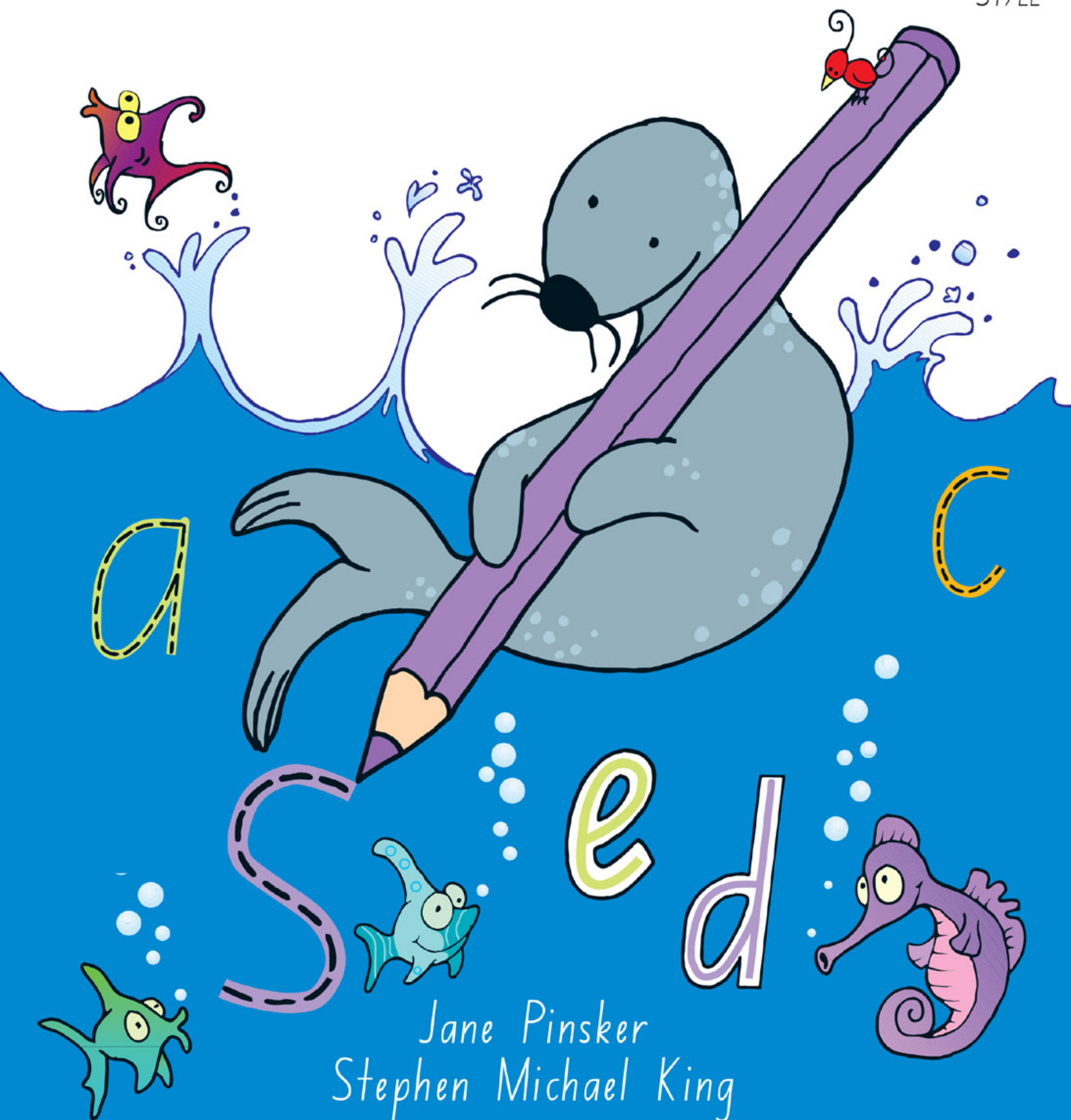


# TARGETING HANDWRITING

Teacher Resource Book

NSW  
FOUNDATION  
STYLE



Jane Pinsker  
Stephen Michael King

**Year 1 Teacher Resource Book**

*NSW Foundation Style*

# TARGETING HANDWRITING

*Building a solid foundation for handwriting success!*



*by Jane Pinsker*

*Illustrated by Stephen Michael King*



PASCAL  
PRESS

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Reprinted 2002, 2005, 2017  
New Edition 2024

ISBN 978-1-925726-72-5  
Targeting Handwriting NSW Year 1 Teacher Resource Book  
(NSW Foundation Style)

Pascal Press  
PO Box 250  
Glebe NSW 2037  
www.pascalpress.com.au

Publisher: Sharon Dalglish  
Managing Editor: Tricia Dearborn  
Designed by Trish Hayes and Stephen King  
Illustrated by Stephen King

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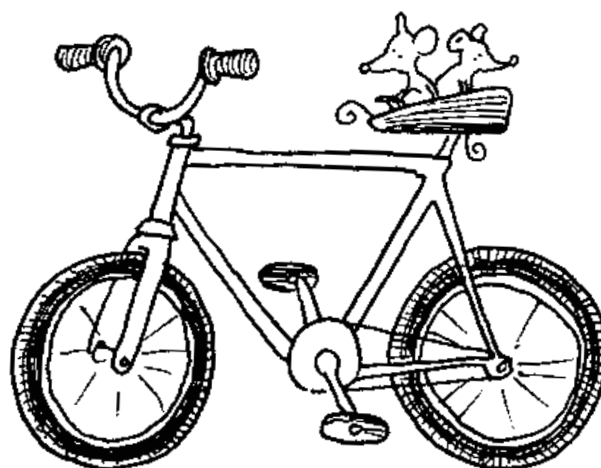
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*Three blackline master pages per letter in alphabetical order;  
followed by numeral and number word practice pages.*

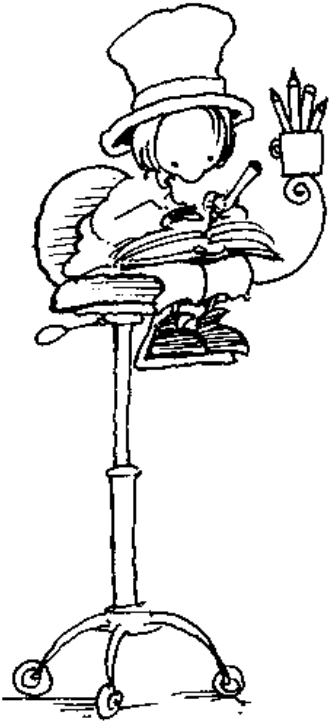
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# INTRODUCTION



Writing is a vital, compelling form of communication. As adults, we write every day, for myriad reasons. Even if we're just writing a shopping list or scribbling down a telephone message, our handwriting plays an important part in the effectiveness of our written communication. Children too need to write every day, for a variety of purposes and for a variety of audiences. To be competent writers, their handwriting needs to be fluent and legible. The teaching of handwriting is an essential part of the writing curriculum.

Regular practice, three to four times a week, in fine motor skills and in letter formation will ensure the development of good handwriting habits. The Year 1 Targeting Handwriting Teacher Resource Book and Student Book provide a comprehensive range of fine motor skill and handwriting ideas which will enable consolidation of the skills developed through the Kindergarten program. The Year 1 program aims to reinforce the skills learned in Kindergarten, with particular emphasis on starting position and direction of letters, while providing students with the necessary scaffolding to begin reducing the size of their letters. The use of lines is therefore introduced on a more regular basis.

## THE MECHANICS OF WRITING

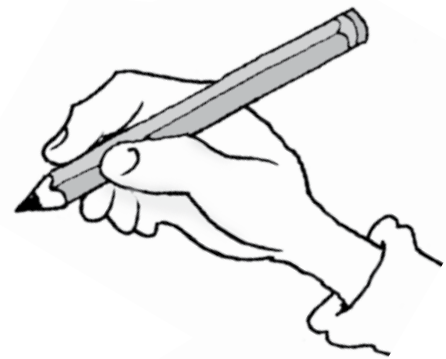
There are a number of factors which should be taken into consideration when developing handwriting skills. Comfort and flexibility of the writing hand, pencil grip, posture and paper positioning will all affect the way the letters are formed and the quality of the final product.

### Pencil grip

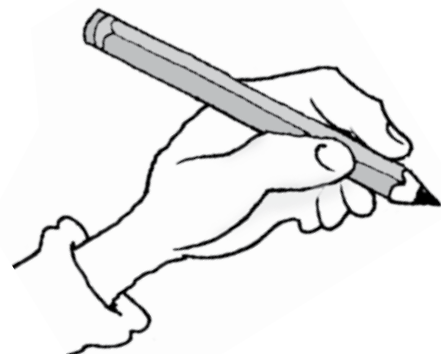
Developing a comfortable, relaxed pencil grip ensures hands do not get too tired when writing for extended periods of time. The most comfortable and flexible grip for many students is called the dynamic tripod grasp. In this grip:

- ② The pencil is held with thumb and index finger tips, and rests on the middle finger. The other two fingers are loosely bent or curled.
- ② The wrist is slightly bent. The fingers, rather than the wrist, control the pencil movement.
- ② The fingers are placed reasonably close to the point, and a little further back if the student is left-handed, to make it easier for them to see what they are doing. Left-handers may also need to keep their elbow tucked in slightly. This will discourage the development of a hooked wrist when writing.

You could use the following story to reinforce this pencil hold. Demonstrate the pencil hold as you tell the story.



**Right-handed**



**Left-handed**

Your pencil is like a car. Only mum or dad can drive the car and they wave as they go past their friends (hold up index finger to show relaxed flexibility). Children are too young to drive cars. They have to sit in the back seat (tuck up the next three fingers loosely), though the oldest one would like to try, so she's always sitting closest to the driver (show the positioning of the middle finger). Here is the steering wheel (hold up the thumb), it steers or guides the car.\*

\* This very useful story was gathered some years ago from a source which the author has been unable to trace.

## Posture

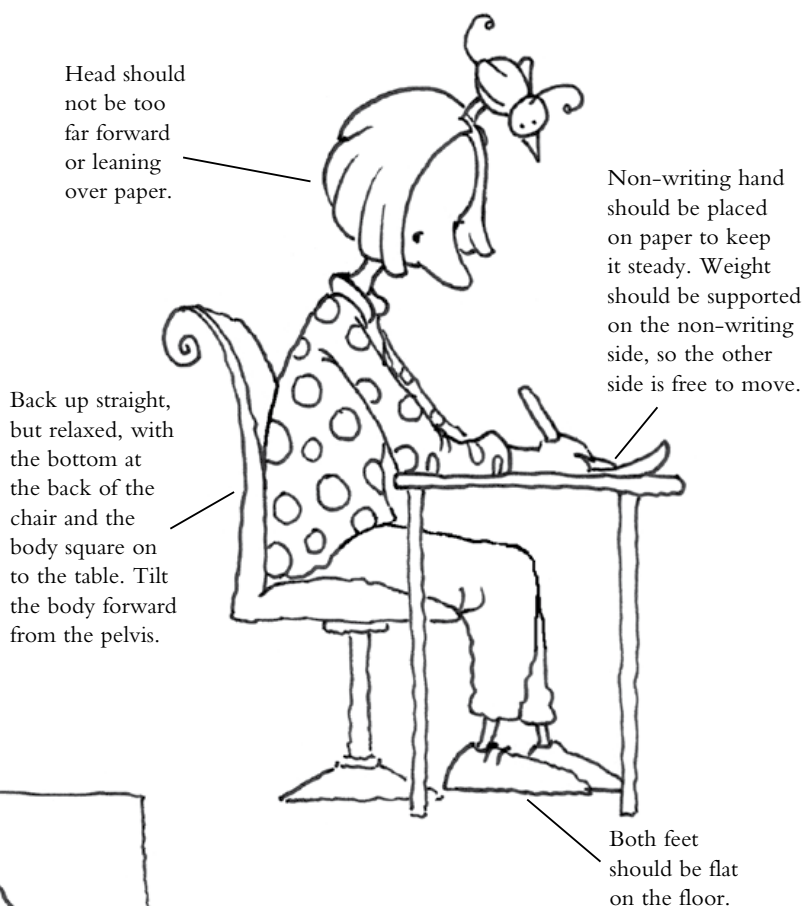
Sitting comfortably is extremely important when writing, to avoid tiredness and strain.

Saying this rhyme before beginning any writing lesson will help students to remember good writing posture:

One, two, three, four —  
are your feet flat on the floor?

Five, six, seven, eight —  
is your back up nice and straight?

Nine, ten, eleven, twelve —  
remember how your pencil's held!



### Right-handed



### Left-handed

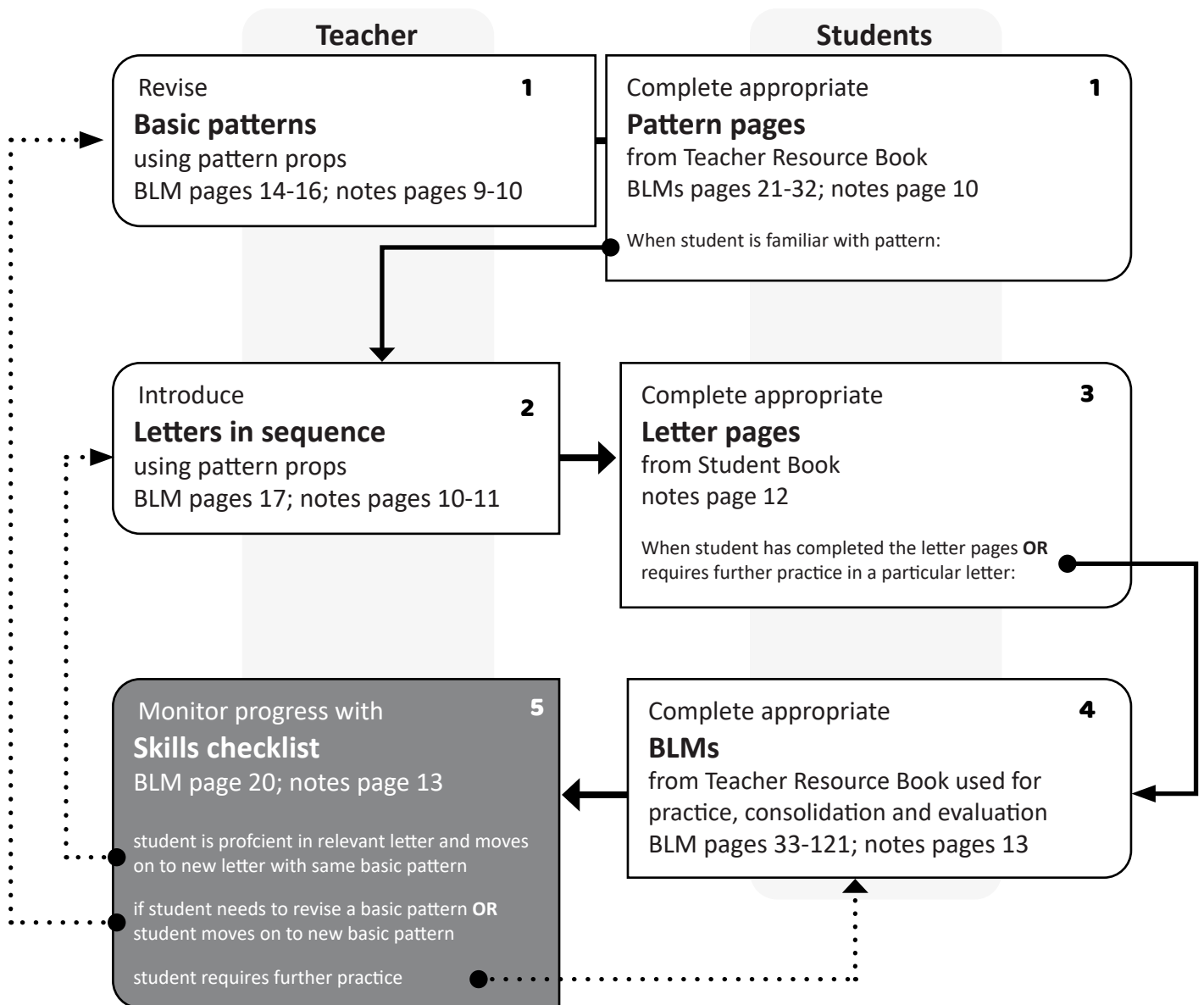
## Paper position

Masking tape on the table can be used as a guide to help students place paper in the correct position. This may be especially useful for left-handed students. Seat left-handed students carefully. You may want to seat left-handers together so that each is provided with a model and support. Placing a left-hander next to a right-handed child can cause a clash of the elbows!

# FLOW CHART

How Targeting Handwriting can be used to organise your handwriting program.

**Start here!**



## Suggested teaching sequence

- Letters that include the downstroke pattern *followed by*
- letters featuring the hopping pattern (clockwise movement) *then*
- letter that feature the wave pattern (anti-clockwise movement)

<b>Downstroke</b>	<b>Hopping pattern</b> (clockwise movement)	<b>Wave pattern</b> (anti-clockwise movement)
<i>l, t, i, x, z, f, j</i>	<i>m, n, r, h, b, p, k</i>	<i>u, v, w, y, a, c, o, g, q, d, e, s</i>

# USING THE TARGETING HANDWRITING YEAR 1 BOOKS

The flow chart on page 6 gives an example of the way the Targeting Handwriting series can be used to organise your handwriting program.

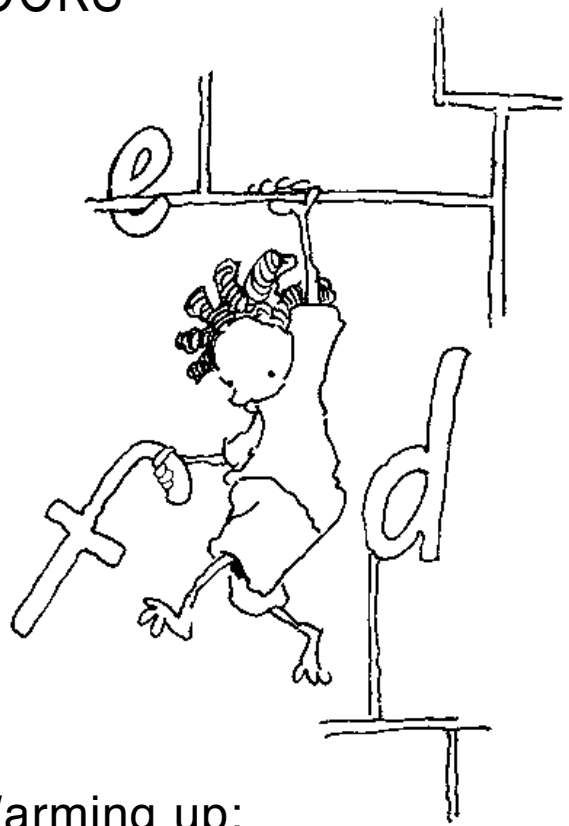
It is increasingly difficult within a busy school timetable to find enough time to provide daily opportunities for practice and consolidation of handwriting skills. However, a twenty minute lesson three to four times a week is vital if students are to become fluent, legible and proficient practitioners of handwriting.

Strategies for providing writing opportunities:

- ⌚ integrate with other lessons
- ⌚ combine into daily routines, eg. gross motor skills then handwriting
- ⌚ small group rotations
- ⌚ early finishers

Here is a suggested sequence of activities within the handwriting lesson:

- ⌚ **a five minute warm-up** to strengthen fine motor muscles (see suggestions for specific fine motor skills activities on page 8).
- ⌚ **five minutes' introduction of letter on the whiteboard** — when you introduce each letter, reinforce the need for good posture and appropriate pencil grip, provide verbal cues for basic writing movements, and use consistent terminology. This will provide students with a good model.
- ⌚ **ten minutes of student practice** — have students complete the relevant page in the Targeting Handwriting Student Book or a worksheet from the Teacher Resource Book BLMs, or have them copy your model from the whiteboard.



