

# Handwriting Content Overview K-6



# HANDWRITING AND USING DIGITAL TECHNOLOGIES

## OUTCOME

A student:

- › produces most lower case and upper case letters and uses digital technologies to construct texts  
ENe-3A

## CONTENT

Students:

Develop and apply contextual knowledge

- demonstrate a growing understanding that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

Understand and apply knowledge of language forms and features

- understand foundation movements that underpin NSW Foundation Style
- begin to understand the sequence of letters through structured and guided activities

Respond to and compose texts

- use foundation movements as a basis for the introduction of formal letters when composing simple imaginative and other texts for enjoyment or to convey an idea or experience
- develop basic skills of writing, including correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools, to form some lower case and upper case letters
- write from left to right and leave spaces between words
- produce some lower case and upper case letters using learned letter formations (ACELY1653)
- use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus
- experiment using digital technologies, eg produce own name, commonly used words and simple sentences
- construct texts using software including word processing programs (ACELY1654)

## ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, 1.11.

(English K–10 Syllabus 35-36)

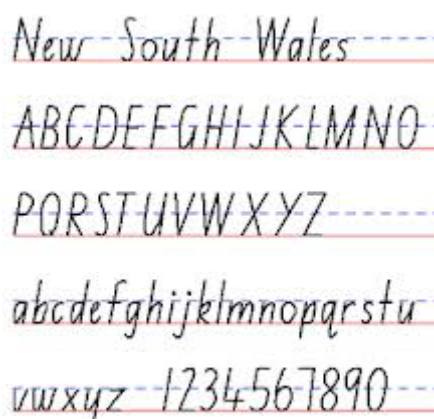
## Handwriting Program

Early Stage 1 outcomes require that students at this level develop:

- An understanding that audience and purpose should be reflected in their writing attempts.

and that they are able to:

- Use and understand the basic Foundation Style movements
- Develop correct grip and posture
- Demonstrate an understanding of writing conventions through their work
- Produce some upper and lower case letters using correct formation
- Experiment with and use digital technologies



Early Stage 1 letter order in handwriting is determined by the spelling program, that is, follows the Ants in the Apple letter order. All lower case letters are covered, followed by upper case letters.

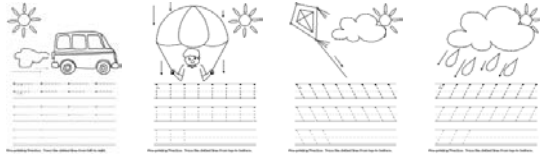

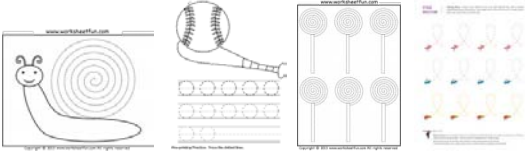
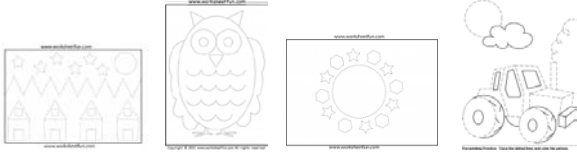
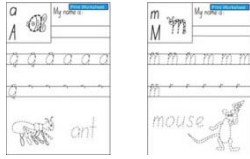
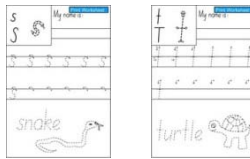
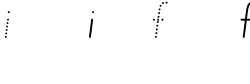
Letter order:

a m s t i f d r o g h l u c n k b v e p j w y x q z

The program begins with pre-writing strategies, to assist students to develop the correct range of movements required to form letters correctly. Sample tracing activities are provided for each week.

