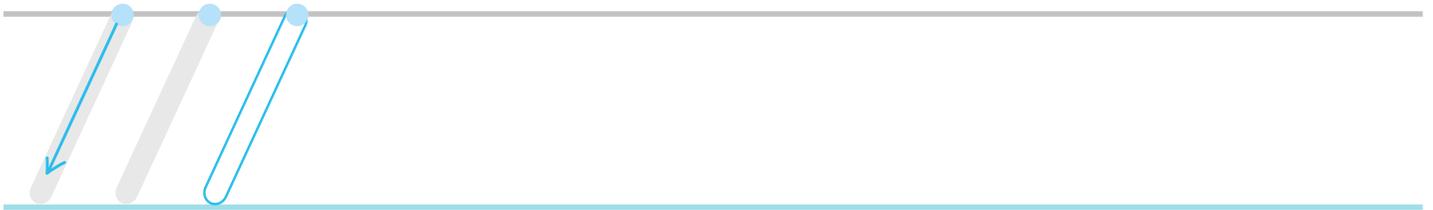
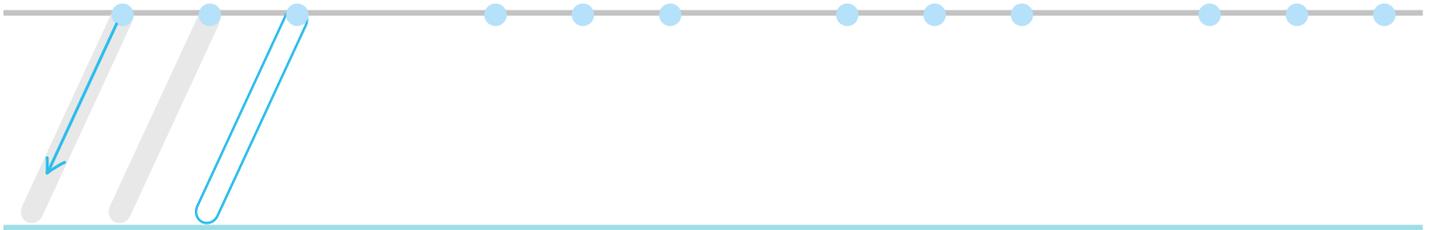


Handwriting practice lines consisting of ten horizontal blue lines. The first line contains the tracing guides for 'I', 'L', and 'T'. The remaining nine lines are blank for independent practice.

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Trace and write



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



AA

KK

MM

AA

KK

MM

NN

VV

WW

NN

VV

WW

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



XX

YY

ZZ

xx

yy

zz

AKM

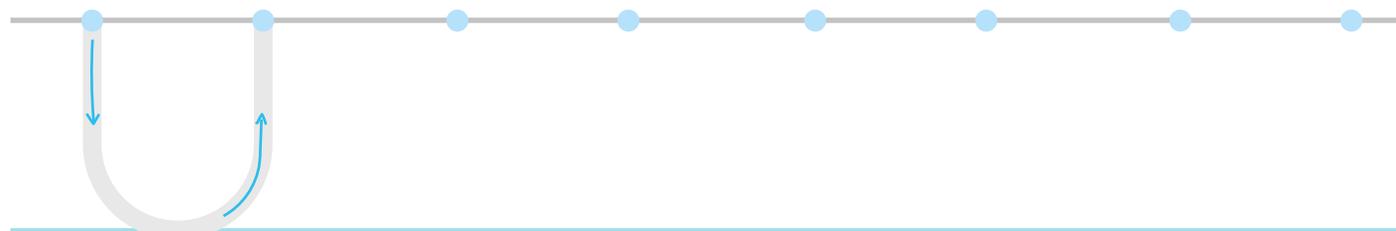
NVW

WWW

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Trace and write.



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



B B

C C

D D

B B

C C

D D

G G

J J

O O

G G

J J

O O

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



TUTOR TIP

Without speaking, demonstrate the movement of letters. On paper or on wipe board. Start at the dot and finish on the line. Check your student understands before leaving them to work on their own.