## Warming up: fine motor skills

Throughout the early years of school it is important to continue the development of the fine motor muscles required for handwriting. The Targeting Handwriting Kindergarten Teacher Resource Book outlined a very detailed program of fine motor skills for building up strength and flexibility in arms, wrists and fingers to cope with the demands of writing. However, it is vital to continue this development beyond the Kindergarten year. A few minutes' warm-up before each handwriting lesson will greatly increase the lessons' effectiveness. See page 8 for fun and practical warm-up ideas. You will find additional ideas in the Kindergarten Teacher Resource Book.

It is still important to allow for longer periods of activity which integrate fine motor skills within a less structured environment, for example a free play session. A gross motor skills program incorporating activities which strengthen the arms and upper body — for example, climbing on monkey bars, catching balls and skipping — should be implemented in conjunction with this.

# The five minute pre-writing warm-up

## Muscle strength

- ⌚ playdough, clay or plasticine — make the hopping or wave pattern
- ⌚ construction toys that 'click' together
- ⌚ jigsaw puzzles



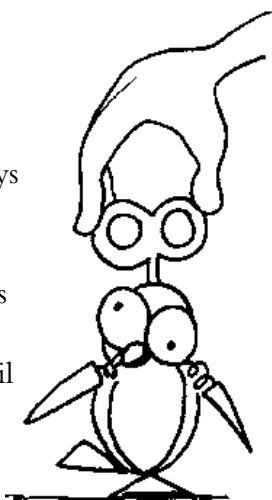
## Tactile awareness

- ⌚ sorting rough and smooth, hard and soft
- ⌚ making patterns on carpet, in sand
- ⌚ tracing iceblock stick patterns with finger



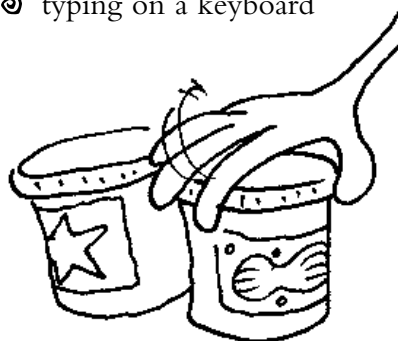
## Opposing finger strength; using thumb and index finger

- ⌚ using pincer grip to sort small objects
- ⌚ using hole punchers
- ⌚ covering a 100s MAB flat with ones blocks
- ⌚ using wind-up toys
- ⌚ using big plastic tweezers to pick up cotton wool balls, beads, buttons
- ⌚ rolling marbles
- ⌚ clipping pegs
- ⌚ 'flicking' objects
- ⌚ using nuts and bolts, locks and keys
- ⌚ doing up buttons and zips
- ⌚ sliding paper clips onto card
- ⌚ sponge printing — hold the pieces of sponge with a peg
- ⌚ curling paper strips around a pencil
- ⌚ tying shoe laces



## Wrist strength

- ⌚ screwing and unscrewing jar lids
- ⌚ twisting crepe paper
- ⌚ 'painting' with water using large brushes
- ⌚ using wind-up toys
- ⌚ plaiting
- ⌚ constructing with pipe cleaners
- ⌚ sponge printing
- ⌚ typing on a keyboard



## General

- ⌚ finger 'aerobics'
- ⌚ cutting and pasting with magazines
- ⌚ sewing cards — either commercially made or made from thick card
- ⌚ threading beads on strings
- ⌚ threading straws and patty pans onto string using a darning needle



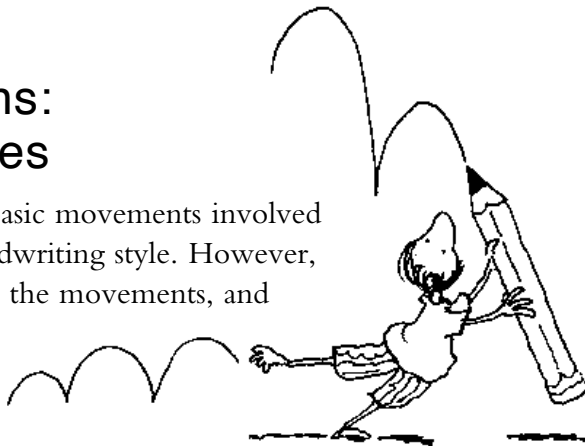
## Finger rhymes and action poems

- ⌚ One, Two, Three, Four, Five — Once I Caught a Fish Alive
- ⌚ Incy Wincy Spider
- ⌚ This Little Pig
- ⌚ Round and Round the Garden
- ⌚ Heads, Shoulders, Knees and Toes
- ⌚ If You're Happy and You Know It
- ⌚ Open, Shut Them



# The basic movement patterns: refreshing students' memories

By Year 1, students should be familiar with the basic movements involved in the formation of letters in the Foundation handwriting style. However, students will still require opportunities to practise the movements, and reinforcement of the terminology used.



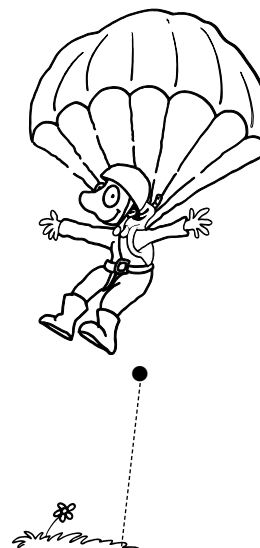
## Using the pattern props

Demonstrate the pattern on the board using the appropriate handwriting props, and telling a story to go with the action (examples are given below). Print the handwriting props (the parachutist, hopping mouse and burrow, and seal and fish, which you will find on BLM pages 14–16) onto card, colour, laminate and cut out. Use them to introduce the three basic handwriting patterns on which all the letters are based.

### Downstroke pattern found in letters

*l, t, i, x, z, f, j*

Introduce the downstroke using the parachutist prop (BLM page 14). Tell students how a parachutist jumps down out of a plane. He or she moves from being up in the sky straight down (if the wind isn't too strong!) to the ground. Now demonstrate the downstroke, explaining to students that you start at the top, just like the parachutist starts inside the plane, and then you go to the bottom, just like the parachutist falling to the ground.



### Hopping pattern (clockwise movement) found in letters

*m, n, r, h, b, p, k*

Introduce the hopping pattern using the hopping mouse and burrow props (BLM page 15). Place the burrow on the right-hand side of the board, using Bluetack, and tell students the story of how the spinifex hopping mouse hops to its home. Show the action of the mouse as it hops from the left-hand side of the board to its home in the burrow. Describe the movement as you do it:

'The hopping mouse begins by sitting down low on its back legs, then it leaps up high before making a quick turn and going down again to land comfortably on its back legs, then it hops up again, makes a quick turn and goes down, and up, quick turn and down', and so on.



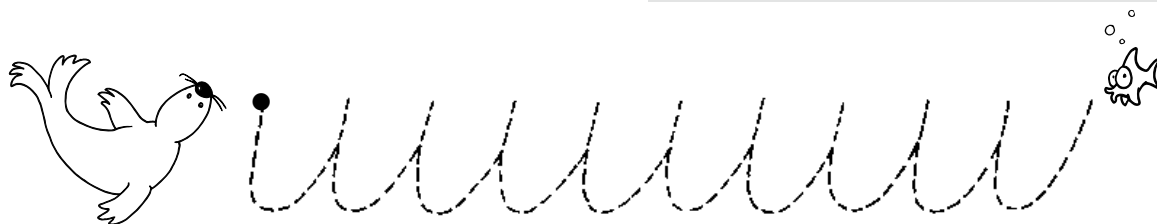


## Wave pattern (anti-clockwise movement) found in letters

u, v, w, y, a, c, o, g, q, d, e, s

Introduce the wave pattern using the seal and fish props (BLM page 16). Using Blu-tack, place the fish on the right-hand side of the board. Now show students how the seal must swim through the waves from the left-hand side of the board to reach the fish.

'The seal dives down, makes a quick turn, then comes up again, then dives down once more, makes a quick turn, comes up again, then down, quick turn and up', and so on.



Once you have introduced the pattern verbally, demonstrate the pattern on the board. Be consistent with the terminology you use. Reinforce the terminology and the movement once again by manipulating the relevant prop along the pattern, verbalising the actions as you go.

### The 'magic finger pencil'

Ask students to use their 'magic finger pencil' to trace the pattern in the air. Talk about the pattern with students; for example, the number of waves or hops you have made, the wedges of cake you can see. Ask students to make the pattern on a piece of paper. For the hop or wave patterns, they could then colour in the wedges of cake.

### Using the pattern pages

The blackline masters in the pattern pages section of the Teacher Resource Book provide opportunities for further practice of the downstroke (BLM pages 21-24), the hopping pattern or clockwise movement (BLM pages 25-28), and the wave pattern or anti-clockwise movement (BLM pages 29-32). Use them at the start of the school year, after the patterns have been reintroduced, to refresh students' memories.

## The introduction of lines

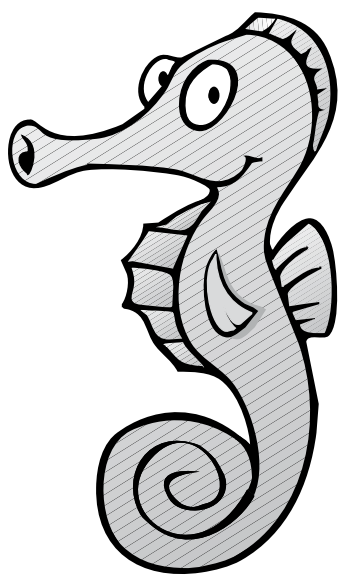
Explain to students that now they are in Year 1, they will be writing within lines. While this is difficult at first for young children, it will encourage them to reduce the size of their handwriting to an acceptable model, and to maintain spacing. It also helps to ensure the correct positioning of letters in relation to each other.

## The seahorse prop

Print the BLM on page 17, colour, laminate, cut out, then cut the segmented seahorse into the three sections. Welcome the seahorse prop into your classroom. Perhaps you could have a class vote to give it a name. Trace the outline of the whole seahorse onto the board. Remind students that all letters have either a body, like the seahorse (show the separate body piece and overlay it on the seahorse outline), a head and body (once again, show the separate body pieces and overlay them on the outline) or a body and tail (demonstrate again using the individual pieces). Now place the complete seahorse next to the pattern you are focusing on that day, attaching it to the board with Blu-tack. Ensure the body of the seahorse is in line with the downstroke, hopping or wave pattern as appropriate, and discuss this with students.



Relocate the seahorse to a set of lines drawn on the board and demonstrate making the pattern again. Verbalise all movements and keep the terminology consistent. Ask students to draw a seahorse in their own lined exercise books (or on copies of BLM page 18). Remind them that they need to have the head of the seahorse sitting in the top section, the body in the middle section and its tail in the bottom section. Then have students draw the pattern themselves in the middle section. Have students practise this a few times so that they become familiar with the placement of the seahorse and of the pattern.



## Introducing the letters

When the basic patterns have been introduced and the relevant pattern pages completed, and when students are familiar with using lined paper, introduce each letter and its corresponding capital. When introducing the letters, devote one lesson per letter to teacher modelling followed by student practice using lines. Subsequent lessons should involve a quick revisit through teacher demonstration before students complete relevant Student Book pages or blackline masters from the Teacher Resource Book. Capital letters were only briefly introduced in the Kindergarten program. Although most students do not find capital letters difficult to make — because many are primarily made up of straight lines — the size and placement of capital letters within the lines will be an issue for some. Devoting a little more time to capital letters during the demonstration lessons will help students overcome these difficulties.

The suggested teaching sequence is as follows:

1. letters involving downstrokes l, t, i, x, z, f, j
2. letters found in the hopping pattern (clockwise movement) m, n, r, h, b, p, k
3. letters found in the wave pattern (anti-clockwise movement) u, v, w, y, a, c, o, g, q, d, e, s.

You'll find a summary of this sequence on page

6. F and j have been included as downstroke letters, as this is the major movement involved; but since the letters involve respectively a small anti-clockwise and a small clockwise movement, they can be taught with the other letters that contain those patterns if you prefer. S contains both clockwise and anticlockwise movements, but has been included at the end of the anti-clockwise movement letters. By the time students are reintroduced to s, they will be familiar with both movements involved.

Being consistent with sequence, verbal cues and terminology is as important now as when letters were initially introduced in Kindergarten. This consistency will help students internalise the process of making each letter type, and will give them the words for providing their own cues when writing independently.

For each introductory lesson, give some verbal clues to the letter being demonstrated that day. For example, for the letter u:

'This letter can be found in the wave pattern. It is a body letter. You start at the top, crash (or plunge or dive) down, quick turn, come up again and crash (plunge or dive) down.'

Ask students to try to work out what letter is going to be demonstrated from the clues you have given. Some students may like to try to trace the letter in the air or on the table with their 'magic finger pencil' as you give the clues to help them visualise the letter.

Demonstrate the relevant pattern on the board. Using a different colours, locate the letter in the pattern. Relocate the seahorse to a set of lines drawn on the board and demonstrate making the letter again. Remember to be consistent with the terminology used, for example:

y

'Start at the top,  
crash down,  
quick turn,  
come up again,  
crash down to the bottom of the ocean,  
put out the anchor.'

b

'Start at the top,  
go down,  
back up the same way for a bit,  
hop,  
quick turn,  
down the other side,  
and back along to the junction.'

Repeat this, but this time using only the parts of the seahorse which correspond to the type of letter you are writing — for example, for b you would use the head and body only.

Have students draw the pattern within their lines and then find and make the letter in the pattern using a coloured pencil.

Ask students to try writing the letter a few times for themselves. You may like to verbalise the actions as they do it. Emphasise the fact that you do not lift your pencil off the page when making lower-case letters (except of course for t, f, i, j and x).

Next, introduce and model the letter's corresponding capital. Explain to students that capital letters are always head and body letters, and that they always start at the top. Ask students to practise the capital letter on their own paper.

Finally, write on the board words beginning with the focus letter, or a sentence containing words that begin with the focus letter. Have students copy it onto their paper.

## The Targeting Handwriting Student Book

The Student Book is intended for letter practice after the completion of the pattern pages, the introduction and modelling of each letter, and student practice on paper of each letter. Ideally, it would be used in a follow-up lesson to the introduction of each letter, as a consolidation activity. This lesson could be structured as follows: a few minutes' warm-up, teacher modelling of the letter, then independent completion of a relevant page in the Student Book.

There are two practice pages for each letter in the Targeting Handwriting Student Book. The book also provides for practice of the numerals 1 to 10. Before having students complete each page in the Student Book, make sure you have correctly modelled the letter for them, and that they have had the opportunity to practice the letter using the verbal cues.

The Targeting Handwriting Student Book and the blackline masters in the Teacher Resource Book contain examples of:

- ⌚ patterning — gives students practice with direction, shape and fluency of the essential patterns on which all Foundation letters are based;
- ⌚ tracking — essential in allowing students to internalise direction and shape of letters;
- ⌚ tracing — to help students focus on size and shape; and
- ⌚ copying — allows students to practise and consolidate their skills using a good model for reference. Here they get to put into practice what they have learnt about starting position, direction, size, spacing and location within the lines.

Correctly modelling each letter first, and giving students the opportunity to practise the letter using the verbal cues before they complete other practice activities, will greatly assist students in forming the letter correctly when writing independently.



# Using the Letter Pages

When the Student Book has been completed, or when you think further practice is necessary, print the relevant letter page or pages from the Teacher Resource Book. These pages can also be used for assessment of handwriting skills, using the handwriting skills checklist on page 20.

## Learning features of the Teacher Resource Book letter pages

### First page

Students track focus letter, lower- and upper-case, using starting point and directional arrows.

Students write own letters containing specific movement pattern.

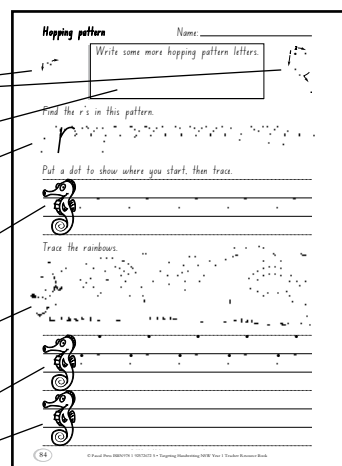
Students locate focus letter within pattern.

Students trace lower- and upper-case letters within lines, after marking in starting points. Seahorse highlights placement within lines.

Students trace pattern, using starting point.

Students trace lower- and upper-case letters within lines, using starting point.

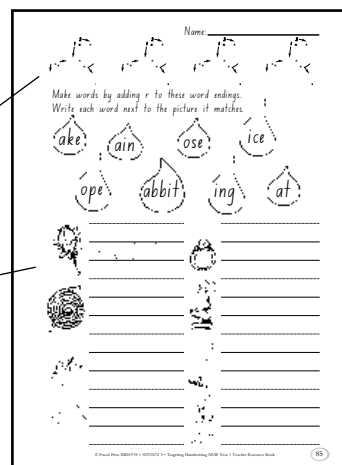
Students copy model within lines.



### Second page

Students track lower- and upper-case letters, using starting point and directional arrows.

Corresponding phonic activities which include handwriting, within lines, using starting point.



### Third page

Students trace within lines, starting point usually given. Highlights placement in lines, movement pattern and wedges.

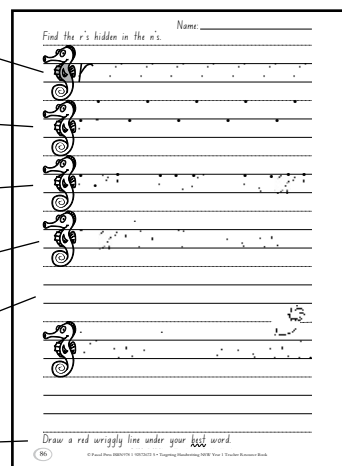
Students practise lower- and upper-case letters within lines, using starting point.

Students trace words beginning with focus letter, using starting points.

Students trace sentence containing words beginning with focus letter, lower- and upper-case.

Students copy same sentence. Seahorse to be placed appropriately.

Self-evaluation task.