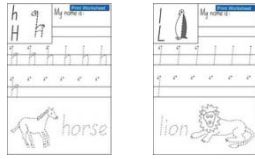
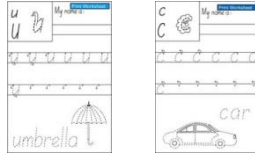
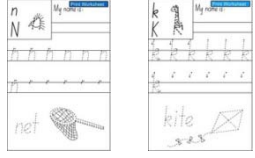
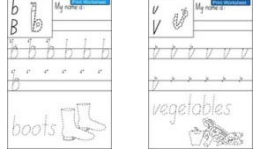
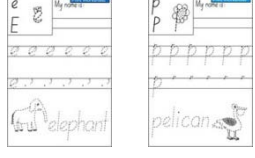
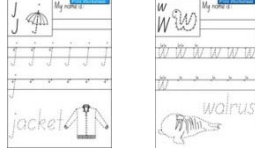
The introduction of letters could also be accompanied by tracing activities for pictures that begin with the sound, to consolidate pencil grip, accuracy and general movement skills. Sample alphabet worksheets are provided form each letter.

# HANDWRITING KINDERGARTEN

Term 1			
Week	Content	Activity	Reg
1	Pre-writing skills	<b>Straight line tracing</b> 	
2	Pre-writing skills	<b>Curved and zig-zag line tracing</b> 	
3	Pre-writing skills	<b>Spiral and circle tracing</b> 	
4	Pre-writing skills	<b>Picture tracing</b> 	
5	a m	<i>a a m m</i> pattern for each letter 	
6	s t	<i>s s t t</i> pattern for each letter 	
7	i f	<i>i i f f</i> pattern for each letter 	

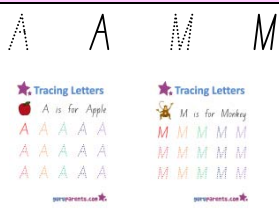
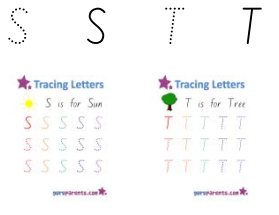

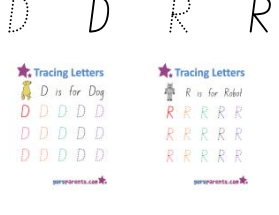
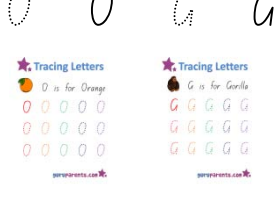

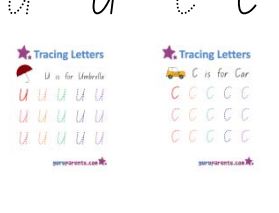
8	d r		<p>pattern for each letter</p>
9	o g		<p>pattern for each letter</p>
10	Revision and Assessment		
<p><b>Resources</b></p> <p><a href="http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515">http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515</a></p>			
<p><b>Assessment</b></p>			

**Term 2**


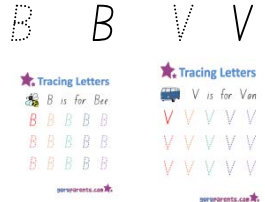
Week	Content	Activity	Reg
1	h l	<p>h h l l pattern for each letter</p> 	
2	u c	<p>u u c c pattern for each letter</p> 	
3	n k	<p>n n k k pattern for each letter</p> 	
4	b v	<p>b b v v pattern for each letter</p> 	
5	e p	<p>e e p p pattern for each letter</p> 	
6	j w	<p>j j w w pattern for each letter</p> 	
7	y x	<p>y y x x pattern for each letter</p>	

8	q z		<p>q q z z pattern for each letter</p>
9	Revision	alphabet tracing	
10	Revision and Assessment		
<b>Resources</b> <a href="http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515">http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515</a>			
<b>Assessment</b>			









**Term 3**

Week	Content	Activity	Reg
1	A M	<p>A A M M pattern for each letter</p> <p>★ Tracing Letters  </p>	
2	S T	<p>S S T T pattern for each letter</p> <p>★ Tracing Letters  </p>	
3	I F	<p>I I F F pattern for each letter</p> <p>★ Tracing Letters  </p>	
4	D R	<p>D D R R pattern for each letter</p> <p>★ Tracing Letters  </p>	
5	O G	<p>O O G G pattern for each letter</p> <p>★ Tracing Letters  </p>	
6	H L	<p>H H L L pattern for each letter</p> <p>★ Tracing Letters  </p>	
7	U C	<p>U U C C pattern for each letter</p> <p>★ Tracing Letters  </p>	