RR

SS

UU

RR

SS

UU

BCD

GJO

RSU

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Capital letters



Trace the letters
Write the letters

A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

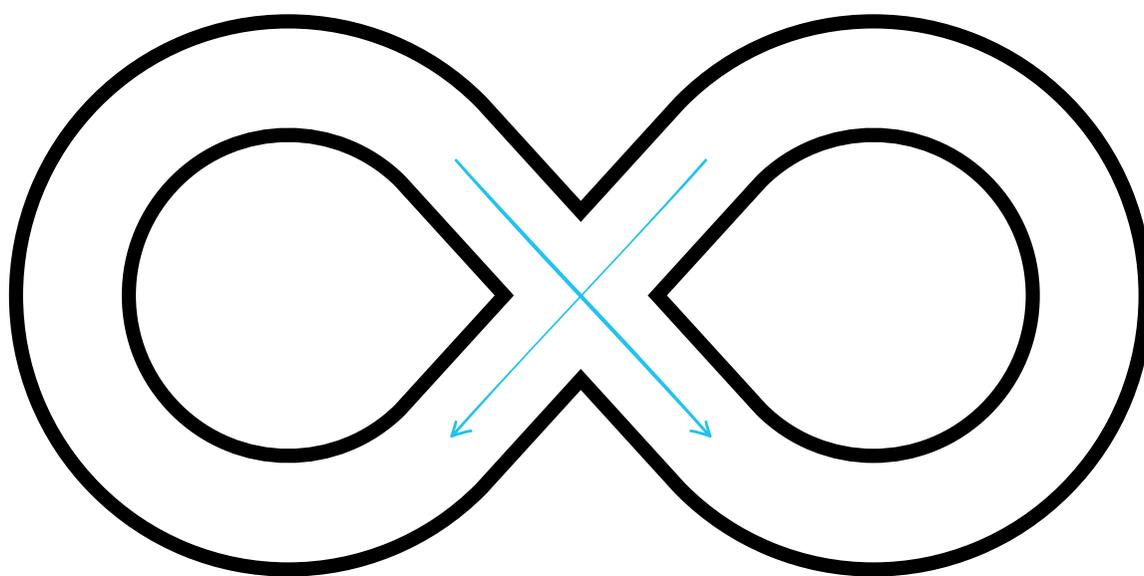


R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z

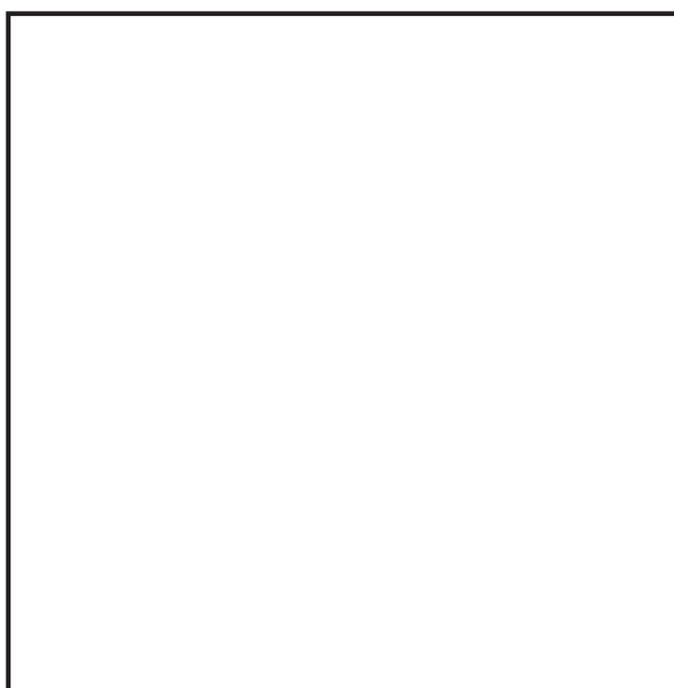
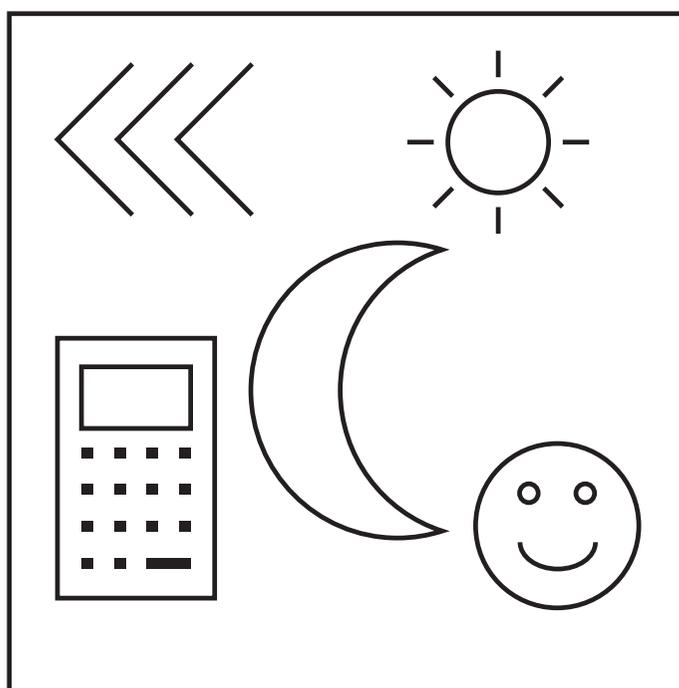
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Trace the shape without taking your pencil off the paper



Practise drawing shapes



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Small letters

TUTOR TIP

Point out the small letters in the alphabet above. Students can find and underline letters they are writing.