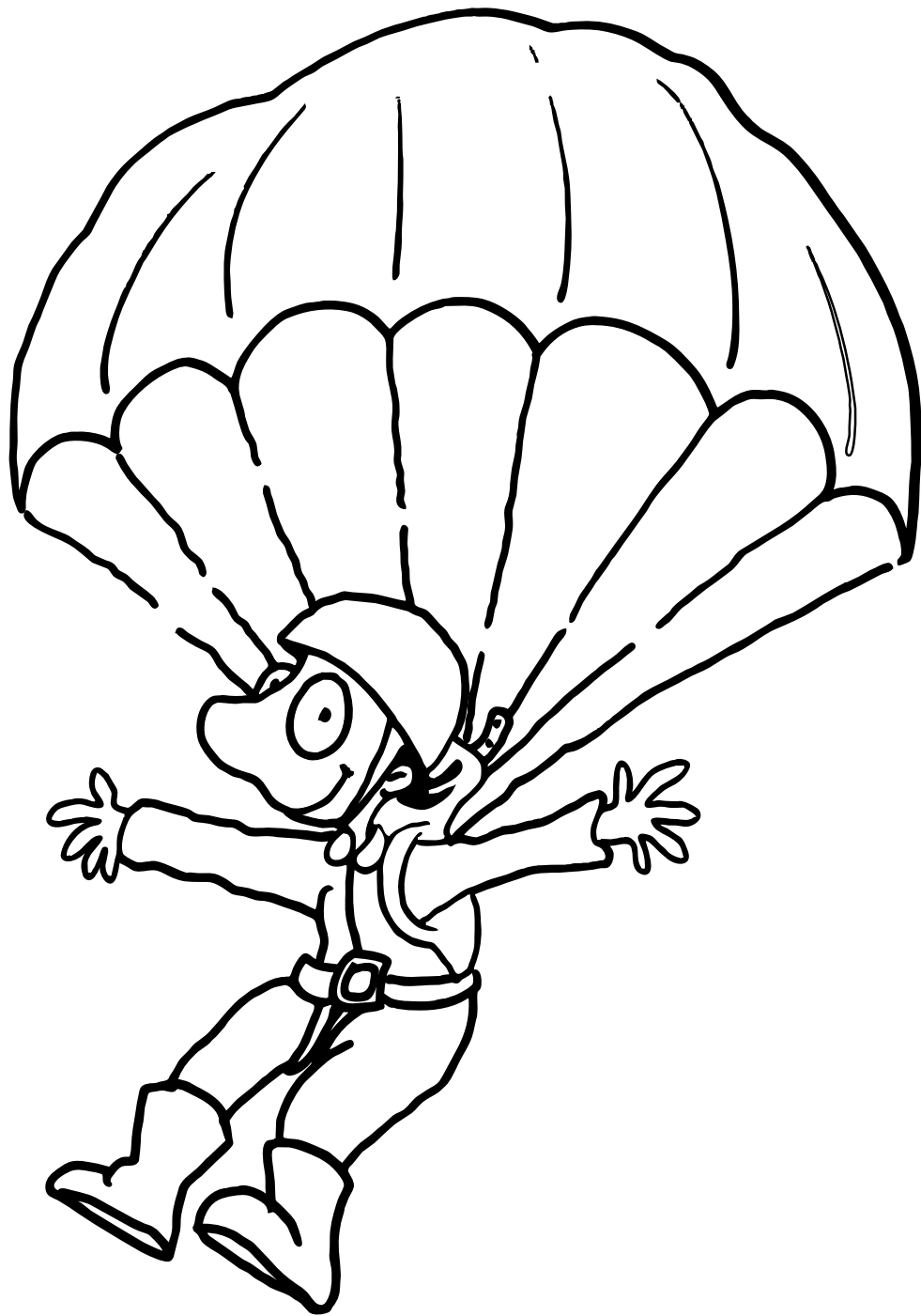


## Using the handwriting skills checklist

A copy of the skills checklist on page 20 could be kept for each student as an ongoing record of their progress. The checklist includes the skills and behaviours each student needs to develop as detailed in the Content section of the Stage One Handwriting Outcome. Space has been left for you to add any additional pointers that might help you to develop a detailed profile of an individual student's achievements.

## Downstroke pattern props

–see pages 9-10 for instructions



## Hopping pattern (clockwise movement) props

–see pages 9-10 for instructions



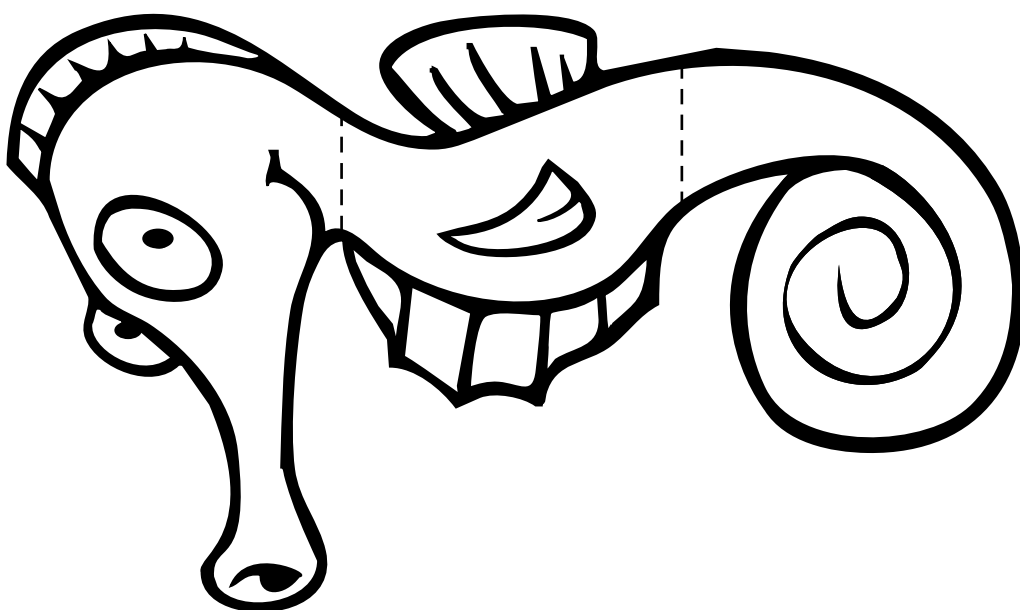
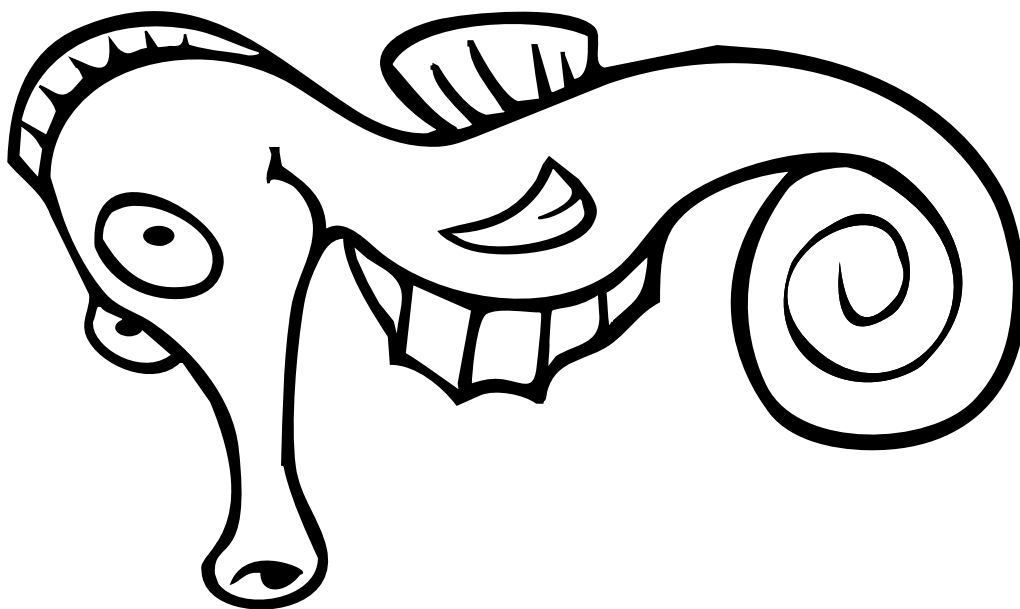
## Wave pattern (anti-clockwise movement) props

–see pages 9-10 for instructions



## Seahorse props

–see pages 10–11 for instructions

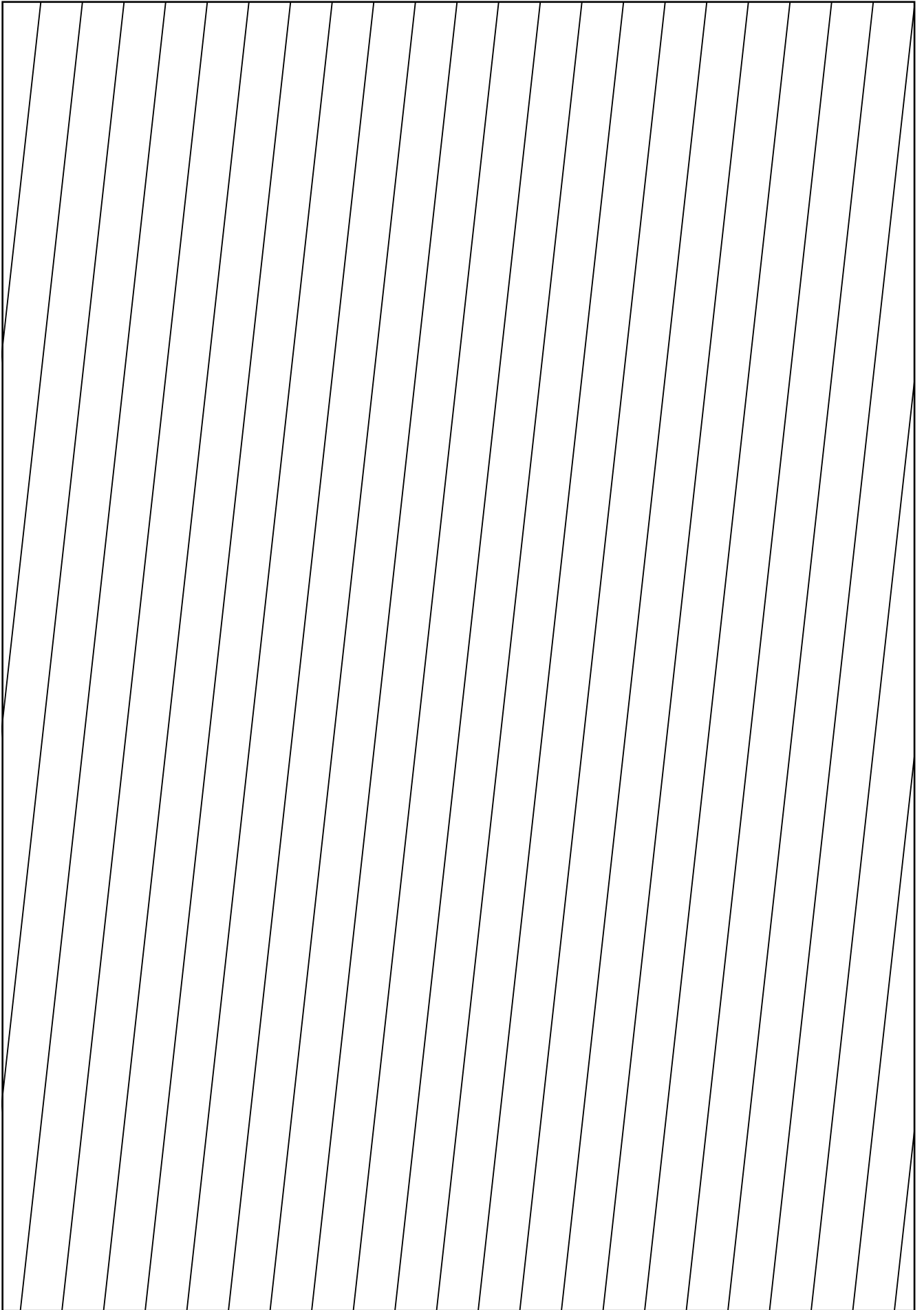




Name: \_\_\_\_\_

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

Name: \_\_\_\_\_





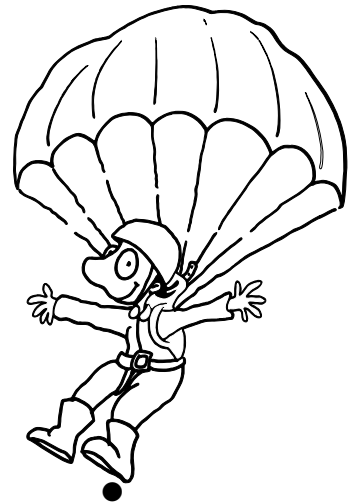
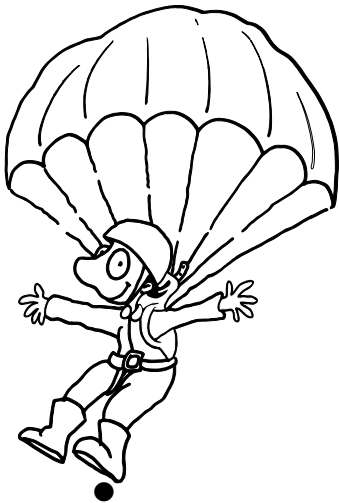
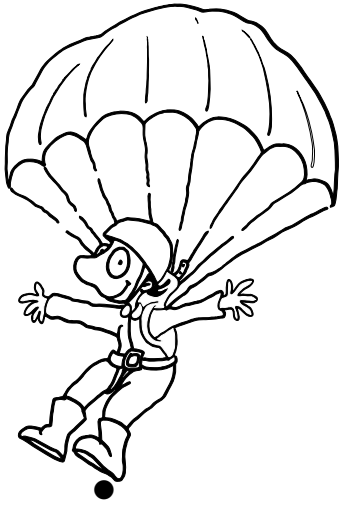
# Handwriting skills checklist

EN1-HANDW-01 Uses a legible, fluent and automatic handwriting style and digital technology, including word-processing applications when creating texts.

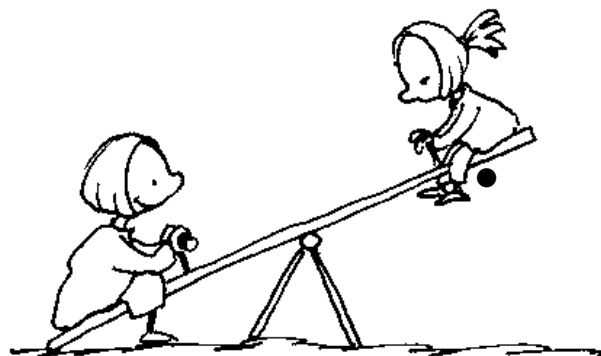
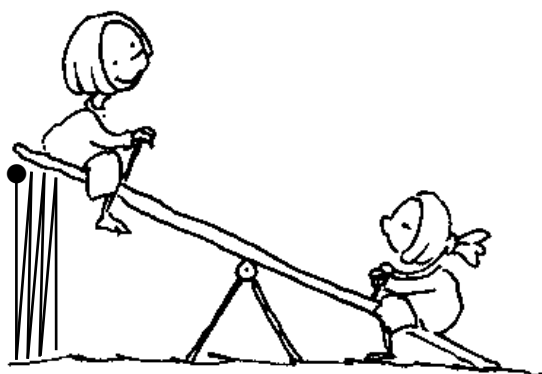
Name	Term	Term
<ul style="list-style-type: none"><li>☉ Maintains good writing posture<ul style="list-style-type: none"><li>• Feet flat on floor</li><li>• Non-writing arm supporting weight</li><li>• Body tilted from pelvis</li><li>• Head at comfortable angle</li><li>•</li><li>•</li></ul></li><li>☉ Employs correct pencil grasp<ul style="list-style-type: none"><li>• Uses dynamic tripod grip</li><li>• Left/right hand dominance</li><li>• Uses appropriate pressure</li><li>•</li><li>•</li></ul></li><li>☉ Produces standard handwriting movements and patterns<ul style="list-style-type: none"><li>• Does not lift pencil when forming lower-case letters (except for x, dots on i and j, and crossbars on t and f)</li><li>• Uses finger movements to control pencil while sliding forearm across the page</li><li>•</li></ul></li><li>☉ Forms most letters of the alphabet correctly<ul style="list-style-type: none"><li>• Starts at the top of every upper-case letter, lower-case letter and number (except d and e, which start in the middle), and knows that no letter starts from the bottom</li><li>• Knows starting point and beginning direction for each letter and number</li><li>• Knows that lower-case letters have heads, bodies and tails</li><li>•</li><li>•</li></ul></li><li>☉ Recognises the same letter in both lower- and upper-case</li><li>☉ Forms all letters with consistent size and slope in NSW Foundation style from memory<ul style="list-style-type: none"><li>• Tries to write clearly in straight lines from left to right</li><li>• Is beginning to write letters of uniform size</li><li>• Is beginning to write letters of uniform shape</li><li>• Is beginning to write letters of uniform slope</li><li>• Is beginning to write letters of uniform spacing</li><li>•</li><li>• Positions all letters correctly on the line with appropriate spacing between words</li></ul></li><li>☉ Needs practice with these letters/numerals:</li></ul>		

Name: \_\_\_\_\_

# Downstroke pattern



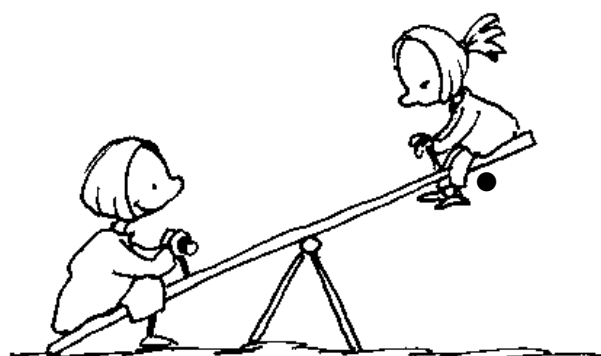
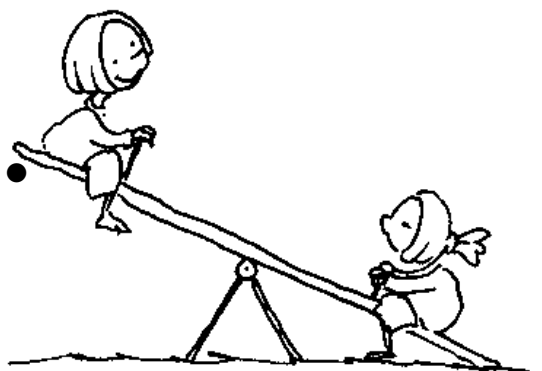
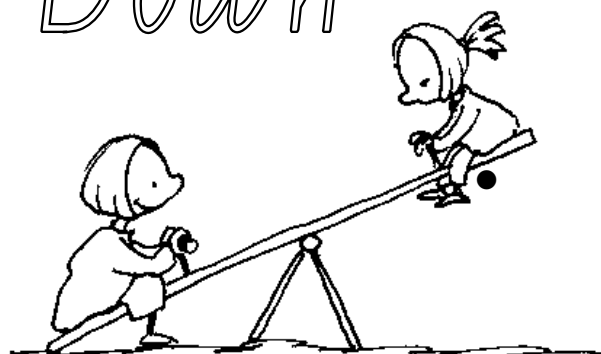
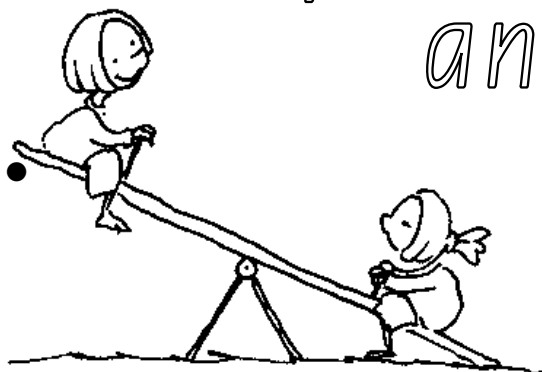
# Downstroke pattern