8	N K	 <p>pattern for each letter</p>	
9	B V	 <p>pattern for each letter</p>	
10	Revision and Assessment		
<b>Resources</b> <a href="http://www.guruparents.com/letter-a-worksheets.html">http://www.guruparents.com/letter-a-worksheets.html</a>			
<b>Assessment</b>			

**Term 4**

Week	Content	Activity	Reg
1	E P	<p>E E P P pattern for each letter</p> <p>★ Tracing Letters   </p> <p>★ Tracing Letters   </p>	
2	J W	<p>J J W W pattern for each letter</p> <p>★ Tracing Letters   </p> <p>★ Tracing Letters   </p>	
3	Y X	<p>Y Y X X pattern for each letter</p> <p>★ Tracing Letters   </p> <p>★ Tracing Letters   </p>	
4	Q Z	<p>Q Q Z Z pattern for each letter</p> <p>★ Tracing Letters   </p> <p>★ Tracing Letters   </p>	
5	Revision and Assessment	<p>Aa Aa Bb Bb Cc Cc Dd</p> <p>Dd Ee Ee Ff Ff Gg Gg</p>	
6	Revision and Assessment	<p>Hh Hh Ii Ii Jj Jj Kk</p> <p>Kk Ll Ll Mm Mm Nn Nn</p>	
7	Revision and Assessment	<p>Oo Oo Pp Pp Qq Qq Rr</p> <p>Rr Ss Ss Tt Tt Uu Uu</p>	
8	Revision and Assessment	<p>Vv Vv Ww Ww Xx Xx</p> <p>Yy Yy Zz Zz</p>	
9	Themed handwriting activities for end		

	of year / Christmas		
10	Themed handwriting activities for end of year / Christmas		
<b>Resources</b> <a href="http://www.guruparents.com/letter-a-worksheets.html">http://www.guruparents.com/letter-a-worksheets.html</a>			
<b>Assessment</b>			

## HANDWRITING AND USING DIGITAL TECHNOLOGIES

### OUTCOME

A student:

- › composes texts using letters of consistent size and slope and uses digital technologies EN1-3A

### CONTENT

Students:

Develop and apply contextual knowledge

- understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

Understand and apply knowledge of language forms and features

- develop clear and consistent writing using NSW Foundation Style as appropriate
- understand that the position and size of letters supports consistent handwriting
- understand how the formation of letters can be used to begin transition to cursive writing

Respond to and compose texts

- write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1663, ACELY1673)
- use appropriate strategies when writing, eg maintaining correct body position, holding/using writing tools or using assistive digital technologies
- construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1664, ACELY1674)

### ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 3**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11.

(English K–10 Syllabus 58)

## Handwriting Program

Stage 1 outcomes require that students at this level develop:

- An understanding that audience and purpose should be reflected in the presentation of their writing, to communicate effectively.

and that they are able to:

- Develop clear consistent writing using NSW Foundation Style
- Understand the need for consistency in position and size of letters
- Understand that the formation of letters supports transition to cursive style
- Maintain correct body posture and pencil grip
- Use digital technologies



The Stage One program follows the alphabetical order for letter coverage.

During Year One lessons include; lower and upper case letters, letters used in context (words) and appropriate patterns for each letter.

During Year Two lessons include; lower and upper case letters, letters used in context (sentences) and appropriate patterns for each letter.

**YEAR ONE HANDWRITING PROGRAM**

<b>Term 1</b>			
<b>Week</b>	<b>Content</b>	<b>Activity</b>	<b>Reg</b>
1	No formal handwriting		
2	A a	A a ant apple arrow and appropriate pattern for letter	
3	B b	B b ball baby baboon bat appropriate pattern for letter	
4	C c	C c cat cow car can appropriate pattern for letter	
5	D d	D d dog did dad daddy appropriate pattern for letter	
6	E e	E e egg elephant Eskimo emu appropriate pattern for letter	
7	F f	F f fish frog fat fit appropriate pattern for letter	
8	G g	G g goat girl good gate appropriate pattern for letter	
9	H h	H h hat happy had hit appropriate pattern for letter	
10	Revision and Assessment		
<p><b>Resources</b> The red level worksheets at the following website provide useful revision pages for each letter: <a href="http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515">http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515</a></p>			
<p><b>Assessment</b></p>			

