

# HANDWRITING

Reception to Year 7 Overview

*2013*



**K** AIZENFINITY

# Handwriting Yearly Overview

## OUTCOMES

### Reception

- Recognise the letters of the alphabet and know there are lower and upper case letters ([ACELA1440](#))
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops ([ACELY1652](#))
- Produce some lower case and upper case letters using learned letter formations ([ACELY1653](#))
- Construct texts using software including word processing programs ([ACELY1654](#))

### Year 1

- Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation ([ACELY1662](#))
- Write using un-joined lower case and upper case letters ([ACELY1663](#))

### Year 2

- Reread and edit text for spelling, sentence-boundary punctuation and text structure ([ACELY1672](#))
- Write legibly and with growing fluency using un-joined upper case and lower case letters ([ACELY1673](#))

### Year 3

- Write using joined letters that are clearly formed and consistent in size ([ACELY1684](#))

### Year 4

- Write using clearly-formed joined letters, and develop increased fluency and automaticity ([ACELY1696](#))

### Year 5

- Develop a handwriting style that is becoming legible, fluent and automatic ([ACELY1706](#))

### Year 6

- Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose ([ACELY1716](#))

### Year 7

- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods ([ACELY1727](#))

## Programs Used

Alphabet 8's	Foundation Handwriting (Practice Program)	Phonics Focus Words (Explicit Instruction Program)
Formation practice for beginners only until legible and neat/correct formation	Book 1 - Reception 4 x per week	See Planners in Spelling
	Book 2 – Year 1&2 4 x per week	
	Book 3 - 3 4 x per week	
	Book 4 - 4 4 x per week	
	Book 5 – Year 5 4 x per week	
	Book 6 – Year 6&7 4 x per week	

### Daily Outline of Handwriting Instruction

#### Day 1

- Introduce the sound focus on the board
- Read the sound focus from the phonics words which are repeated on the board several times, have students follow along afterwards
- Introduce the words containing the sound focus by reading each word and having students follow immediately afterwards.
- Read the cloze sentences and ask for volunteers to fill in the sentences.
- Students write the sound focus (repeated), the spelling words and the cloze sentences. Fast finishers may write some of their own sentences. Mark student work on the spot, correct as you go.
- Share examples of top quality work before moving on to the Foundation Handwriting Practice
- Follow on with letter focus from the Foundation Handwriting book, complete one page per day. Use online copies of the book (iPad photo) to highlight to students how letters are formed using the lines. Where to start from and where to finish the letter. Mark student work on the spot, correct as you go.

#### Day 2 - 3

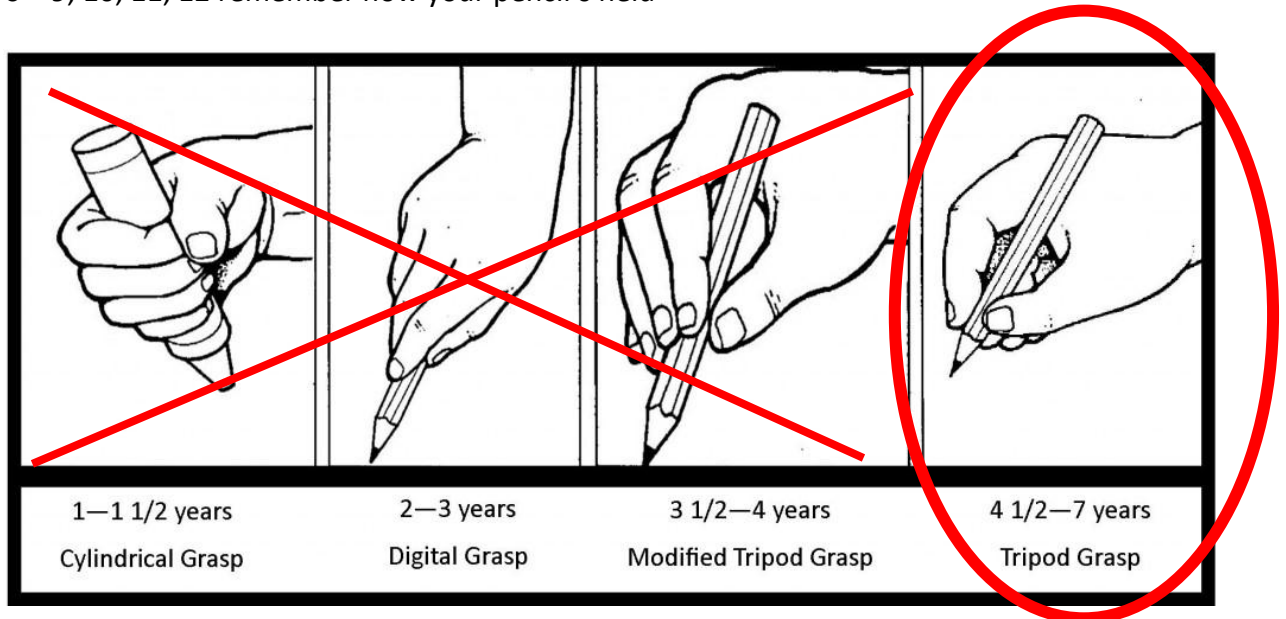
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Day 4

- Test phonics words (no revision) in Friday books
- Assess formation for handwriting and make comments in Assessment folder

Teachers check formation by:

- Bringing student's attention to the correct pencil grip – index and thumb kissing with middle finger supporting the back.
- Use the rhyme:
  - 1, 2, 3, 4 are your feet flat on the floor
  - 5, 6, 7, 8 is your back up nice and straight
  - 9, 10, 11, 12 remember how your pencil's held



Please ensure that fonts used contain an accurate 'a' so that students form the letter appropriately. Sample Phonics Handwriting template and acceptable fonts are:

- **Comic Sans**
- *Sego Script*

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for letter formation.