Up

and

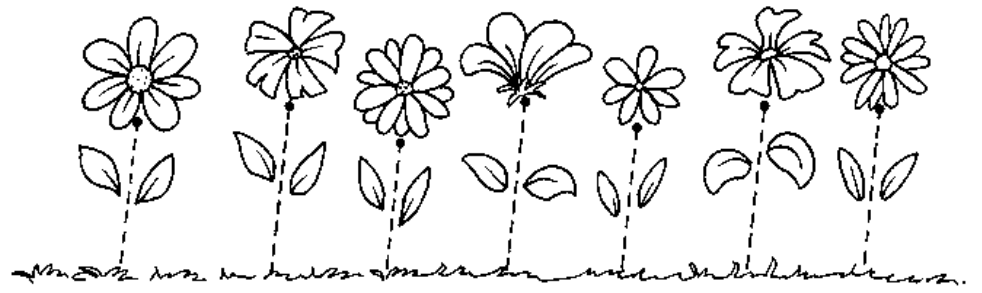
Down



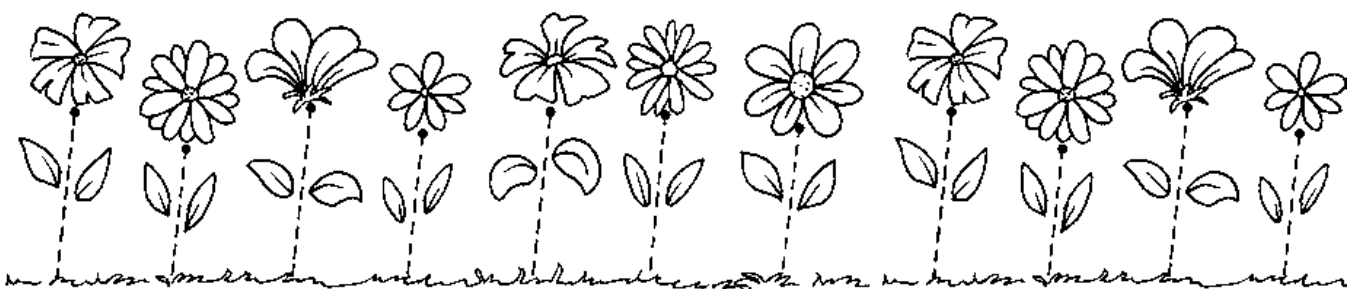
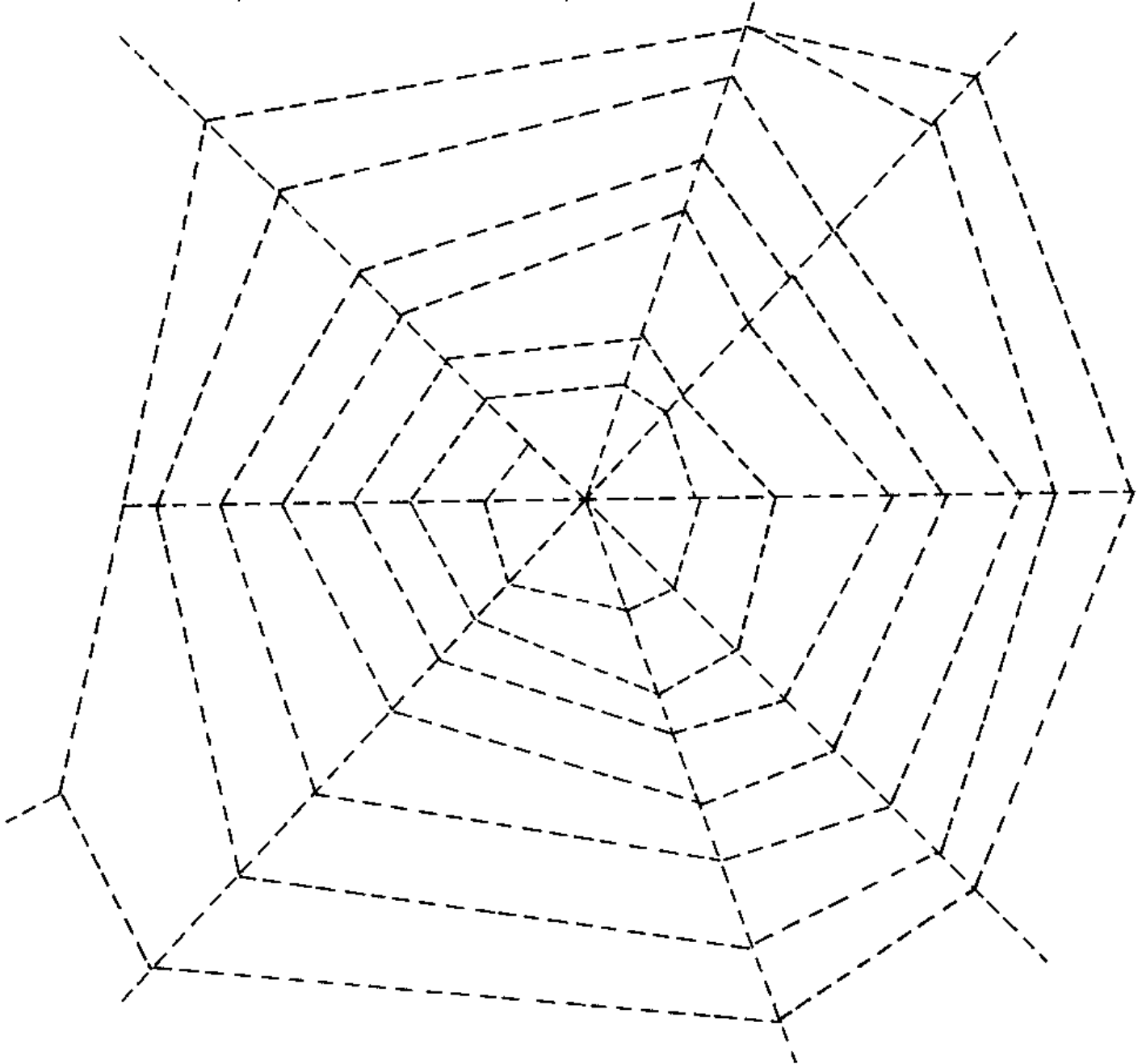
# Downstroke pattern



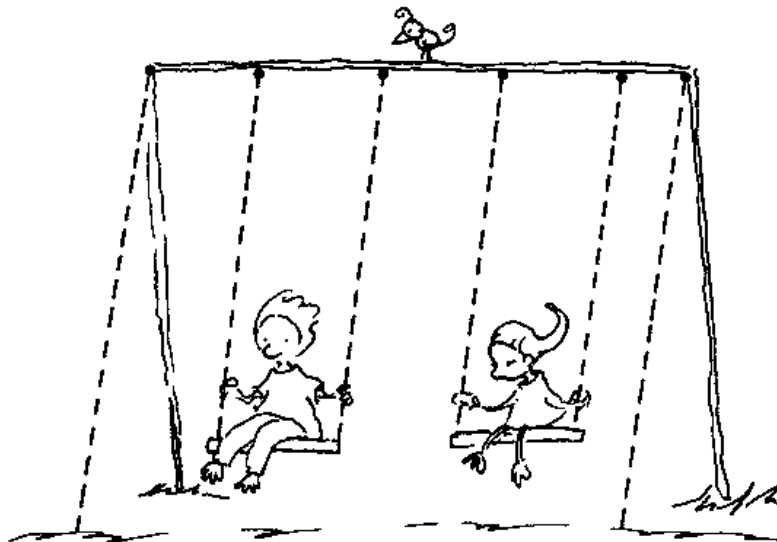
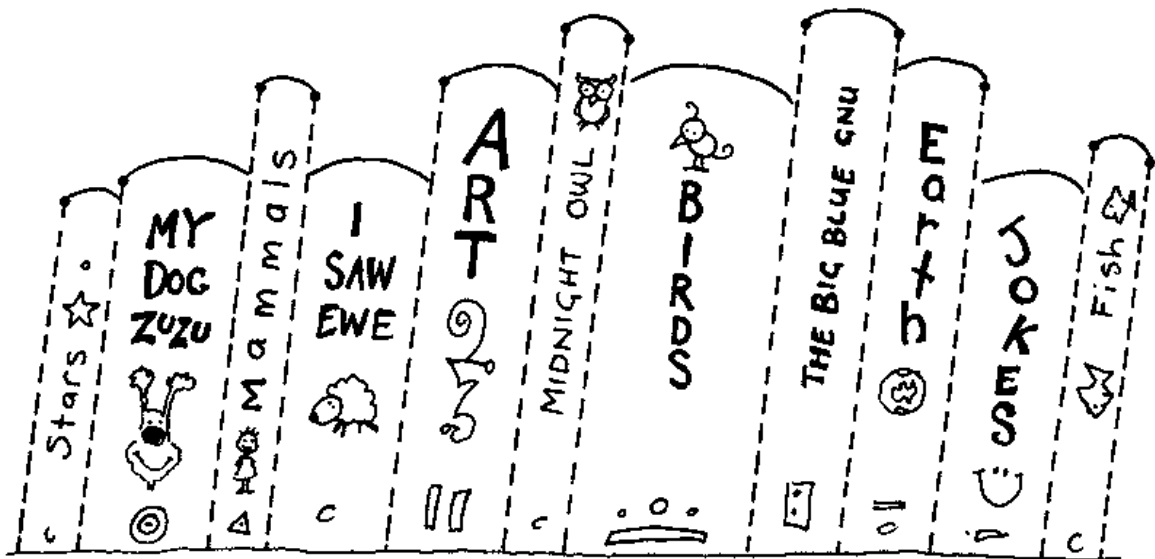
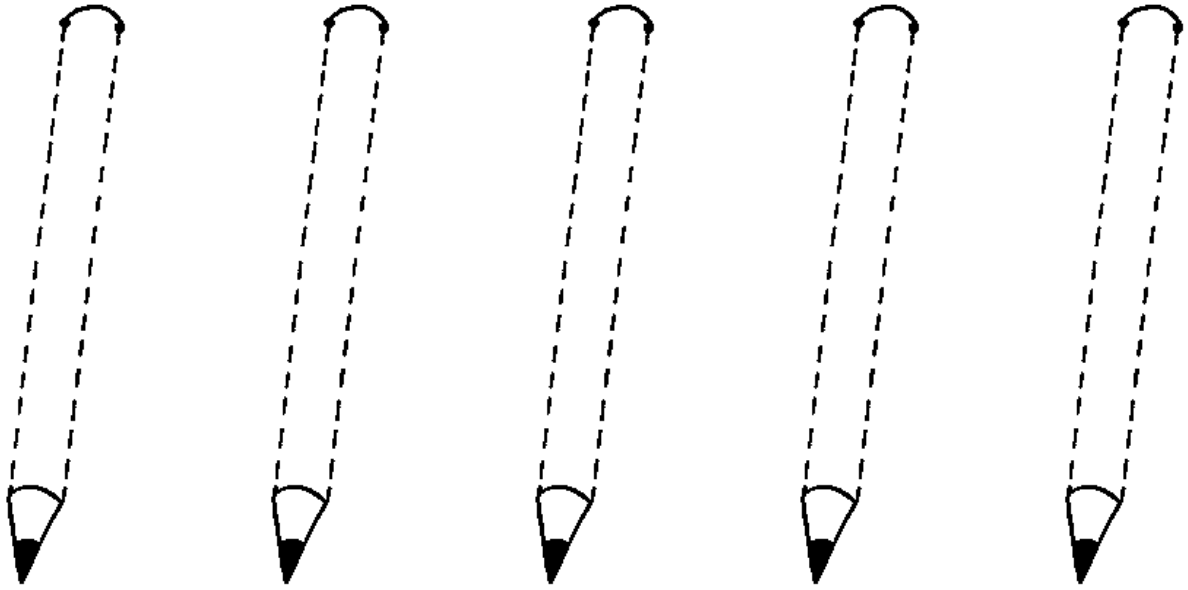
Name: \_\_\_\_\_



Trace the spider web. Draw a spider in the web!



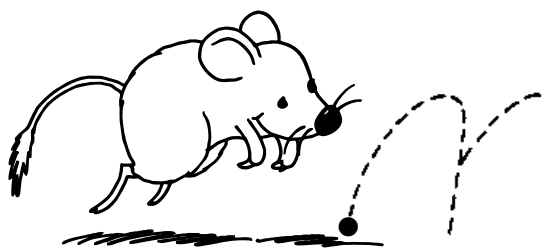
# Downstroke pattern





# Hopping pattern

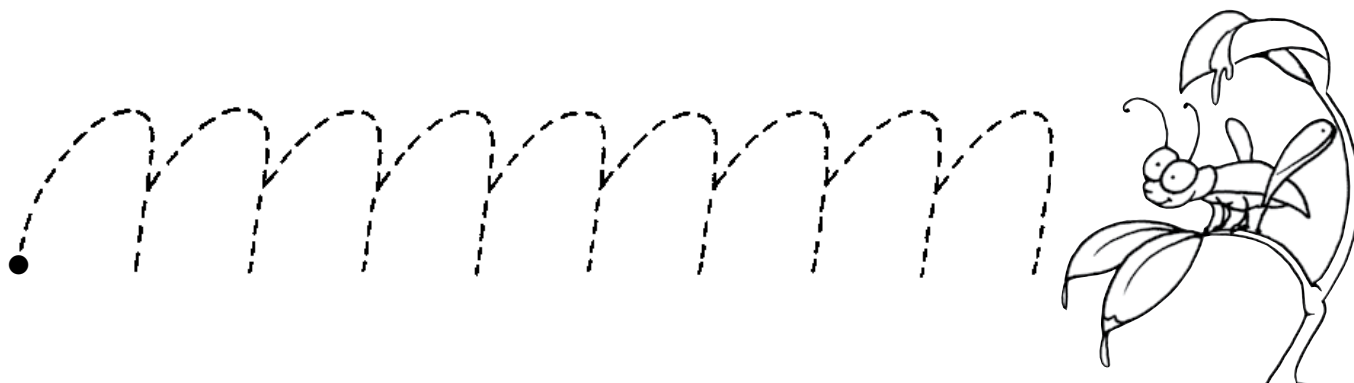
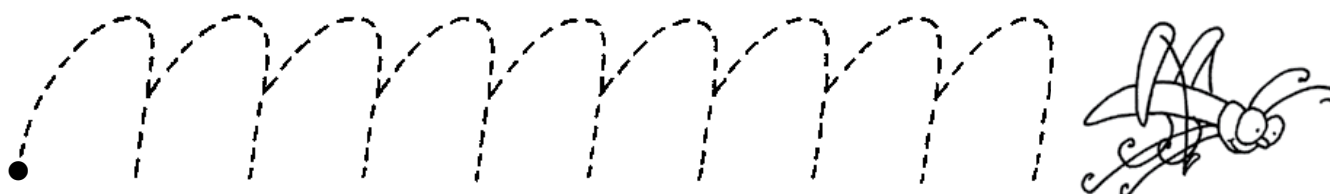
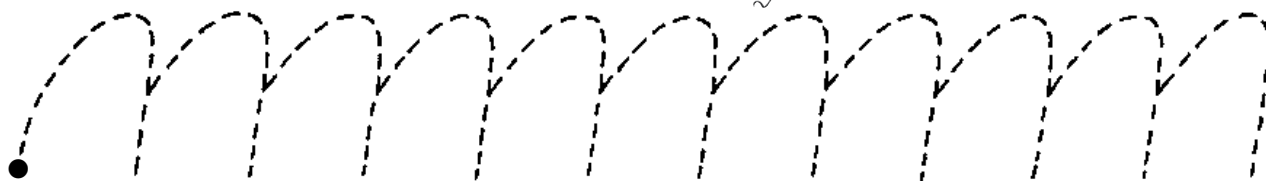
Name: \_\_\_\_\_



# Hopping pattern

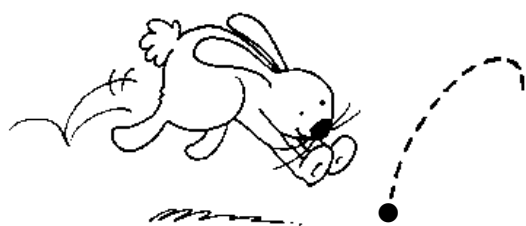
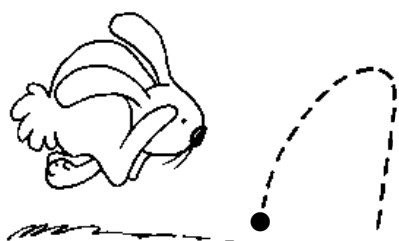
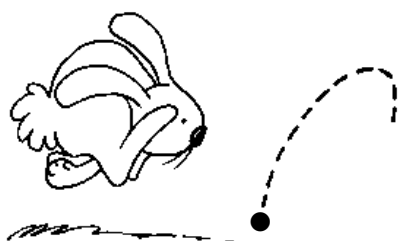
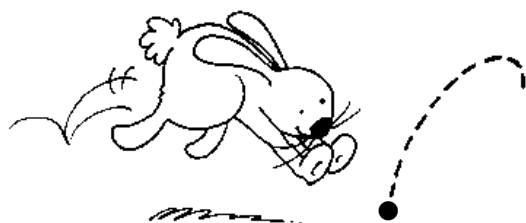
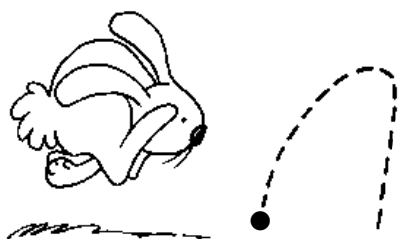
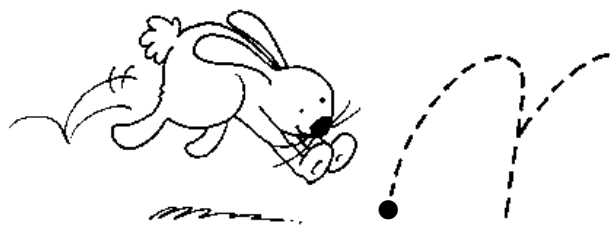


Name: \_\_\_\_\_



# Hopping pattern

Name: \_\_\_\_\_



# Hopping pattern

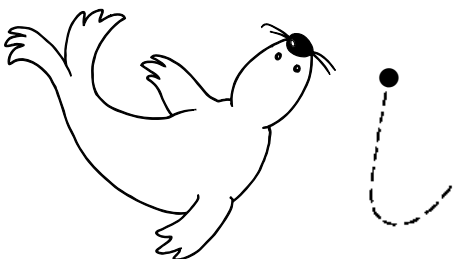
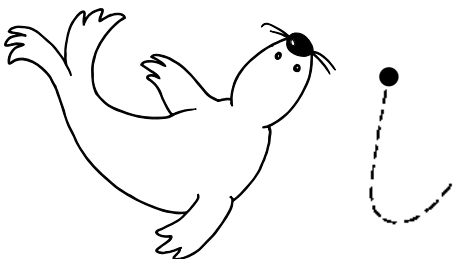
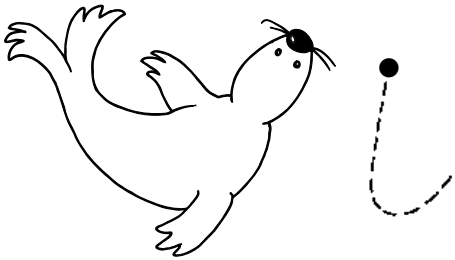
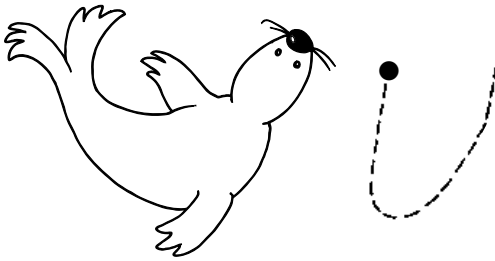
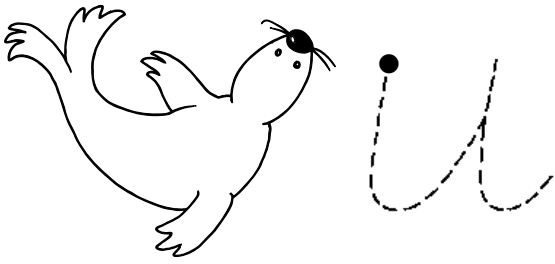


