

## Paraburdoo Primary School Handwriting and Bookwork Policy

Paraburdoo Primary School recognises the importance of handwriting as:

- Essential to children’s literacy development;
- A component of the Western Australian P-6 curriculum;
- An opportunity for students to demonstrate pride and organisation in their written work.

Kindergarten to Year 2 are formative years for handwriting development where explicit instruction and frequent practise are essential. From the introduction of joined handwriting in Year 3, students are expected to develop their own personal handwriting style that is fluent, automatic, legible and demonstrates an awareness of suitability for audience. In the early years and in line with developmental needs, instructional focus is on handwriting and, during this time, children can experience and experiment with digital text production, including word processing. From Year 3 onwards, an increased focus on digital text production supports moving towards word processing as a priority writing skill by Year 6.

### Handwriting & Digital Text Production Scope & Sequence

Year	WA Curriculum	Handwriting style & Instructional resources	Writing paper	Instructional Expectation	Digital Text Production
K	Use small muscles to use implements such as pencils, scissor and paintbrushes with some control and coordination.  Use images, marks and approximations of letters and words to convey meaning.	Peggy Lego pre-writing patterns	N/A	Daily whole class explicit instruction and practice (10-15 minutes)  Gross and fine motor activities integrated into daily lessons to support physical development of writing skills.	Experimentation and engagement with digital text production integrated into learning activities.
P	Produce some lower case and upper case letters using learned letter formations	South Australian Pre-cursive & mnemonics	Introduce 24mm dotted thirds with letter formation	Daily whole class explicit instruction and daily practice in literacy block (10-15 mins) Introduce letter formation with Letters and Sounds phonics sequence.  Gross and fine motor activities integrated into daily lessons to support physical development of writing skills.	Construct texts using software including word processing.
1	Write using unjoined lower case and upper case letters	South Australian Pre-cursive & mnemonics	24 mm dotted thirds	Daily explicit instruction and practice (5-10 mins) and individual remediation in literacy block.  Gross and fine motor activities integrated into daily lessons to support physical development of writing skills.	Construct texts that incorporate supporting images using software including word processing programs.

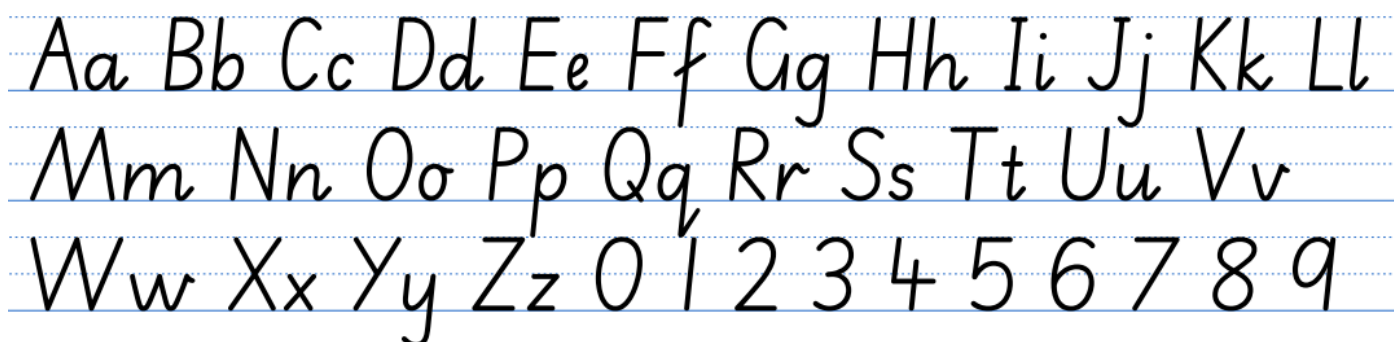
2	Write legibly and with growing fluency using unjoined upper case and lower case letters	South Australian Pre-cursive & mnemonics	18 mm dotted thirds	Explicit instruction as necessary with daily practice and individual remediation in literacy block.	Construct texts featuring print, visual and audio elements using software, including word processing programs.
3	Write using joined letters that are clearly formed and consistent in size	South Australian Cursive Speed Loops	14 mm dotted thirds	Weekly explicit instruction in joined handwriting in literacy block and daily practice integrated into writing activities.	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements. Typing programs may be introduced.
4	Write using clearly formed joined letters, and develop increased fluency and automaticity	South Australian Cursive Speed Loops	14 mm dotted thirds	Handwriting practice integrated into writing activities.	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. Typing programs may be used.
5	Develop a handwriting style that is becoming legible, fluent and automatic	South Australian Cursive Speed Loops	Standard lined paper or 9mm dotted thirds optional	Handwriting practice integrated into writing activities. Explicit handwriting instruction not required.	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements. Typing programs may be used.
6	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose	South Australian Cursive Speed Loops	Standard lined paper or 9mm dotted thirds optional	Handwriting practice integrated into writing activities. Explicit handwriting instruction not required.	Use a range of software, including word processing programs, learning new functions as required to create texts. Typing programs may be used.

