English Stage 2

Instructional sequence – Handwriting and digital transcription

Contents

Handwriting and digital transcription

The acquisition of proficient handwriting and digital transcription skills holds significant importance in the overall development of students' writing, reading and spelling abilities. Research has consistently shown that regular, explicit and systematic handwriting practice contributes to improved student performance in various language-related tasks. The mastery of both fluent and legible handwriting styles and efficient typing/word processing is crucial, as it enables students to automate the mechanical aspects of writing, thereby freeing up cognitive resources for more complex elements of text creation. By understanding the cognitive benefits of sensory-motor integration when handwriting, it is evident that continuing handwriting instruction in Years 3 to 6 is essential (Askvik et al. 2020).

In addition to facilitating word learning and spelling recognition through the kinaesthetic action of the hand, handwriting has been shown to positively influence compositional writing quality (Graham et al. 2000). Handwriting skills are not only valuable in academic contexts but also play a pivotal role in enhancing students' abilities to take notes, comprehend information and retain conceptual knowledge. As the contemporary educational landscape increasingly involves interactive multimedia platforms, it is imperative to explicitly teach students how to leverage digital technologies effectively. By enabling students to use digital tools for various communicative tasks, such as creating digital texts, drafting, editing and multimodal writing, educators equip them with vital skills to thrive in the digital era (Crocket et al. 2011). Thus, an integrated approach to fostering both handwriting and digital transcription proficiencies can empower students to become capable and confident communicators in the modern world.

When preparing to teach NSW Foundation Style cursive, it is essential to bear in mind that students require consistent practise to develop key writing skills, including efficient pencil grasp, writing posture, and uniform letter formation. This same consistency of practise is necessary for the development of keyboarding skills. It is recommended to:

- include at least 3 explicit teaching sessions per week to develop handwriting and keyboarding skills

- provide short, sharp lessons, lasting 15 to 20 minutes each (NESA 2022).

Furthermore, at the conclusion of handwriting and digital transcription activities, fostering a collaborative sharing session enables students to reflect upon, discuss and celebrate their learning experiences. Opportunities to apply effective handwriting skills in authentic writing contexts, including when drafting texts and for tasks such as note-taking, can support learning, ideation, conceptualisation, and retention of information (Mueller and Oppenheimer 2014). It is important for teachers to determine when this can occur based on their own context and the needs of their students.

For further information, see Handwriting: Explicit handwriting instruction.

Instructions for use

The 'English Stage 2 – Instructional sequence – Handwriting and digital transcription' is a suggested sequence to support the planning of explicit, systematic and cumulative handwriting and digital transcription lessons for students in Years 3 and 4. This sequence has been designed to support students in demonstrating the outcomes:

- **EN2-HANDW-01** forms legible joined letters to develop handwriting fluency

- **EN2-HANDW-02** uses digital technologies to create texts.

Stage 2 content from the English K–10 Syllabus is introduced in line with the English Stage 2 scope and sequence. Content is positioned at the point of introduction to the students, and the sequence provides for repetition and consolidation of content throughout the stage. Some content points will require more emphasis and frequent repetition than others, and schools may choose to adapt this sequence based on their context and assessment data.

The sequence uses distributed learning principles to facilitate robust learning over time. Content from each content group has been included in most term blocks (early term/late term). This approach also allows for foundational skills such as handwriting and typing fluency to be addressed frequently to enable student to progress towards automaticity and efficiency.

NSW Foundation Style handwriting samples, including precursive and cursive script, have been used throughout this instructional sequence when modelling letter formations. They are a guide only and do not provide a complete overview of all possible learning.

Progress through the instructional sequence needs to be dependent on the regular monitoring of students' progress as they develop handwriting and digital transcription skills. This will require direct, close examination of both the process and product of handwriting and keyboarding with the focus needing to be on efficiency, fluency and legibility (Mackenzie and Spokes 2020). Systematic observations and timely feedback from the teacher can

identify issues that may affect the development of handwriting and keyboarding automaticity and efficiency. An observation sheet can be used to record important aspects of each student's skill development.

Some students may need access to alternative transcription formats and assistive technologies instead of handwriting. This may include speech-to-text devices, keyboard or switch devices and/or augmentative and alternative communication (AAC) devices (NESA 2022).
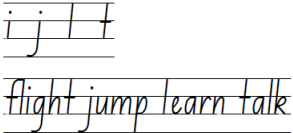
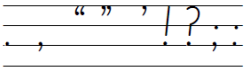# Stage 2 – Year 3

Term 1 (early)

Handwriting legibility and fluency

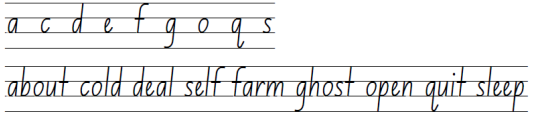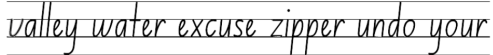**EN2-HANDW-01** forms legible joined letters to develop handwriting fluency

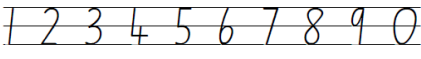- Understand that legible handwriting is consistent in size and spacing and can support learning

Table 1 – Term 1 (early) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Down letters 'i', 'j', 'l', and 't' with consistent size and spacing. *flight jump learn talk* Punctuation marks, including:	**Optional**: review the use of software functions in word-processing program functions (Stage 1 content).	**Handwriting legibility and fluency** **Formation:** focus on the correct starting place and direction of movement for each letter shape. All 'down' letters begin at the top of the letter and end at the bottom. A pen(cil) lift is needed for strokes and dots. Do not dot the letters 'i' or 'j' or cross the letter 't' until the end of the letter. **Size:** letters should be in proportion in both width and height. A

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
- full stop - comma - quotation marks - apostrophes - question marks - exclamation marks - semi-colons - colons		letter's height includes the head (ascender), body, and tail (descender). Each part of the letter should be of equal proportion. The overall size of a letter can be described using the terms: 'tall', 'short' and 'tail' letters (NESA 2022). **Slope**: letters need to maintain the same slope, that is, they need to be parallel. All letters should slope slightly to the right. Throughout the 5-week block, explicitly teach the correct placement of punctuation marks in the context of written sentences and short passages.
Clockwise letters '**b**', '**h**', '**k**', '**m**', '**n**', '**p**' and '**r**' with consistent size and spacing.	n/a	**Handwriting legibility and fluency** **Pen(cil) grip:** students hold their pen(cil) firmly between their thumb and index finger, balanced on their middle finger (not too

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
b h k m n p r *built happy king mighty nothing press read*		tightly). For left-handed students, holding their pen(cil) 2–3 cm from the tip enables them to see their writing and avoid 'hooking' and smudging. A pen(cil) grip and mark on the pencil can guide students as to where to place their fingers. **Paper position:** the non-writing hand should be carefully placed on the paper to steady it. The paper should be angled so that the right side of the paper is slightly higher (for right-handed students). For left-handed students, the paper should be positioned to the left of their body. When students finish writing across the entire line, their hand should be slightly to the left of their midline. This allows them to see what they are writing, keep their wrist straight and avoid smudging. The angle of the pencil to the page needs to remain constant when writing. Continue to revise the size and proportion of letters. Check and correct letter reversals.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Anti-clockwise letters '**a**', '**c**', '**d**', '**e**', '**f**', '**g**', '**o**', '**q**' and '**s**' with consistent size and spacing. *a c d e f g o q s* *about cold deal self farm ghost open quit sleep*	n/a	**Handwriting legibility and fluency** Consistent spacing supports the legibility and appearance of handwriting. Draw attention to appropriate spacing within words, between words and between lines of writing. **Posture:** feet should be flat on the floor and the chair should be at an appropriate height and tucked in under the table. Both hips and knees should be at a 90-degree angle.
Diagonal letters '**v**', '**w**', '**x**', '**z**' and down-up letters '**u**' and '**y**' with consistent size and spacing. *valley water excuse zipper undo your*	n/a	**Handwriting legibility and fluency** Review previously taught information on handwriting that is consistent in size and spacing, including direction of movements for letter formations, size, slope and spacing. Focus on pen(cil) lift and drop and for the letters '**x**' and '**y**'.
Numerals **1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**, **9**, **0** with consistent size and spacing.	n/a	**Handwriting legibility and fluency** Numerals are full height or 'tall' letters. They are twice the height of 'short' letters.

Handwriting legibility and fluency	Software functionalities and	Supporting information for teachers
1 2 3 4 5 6 7 8 9 0		Focus on the correct starting place and direction of movement for each numeral, including a pen(cil) lift for the numerals 4 and 5. Check and correct numeral reversals.