Name: \_\_\_\_\_



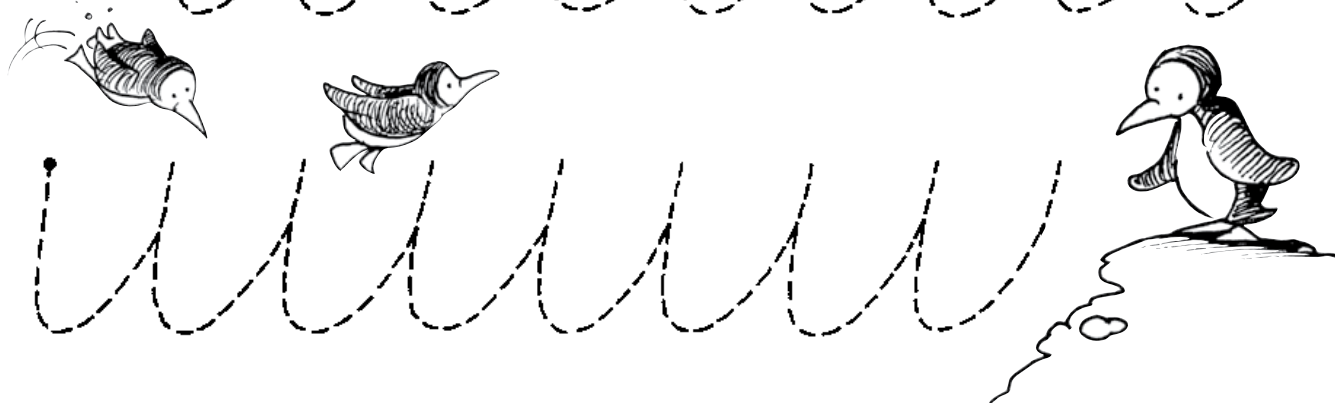
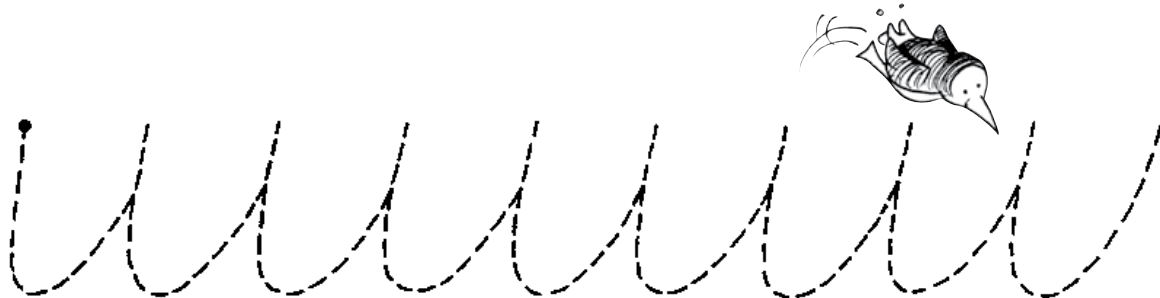
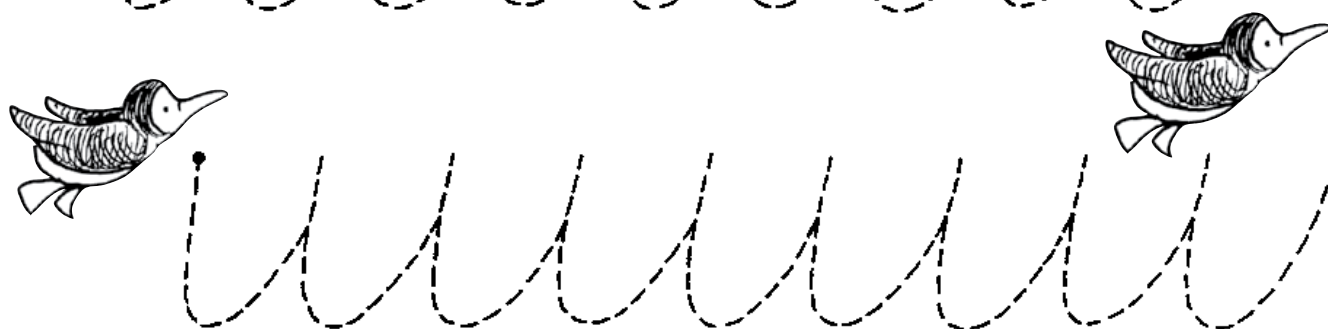
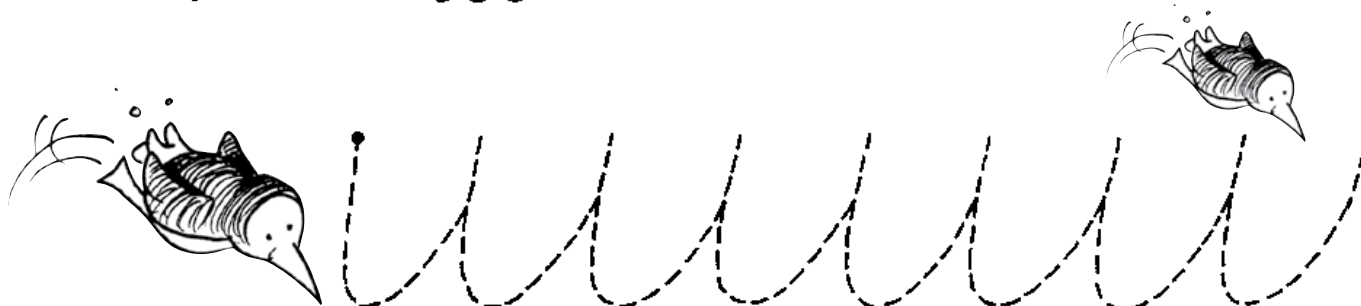
Name: \_\_\_\_\_

Wave pattern 



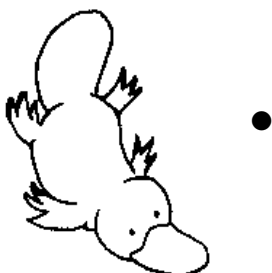
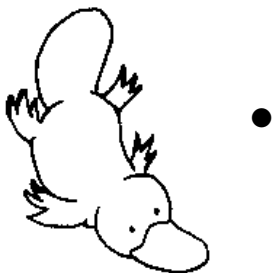
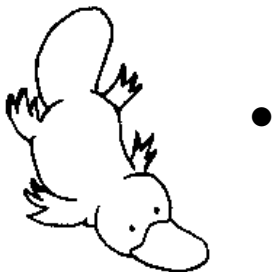
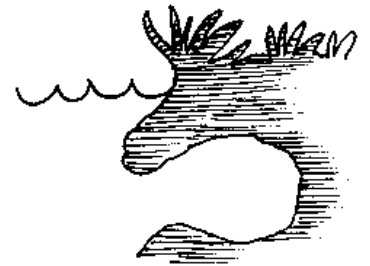
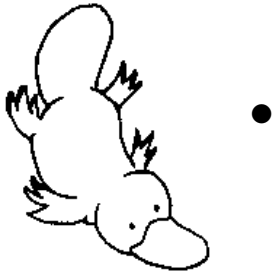
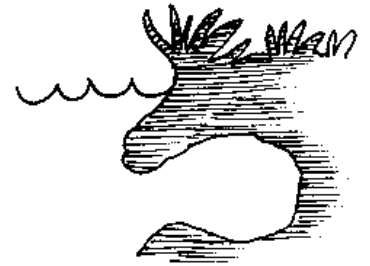
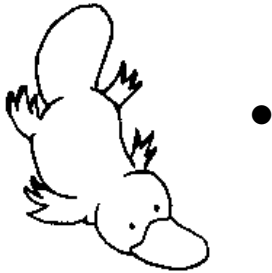
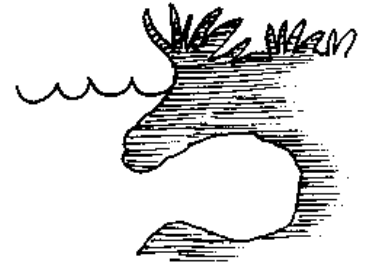
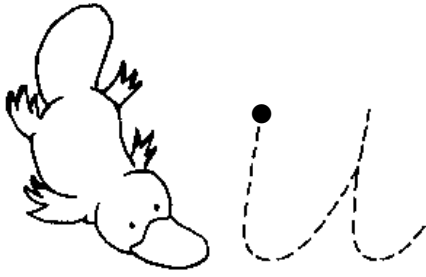
# Wave pattern

Name: \_\_\_\_\_



Name: \_\_\_\_\_

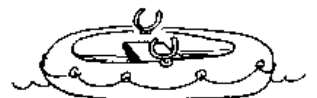
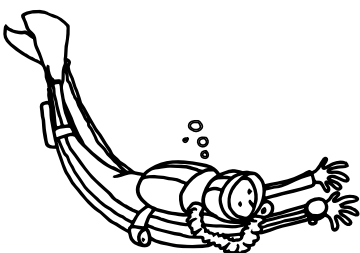
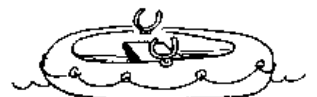
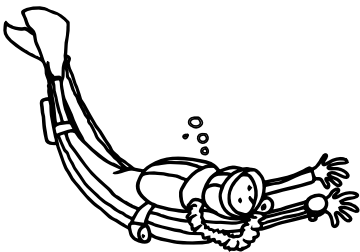
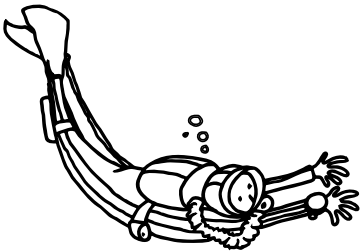
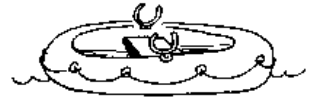
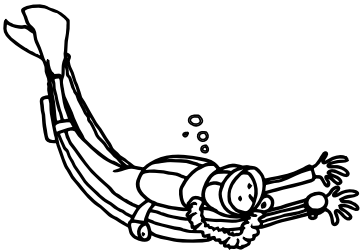
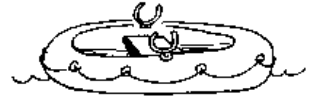
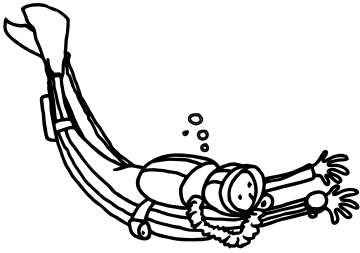
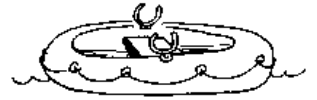
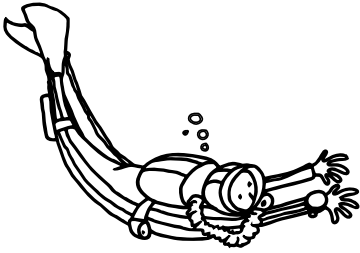
Wave pattern 





Name: \_\_\_\_\_

Wave pattern

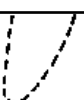
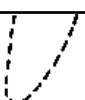
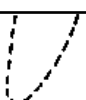
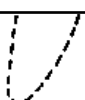
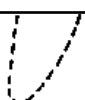
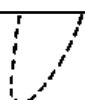
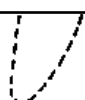
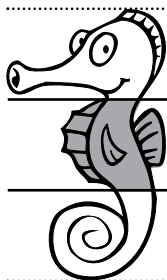




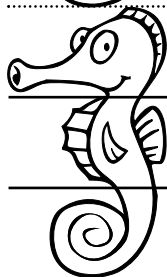
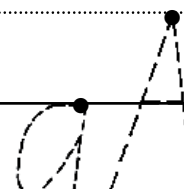
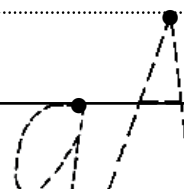
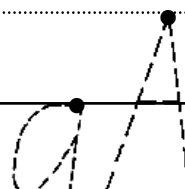
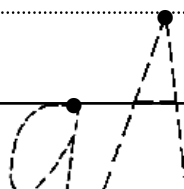
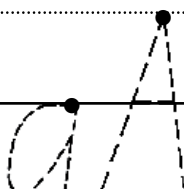
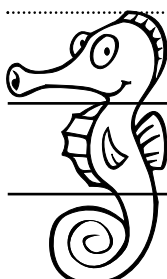
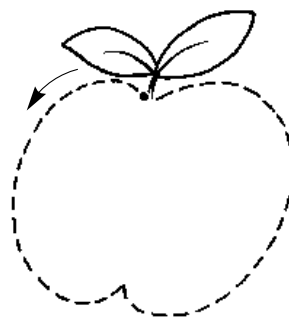
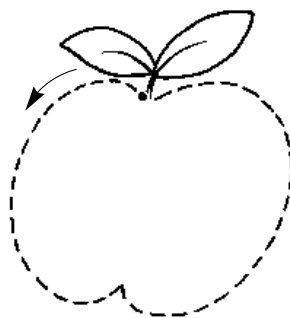
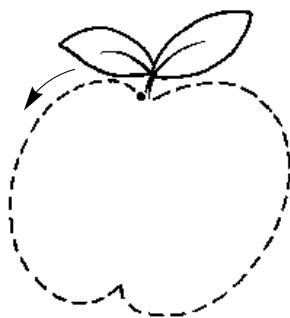
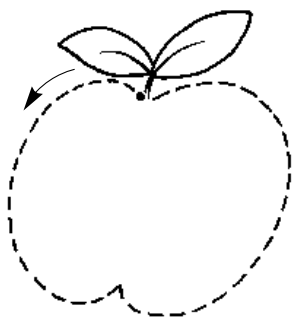
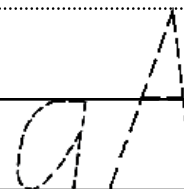
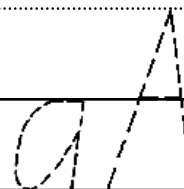
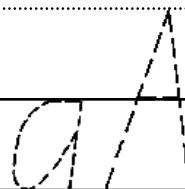
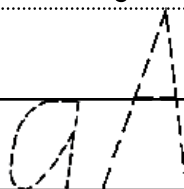
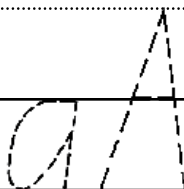
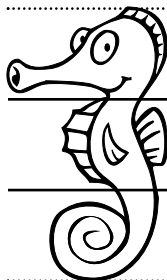
Write some more wave pattern letters.



Turn the v's into a's. Put a dot first to show where you start.



Put a dot to show where you start, then trace.



Name: \_\_\_\_\_

a A

a A

a A

a A



\_ake

cake t \_ \_

w \_ \_ b \_ \_

r \_ \_ m \_ \_



\_ap

cap

t \_ \_ n \_ \_

m \_ \_

\_at



cat p \_ \_

m \_ \_ s \_ \_

\_an

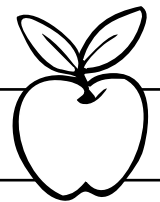
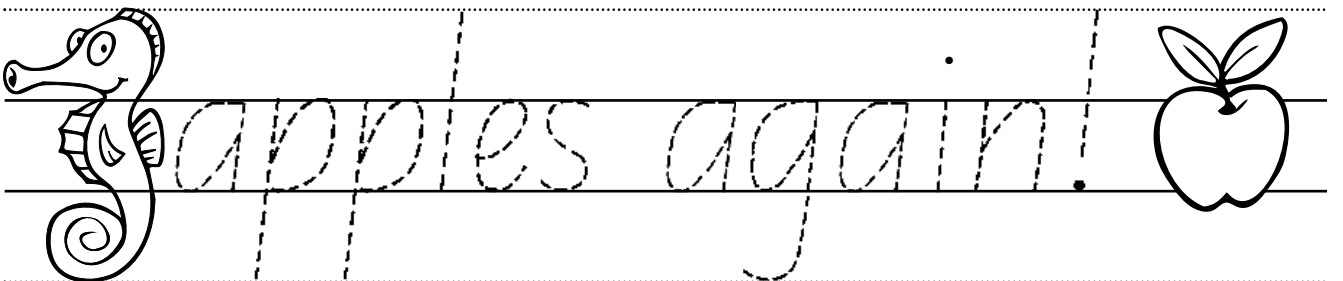
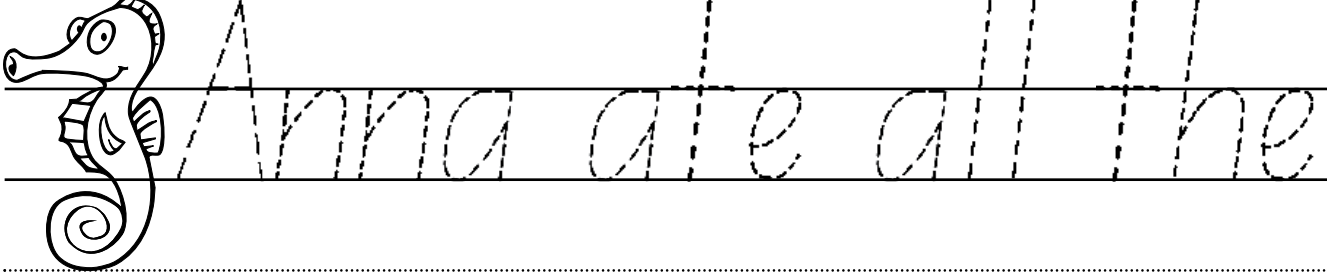
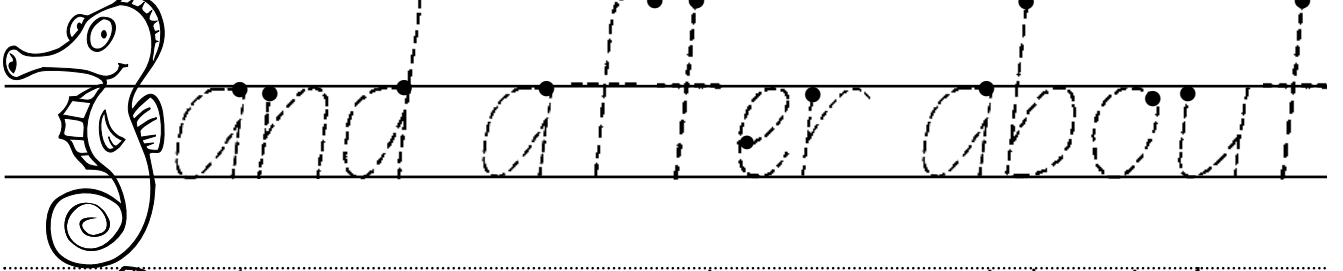
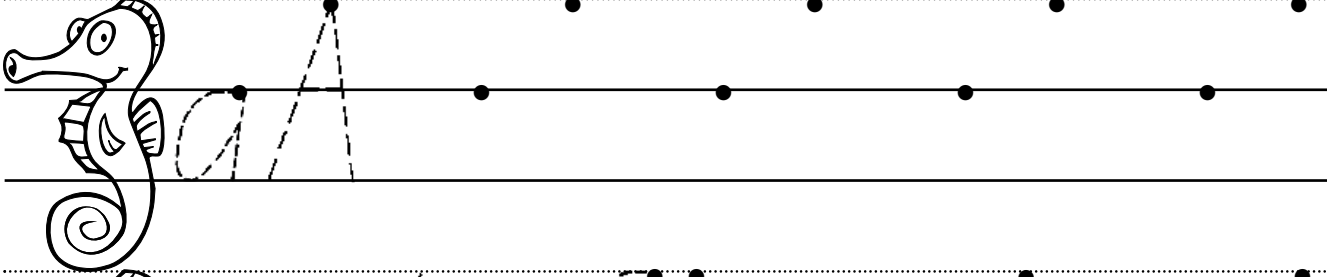
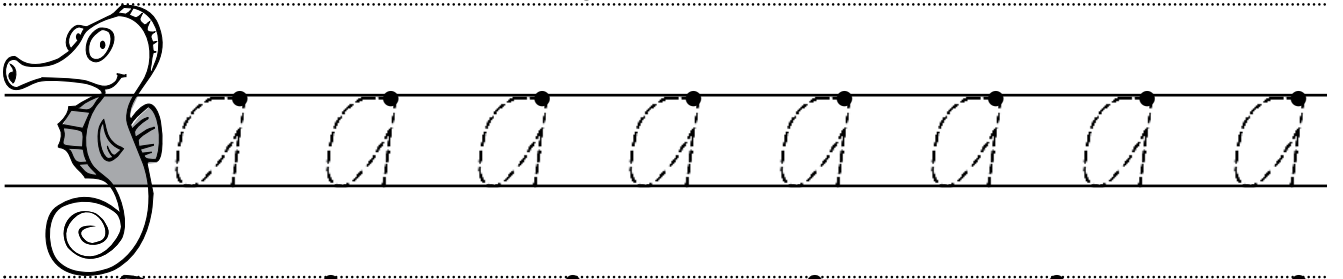


man c \_ \_

f \_ \_ r \_ \_

Name: \_\_\_\_\_

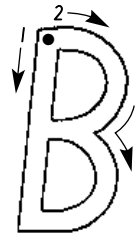
Trace the a's. Colour the wedges.