Term 2			
Week	Content	Activity	Reg
1	I i	I i igloo icecream ice ill appropriate pattern for letter	
2	J j	J j jet jam joke jolly appropriate pattern for letter	
3	K k	K k kite kitten king kit appropriate pattern for letter	
4	L l	L l lot little lolly like appropriate pattern for letter	
5	M m	M m mum mummy mouse mine appropriate pattern for letter	
6	N n	N n nut net nose nanna appropriate pattern for letter	
7	O o	O o off octopus on oval appropriate pattern for letter	
8	P p	P p pig poppy puppy paper appropriate pattern for letter	
9	Q q	Q q queen quilt quiet quill appropriate pattern for letter	
10	Revision and Assessment		
<b>Resources</b> The red level worksheets at the following website provide useful revision pages for each letter: <a href="http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515">http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515</a>			
<b>Assessment</b>			

Term 3			
Week	Content	Activity	Reg
1	R r	R r rat rabbit red ribbon appropriate pattern for letter	
2	S s	S s sad said sausage sit appropriate pattern for letter	
3	T t	T t table tell ten tip appropriate pattern for letter	
4	U u	U u up uncle umbrella under appropriate pattern for letter	
5	V v	V v vet vine vacuum vampire appropriate pattern for letter	
6	W w	W w wet water whale well appropriate pattern for letter	
7	X x	X x x-ray xylophone box fox appropriate pattern for letter	
8	Y y	Y y yet yellow yo-yo yacht appropriate pattern for letter	
9	Z z	Z z zoo zebra zipper zap appropriate pattern for letter	
10	Revision and Assessment		
<b>Resources</b> The red level worksheets at the following website provide useful revision pages for each letter: <a href="http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515">http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515</a>			
<b>Assessment</b>			



Term 4			
Week	Content	Activity	Reg
1	Revision and Assessment	Aa Adam Ant Bb Bobby Bear Cc Candy Cat Dd Dan Dinosaur	
2	Revision and Assessment	Ee Ellie Elephant Ff Fifi Frog Gg Gertie Goldfish Hh Hattie Hen	
3	Revision and Assessment	Ii Iggy Iguana Jj Jack Jellyfish Kk Kenny Koala	
4	Revision and Assessment	Ll Lenny Lion Mm Millie Monkey Nn Nelly Numbat	
5	Revision and Assessment	Oo Ollie Ostrich Pp Percy Pelican Qq Quintan Quokka	
6	Revision and Assessment	Rr Ralph Raccoon Ss Sophie Snail Tt Timmy Turtle	
7	Revision and Assessment	Uu Uncle Uno Vv Victor Vulture Ww Wally Worm	
8	Revision and Assessment	Xx Xavier Fox Yy Yana Yak Zz Zac Zebra	
9	Themed handwriting activities for end		

	of year / Christmas		
10	Themed handwriting activities for end of year / Christmas		
<b>Resources</b>			
<b>Assessment</b>			

**YEAR TWO HANDWRITING PROGRAM**

<b>Term 1</b>			
<b>Week</b>	<b>Content</b>	<b>Activity</b>	<b>Reg</b>
1	No formal handwriting		
2	A a	A a <i>Amazing ants at Adelaide.</i> appropriate pattern for letter	
3	B b	B b <i>Baby baboon bounces the ball.</i> appropriate pattern for letter	
4	C c	C c <i>Crocodile is crunching carrots.</i> appropriate pattern for letter	
5	D d	D d <i>The dog is digging down so deep.</i> appropriate pattern for letter	
6	E e	E e <i>Every Eskimo eats eggs early.</i> appropriate pattern for letter	
7	F f	F f <i>Five fat fisherman found a frog.</i> appropriate pattern for letter	
8	G g	G g <i>The girl got giddy going round and round.</i> appropriate pattern for letter	
9	H h	H h <i>Hens in hats at the hay shed ball.</i> appropriate pattern for letter	
10	Revision and Assessment		
<p><b>Resources</b> The orange level worksheets at the following website provide useful revision pages for each letter: <a href="http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515">http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515</a></p>			
<p><b>Assessment</b></p>			