### Early Childhood Instructional Sequence (10-15 minutes)

This sequence can be integrated into a literacy block where the independent You do activities are included as rotational activities or as a whole class, depending on the needs of the class.

Review	Gross motor and fine motor warm up, e.g. drawing previously learnt letters/patterns in the air, drawing on the carpet with fingers, muscle stretches and warm ups, reciting previously learnt mnemonics
I do	Teacher models letter/pattern formation with think alouds, using mnemonics and discussing position on dotted thirds
We do	Students demonstrate letter formation and receive immediate feedback to correct errors, e.g. modelling back to teacher in air, whiteboards, reciting mnemonics
You do	Students practise letter formation using a variety of sensory approaches and writing materials while teacher monitors, corrects and reteaches as necessary.  <b>Note:</b> Priority must be given to children physically creating their own patterns/letters. Pre-made and tracing worksheets should be used sparingly, not as an initial instructional resource, and only when students can demonstrate correct formation.

### SA Pre-cursive on Dotted Thirds



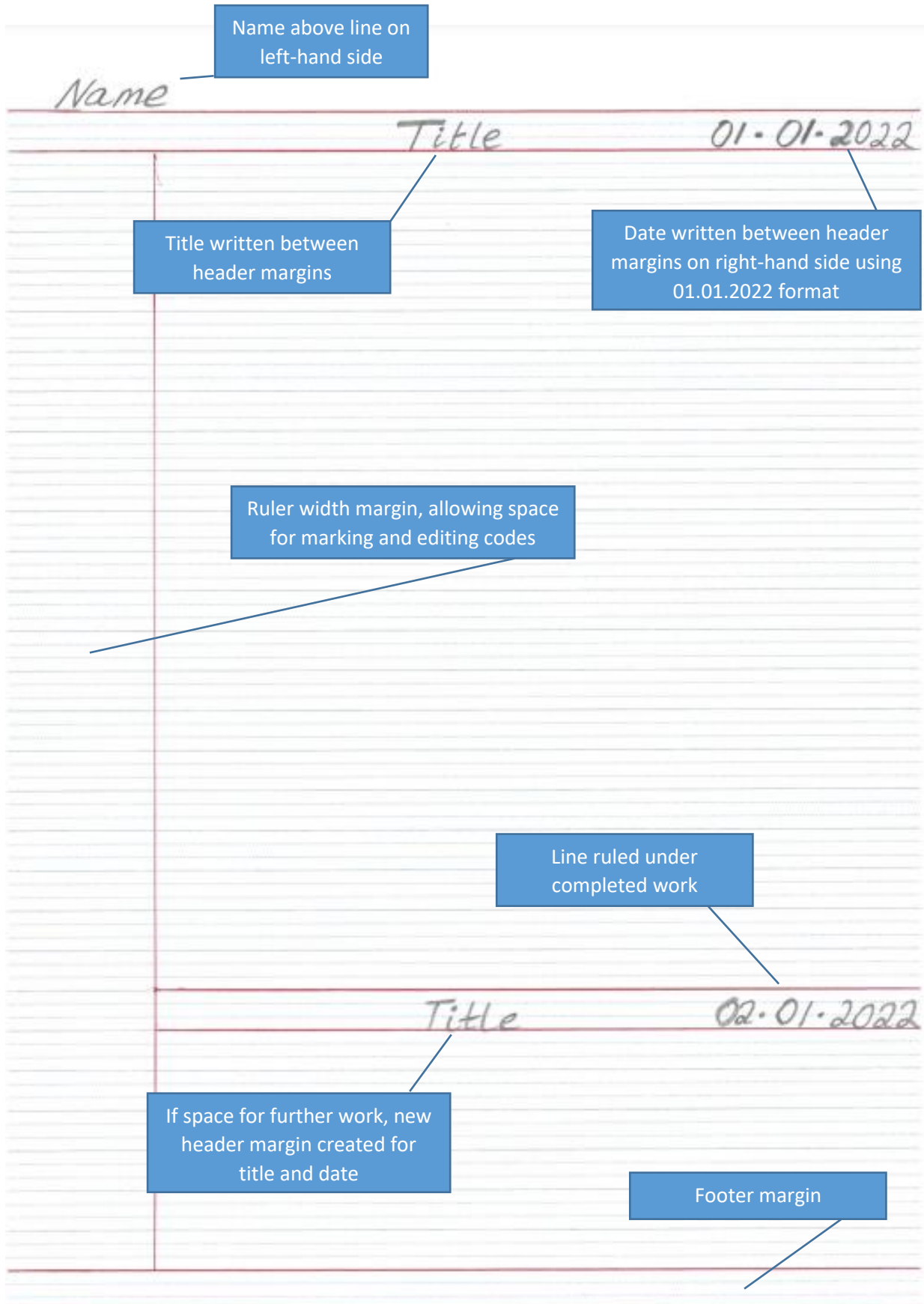
### SA Cursive with Speed Loops

The quick brown fox jumped over the lazy dog!  
ABCDEFGHIJKLMNOPQRSTUVWXYZ  
1234567890

## Appendix 1: Bookwork Presentation Standards

All student bookwork should be presented in the following format.