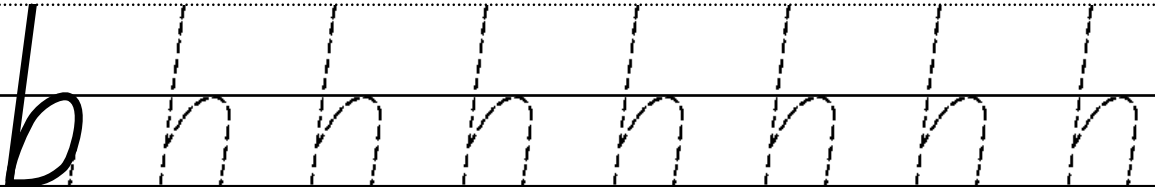
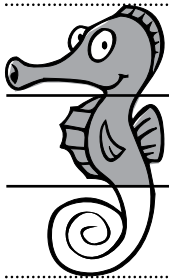
Draw an apple under your best word.



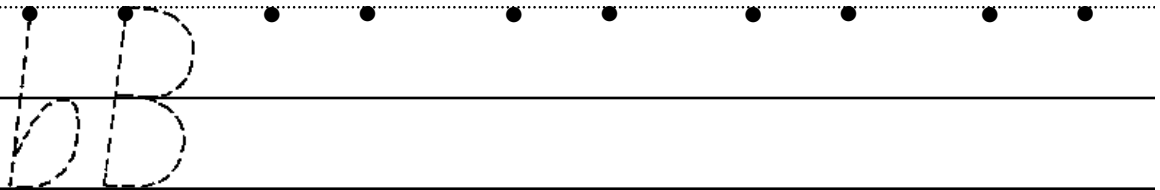
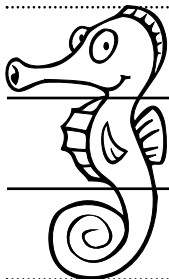
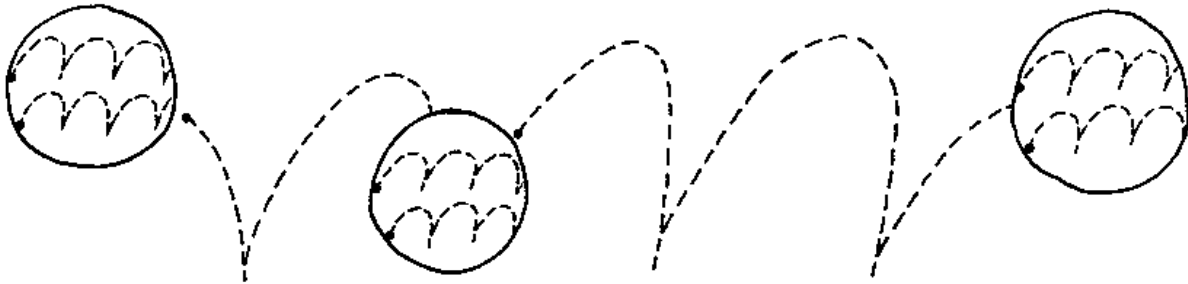
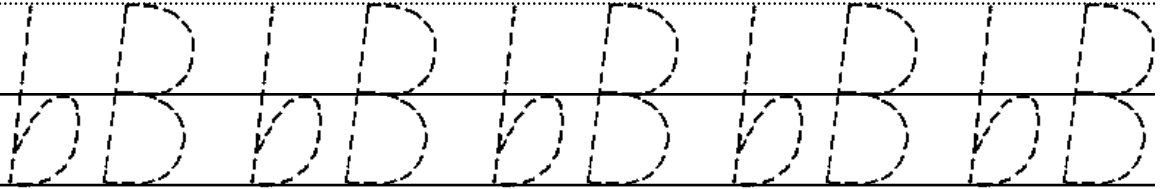
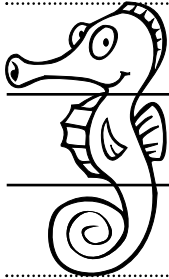
Write some more hopping pattern letters.



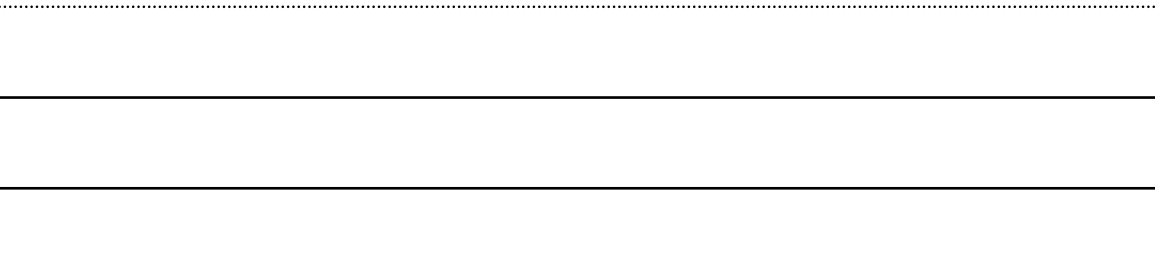
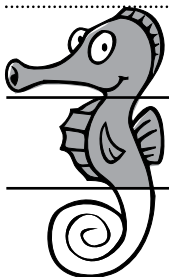
Turn the h's into b's.



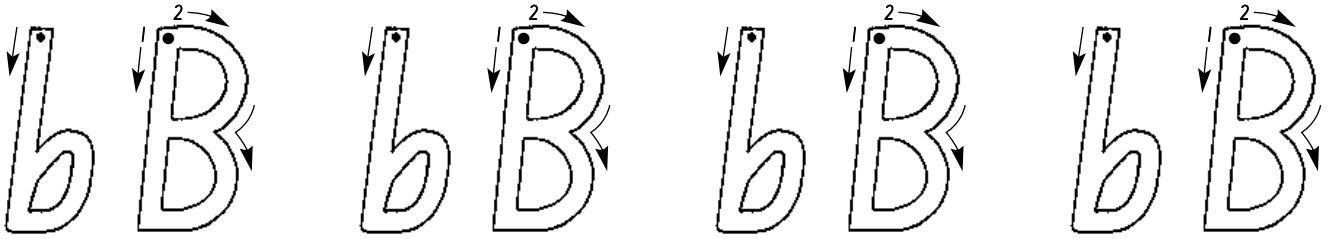
Put a dot to show where you start, then trace.



Write the letters that have a head and body: n b p r k h m



Name: \_\_\_\_\_



Use the clues below to complete the crossword.



beast

baby



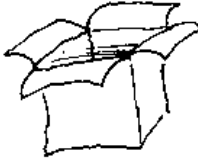
bag



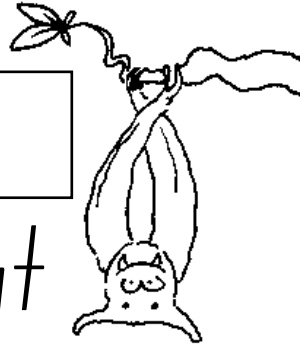
bake

3

box



bat



boat



baa

bed



brothers



Across

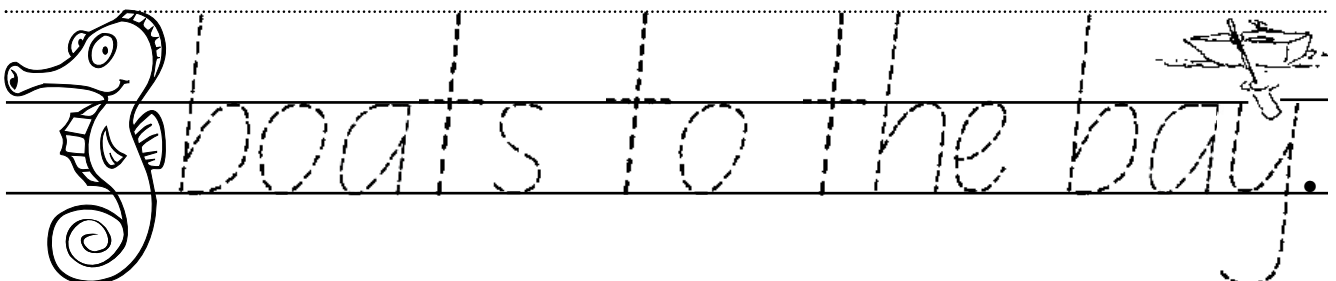
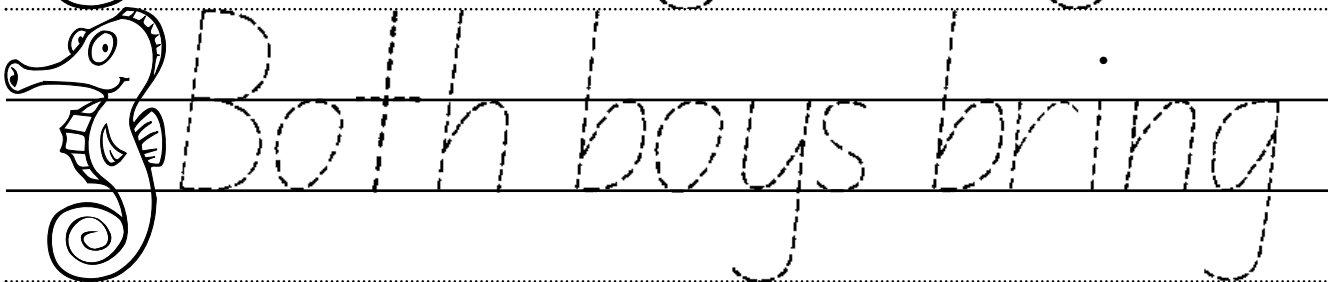
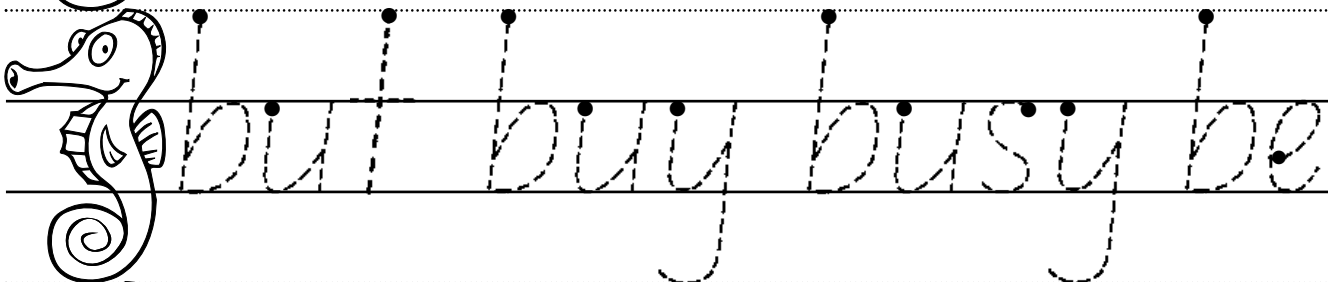
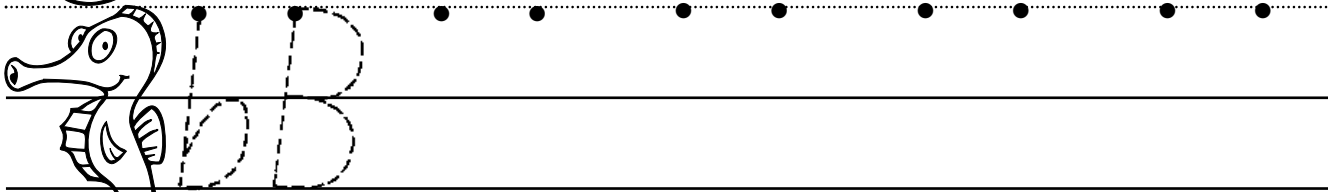
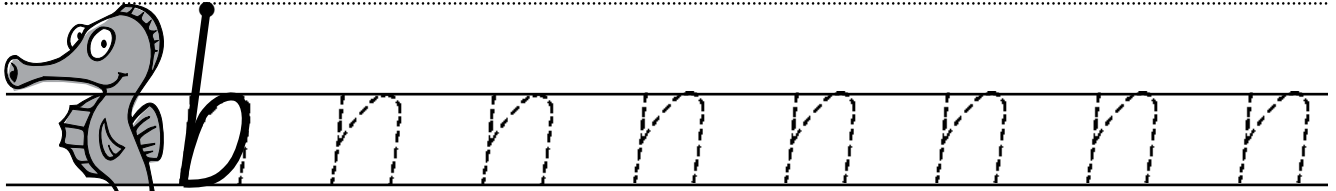
2. A cardboard container.
4. Sisters and \_\_\_\_\_.
5. Something to carry things in.
6. A flying animal.
7. To cook in the oven.

Down

1. A sailing vessel.
3. A large animal.
4. The noise a sheep makes.
5. Where you sleep.
6. A very young child.

Name: \_\_\_\_\_

Turn the n's into b's. Put a dot first to show where you start.



Put a blue circle around your best word.



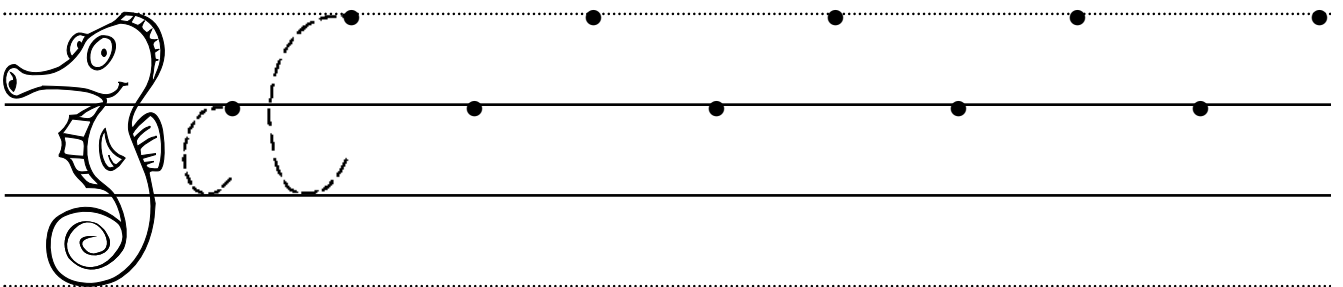
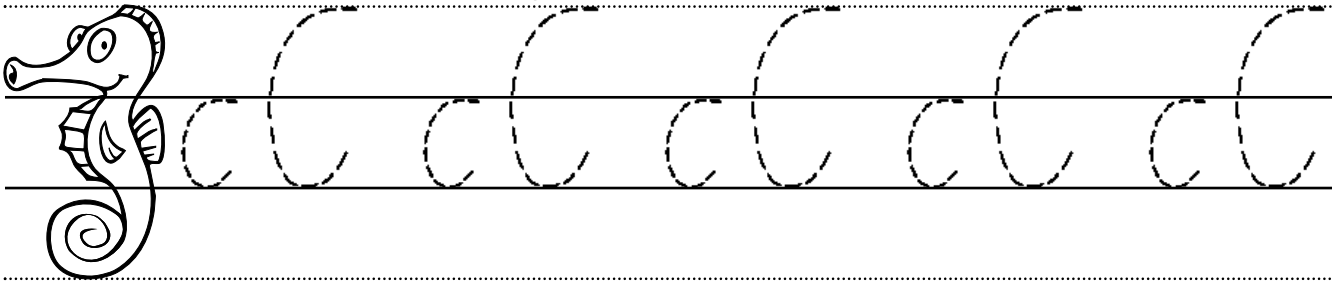
Write some more wave pattern letters.



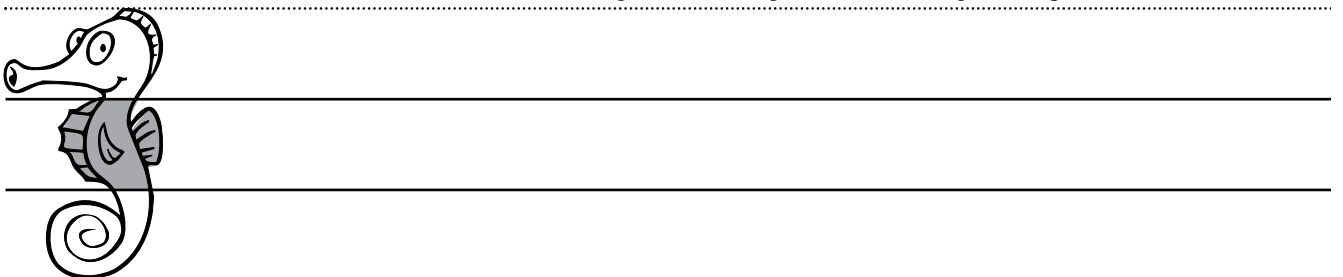
Find the c's in this pattern.



Put a dot to show where you start, then trace.