Term 2			
Week	Content	Activity	Reg
1	I i	I i <i>Too much icream will make you ill.</i> appropriate pattern for letter	
2	J j	J j <i>The jack-in-the-box jumps up high.</i> appropriate pattern for letter	
3	K k	K k <i>The kittens are in the kennel.</i> appropriate pattern for letter	
4	L l	L l <i>Lucy likes to lick lots of lolly pops.</i> appropriate pattern for letter	
5	M m	M m <i>Many mice are munching muesli bars.</i> appropriate pattern for letter	
6	N n	N n <i>Oh no! Not a nut on the nose.</i> appropriate pattern for letter	
7	O o	O o <i>The orange octopus ate olives.</i> appropriate pattern for letter	
8	P p	P p <i>Pepper pig and Polly parrot play pirates.</i> appropriate pattern for letter	
9	Q q	Q q <i>The queen hid quietly under the quilt.</i> appropriate pattern for letter	
10	Revision and Assessment		
<b>Resources</b> The orange level worksheets at the following website provide useful revision pages for each letter: <a href="http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515">http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515</a>			
<b>Assessment</b>			

Term 3			
Week	Content	Activity	Reg
1	R r	R r <i>The rabbit wore rainbow coloured ribbons.</i> appropriate pattern for letter	
2	S s	S s <i>Six silly sausages sizzling in a pan.</i> appropriate pattern for letter	
3	T t	T t <i>Ten tiny tadpoles taking a bath.</i> appropriate pattern for letter	
4	U u	U u <i>Uncle hung his undies under the umbrella.</i> appropriate pattern for letter	
5	V v	V v <i>Five vets driving a van.</i> appropriate pattern for letter	
6	W w	W w <i>The window wiper went up and down.</i> appropriate pattern for letter	
7	X x	X x <i>Fox played the xylophone sitting on a box.</i> appropriate pattern for letter	
8	Y y	Y y <i>"You should see my yellow yo-yo spin!"</i> appropriate pattern for letter	
9	Z z	Z z <i>The zany zebra unzipped his stripes.</i> appropriate pattern for letter	
10	Revision and Assessment		
<b>Resources</b> The orange level worksheets at the following website provide useful revision pages for each letter: <a href="http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515">http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515</a>			
<b>Assessment</b>			

Term 4			
Week	Content	Activity	Reg
1	Revision and Assessment	<i>Aa Bb Cc Dd</i> Students write names of classmates, spelling words, sight words and/or vocabulary words that correspond with letters being revised.	
2	Revision and Assessment	<i>Ee Ff Gg Hh</i> Students write names of classmates, spelling words, sight words and/or vocabulary words that correspond with letters being revised.	
3	Revision and Assessment	<i>Ii Jj Kk</i> Students write names of classmates, spelling words, sight words and/or vocabulary words that correspond with letters being revised.	
4	Revision and Assessment	<i>Ll Mm Nn</i> Students write names of classmates, spelling words, sight words and/or vocabulary words that correspond with letters being revised.	
5	Revision and Assessment	<i>Oo Pp Qq</i> Students write names of classmates, spelling words, sight words and/or vocabulary words that correspond with letters being revised.	
6	Revision and Assessment	<i>Rr Ss Tt</i> Students write names of classmates, spelling words, sight words and/or vocabulary words that correspond with letters being revised.	
7	Revision and Assessment	<i>Uu Vv Ww</i> Students write names of classmates, spelling words, sight words and/or vocabulary words that correspond with letters being revised.	
8	Revision and Assessment	<i>Xx Yy Zz</i> Students write names of classmates, spelling words, sight words and/or vocabulary words that correspond with letters being revised.	
9	Themed handwriting activities for end of year / Christmas		
10	Themed handwriting activities for end of year / Christmas		
<b>Resources</b>			
<b>Assessment</b>			

## HANDWRITING AND USING DIGITAL TECHNOLOGIES

### OUTCOME

A student:

- › uses effective handwriting and publishes texts using digital technologies EN2-3A

### CONTENT

Students:

Develop and apply contextual knowledge

- recognise that effective handwriting and presentation of work is required in order to communicate effectively for a range of audiences

Understand and apply knowledge of language forms and features

- write using NSW Foundation Style cursive, as appropriate, and explore joins that facilitate fluency and legibility
- recognise that legibility requires consistent size, slope and spacing

Respond to and compose texts

- write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1684, ACELY1696)
- use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1685, ACELY1697)

### ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11.

(English K–10 Syllabus 80)

## Handwriting Program

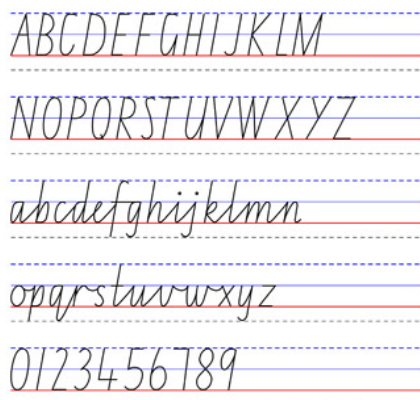
Stage 2 outcomes require that students at this level develop:

- An understanding that handwriting quality is required to communicate effectively for a range of audiences.

and that they are able to:

- Write NSW Foundation Style cursive
- Explore joins for fluency
- Recognise that consistency of size, slope and spacing determine legibility
- Write using clearly formed joined letters with increasing fluency
- Use a range of digital technologies

NSW Link



The Stage Two program follows the alphabetical order for letter coverage.

During Year Three lessons include; lower and upper case letters, letters used in context (words) and appropriate patterns for each letter. During Year 3 tails are added to letters initially, before experimenting with joins and loops.

During Year Four lessons include; lower and upper case letters, letters used in context (sentences) and appropriate patterns for each letter. During Year 4 students are encouraged to join all letters appropriately using joins and loops as per cursive style.



**YEAR THREE HANDWRITING PROGRAM**

Term 1			
Week	Content	Activity	Reg
1	No formal handwriting		
2	A a	A a aeroplane April antler digger August appropriate cursive pattern for letter	
3	B b	B b balcon bamboo bubble banjo appropriate cursive pattern for letter	
4	C c	C c copper cattle cotton copper appropriate cursive pattern for letter	
5	D d	D d dinosaur double drago drummer December appropriate cursive pattern for letter	
6	E e	E e excite elephant dealer everybody appropriate cursive pattern for letter	
7	F f	F f fisherman fiddle firefighter February Friday appropriate cursive pattern for letter	
8	G g	G g ghostly generous giggle gaggle appropriate cursive pattern for letter	
9	H h	H h hippopotamus handbag happen handful appropriate cursive pattern for letter	
10	Revision and Assessment		
<b>Resources</b>			
<b>Assessment</b>			

Term 2			
Week	Content	Activity	Reg
1	I i	I i irreble iritaton inside inn appropriate cursive pattern for letter	
2	J j	J j jumper jungle January June July appropriate cursive pattern for letter	
3	K k	K k kette kangaroo koda knight appropriate cursive pattern for letter	
4	L l	L l ladder lypop lightning leader appropriate cursive pattern for letter	
5	M m	M m memory March meaningful Monday May appropriate cursive pattern for letter	
6	N n	N n nothing neck nearly neat appropriate cursive pattern for letter	
7	O o	O o opposite octagon obvious origindy October appropriate cursive pattern for letter	
8	P p	P p penguin peaton pond papard appropriate cursive pattern for letter	
9	Q q	Q q quietly quickly quarter quarnd appropriate cursive pattern for letter	
10	Revision and Assessment		
<b>Resources</b>			
<b>Assessment</b>			

Term 3			
Week	Content	Activity	Reg
1	R r	R r rabbit remember raring raring appropriate cursive pattern for letter	
2	S s	S s Sunday sometimes surprise Saturday September appropriate cursive pattern for letter	
3	T t	T t trouble taring Tuesday Thursday appropriate cursive pattern for letter	
4	U u	U u underneath unusual uniquely Quantas appropriate cursive pattern for letter	
5	V v	V v viable vintage vich vantage appropriate cursive pattern for letter	
6	W w	W w weekend Wednesday without wonderful appropriate cursive pattern for letter	
7	X x	X x xraying xylophone boxing fixing appropriate cursive pattern for letter	
8	Y y	Y y yesterday yearly youth yang appropriate cursive pattern for letter	
9	Z z	Z z zipper zany zig-zag zebra appropriate cursive pattern for letter	
10	Revision and Assessment		
<b>Resources</b>			
<b>Assessment</b>			