To prevent overhang, worksheets should be trimmed by teachers before being given to students, or students can fold in half before gluing in. Loose leaf paper and worksheets can also be stored in A4 display folders.



## Appendix 2: K-2 Handwriting Mnemonics (linking Peggy Lego to SA Pre-cursive)

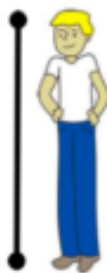
<i>Aa</i>	Starts with a click, goes up and around. Small man pulls down and does a little flick.
<i>Bb</i>	Tall man starts at the top, pulls down and jumps up with a big, fat belly
<i>Cc</i>	Starts with a click, goes up and around and stops.
<i>Dd</i>	Starts with a click, goes up and around. Tall man from the top, pulls down and does a little flick.
<i>Ee</i>	Sideways sideways to the magic land. Starts with a click, goes up and around and stops.
<i>Ff</i>	Starts with a click, goes up and around. Tall man starts at the top, pulls down underground and stops. Sideways sideways to the magic land.
<i>Gg</i>	Starts with a click, goes up and around. The monkey tail goes under the ground.
<i>Hh</i>	Tall man starts at the top, pulls down and stops. Up and over the gate. Little flick
<i>Ii</i>	Small man starts in the middle, pulls down to the bottom and does a little flick. Do a little dot.
<i>Jj</i>	Tall man starts in the middle and goes under the ground. Do a little dot.
<i>Kk</i>	Tall man starts at the top, pulls down and stops. Jack and Jill went up the hill. Stop, pencil off. Jack and Jill went down the hill and do a little flick.
<i>Ll</i>	Tall man starts at the top, pulls down to the bottom and does a little flick.
<i>Mm</i>	Small man starts in the middle and pulls down. Up and over the gate. Up and over the gate again and do a little flick.
<i>Nn</i>	Small man starts in the middle and pulls down. Up and over the gate and do a little flick.
<i>Oo</i>	Starts with a click, goes up and around to join up and stops.
<i>Pp</i>	Tall man starts in the middle, pulls down under the ground and stops. Big, fat belly
<i>Qq</i>	Starts with a click, goes up and around. Tall man goes under the ground and flicks.
<i>Rr</i>	Small man starts in the middle and pulls down to the bottom. Up and halfway over the gate.
<i>Ss</i>	Starts with a click, goes around and back around like a little fat belly.
<i>Tt</i>	Tall man starts at the top, pulls down and does a little flick. Sideways, sideways to the magic land.
<i>Uu</i>	Under the gate, small man from the middle, pulls down and does a little flick.
<i>Vv</i>	Jack and Jill went down the hill and back up. Little flick.
<i>Ww</i>	Under the gate and back up, then under the gate again. Little flick.
<i>Xx</i>	Jack and Jill went down the hill. Stop, pencil off. Jack and Jill went backwards down the hill. Little flick.
<i>Yy</i>	Down under the gate and back up. Tall man down under the ground with a monkey tail
<i>Zz</i>	Sideways sideways to the magic land. Jack and Jill went backwards down the hill. Sideways sideways to the magic land.

## Peggy Lego Pre Writing patterns



The Peggy Lego prewriting patterns, break down letters into seven pencil movements. Generally the Peggy Lego program includes a story for each pattern, a gross motor activity, a sensory / tactile activity, a fine motor activity and then finally the writing activity. Here are the pencil movements required, along with the verbal cue you provide when writing the shape. It is ideal to start with the Tall man shape and then progress onto Sideways Sideways, Starts with a Click, Jack and Jill, Under the Gate and Over the Gate.

### TALL MAN



Starts at the top, pulls  
down and stops.

### SIDEWAYS SIDWAYS



Sideways, sideways,  
to the magic land.

### STARTS WITH A CLICK



Starts with a click,  
goes around and stops.

### JACK AND JILL



Jack and Jill went up the hill,  
and down the hill.

### UNDER THE GATE



Down and under the gate.

### OVER THE GATE



Up and over the gate.

Gross motor	
Sensory based	
Consistent verbal cues	
Consistent visual cues	

Remember! Start teaching the child the movement with their whole body (gross motor), then draw it in sand or rice (sensory), use the consistent verbal cues and give them a clear example of what the shapes looks like

*Children should be consolidating these shapes by the end of kindy, so they are ready to translate them into letters as they enter preprimary.*