Term 1 (late)

Handwriting legibility and fluency

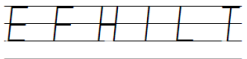**EN2-HANDW-01** forms legible joined letters to develop handwriting fluency

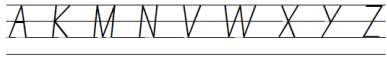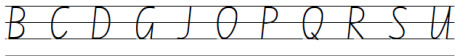- Understand that legible handwriting is consistent in size and spacing and can support learning

Software functionalities and typing

EN2-HANDW-02 uses digital technologies to create texts

- Position a chosen device in a way that facilitates efficient and sustained text creation

Table 2 – Term 1 (late) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Positioning a device or monitor at an appropriate height and angle.	**Software functionalities and typing** The screen should be positioned straight in front of the user at approximately an arms-length away. The device or monitor is placed so the top of the screen is at or just below eye level. Students should be seated at desks on chairs that are an appropriate height so that their feet can be placed flat on the floor. Ensure that the workspace is not overcrowded.
Capital letters with consistent size and spacing, including: • vertical and horizontal letters: '**E**', '**F**', '**H**', '**I**', '**L**' and '**T**'. • diagonal letters: '**A**', '**K**', '**M**', '**N**', '**V**',	n/a	**Handwriting legibility and fluency** Uppercase letters are full height or 'tall' letters. They are twice the height of 'short' letters. Focus on the correct starting place and direction of movement for each letter shape, including pen(cil) lifts and drops. Capital letters can be used for headings or titles. **Note:** some left-handers may prefer to form some letters

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
'W', 'X', 'Y' and 'Z'. A K M N V W X Y Z		differently. For example, cross strokes in the letters 'A', 'H' and 'T' may go from left to right, rather than right to left.
Capital letters with consistent size and spacing, including curved letters: 'B', 'C', 'D', 'G', 'J', 'O', 'P', 'Q', 'R', 'S' and 'U'. B C D G J O P Q R S U	Positioning a device or monitor at an appropriate height and angle, including the use of external accessories.	**Handwriting legibility and fluency** Revise previously taught capital letters. **Software functionalities and typing** Revise placement of a device or monitor at appropriate eye level. Demonstrate good posture. For example, sitting up straight, aligning head with the spine, shoulders relaxed. Introduce the use of external accessories, including a mouse. A mouse can be positioned on either the right or left side of the keyboard. The keyboard and mouse should be positioned so the student's forearms can rest on, and are supported by, the desk. Teach basic mouse skills, such as:

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• moving the cursor • left-click to select items • double-click to open files or programs • right-click to access content menus • up and down scrolling movements.
Revise all letters, numerals and punctuation marks, including: • lower case letters • upper case letters • punctuation marks • numerals.	n/a	**Handwriting legibility and fluency** Revise content, including exclamation marks and questions marks are full height. They are the same height as capital letters. Quotation marks and apostrophes are positioned to rest below the top line (line 1).

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
a b c d e f g h i j k l m n o p q r s t u v w x y z A B C D E F G H I J K L M N O P Q R S T U V W X Y Z . , " " ' ? ! ; : 1 2 3 4 5 6 7 8 9 0		
Consolidate Term 1 content		

Term 2 (early)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

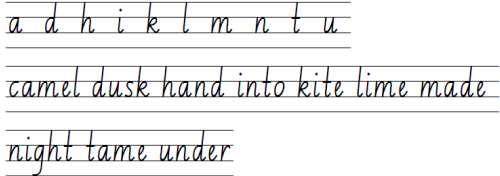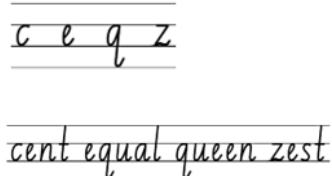- Join letters using consistent size and spacing to develop fluency
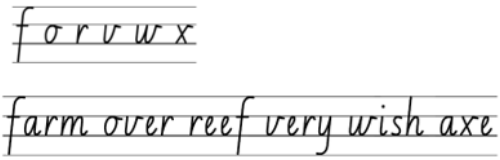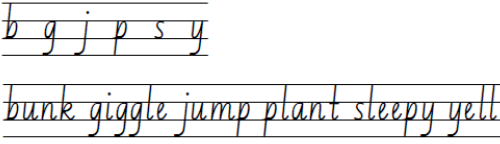
Software functionalities and typing

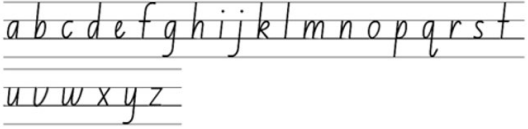**EN2-HANDW-02** uses digital technologies to create texts

- Position a chosen device in a way that facilitates efficient and sustained text creation

Table 3 – Term 2 (early) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Precursive letters from a downstroke with exit hooks that will result in diagonal joins, including '**a**', '**d**', '**h**', '**i**', '**k**', '**l**', '**m**', '**n**', '**t**' and '**u**'.	n/a	**Handwriting legibility and fluency** The links that form exits are the precursors to joining letters in NSW Foundation Style cursive script. Letters that end on the baseline (line 3) finish with a short, upward exit hook. Exit hooks are *smooth curves*, not sharp points. Exit

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
a d h i k l m n t u *camel dusk hand into kite lime made* *night tame under*		hooks help to provide a 'quick change in direction'. They are minimal in size. Provide students with the opportunity to form a mental image of each letter to use as a guide for writing. This supports the development of motor memory.
Precursive letters from an upstroke with exit hooks that will result in diagonal joins, including '**c**', '**e**', '**q**' and '**z**'. *c e q z* *cent equal queen zest*	Position a device or monitor at an appropriate height and angle.	**Handwriting legibility and fluency** Revise previously taught exit hooks from the baseline. Introduce additional letters. Highlight the slight wave at the bottom of the letter '**z**' before its exit hook. Continue to reinforce correct letter formations, size and spacing. **Software functionalities and typing** Position a device or monitor in a well-lit room so that the screen can be seen without eye strain. Try to position the device so there is no bright light or sunlight shining directly on the screen, as glare can add to eye strain.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Precursive letters with exit hooks that will result in horizontal joins, including '**f**', '**o**', '**r**', '**v**', '**w**' and '**x**'. *f o r v w x* *farm over reef very wish axe*	n/a	**Handwriting legibility and fluency** Because the letters '**o**', '**r**', '**v**', '**w**' and '**x**' do not finish on the baseline, their exit hook is positioned at line 2; it dips slightly. The precursive letter '**f**' has a 'tail' (descender) which drops below the baseline to line 4.
Precursive letters that do not have an exit hook, including '**b**', '**g**', '**j**', '**p**', '**s**' and '**y**'. *b g j p s y* *bunk giggle jump plant sleepy yell*	Positioning a device or monitor at an appropriate height and angle.	**Handwriting legibility and fluency** Letters that finish in a clockwise movement do not join to the next letter. **Software functionalities and typing** Revise positioning a device or monitor at appropriate eye level to support good posture and the use of external accessories, including a mouse.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Revise all precursive letters, including those with an exit hook. a b c d e f g h i j k l m n o p q r s t u v w x y z	n/a	**Handwriting legibility and fluency** Focus on letters maintaining the same proportion. A letter's width and height need to be constant with other similar letters.

Term 2 (late)

Handwriting legibility and fluency

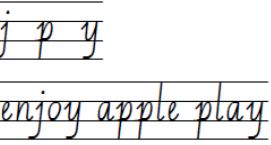**EN2-HANDW-01** forms legible joined letters to develop handwriting fluency
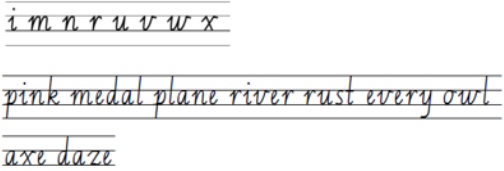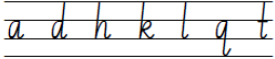
- Join letters using consistent size and spacing to develop fluency

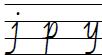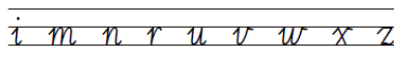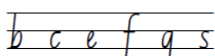**Software functionalities and typing**

