

Objectives

- To assist in the development of legible, fluent and aesthetically appealing handwriting.
- To assist children produce handwriting with speed and ease.
- To encourage children to develop pride in handwriting and printing and to maintain standards of neatness.
- To encourage children to develop their own personal styles of handwriting using Victorian Modern Cursive style
- To assist children develop skills in the self-evaluation of handwriting and correction of errors.

Handwriting K - 7 Scope and Sequence

Yr Level	Phase	Description	Materials
K	1.	<ul style="list-style-type: none"> • Pre-writing activities <i>Emphasis on developing motor skills and encouraging correct pencil grip</i>	<ul style="list-style-type: none"> • Manipulative materials • Tactile materials • Blank paper • Crayon, Paint • Prescriptive pencils
P/P	1.	<ul style="list-style-type: none"> • Pre-writing activities <i>Emphasis on pencil grip and preparation</i> Begin to develop Victoria Modern Cursive script in letter formations eg. Name	<ul style="list-style-type: none"> • Blank paper • Crayon, Paint • Prescriptive pencils
Yr 1	1.	<ul style="list-style-type: none"> • Pre-writing activities <i>Emphasis on pencil grip and space</i> Teach correct Victoria Modern Cursive letter formations	<ul style="list-style-type: none"> • A4 sheets blank paper • Folded paper • Strand Crayon • Prescriptive pencils
	2.	<ul style="list-style-type: none"> • Teach correct Victoria Modern Cursive letter formations <i>Emphasis on pencil grip, space and formations</i>	<ul style="list-style-type: none"> • Introduce lined paper by Term 2 • Dotted thirds for formal printing lessons in Term 2 • Line width; 24mm • Prescriptive pencils
Yr 2	2.	<ul style="list-style-type: none"> • Consolidate correct Victoria Modern Cursive letter formations <i>Emphasis on pencil grip, space, size and formations</i>	<ul style="list-style-type: none"> • A4 sheets, lined dotted thirds • Line width; 18mm • Pencil HB
Yr 3	3.	<ul style="list-style-type: none"> • Introduction to joins by term 2 <i>Emphasis on formations, space, size and slope</i> Introduction to speed loops by term 4	<ul style="list-style-type: none"> • A4 sheets, exercise books, lined-dotted thirds • Line width; 14mm • Pencil HB

Yr 4	3.	<ul style="list-style-type: none"> • Joined cursive • Consolidation of speed loops <p><i>Emphasis on the development of speed and fluency, while maintaining legibility</i></p>	<ul style="list-style-type: none"> • Exercise books, lined-dotted thirds • Line width; 14mm • Pencil HB
Yr 5	4.	<ul style="list-style-type: none"> • Print script • Joined cursive • Speed loops <p><i>Emphasis on the development of speed and fluency, while maintaining legibility</i></p>	<ul style="list-style-type: none"> • Exercise books, lined dotted thirds, if required • Line width; 8mm • Pencil HB • Introduce pens-“ pen license”
Yr 6	5.	<ul style="list-style-type: none"> • Consolidation of a consistent and fluent handwriting style, allowing for personal variations 	<ul style="list-style-type: none"> • Exercise books • Line width; 8mm • Pencil HB • Pen
Yr 7	5.	<ul style="list-style-type: none"> • Consolidation of a consistent and fluent handwriting style, allowing for personal variations. <p><i>Calligraphy skills may be introduced as an extension</i></p>	<ul style="list-style-type: none"> • Exercise books • Line width; 8mm • Pencil HB • Pen

Time Allocation

The suggested weekly time allocation for each year group is as follows;

Kindy	informal activities planned daily
P.P	informal activities planned daily + 1 formal 20 min lesson per week,
include name	
Year 1	minimum 4 x 15 min lessons per week
Years 2	minimum 3 x 15 min lessons per week
Years 3	minimum 3 x 15 min lessons per week
Years 4	minimum 2 x 20 min lessons per week
Years 5	minimum 1 x 20 min lesson per week

Phases

* Note: Refer to “Teaching Handwriting - A Resource for Primary Teachers” by Praxis Productions for detailed information related to each phase

Phase 1 Pre-writing

Correct posture, pencil hold and eye-hand co-ordination are important, together with relaxed, fluid arm and hand movements.

Phase 2 Letter Formations

As children begin forming letters their attention should be drawn to:

Starting points - all lower case letters (except e and d) begin at the top of the letter

Direction - most lower case letters (except e) move downwards

Completion - most lower case letters finish with a diagonal exit stroke.

Phase 3 Joins

At this stage children should show a marked improvement in letter formations and an understanding of the basic joins. Posture and pencil hold are important. Size of letters, spacing and slope should be consistent.

Phase 4 Print Script

Letters should be correctly formed with uniform size, slope and spacing (both cursive and print script).

Phase 5 Variations

As children begin to develop their own personal styles, they should be encouraged to self-evaluate their handwriting and identify areas requiring correction.

Evaluation

Evaluation should be on-going and purposeful. Children mature at different rates and this will be reflected in the degree of control and fluency apparent in their handwriting. Attention to handwriting should be an integral part of all classroom lessons where written work is carried out.

Aspects to be monitored include:

- posture
- pencil/pen hold
- placement of paper or books
- condition of pencils
- formation of letters, joins, numerals
- speed and fluency
- size and shape of letters
- aesthetic appeal
- correct starting points

Self-evaluation and good posture are important at all times

* Note: No attempt will be made to change the right/left handedness of a student. It is not suggested that students transferring having developed an alternative style be forced to change. They are to be supported to maintain their current style using classroom strategies