Term 4			
Week	Content	Activity	Reg
1	Revision and Assessment	Aa Bb Cc Dd Experiment with joining letters, adding loops.	
2	Revision and Assessment	Ee Ff Gg Hh Experiment with joining letters, adding loops.	
3	Revision and Assessment	Ii Jj Kk Experiment with joining letters, adding loops.	
4	Revision and Assessment	Ll Mm Nn Experiment with joining letters, adding loops.	
5	Revision and Assessment	Oo Pp Qq Experiment with joining letters, adding loops.	
6	Revision and Assessment	Rr Ss Tt Experiment with joining letters, adding loops.	
7	Revision and Assessment	Uu Vv Ww Experiment with joining letters, adding loops.	
8	Revision and Assessment	Xx Yy Zz Experiment with joining letters, adding loops.	
9	Themed handwriting activities for end of year / Christmas		
10	Themed handwriting activities for end of year / Christmas		
<b>Resources</b>			
<b>Assessment</b>			

**YEAR FOUR HANDWRITING PROGRAM**

Term 1			
Week	Content	Activity	Reg
1	No formal handwriting		
2	A a	A a The aeroplane performed aerobatics at the August air show. appropriate cursive pattern for letter	
3	B b	B b The bush band belted out beautiful songs on the banjo. appropriate cursive pattern for letter	
4	C c	C c The caterpillar crawled out of its cocoon into the cold air. appropriate cursive pattern for letter	
5	D d	D d The December dance festival was held in Dubbo. appropriate cursive pattern for letter	
6	E e	E e Everybody dapped budy as the elephant was elevated into the air. appropriate cursive pattern for letter	
7	F f	F f Friday was the first day of the Firefighters Festival. appropriate cursive pattern for letter	
8	G g	G g There was a ghostly gleam as the fog rolled in over the graveyard appropriate cursive pattern for letter	
9	H h	H h The new baby hippo was a handful for the zoo keepers helper. appropriate cursive pattern for letter	
10	Revision and Assessment		
<b>Resources</b>			
<b>Assessment</b>			

Term 2			
Week	Content	Activity	Reg
1	I i	I i There was an invitation to introduce the incredible ice sculptor. appropriate cursive pattern for letter	
2	J j	J j The clown juggled jellies at the circus in July. appropriate cursive pattern for letter	
3	K k	K k The knight was sent in to rescue the king of the Koda Kingdom appropriate cursive pattern for letter	
4	L l	L l The letter arrived with lightning speed from London. appropriate cursive pattern for letter	
5	M m	M m Many memories were made on the special Monday in March. appropriate cursive pattern for letter	
6	N n	N n "No, you have done nothing to nesten your nest!", said Mum appropriate cursive pattern for letter	
7	O o	O o It was obvious the octopus had opposite octurs to its dad. appropriate cursive pattern for letter	
8	P p	P p The boy packed paper, pens, pencils and paperclips for school appropriate cursive pattern for letter	
9	Q q	Q q The queen found the quokka quite quarksome at the party. appropriate cursive pattern for letter	
10	Revision and Assessment		
<b>Resources</b>			
<b>Assessment</b>			

Term 3			
Week	Content	Activity	Reg
1	R r	R r The rainbow rose above the mountains after the rain. appropriate cursive pattern for letter	
2	S s	S s The surprise party was held on the last Saturday in September. appropriate cursive pattern for letter	
3	T t	T t Tennis training is every Tuesday and Thursday afternoon. appropriate cursive pattern for letter	
4	U u	U u A unique individual stood underneath the umbrella in their under. appropriate cursive pattern for letter	
5	V v	V v The vet had a good view of the vulture from his vantage point. appropriate cursive pattern for letter	
6	W w	W w It would be wonderful to go to the wedding this weekend. appropriate cursive pattern for letter	
7	X x	X x The skier needed extra xrays after the extreme downhill fall. appropriate cursive pattern for letter	
8	Y y	Y y The yearly event for the teens youth was held yesterday. appropriate cursive pattern for letter	
9	Z z	Z z The zebra zig zagged like a zany clown through the zoo. appropriate cursive pattern for letter	
10	Revision and Assessment		
<b>Resources</b>			
<b>Assessment</b>			