EN2-HANDW-02 uses digital technologies to create texts

- Use knowledge of the keyboard layout and functions to type texts

Table 4 – Term 2 (late) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Precursive letters with an entry rise and an exit hook, including 'i', 'm', 'n', 'r', 'u', 'v' 'w' and 'x'. *i m n r u v w x* *pink medal plane river rust every owl* *axe daze* Precursive letters with an entry rise but no exit hook, including 'j', 'p' and 'y'. *j p y* *enjoy apple play*	n/a	**Handwriting legibility and fluency** Revise letters with exit hooks. Introduce letters containing an entry rise. These curve upward and form a sharp point at the top. Compare the sharp point of the entry rise to the smooth, curved exits that come from letters. The letters 'j', 'p' and 'y' finish in a clockwise direction, so they will not join to the next letter in cursive. They do not have an exit hook.
n/a	Keyboard layout including the **home row.**	**Software functionalities and typing** Introduce the **home row**. This includes the letters and punctuation: **A S D F G H J K L ; '**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		Guide the placement of the index fingers on the 2 raised keys **F** and **J**, with the second, third, and fourth fingers on the adjacent keys on the same row, and the thumbs resting on the **space bar**. Model returning to the 'home keys' after each keystroke. Support students to understand the importance of frequent repetition in building muscle memory when learning to type on a keyboard.
Revise the entire precursive alphabet focusing on letters with: • exit only – diagonal: '**a**', '**d**', '**h**', '**k**', '**l**', '**q**' and '**t**' *a d h k l q t* • exit only – horizontal: '**o**' *o* • entry rise only: '**j**', '**p**' and '**y**'	Keyboard layout including the **home** and **top rows**.	**Handwriting legibility and fluency** Revise all letter formations, including the letters '**b**', '**g**', '**j**', '**p**', '**s**' and '**y**' which finish in a clockwise direction and do not have an exit. The modified letter '**f**' does not join to the next letter at this stage of development. **Software functionalities and typing** Revise the **home row**. Introduce the **top row**. This includes the letters and punctuation: **Q W E R T Y U I O P [ ] **

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
  • entry rise and exit: '**i**', '**m**', '**n**', '**r**', '**u**', '**v**', '**w**' '**x**' and '**z**' • no change '**b**', '**c**', '**e**', '**f**', '**g**' and '**s**' 		The use of the **tab** key on the top row can be taught if appropriate. Focus on coordinating both left and right hands and fingers simultaneously when practising.
n/a	Keyboard layout including the **home, top** and **bottom rows**.	**Software functionalities and typing** Revise the **home** and **top rows** on a keyboard. Introduce the **bottom row**. This includes the letters and punctuation: **Z X C V B N M , . /**
Consolidate Term 2 content		

Term 3 (early)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

- Apply appropriate pressure when joining letters

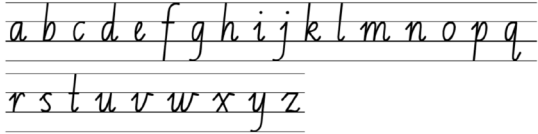- Join letters using consistent size and spacing to develop fluency

Software functionalities and typing

EN2-HANDW-02 uses digital technologies to create texts

- Use knowledge of the keyboard layout and functions to type texts

Table 5 – Term 3 (early) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Revise the precursive alphabet with consistent size and spacing.	n/a	**Handwriting legibility and fluency** Students need to become aware of the pressure used when holding a pen(cil). Support students to understand tension and relaxation by

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
abcdefghijklmnopq rstuvwxyz		squeezing a fist and releasing. Repeat several times. Then practise holding a pen(cil) with a relaxed grip. Identify how too much tension can cause fatigue and reduce fluency when writing.
n/a	Keyboard layout including the **home, top** and **bottom row**. Selecting and using text formatting functions to type texts.	**Software functionalities and typing** 'ISO keyboard layout (105 keys) with FI engravings' by Jorazon is licensed under CC BY-SA 3.0. Revise the **home**, **top** and **bottom row** on a keyboard. Reinforce students using a 'light touch' with a smooth and rhythmic typing

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		motion.
		Students use text formatting functions related to font size and style such as bold, italics, and underlining; font style and colour.
Continue revising the precursive alphabet to develop fluency when writing longer texts.	n/a	**Handwriting legibility and fluency**
		Identify how excessive pressure of the pen(cil) on the page can lead to fatigue and smudging, while too little pressure may result in faint or illegible writing.
Continue revising the precursive alphabet to develop fluency when writing longer texts.	Keyboard functions including the **caps lock** and **cursor control** keys**.**	**Software functionalities and typing**
		Compare using the **shift** and **caps lock** keys to type capital letters. Familiarise students with the **cursor control keys**, including the **arrow keys** for moving the cursor left, right, up, and down within a text. The **PgUp** and **PgDn**, **Home** and **End** keys can also be introduced.
Consolidate Term 2 content		

Term 3 (late)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

- Apply appropriate pressure when joining letters

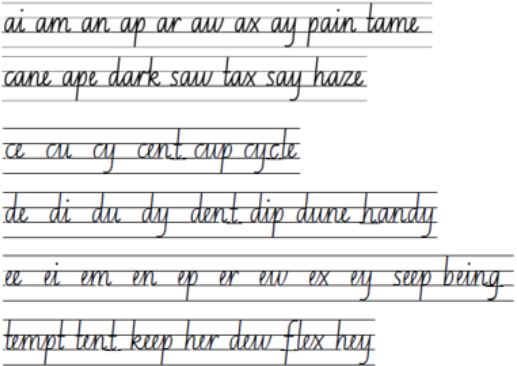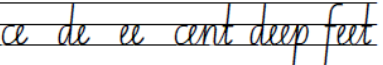- Join letters using consistent size and spacing to develop fluency
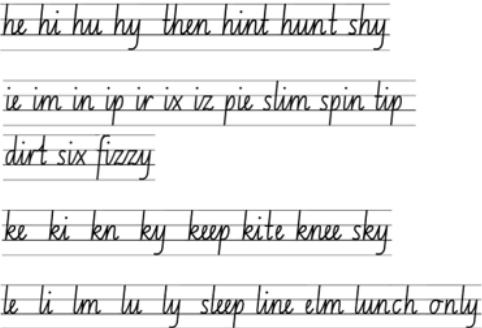
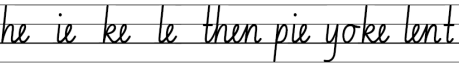**Software functionalities and typing**

EN2-HANDW-02 uses digital technologies to create texts

- Use knowledge of the keyboard layout and functions to type texts

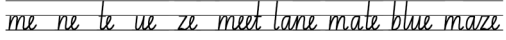- Select and insert visual, print and audio elements into texts
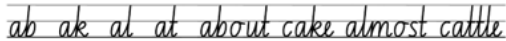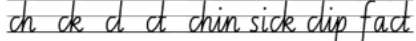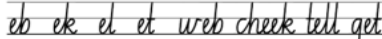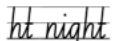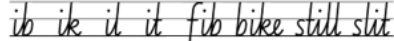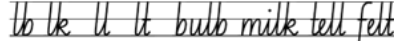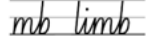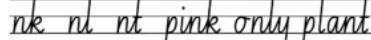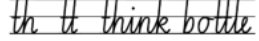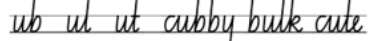
Table 6 – Term 3 (late) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Cursive letters with diagonal joins to short letters, including from the letters '**a**',	n/a	**Handwriting legibility and fluency** Diagonal joins come from letters with exits near the baseline. To

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
'c', 'd' and 'e'. _ai am an ap ar aw ax ay pain tame_ _cane ape dark saw tax say haze_ _ce cu cy cent cup cycle_ _de di du dy dent dip dune handy_ _ee ei em en ep er ew ex ey seep being_ _tempt tent keep her dew flex hey_ Additional practise: Diagonal joins to the letter 'e'. _ce de ee cent deep feet_		form a diagonal join, the exit hook continues upwards to join to the next letter. Most letters join the next letter at the top of the letter's body at a 45-degree angle. Diagonal joins to the letter 'e' are a smooth upward stoke. The join is where the letter 'e' begins its formation rather than at the top of the letter. Introduce reflection prompts and questions to support students to monitor and improve their handwriting. For example: • Are the letters the right size? • Are 'tail' letters (descenders) the same length? • Are evenly-sized joins used? • Is there a sharp point when joining to the next letter (except for the letter 'e')? • Can any letters be improved?