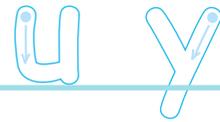
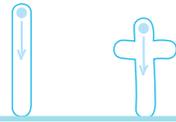
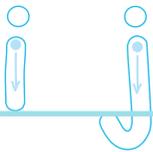


Trace the letters
Write the letters

i j

l t

u y



Handwriting practice lines consisting of a top blue line, a middle blue line, and a bottom blue line. The first line contains the tracing guides for 'i', 'j', 'l', 't', 'u', and 'y'. The following lines are blank for independent practice.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



v w

z x

k

v w

z x

k

r m

n h

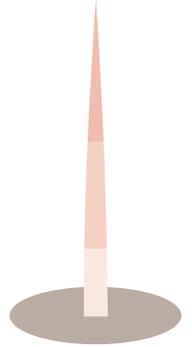
b p

r m

n h

b p

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



c o a d g q

c o a d g q

s f e

s f e

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Trace the letters
Write the letters

a	a
b	b
c	c
d	d
e	e
f	f
g	g
h	h
i	i

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



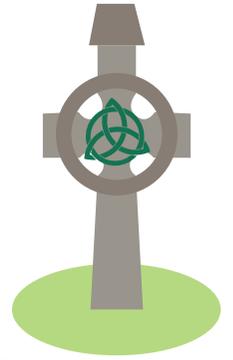
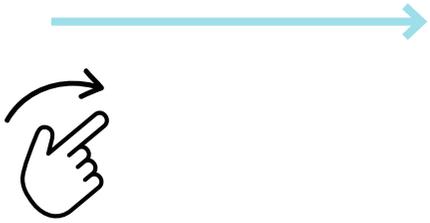
j	j
k	k
l	l
m	m
n	n
o	o
p	p
q	q

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



S	S
t	t
u	u
v	v
w	w
x	x
y	y
z	z

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Capital letters and small letters

A a	A a			
B b	B b			
C c	C c			
D d	D d			
E e	E e			
F f	F f			
G g	G g			
H h	H h			
I i	I i			

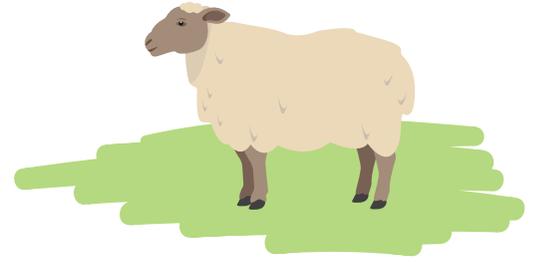
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Capital letters and small letters

Jj	Jj			
Kk	Kk			
Ll	Ll			
Mm	Mm			
Nn	Nn			
Oo	Oo			
Pp	Pp			
Qq	Qq			
Rr	Rr			

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Capital letters and small letters

Ss	Ss			
Tt	Tt			
Uu	Uu			
Vv	Vv			
Ww	Ww			
Xx	Xx			
Yy	Yy			
Zz	Zz			

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Match the capital and small letters

A B C D E F G H

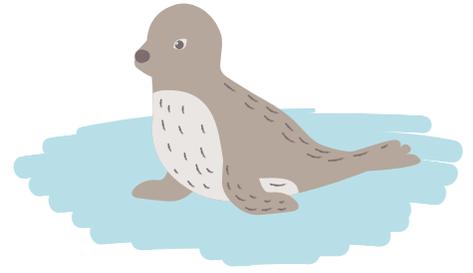
				e			
--	--	--	--	---	--	--	--

a	f	d	h
g	c	e	b

Write them here

A								
a								

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Match the capitals to the small letters

J	o
K	m
L	k
M	j
N	q
O	n
P	i
Q	p

A	b
D	h
B	r
E	d
G	t
H	a
T	g
R	e

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



Match the capital and small letters

A		C		E		G
a		c		e		g

	I		K		M	
	i		k		m	

O		Q		S		U
o		q		s		u

	W		Y	
	w		y	

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



A						G
a						g

H						N
h						n

O						U
o						u

V						Z
v						z

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm



A						
a						

				Z
				z

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



LETTERS can look *different*

Match the letters

A	h
D	r
R	d
K	a
H	k
T	e
G	n
N	t
E	g

F	y
I	p
W	S
Y	l
M	f
P	w
S	m
L	i

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



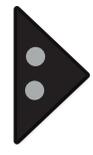
Ask the names of people in your class
and write them here



Spell the name

What is your name?	