Term 4			
Week	Content	Activity	Reg
1	Revision and Assessment	Aa Bb Cc Dd Students create <i>acrostic poems</i> using a word starting with each revision letter and publish using correct handwriting style.	
2	Revision and Assessment	Ee Ff Gg Hh Students create <i>alliteration poems</i> using words starting with each revision letter and publish using correct handwriting style.	
3	Revision and Assessment	Ii Jj Kk Students create <i>list poems</i> using a topic starting with each revision letter and publish using correct handwriting style.	
4	Revision and Assessment	Ll Mm Nn Students create <i>limericks</i> using a topic and words starting with each revision letter and publish using correct handwriting style.	
5	Revision and Assessment	Oo Pp Qq Students create <i>senses poems</i> using a topic starting with each revision letter and publish using correct handwriting style.	
6	Revision and Assessment	Rr Ss Tt Students create <i>onomatopoeia poems</i> using sound words starting with each revision letter and publish using correct handwriting style.	
7	Revision and Assessment	Uu Vv Ww Students create <i>shape poems</i> using a topic and words starting with each revision letter and publish using correct handwriting style.	
8	Revision and Assessment	Xx Yy Zz Students recreate familiar <i>nursery rhymes</i> using words and topics starting with each revision letter and publish using correct handwriting style.	
9	Themed handwriting activities for end of year / Christmas		
10	Themed handwriting activities for end of year / Christmas		
<b>Resources</b>			
<b>Assessment</b>			



## WRITING AND REPRESENTING

### OUTCOME

A student:

- › composes, edits and presents well-structured and coherent texts EN3-2A

### CONTENT

Students:

Engage personally with texts

- understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas
- experiment and use aspects of composing that enhance learning and enjoyment
- recognise and discuss issues related to the responsible use of digital communication

Develop and apply contextual knowledge

- identify and explore underlying themes and central storylines in imaginative texts
- explore and analyse the effectiveness of informative and persuasive devices in texts
- understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language

Understand and apply knowledge of language forms and features

- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)
- understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration
- understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)
- investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)

Respond to and compose texts

- compose imaginative and informative texts that show evidence of developed ideas
- compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues
- present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
- create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
- experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
- compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics
- use increasingly complex research data from print and digital sources to compose short and sustained texts
- assess the reliability of resources, including digital resources, when researching topics
- reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715)
- develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716)
- use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)

## ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9, 1.10, 2.9, 2.10, 3.9, 3.10, 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

(English K–10 Syllabus 101-102)

## Handwriting Program

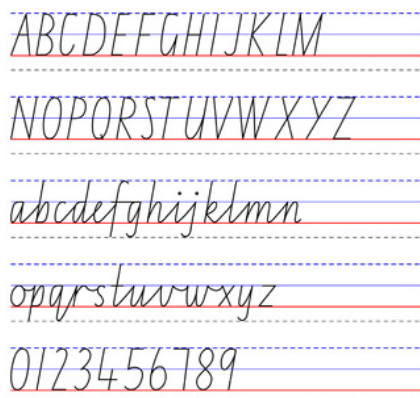
Stage 3 outcomes are embedded within the Writing and Representing outcome and require that students at this level develop:

- A legible, fluent and automatic handwriting style
- Understand that handwriting style varies according to audience and purpose

and that they are able to:

- Use a range of software and digital technology to create text

NSW Link



The Stage Three program is embedded within all aspects of a student's writing and careful consideration needs to be paid to consistency and legibility of writing style.

Correct and consistent style should be set as a marking criteria during written tasks as part of the assessment process.

When studying Poetry, for example, an emphasis can be given to handwriting to reinforce consistency of slope, size and spacing of students writing.