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Cursive letters with diagonal joins to short letters, including from the letters '**h**', '**i**', '**k**' and '**l**'. *he hi hu hy then hint hunt shy* *ie im in ip ir ix iz pie slim spin tip* *dirt six fizzy* *ke ki kn ky keep kite knee sky* *le li lm lu ly sleep line elm lunch only* Additional practise: Diagonal joins to the letter '**e**'. *he ie ke le then pie yoke lent*	Continue to revise **keyboard layout** with a focus on coordinating both left and right hands and fingers simultaneously to find the location of keys.	**Handwriting legibility and fluency** Revise previously taught diagonal joins to short letters. Introduce additional diagonal joins to short letters. Highlight that the dot is added last when joining to the letter '**i**'. **Software functionalities and typing** Encourage students to practise typing accurately before trying to increase typing speed. Highlight that the use of the **backspace key** to delete errors can become problematic and accurate typing is more efficient than quick correction.
n/a	Inserting visual elements into a text, including images.	**Software functionalities and typing** Introduce inserting visual elements, including images, shapes or icons. Support the use of pull-down menus and movement between

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		applications. For example, between Microsoft Word and a web browser, or PowerPoint and an image saved in a personal folder.
Cursive letters with diagonal joins, including from the letters '**m**', '**n**', '**t**', '**u**' and '**z**'. *me mi mm mn mp mu my time mime* *yummy hymn jump must my* *ne ni nn np nu ny mine nine sunny* *input nut rainy* *te ti tr tu ty ten time trail turn aunty* *ue ui um un up ur uy uz due quit hum* *hunt cup blur buy buzz* *ze zi zy size zip dizzy* Additional practise: Diagonal joins to the letter '**e**'.	Keyboard layout including the **home, top** and **bottom row**.	**Handwriting legibility and fluency** Revise previously taught diagonal joins to short letters. Add the crossbar last to the letter '**t**'. Make a slight wave at the bottom of the letter '**z**'. Revise students' understanding of pressure. Provide students with different pens and pencils to write with and have them determine if it feels easier to write with some implements more than others. **Software functionalities and typing** Continue frequent typing practise to support accuracy.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
me ne te ue ze meet lane mate blue maze		
Cursive letters with diagonal joins to tall letters, including to the letters '**b**', '**h**', '**k**', '**l**' and '**t**'. *ab ak al at about cake almost cattle* *ch ck cl ct chin sick clip fact* *eb ek el et web cheek tell get* *ht night* *ib ik il it fib bike still slit* *lb lk ll lt bulb milk tell felt* *mb limb* *nk nl nt pink only plant* *th tt think bottle* *ub ul ut cubby bulk cute*	Inserting visual elements into a text, including images.	**Handwriting legibility and fluency** To form a diagonal join from the baseline to a 'tall' letter, continue the exit hook all the way up to the top line (line 1) and then retrace back down the letter. Add the crossbar last on the letters '**f**' and '**t**'. The cross bar extends across both letters when writing double '**t**'. **Note:** diagonal joins to the letter '**f**' are positioned with diagonal joins to anticlockwise letters.

Term 4 (early)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

- Understand that legible handwriting is consistent in size and spacing and can support learning

- Join letters using consistent size and spacing to develop fluency

Software functionalities and typing

EN2-HANDW-02 uses digital technologies to create texts
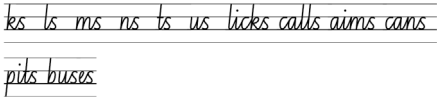
- Use knowledge of the keyboard layout and functions to type texts

- Select and insert visual, print and audio elements into texts

Table 7 – Term 4 (early) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Cursive letters with diagonal joins to anticlockwise letters, including from the	n/a	**Handwriting legibility and fluency** Diagonal joins to anticlockwise letters are sometimes called 'drop-in'

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
letters '**a**', '**c**', '**d**', '**e**', '**h**' and '**i**'. _ac ad af ag as stack add after again class_ _ca cc co call hiccup taco_ _da dd dg do ds dance saddle edge undo_ _pads_ _ea ec ed ef eg eo es each deck sled beef peg_ _neon pushes_ _ha ho hs happy who maths_ _ic id if ig io is lick side sift pig patio hiss_ Additional practise: Diagonal joins to the letter '**s**'. _as ds es hs is cast pads nest sighs kiss_		or 'backtouch' joins. Anticlockwise letters include '**a**', '**c**', '**d**', '**f**', '**g**', '**o**', '**q**' and '**s**'. When joining to an anticlockwise letter, the exit should reach to the top of the next letter. The pen(cil) is then lifted, and the next letter is 'dropped into place' and touches the exit hook on the way down. Diagonal joins to the letter '**f**' are positioned just below the neckline (line 2). When writing double '**s**', there is no join.
n/a	Keyboard layout including the **home, top** and **bottom row**. Selecting and inserting print	**Software functionalities and typing** Students use graphing functions to create graphs or charts. Revise the use of pull-down menus and introduce the features that support

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
.	elements, including graphs, into texts.	accuracy and efficiency, such as the **Undo** and **Redo** functions.
Cursive letters with diagonal joins to anticlockwise letters, including from the letters '**k**', '**l**', '**m**', '**n**', '**t**,' '**u**' and '**z**'. ks kicks la ld lf lo ls lame cold self silo hills ma mo ms mash memo calms na nd nf ng no ns nail hand infer sing rhino plans ta to ts table into cats ua uc ud uf ug us dual stuck bud tuft slug lush za zaps Additional practise: Diagonal joins to the letter '**s**'.	Keyboard layout including the **home, top** and **bottom row**.	**Handwriting legibility and fluency** Revise already taught diagonal joins to anticlockwise letters and introduce additional letters that use this join. **Software functionalities and typing** Revise correct finger placement on the keyboard. Encourage students to return to the 'home keys' after each keystroke. Practise typing skills as regularly as possible with a focus on accuracy over speed.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
ks ls ms ns ts us licks calls aims cans pits buses		
n/a	Basic keyboard shortcuts functions for common tasks, including to insert images.	**Software functionalities and typing** Continue to develop efficiency with inserting images from a range of locations. Copy and paste images with the use of the mouse and shortcut keys, including: • **Ctrl+X** (Cut): Cuts (removes) content from its original location and copies to the clipboard for use. • **Ctrl+C** (Copy): Copies an image or content without removing it from its original location. It can be pasted elsewhere (using **Ctrl+V**) as many times as needed. • **Ctrl+V** (Paste): Once content is copied to the clipboard, this function allows content to be pasted into a different location.
Cursive letters with horizontal joins to short letters, including from the letters '**f**',	Keyboard layout and functions to type texts with basic punctuation	**Handwriting legibility and fluency** Horizontal joins come from the letters '**f**', '**o**', '**r**', '**v**', '**w**', and '**x**'.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
'o', 'r', 'v', 'w' and 'x'. *fi fr fu fy find fruit fungus leafy* *oe oi om on op or ow ox oy oz* *shoe moist home phone open decor your over* *glow box toy ozone* *re ri rm rn rp rr ru ry read rise arms* *turn chirp hurry rust hairy* *ve vi vy have vine envy* *we wi wn wr wy weed with turn wrong* *snowy* *xe xi xp xy axe exit expose waxy* Additional practise: Horizontal joins to the letter 'e'. *oe re ve we xe goes reach we've went fixes*	marks.	These letters finish on or near line 2. Horizontal joins are sometimes called 'neckline' joins. Most horizontal joins are made by extending the exit of the first letter to meet the next letter. A **small dip** is used between letters. When joining to the letter '**e**', the dip needs to be a bit lower so the letter can begin at its usual starting point. The letter '**f**' joins onto the next letter by extending its crossbar to the right. There is no dip when joining from the letter '**f**'. **Note:** the letter '**f**' does not join to the letter '**e**'. **Software functionalities and typing** Explore the dual purpose of the **shift key,** demonstrating how it is used for both capital letters and punctuation purposes. Students experiment with using the shift key to produce basic punctuation marks on a digital device.

Term 4 (late)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

- Join letters using consistent size and spacing to develop fluency

Software functionalities and typing

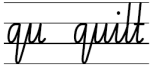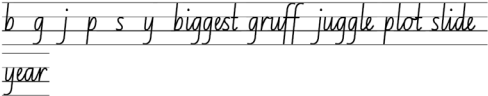**EN2-HANDW-02** uses digital technologies to create texts