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

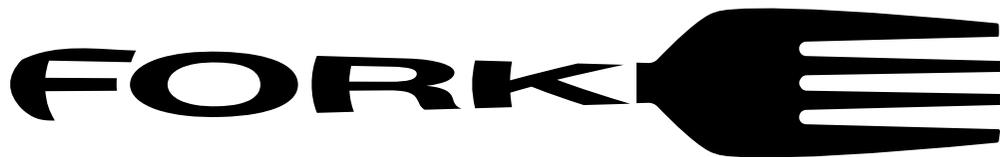
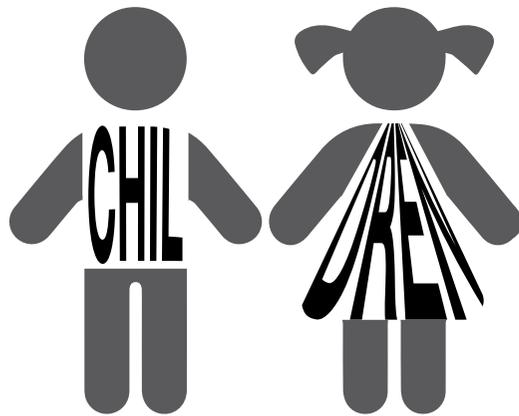
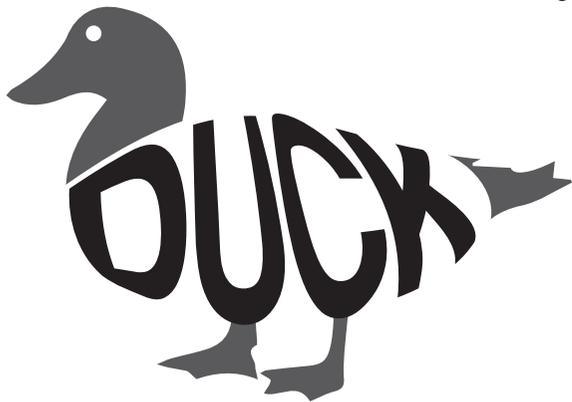
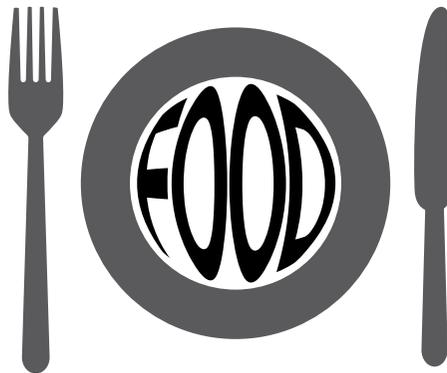
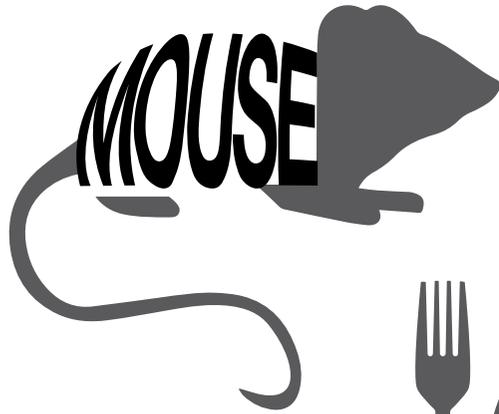
FISH 



Paw



Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Donegal

Dublin

Donegal

Dublin



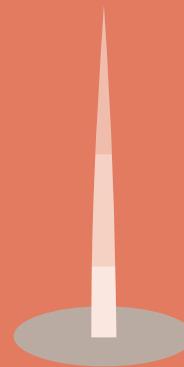
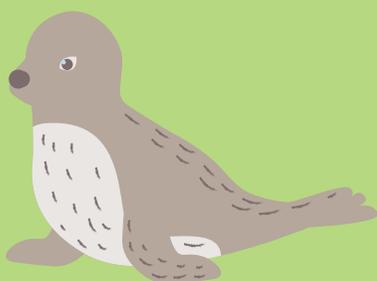
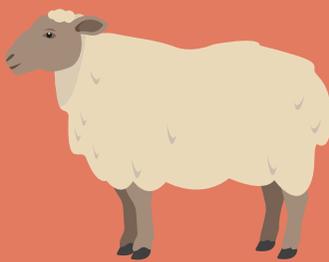
Galway

Cork

Galway

Cork

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz





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Project funders:



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Mostly however, thanks are due to the numerous students and volunteers who work with us and share their journeys with wisdom, courage and learning, as together we try to navigate unfamiliar territory.

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