Write the letters that have only a body: c a u y v g d w o





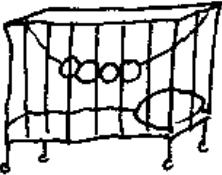






Name: \_\_\_\_\_

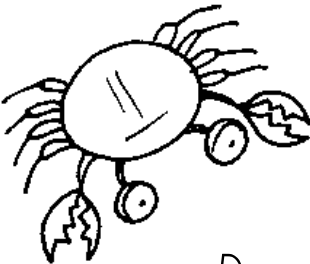


Use the clues below to complete the crossword.

clock  crown 

4  5  cup

can  cork  curl 

crab 

Across

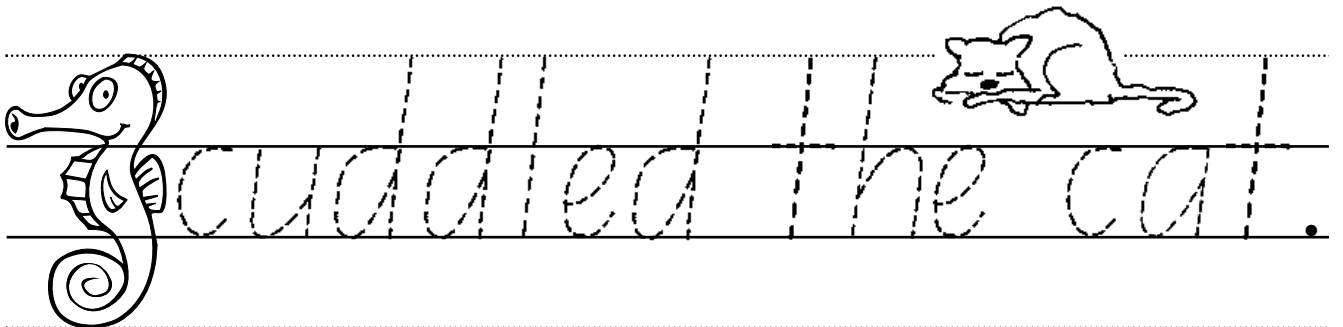
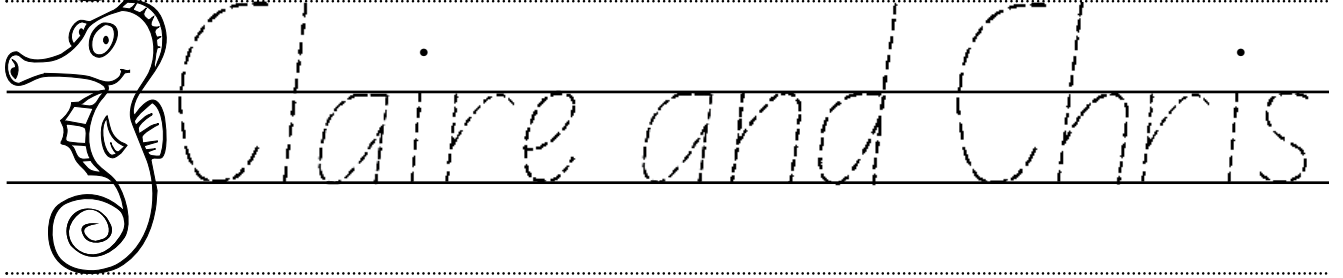
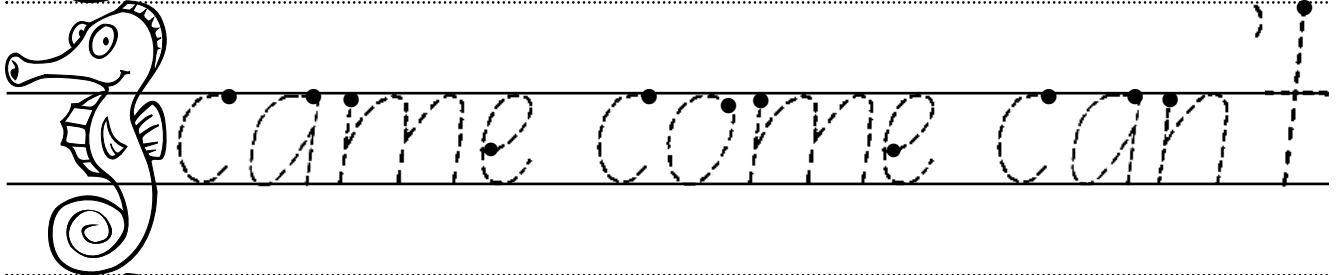
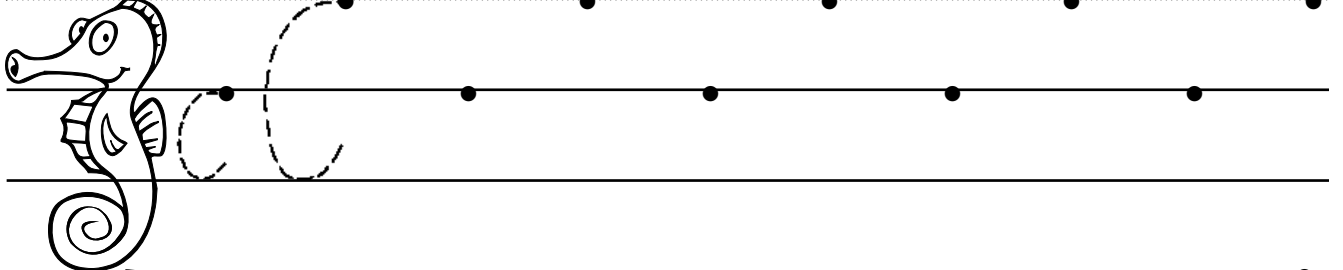
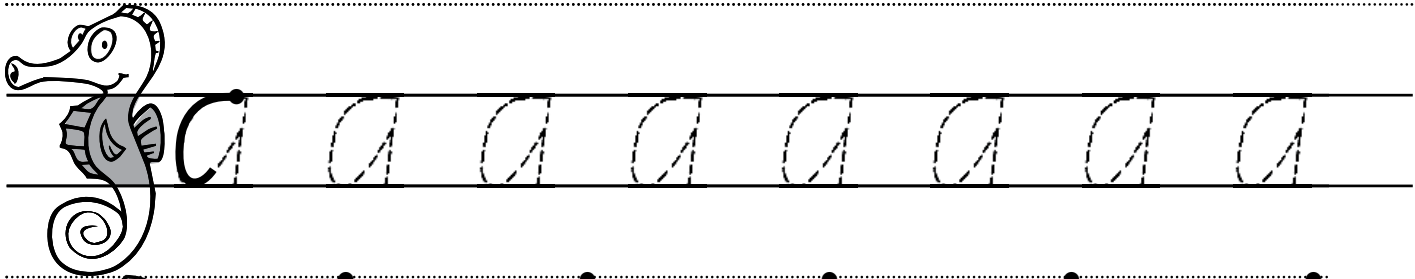
3. Special headwear for a queen or king.
4. A spiral shape.
5. A hard-shelled sea animal.
6. A stopper for a bottle.

Down

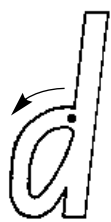
1. A tin for holding food or drink.
2. A bed for a baby.
3. It tells the time.
6. A container for holding a drink.

Name: \_\_\_\_\_

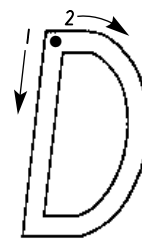
Find the c's hidden in the a's.



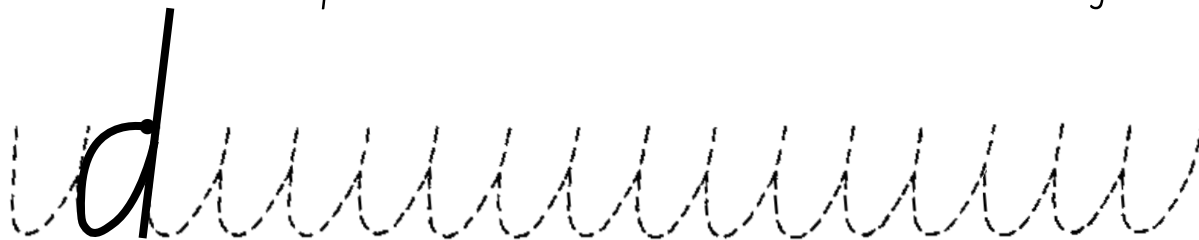
Put a cross under your best word.



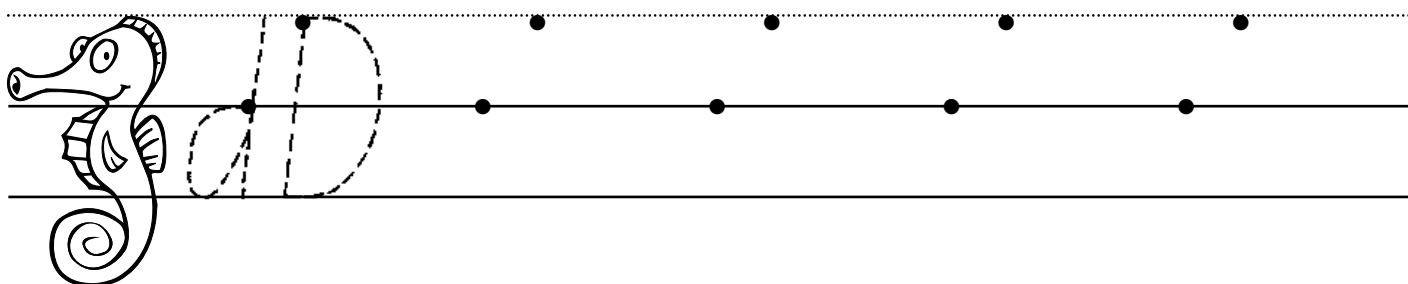
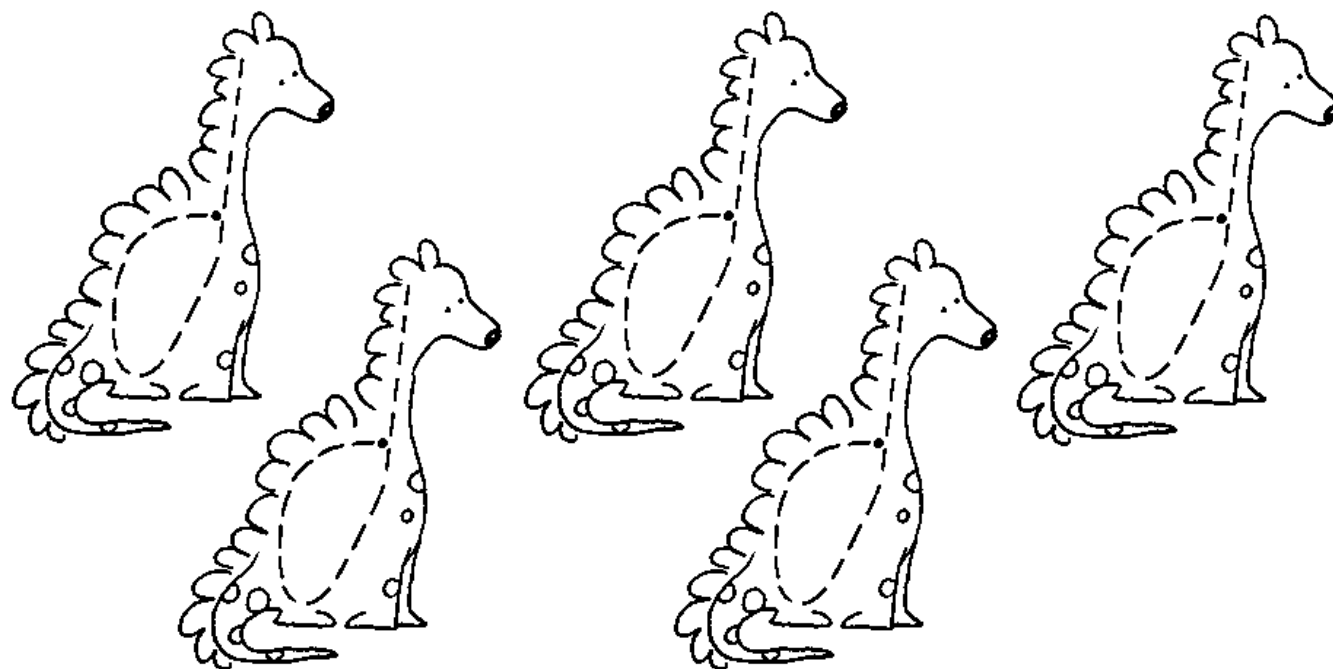
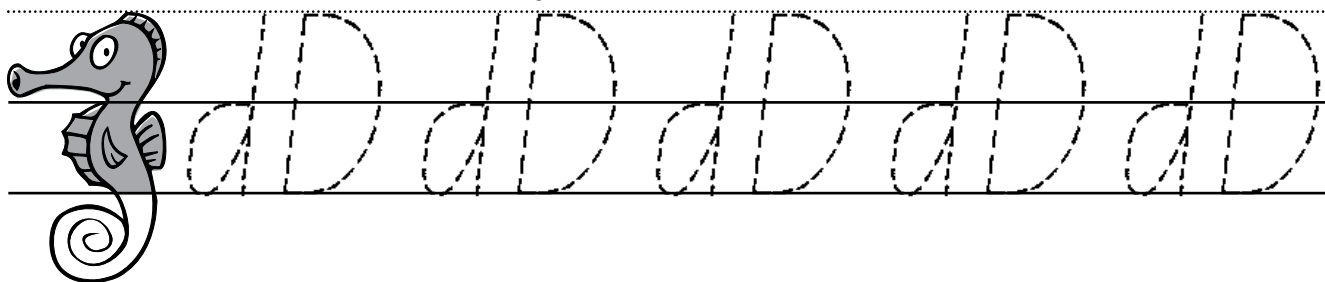
Write some more wave pattern letters.



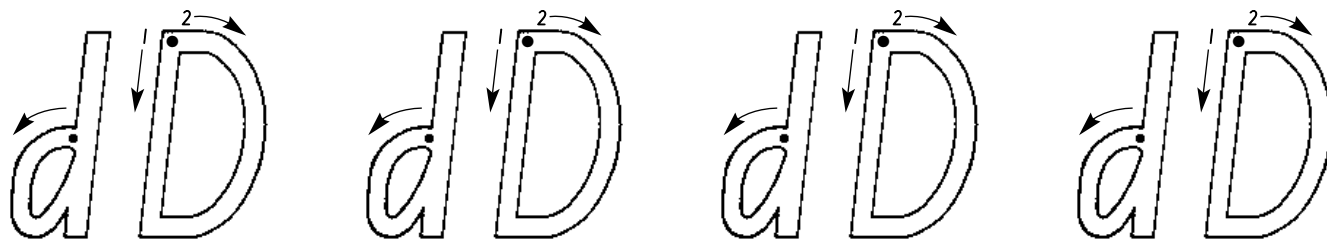
Find the d's in this pattern. Put a dot first to show where you start



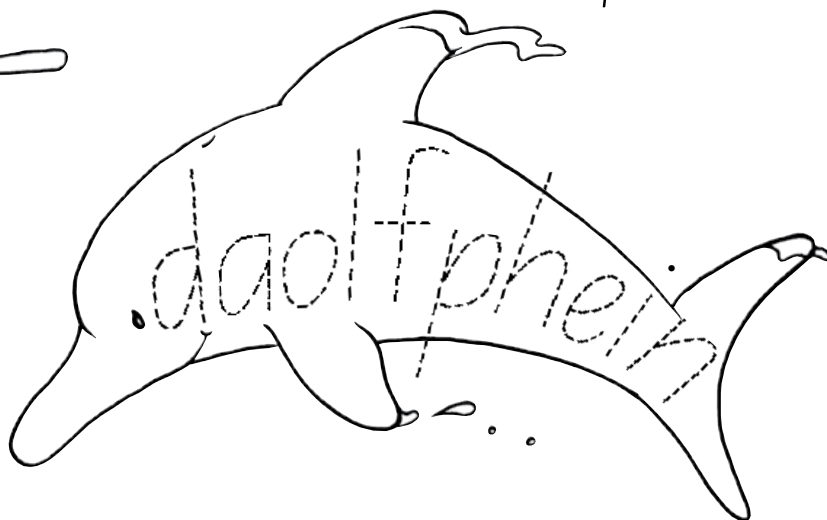
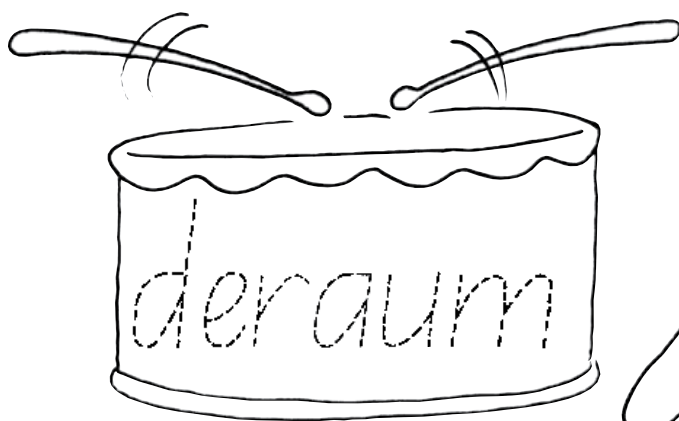
Put a dot to show where you start, then trace.



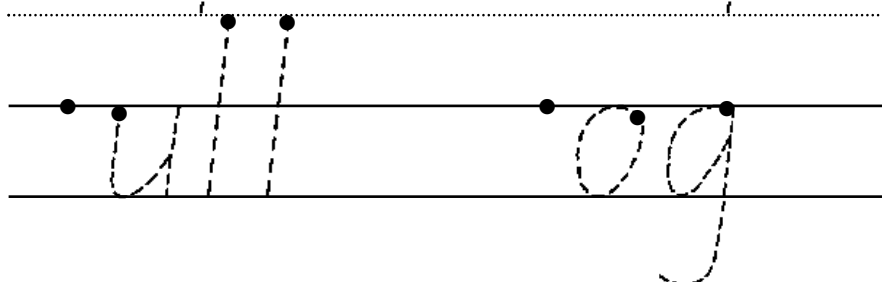
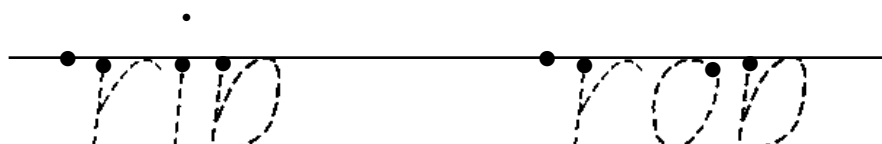
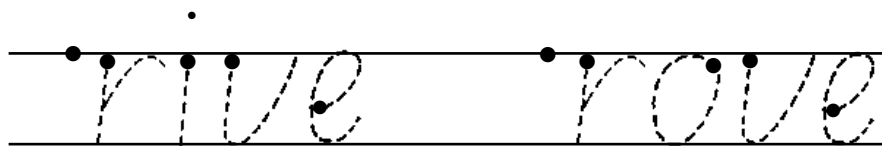
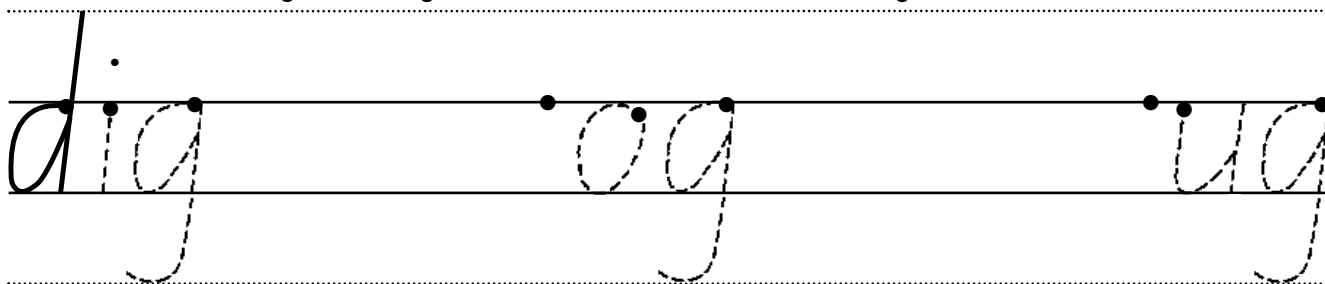
Name: \_\_\_\_\_



Trace the right letters to find the words which match the pictures.