- Use knowledge of the keyboard layout and functions to type texts

- Select and insert visual, print and audio elements into texts

Table 8 – Term 4 (late) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Cursive letters with horizontal joins to 'tall' letters, including from the letters '**f**', '**o**', '**r**', '**w**' and '**x**'.	Selecting and inserting audio elements into texts.	**Handwriting legibility and fluency** Revise that horizontal joins come from the letters '**f**', '**o**', '**r**', '**w**' and '**x**'.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
ft ft flop after *ob ok ol ot knob joke pole other* *rb rh rk rl rt verb rhyme park pearl sport* *wh wk wl where hawk slowly* *xh xl xt exhale axle sixty*		When making a horizontal join to a tall letter, sweep up to the top of the letter and then retrace back down. The letters '**ff**' and '**ft**' use the crossbar to join letters. The crossbar is written last. **Note:** horizontal joins to tall letters can also be positioned above the neckline (line 2). # wh wk wl # where hawk slowly **Software functionalities and typing** Introduce types of audio elements, such as sound effects, music and voice recordings. Review and extend students' understanding of using pull-down menus and accessing saved files when inserting audio elements.
Cursive letters with horizontal joins to anti-clockwise letters, including from the	n/a	**Handwriting legibility and fluency** Anti-clockwise letters include '**a**', '**c**', '**d**', '**f**', '**g**', '**o**', '**q**' and '**s**'.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
letters '**f**', '**o**', '**r**', '**v**', '**w**' and '**x**'. *fa ff fo fs family staff foot cliffs* *oa oc od of og oo os boat clock body* *often frog blood hose* *ra rc rd rg ro rs rf rains arch third* *argue roast pours dwarf* *va vo vain vote* *wa wo ws wash worth laws* *xa exam* Additional practise: Horizontal joins to the letter '**s**'. *fs os rs ws scuffs rose hears views*		When joining to an anti-clockwise letter, extend the exit dip across to the start of the next letter. Then retrace back along the join as you shape the next letter.
n/a	Keyboard layout and functions to type texts.	**Software functionalities and typing** Practise keyboard layout and typing skills with a focus on

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		accuracy over speed.
Cursive letters with diagonal joins from below the baseline (descender), including from the letter '**q**'. *qu quilt* Cursive letters where there is no join needed, including after the letters '**b**', '**g**', '**j**', '**p**' and '**y**'. *b g j p s y biggest gruff juggle plot slide year*	Selecting and inserting audio elements into texts.	**Handwriting legibility and fluency** The letter '**q**' goes below the baseline to line 4. Letters that finish in a clockwise direction do not join to the next letter. **Software functionalities and typing** Revise types of audio elements. Students insert audio recordings using different software, such as Microsoft Word, Google Docs or PowerPoint. Explore the similarities and differences in the features of each program.
Consolidate Term 4 content		

Stage 2 – Year 4

Term 1 (early)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

- Apply appropriate pressure when joining letters
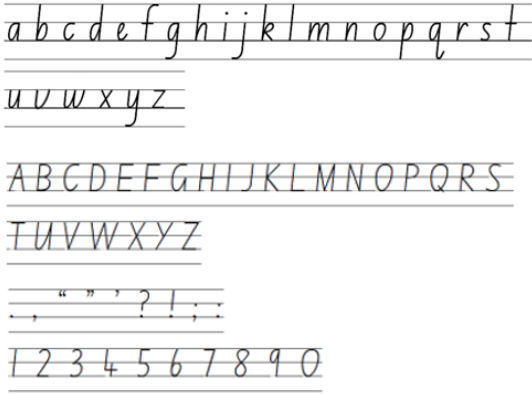
- Join letters when writing familiar words

Software functionalities and typing

EN2-HANDW-02 uses digital technologies to create texts

- Use knowledge of the keyboard layout and functions to type texts

Table 9 – Term 1 (early) suggested instructional sequence for Handwriting and digital transcription

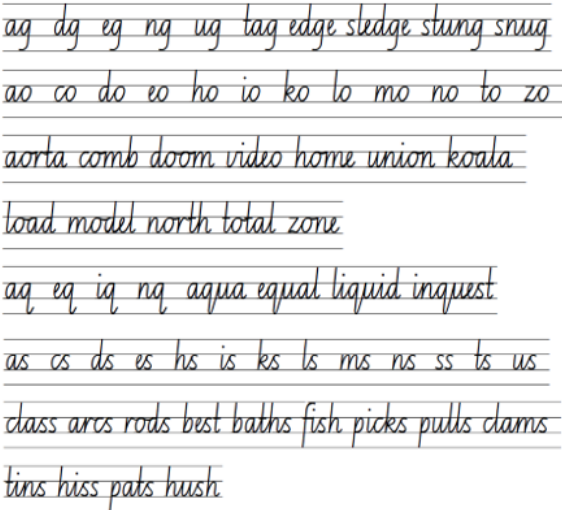| Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Revise NSW Foundation Style handwriting,	n/a	**Handwriting legibility and fluency**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
including: • lower case letters • upper case letters • punctuation marks • numerals. _a b c d e f g h i j k l m n o p q r s t_ _u v w x y z_ _A B C D E F G H I J K L M N O P Q R S_ _T U V W X Y Z_ _. , " " ' ? ! ; :_ _1 2 3 4 5 6 7 8 9 0_		To support legibility and fluency, revise: • **Letter formations:** practise NSW Foundation movements that form the basis of legible, fluent handwriting, including the sloped: — anticlockwise ellipse movement — clockwise ellipse movement — downstroke movement. • **Posture**: feet should be flat on the floor and the chair should be at an appropriate height and tucked in under the table. Both hips and knees should be at a 90-degree angle. • **Paper:** the non-writing hand holds the paper. This non-writing arm can take the weight to allow the writing arm to glide over the writing surface. • **Pencil grip**: students hold their pen(cil) firmly between their thumb and index finger, balanced on their middle

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		finger (not too tightly).
Cursive letters and words with diagonal joins to short letters. *ai am an ap ar au aw ay main tame* *plant apart part sauce laws spray* *ce ci cr cu cy mince circle crush scum lacy* *de di dr du dy deal diet dropped duet* *handy* *ee ei em en ep er ew ey green vein* *poem then epic keeper even grew they* *he hi heal clips* *ie im in ip ir ix iz died chimp sink* *trip skirt dive pixie dizzy*	n/a	**Handwriting legibility and fluency** Diagonal joins come from letters with exits near the baseline, including '**a**', '**c**', '**d**', '**e**', '**h**', '**i**', '**k**', '**l**', '**m**', '**n**', '**t**', '**u**' and '**z**'. To form a diagonal join, the exit hook continues upwards to the start of the next letter. Most diagonal joins meet the next letter at the top of the letter's body at a 45-degree angle. Diagonal joins to the letter '**e**' are a smooth upward stroke. The join is positioned between Line 2 and the baseline. Alternatively, the letter '**e**' begins its formation at the top of the letter. The cross bar on the letter '**t**' is added last. It is positioned on line 2. **Note:** all letter joins have been introduced as part of the Year 3 instructional sequence. These include diagonal joins and

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		horizontal joins to all: • short letters • tall letters • anticlockwise letters. Students have also been introduced to clockwise letters that do not join in NSW Foundation Style handwriting, including precursive and cursive script.
Cursive letters and words with diagonal joins to tall letters including '**b**', '**h**', '**k**', '**l**' and '**t**'.	n/a	**Handwriting legibility and fluency**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
ab ah ak al at slab ahead flake tale atom ch ck cl ct cheese slick close actor eb eh ek el et rebel behave sleek felt forget hl ht dahl fright ib ik il it crib spike fills split mb ml mt lamb warmly warmth nk nl nt snuck inlet count th tt forth jetty ub ul ut cubby sulky mouth		To form a diagonal join from the baseline to a tall letter (ascender), continue the exit hook all the way up to the top line (line 1) and then retrace back down the letter. Add the crossbar last on the letters '**f**' and '**t**'. The cross bar extends across both letters when writing double '**t**'. Highlight that holding a pen(cil) with too much pressure can cause fatigue and reduce fluency. Compare pen(cil) grip pressure when writing with different pencils, pens, and fine liners. Students monitor if it feels easier to write with some implements more than others and if their hand becomes sore or tired. **Note:** increasing the width of the pen(cil) shaft, including with a pencil grip if needed, can reduce pen(cil) grip pressure.
Cursive letters and words with diagonal joins to anti-clockwise letters including '**a**', '**c**', '**d**' and '**f**'.	Use knowledge of basic keyboard functions.	**Handwriting legibility and fluency** When creating a diagonal join to an anticlockwise letter, the exit should reach up towards the top of the next letter. The letter is

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
ca da ea ha ia la ma na ta ua za call dance peach handy diary label mates nail taken squad lizard ac cc ec ic uc black occur gecko slick stuck ad dd ed id nd ud glad muddy played hid second cloud af ef ff if lf uf waft left fluffy shift shelf stuffy		then 'dropped' into place and touches the exit on the way down. These are sometimes known as 'drop-in' or 'backtouch' joins. The cross bar extends across both letters when writing double '**f**'. **Software functionalities and typing** Revise the position of a device. Use knowledge of keyboard functions, such as: • space bar to put a space between words • backspace to delete text • enter to start a new line • shift and caps lock to type capital letters.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Cursive letters and words with diagonal joins to anti-clockwise letters including 'g', 'o', 'q' and 's'. ag dg eg ng ug tag edge sledge stung snug ao co do eo ho io ko lo mo no to zo aorta comb doom video home union koala load model north total zone aq eq iq nq aqua equal liquid inquest as cs ds es hs is ks ls ms ns ss ts us class arcs rods best baths fish picks pulls clams tins hiss pats hush	Use knowledge of basic keyboard functions.	**Handwriting legibility and fluency** Revise previously taught diagonal joins to anti-clockwise letters. **Software functionalities and typing** Revise content of basic keyboard functions.

Term 1 (late)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency
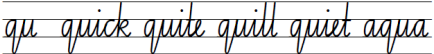
- Join letters when writing familiar words
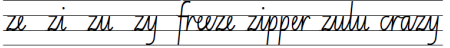
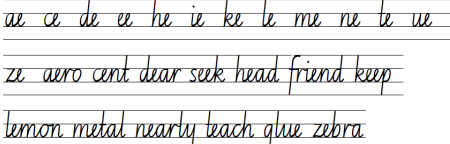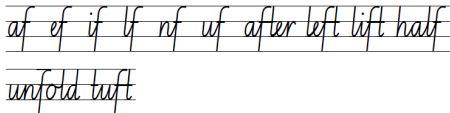**Software functionalities and typing**

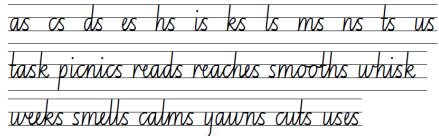**EN2-HANDW-02** uses digital technologies to create texts

- Monitor goals that build on typing accuracy and rate

- Select and insert visual, print and audio elements into texts

Table 10 – Term 1 (late) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Keyboard layout to support typing accuracy and rate.	**Software functionalities and typing** Revise keyboard layout, including the: • **home row** with the letters and punctuation: **A S D F G H**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		J K L ; ' • **top row** with the letters and punctuation: **Q W E R T Y U I O P [ ] ** • **bottom row** with the letters and punctuation: **Z X C V B N M , . /** Revise the use of the **enter key**, **space bar** and the **backspace key**. Guide the placement of fingers on the 'home keys' as a starting point and after each keystroke. Encourage use of a 'light touch' with a smooth and rhythmic typing motion.
Cursive letters and words with tricky diagonal joins. • Diagonal joins from the letter '**q**'. *qu quick quite quill quiet aqua* • Diagonal joins from the letter '**z**'.	Keyboard layout to support typing accuracy and rate.	**Handwriting legibility and fluency** The letter '**q**' descends below the baseline to line 4. When joining from the letter '**z**', there is a little wave before joining to the next letter. Revise pen(cil) grip pressure. Support students to monitor if they have a comfortable grip that allows the hands and fingers to move freely and easily when writing.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
ze zi zu zy freeze zipper zulu crazy		**Software functionalities and typing** Continue keyboard layout familiarity with a focus on developing typing accuracy. Support students to develop hand-eye coordination by looking at the screen and practising typing without constantly visually referencing the keyboard.
Cursive letters and words with tricky diagonal joins. • Diagonal joins to the letter '**e**'. ae ce de ee he ie ke le me ne te ue ze aero cent dear seek head friend keep lemon metal nearly teach glue zebra • Diagonal joins to the anticlockwise letter '**f**'. af ef if lf nf uf after left lift half unfold tuft	Setting goals to support typing accuracy and rate.	**Handwriting legibility and fluency** Diagonal joins to the letter '**e**' are a smooth upward stroke. The join is positioned between line 2 and the baseline, where the letter '**e**' begins its formation, rather than at the top of the letter. Letters join onto the letter '**f**' just below the neckline (or line 2). **Software functionalities and typing** Use knowledge of keyboard layout to build on typing accuracy and rate. When setting goals for typing, there are two main areas that are used to measure performance. These are:

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
• Diagonal joins to the anticlockwise letter '**s**'. *as cs ds es hs is ks ls ms ns ts us* *task picnics reads reaches smooths whisk* *weeks smells calms yawns cuts uses*		• **words-per-minute** (WPM) or typing rate • **accuracy** or the number of characters typed correctly. Students can use the following as a guide to set their own realistic typing goals. • Beginner — 15 wpm — (75 cpm) — 80% accuracy. • Intermediate — 25 wpm — (125 cpm) — 85% accuracy. • Advanced

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		— 35 wpm — (175 cpm) — 90% accuracy.
Cursive letters and words where no join is needed, including after the letters '**b**', '**g**', '**j**', '**p**', '**s**' and '**y**'. *ba be bu baby bench bunch* *ga gi gl gate gill glide* *ja ji ju jade jill junk* *pa pi pu paid pill punk* *sa se si said seek sink* *ye yell*	Working towards goals to support typing accuracy and rate. Select and insert images.	**Handwriting legibility and fluency** Letters that finish in a clockwise direction do not join to the next letter. **Software functionalities and typing** Support students to create a plan to assist with progress towards their typing goals. Factors to consider include: • long-term goals broken into smaller goals are most effective • tracking sheets to record initial WPMs, long-term goals and weekly/fortnightly progress can improve motivation • short, frequent typing sessions are most effective. For example, completing 2–3 × 10-minute session per week.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		Demonstrate finding images from various sources. Draw attention to the quality of images, considering resolution and dimensions. Demonstrate inserting images into documents using software, such as Microsoft Word, Google Docs, PowerPoint and Google Slides. Provide guidance on image size and resizing without distorting the image.
Consolidate Term 1 content		

Term 2 (early)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

- Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text

Software functionalities and typing

EN2-HANDW-02 uses digital technologies to create texts

- Position a chosen device in a way that facilitates efficient and sustained text creation

- Monitor goals that build on typing accuracy and rate

Table 11 – Term 2 (early) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Cursive letters and words with horizontal joins to short letters, including after the letters 'f', 'o', 'r', 'v', 'w' and 'x'.	n/a	**Handwriting legibility and fluency** Horizontal joins come from the letters 'f', 'o', 'r', 'v', **w** and 'x'. This is because they finish on line 2. Most horizontal joins have a

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
fa fi fo fr fs fu fy fable fish force from *huffs funny puffy* *oe oi om on op or ou ow ox oy* *shoe boil bomb only open order your oven* *towel fox boy* *re ri rn rr ry read ripe burn merry hairy* *ve vi vy verse video envy* *we wi wn wr wu wy went with clown* *write swung blowy* *xe xi xp xy fixes toxic explore galaxy*		slight dip. When the letter '**f**' is joining to a 'short' letter, the crossbar extends to join with the next letter. The letter '**f**' does not join to the letter '**e**'. When joining to the letter '**e**', the dip is bigger than usual.
n/a	Device and screen placement to facilitate efficient and sustained text creation. Monitoring of goals to build on typing accuracy and rate.	**Software functionalities and typing** Revise positioning a device or monitor in a well-lit room so that the screen can be seen without eye strain. Try to position the device so there is no glare as this can add to eye strain. The computer screen should be positioned at eye level to improve posture and reduce neck strain.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		When building on typing skills, highlight that keeping eyes on the screen improves long-term typing speed, productivity and frequency of re-reading work produced.
Cursive letters and words with horizontal joins to tall letters, including after the letters **'f'**, **'o'**, **'r'**, **'v'**, **'w'** and **'x'**. *fl ft flop left* *ob of ok ot ot lobe often look olden forgot* *rb rf rl rt orbit scarf girl hurt* *wh wk wt where hawk howt* *vi vine*	n/a	**Handwriting legibility and fluency** To form horizontal joins to 'tall' letters, extend the dip across to meet the tall letter just below the neckline (line 2), then continue up to the top of the letter before retracing back down. When creating a join from the letter **'f'** to the letter **'l'**, the crossbar creates the join. There is a slight rise as the crossbar meets the letter. The cross bar is used when the letters **'f'** and **'t'** are joined. The crossbar is added last.
n/a	Posture to facilitate efficient and sustained text creation. Monitoring goals to build on typing accuracy and rate.	**Software functionalities and typing** Students should sit at appropriately sized furniture. Feet should remain flat on the floor with knees at a 90-degree angle. Focus on trying to keep elbows close to the body.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		Use knowledge of the keyboard layout using the **home, top** and **bottom row** to build on typing accuracy and rate. Provide opportunities to type punctuation, numbers, symbols and special characters.
Cursive letters and words with horizontal joins to anticlockwise letters, including to the letters **'a'**, **'c'**, **'d'**, **'f'**, **'g'**, **'o'**, **'q'** and **'s'**. fa fo ff fs father focus buff cliffs oa oc od og oo os of goat occur food ogre good nose often ra rc rd rg ro rs rf trace march heard burger roam cars wharf va vo value voice wa wo ws water word jaws xa exact	n/a	**Handwriting legibility and fluency** When creating a horizontal join to an anti-clockwise letter, the exit from the letter needs to be extended to the starting point of the next letter. Then retrace back along the join to finish shaping the next letter. When joining from the letter **'f'** to the letter **'s'**, use a straight horizontal line.

Term 2 (late)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency
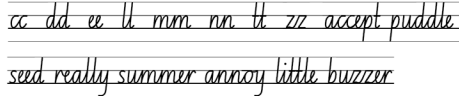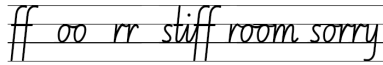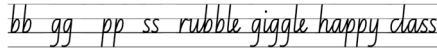
- Apply appropriate pressure when joining letters

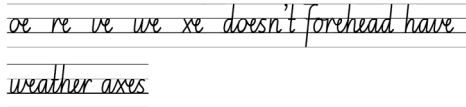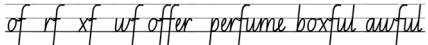- Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text

Software functionalities and typing

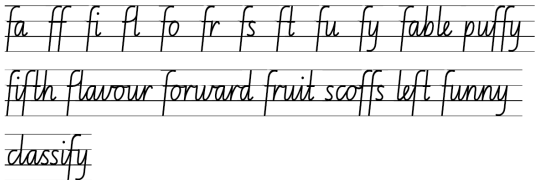**EN2-HANDW-02** uses digital technologies to create texts

- Search, filter, select, download and save relevant digital information

- Monitor goals that build on typing accuracy and rate

Table 12 – Term 2 (late) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Cursive letters and words with double letters that use: • a diagonal join, including 'cc', 'dd', 'ee', 'll', 'mm', 'nn', 'tt' and 'zz' *cc dd ee ll mm nn tt zz accept puddle seed really summer annoy little buzzer* • a horizontal join, including 'ff', 'oo' and 'rr' *ff oo rr stiff room sorry* • no join, including 'bb', 'gg', 'pp' and 'ss'. *bb gg pp ss rubble giggle happy class*	Using keywords and phrases when completing an online search.	**Handwriting legibility and fluency** When writing double letters, it is important they both have the same formation, size and slope. Highlight keeping the join between double letters short. Discuss the importance of appropriate writing pressure to reduce hand fatigue or to have writing that is faint or illegible. Lesson warm-up activities could include: • gradual pressure activities where students draw lines that transition from thin to thick • practising shading boxes with varying pressure. **Software functionalities and typing** Provide students with strategies to use **keywords** and **phrases** when completing an online search, including: • brainstorming words related to a topic

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• expanding a list of keywords by including synonyms and variations of terms. Highlight the importance of specificity. Too broad a topic may result in an overwhelming number of search results, yet a focus that is too narrow may find too few results.
Cursive letters and words with tricky horizontal joins. • Horizontal joins to the letter '**e**'. *oe re ve we xe doesn't forehead have weather axes* • Horizontal joins to the letter '**f**'. *of rf xf wf offer perfume boxful awful* • Horizontal joins to the letter '**s**'.	Monitoring goals to build on typing accuracy and rate.	**Handwriting legibility and fluency** When creating a horizontal join to the letter '**e**', drop the exit dip a little lower. The '**e**' then begins at its usual position. The letter '**f**' is 'dropped into place' to meet the horizontal join from the previous letter just below the 'neckline' at line 2. When writing double '**f**' the cross bar goes across both letters and is added last. When joining to the letter '**s**' as a diagonal or horizontal join, the top of the letter is retraced before heading down to complete the rest of the letter. Both the entry and the exit of the letter '**x**' take place at the

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
fs os rs ws cuffs pose first chews • Horizontal joins to the letter '**x**'. *ox foxes*		'neckline' (line 2). **Software functionalities and typing** Continue developing typing accuracy and rate through short, frequent opportunities for practice. Students record progress on a tracking sheet and revise plan as required.
n/a	Using **search** and **filter** functions to find relevant digital information.	**Software functionalities and typing** Continue developing typing accuracy and rate through short, frequent opportunities for practice. Teach how to refine search queries with the use of Boolean Operators. These are simple words (AND, OR, NOT) used as conjunctions to combine or exclude keywords in a search, resulting in more focused and productive results. • **AND**: narrows down results by requiring all keywords to be present • **OR**: broadens results by including any of the keywords

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• **NOT**: excludes specific keywords from results.
Cursive letters and words with horizontal joins from the letter 'f'. *fa ff fi fl fo fr fs ft fu fy fable puffy* *fifth flavour forward fruit scoffs left funny* *classify*	Selecting and saving relevant digital information.	**Handwriting legibility and fluency** Revise joins to the letter '**f**' prior to reviewing horizontal joins from the letter '**f**'. When joining from the letter '**f**', the crossbar is used to join to the next letter. Highlight the slight rise in the crossbar when joining to the letter '**l**'. The letters '**ft**' and '**ff**' share a common crossbar. The crossbar is drawn last. Support students to self-evaluate when writing with varying pressure. Students identify the most appropriate pressure to apply for personal handwriting fluency. **Software functionalities and typing** Students select and save (both automatically and manually)

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		digital files following agreed class conventions for naming files and folders. Demonstrate the importance of file management when creating, naming and organising digital files.
Consolidate Term 2 content		

Term 3 (early)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

- Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text

Software functionalities and typing

EN2-HANDW-02 uses digital technologies to create texts
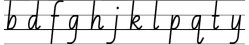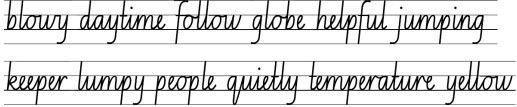
- Monitor goals that build on typing accuracy and rate

- Use word-processing program functions or augmentative and alternative communication (AAC) to draft and revise texts

Table 13 – Term 3 (early) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Using pen(cil) lifts with diagonal joins to anticlockwise letters, including 'a', 'c', 'd', 'f', 'g', 'o', 'q' and 's', to support fluency. ac ad af ag aq as aced adore deaf flag acquire passing ca cc co calf accuse cosmic da dd dg do ds daily middle wedge don't clouds ea ec ed ef eg eo es eq peace speck played defend regret people places equator ha ho hs hardy hopeful ic id if ig io is trick fiddle drift sign idiom mission	n/a	**Handwriting legibility and fluency** Writing too many letters in a row can cause hand fatigue. Adding pencil lifts for 'drop-in' letters provides the hand with a short rest which can facilitate fluency.
Using pen(cil) lifts with horizontal joins to anticlockwise letters, including 'a', 'c', 'd',	Monitor goals to build on typing accuracy and rate.	**Handwriting legibility and fluency**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
'f', 'g', 'o', 'q' and 's', to support fluency. *fa fo ff fs favourite force scuff beliefs* *oa oc of od og oo os loading stock* *offence oddly blog foolish pose* *ra rc rd rg ro rs rf ranch arch* *hardly bargain roves tours surface* *va vo value volume* *wa wo ws water woman chews* *xa exact*		Continue to support writing fluency through a focus on pen(cil) lifts and decreasing the size of letters. Revise the importance of applying appropriate pressure to enhance handwriting legibility and fluency. **Software functionalities and typing** Revise goals for typing accuracy and rate. Continue developing skills through short, frequent opportunities for practice. Include opportunities to type punctuation, numbers, symbols and special characters.
Using pen(cil) lifts with letters that do not join to support fluency.	Use dot-points or numbered lists to organise information when drafting texts.	**Handwriting legibility and fluency** Pen(cil) lifts after letters that do not join provide the hand with a short rest which can reduce fatigue. The break between letters also provides an opportunity to move the writing arm across the page. **Software functionalities and typing**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
ba be bu bank beneath butcher ga gl gi alligator globe gift ja ji ju jaguar jingle jungle pa pi pu paper pinch pupil sa se si salad used mission ye yellow		Highlight the importance of keeping formatting consistent when creating lists. This can include with the style of dot points, spacing and indentation. Model creating dot points that are brief and easily understood.
n/a	Word-processing functions, including spell check, to revise texts.	**Software functionalities and typing** Introduce the use of program functions that can be used when revising texts, including spell check. Explicitly teach how to: • enable the software application in the program settings • identify potential errors, review the suggested corrections carefully and how to accept or reject suggestions.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Maintaining the correct slope when writing cursive letters with an ascender or descender, including '**b**', '**d**', '**f**', '**g**', '**h**', '**j**', '**k**', '**l**', '**p**', '**q**', '**t**' and '**y**'. *b d f g h j k l p q t y* *blowy daytime follow globe helpful jumping* *keeper lumpy people quietly temperature yellow*	Word-processing functions, including spell check, to revise texts.	**Handwriting legibility and fluency** To support handwriting legibility, revise that the slope of 'tall' letters (ascenders) and 'tails' (descenders) must be the same. **Software functionalities and typing** Continue to develop use of the spell check function when revising texts.

Term 3 (late)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency
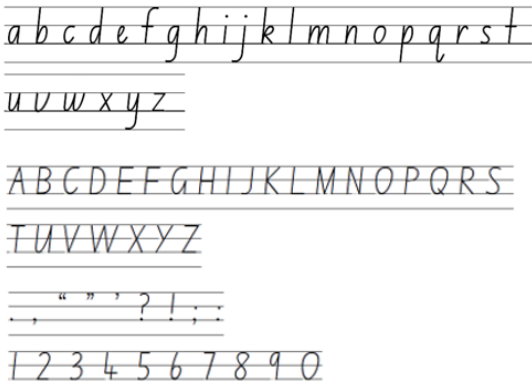
- Understand that legible handwriting is consistent in size and spacing and can support learning

- Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text
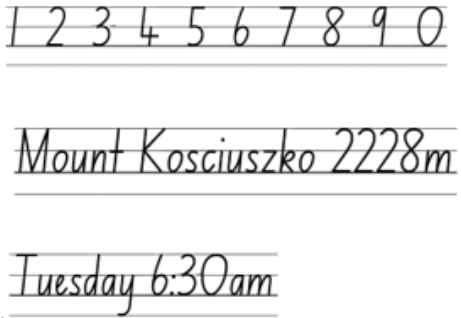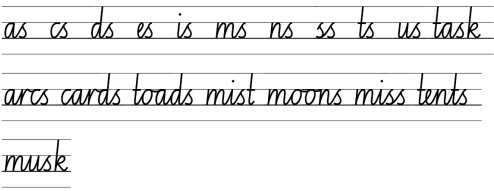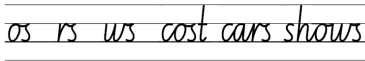
Software functionalities and typing

EN2-HANDW-02 uses digital technologies to create texts

- Monitor goals that build on typing accuracy and rate

- Use word-processing program functions or augmentative and alternative communication (AAC) to draft and revise texts

- Select and insert visual, print and audio elements into texts

Table 14 – Term 3 (late) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Revise NSW Foundation style handwriting, including: • lower case letters • upper case letters • punctuation marks. abcdefghijklmnopqrst uvwxyz ABCDEFGHIJKLMNOPQRS TUVWXYZ . , " " ' ? ! : 1 2 3 4 5 6 7 8 9 0	Monitor goals to build on typing accuracy and rate.	**Handwriting legibility and fluency** Explore when Foundation style writing is preferred over cursive handwriting. For example, when writing labels or captions on diagrams and maps. Provide opportunities for students to develop skills in a range of contexts. **Software functionalities and typing** Revise strategies which support typing accuracy and speed, including: • typing without looking at the keyboard to build muscle memory (rather than visual memory) • maintaining proper hand and finger placement on the keyboard ('home key' position) • proofreading texts at the end to catch and correct errors.
Revise writing numerals, including	Use word processing functions,	**Handwriting legibility and fluency**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
numbers in the thousands with abbreviations. 1 2 3 4 5 6 7 8 9 0 Mount Kosciuszko 2228m Tuesday 6:30am	such as cut, copy and paste, to reorganise written content when revising texts.	Focus on maintaining consistent size and spacing when changing from numerals to letters and words. **Software functionalities and typing** Revise the use of cut, copy and paste functions to reorganise written content in a text. Support the use of pull-down menus, mouse functions (right click) and short cut keys.
Cursive letters and words with diagonal joins to the modified letter '**s**'. as cs ds es is ms ns ss ts us task arcs cards toads mist moons miss tents musk Cursive letters and words with horizontal joins to the modified letter '**s**'.	Select and insert visual elements into texts.	**Handwriting legibility and fluency** The anticlockwise letter '**s**' can be modified so there is less to retrace. When writing double '**s**', always make them the same style. If the letter '**s**' is at the start of a word, the modified letter '**s**' is optional. **Software functionalities and typing** Revise placing images into a text from a range of sources. Introduce inserting a **text box** to add information about the

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
os rs ws cost cars shows		image.
n/a	Monitor goals to build on typing accuracy and rate. Select and insert visual elements into texts.	**Software functionalities and typing** Students identify and concentrate on specific areas where they need to develop skills. For instance, typing numbers or when special characters, such as quotation marks, are used. Continue to revise and consolidate skills from the previous week.
Consolidate Term 3 content		

Term 4 (early)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

- Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text

Software functionalities and typing

EN2-HANDW-02 uses digital technologies to create texts

- Monitor goals that build on typing accuracy and rate

- Use word-processing program functions or augmentative and alternative communication (AAC) to draft and revise texts

Table 15 – Term 4 (early) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Cursive writing that is smaller in size to facilitate fluency.	n/a	**Handwriting legibility and fluency** Writing fluency can be increased by smaller writing. Provide students with lined paper that supports a reduction in the size of

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		their letters.

Focus on ensuring that the height and width of letters maintain correct proportionality. |
| Cursive writing that maintains a consistent slope to facilitate legibility. | Create tables or diagrams to organise information when drafting texts. | **Handwriting legibility and fluency**

Handwriting that maintains a consistent slope is easier to read. To support this, students can:

- complete slanting exercises to improve muscle memory and control

- use lined slope guidelines

- adjust hand positioning so that the angle of the pen(cil) is in line with the intended slope.

Software functionalities and typing

Use a word processing program to select, insert and place content in a table. Creating and using tables can support writing skills, such as paragraphing. Revising dot-points can strengthen |

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		learning.
Cursive writing with joins that are of a consistent width to support legibility.	Monitor goals to build on typing accuracy and rate.	**Handwriting legibility and fluency** Highlight the importance of keeping the width of joins consistent. Provide examples of words that do and do not have joins of a consistent length. Students identify and make corrections as necessary. **Software functionalities and typing** Continue to include short, frequent opportunities for students to develop their typing skills.
n/a	Word-processing functions, including a thesaurus, to revise texts.	**Software functionalities and typing** Introduce the use of program functions that can be used when revising texts, including a thesaurus. Explicitly teach how to: • enable the software application in the program settings • identify and select appropriate synonyms.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		The use of shortcut keys can be introduced if appropriate.
Cursive writing with consistent spaces between words to support legibility.	Monitor goals to build on typing accuracy and rate.	**Handwriting legibility and fluency** Handwriting that has consistent spaces between words is easier to read. Provide a sample text with both correct and incorrect spacing on each line. Students rewrite the passage to show spacing consistency. **Software functionalities and typing** Continue to include short, frequent opportunities for students to develop their typing skills.

Term 4 (late)

Handwriting legibility and fluency

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

- Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text

Software functionalities and typing

EN2-HANDW-02 uses digital technologies to create texts

- Search, filter, select, download and save relevant digital information

- Monitor goals that build on typing accuracy and rate

- Use word-processing program functions or augmentative and alternative communication (AAC) to draft and revise texts

- Select and insert visual, print and audio elements into texts

Table 16 – Term 4 (late) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Sustaining NSW Foundation Style cursive across a text.	Monitor goals to build on typing accuracy and rate.	**Handwriting legibility and fluency** Provide students with longer sections of text to support sustaining cursive script. Identify that achieving a balance between legibility and writing speed is important; being able to write in cursive with ease, and without unnecessary hesitations, can facilitate learning. Students may also be provided with opportunities to use handwriting for tasks such as note-taking.
n/a	Select and insert audio elements into texts. Integrate software functionalities, including typing skills, to create a document for a specific purpose and audience.	**Software functionalities and typing** Explicitly teach how to insert audio elements into a text. Students create a document to consolidate using taught software functions and typing skills. For example: • typing using home, top and bottom rows

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• changing font and size of text • cutting, copying and pasting • inserting text boxes • inserting images • using tools to revise writing such as spell check and thesaurus.
Sustaining NSW Foundation Style cursive across a text.	Use word processing functions to draft and revise texts. Integrate software functionalities, including typing skills, to create a document for a specific purpose and audience.	**Handwriting legibility and fluency** Continue to focus on sustaining fluency and legibility with longer sections of text. Re-teach any specific joins for letter combinations and provide feedback on consistency with letter proportions, slant and spacing. **Software functionalities and typing** Continue to consolidate and extend skills.
Sustaining NSW Foundation Style	Integrate software functionalities,	**Handwriting legibility and fluency**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
cursive across a text.	including typing skills, to create a document for a specific purpose and audience.	Continue to focus on sustaining fluency and legibility with longer sections of text. When possible, provide opportunities to apply handwriting skills when note-taking. **Software functionalities and typing** Continue to consolidate and extend skills.
Consolidate Term 4 content		

References

English K–10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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