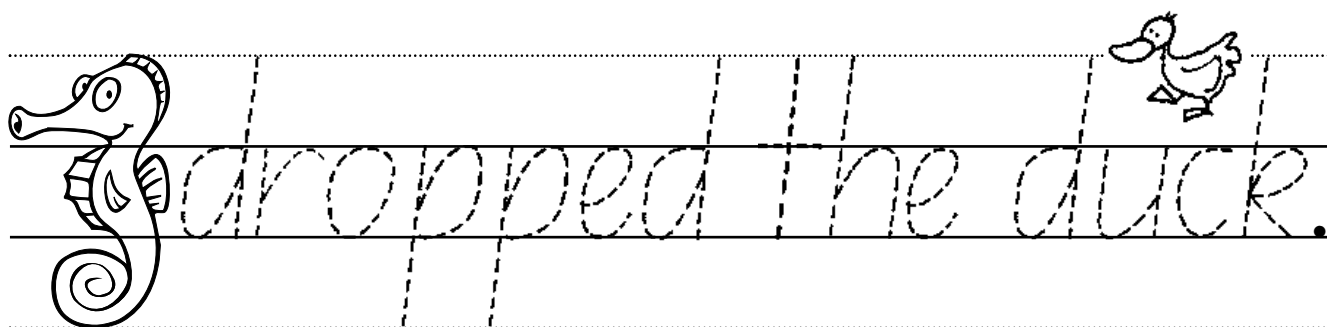
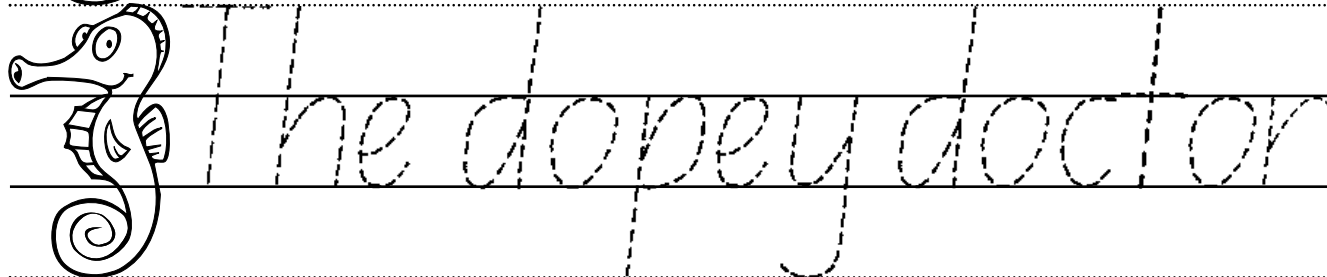
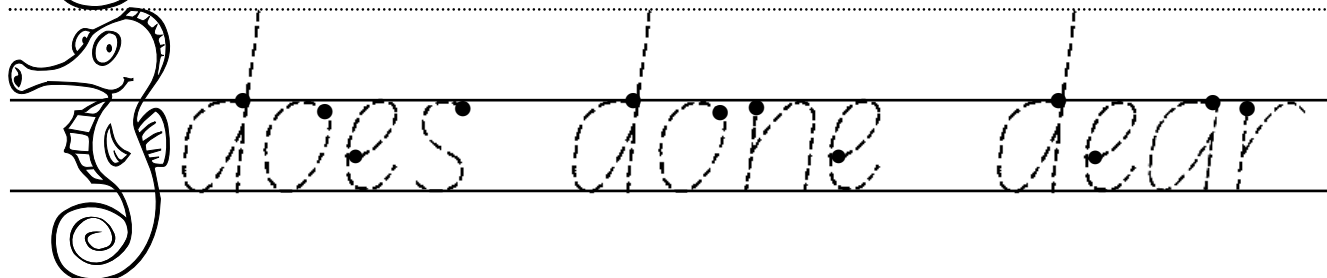
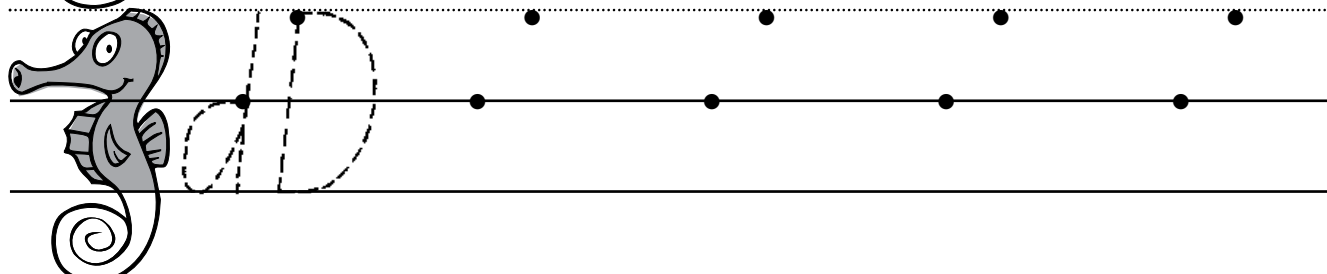
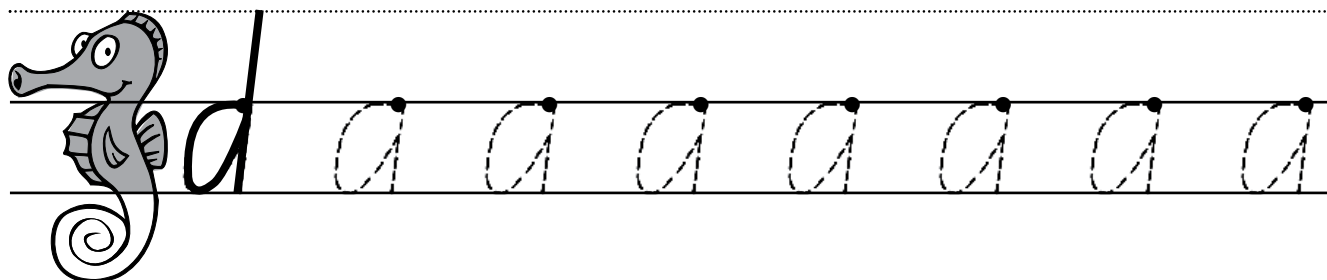


Make words by adding d to these word endings. Trace the words.



Name: \_\_\_\_\_

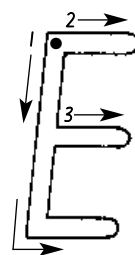
Turn the a's into d's.



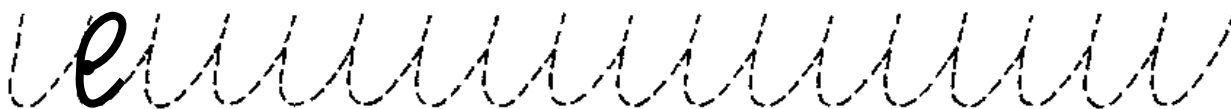
Draw a dot under your best word.



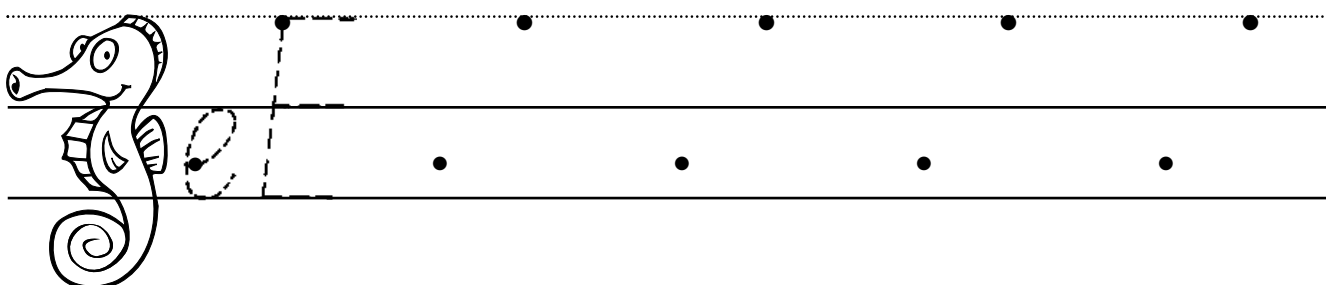
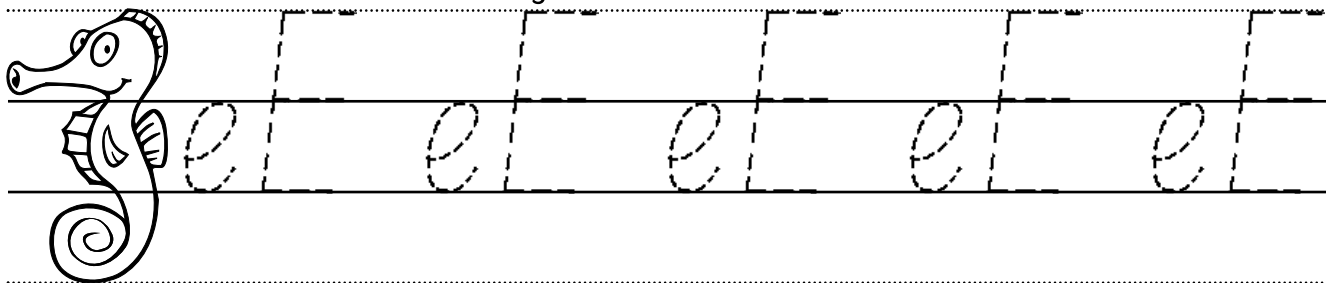
Write some more wave pattern letters.



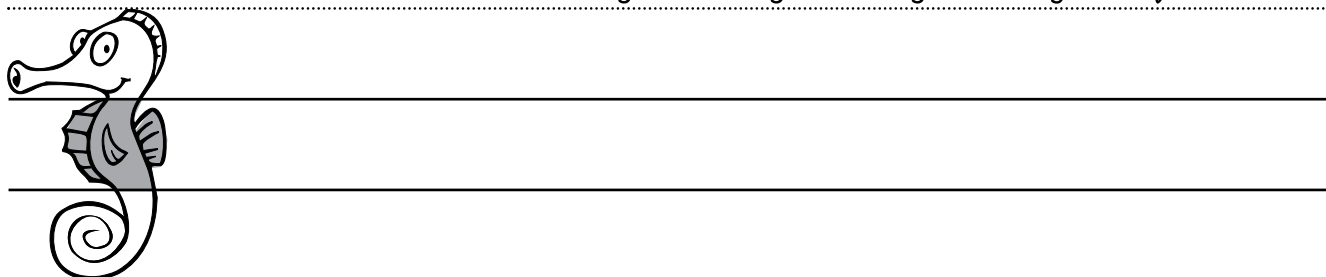
Find the e's in this pattern. Put a dot first to show where you start.



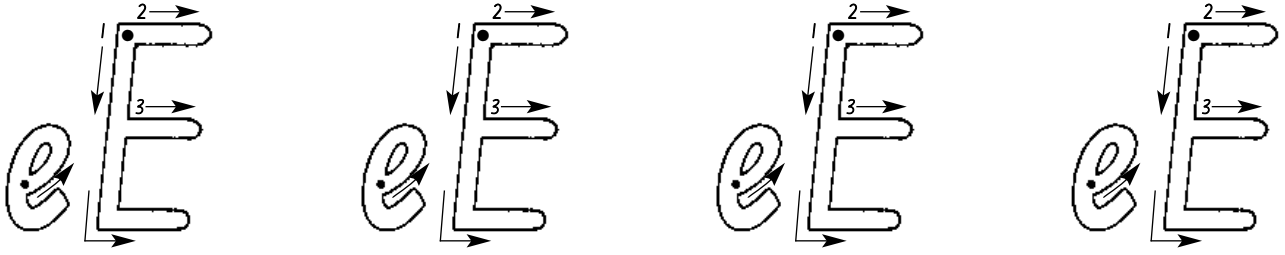
Put a dot to show where you start, then trace.



Write the letters that have only a body: e o y u v g a q d w c

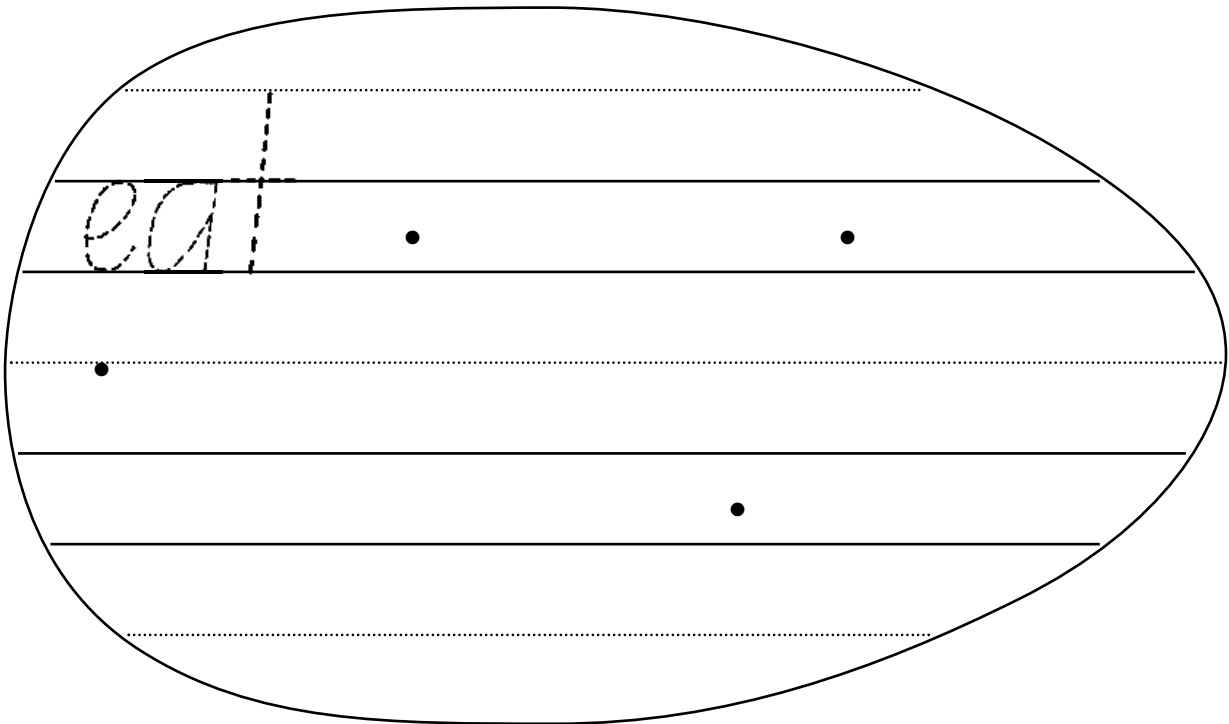


Name: \_\_\_\_\_



Make words by adding e to these word endings.

e + at ast asy aster ach



Make words which rhyme by adding the word ending.

\_\_en

\_\_et

\_\_et

hen

b.

l.

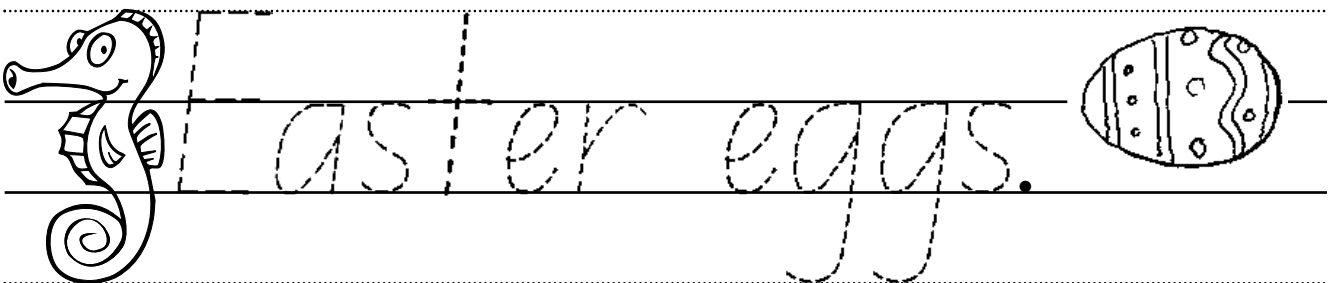
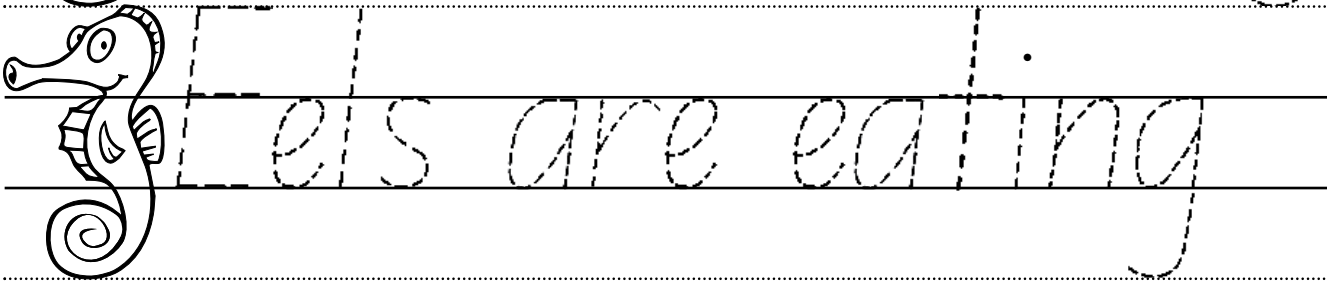
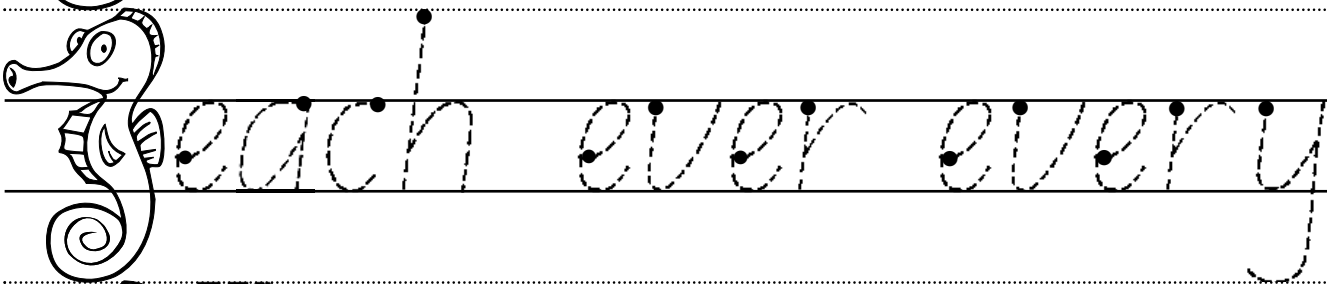
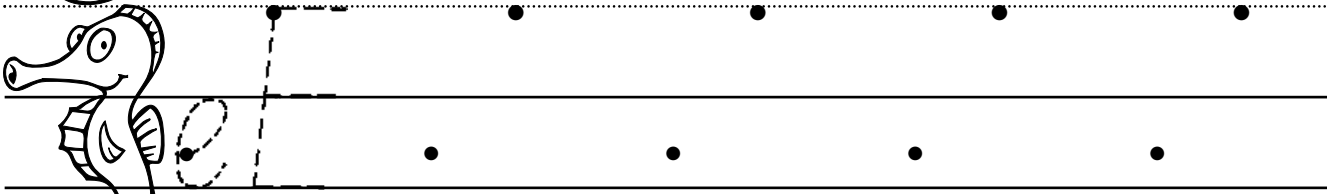
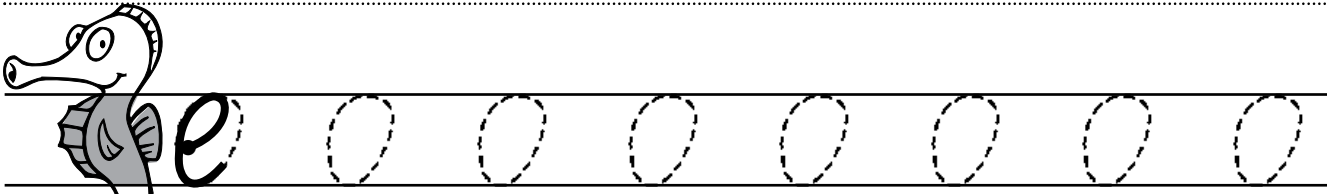
p.

j.

y.

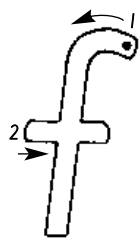
Name: \_\_\_\_\_

Find the e's hidden in the o's. First put a dot to show where you start.

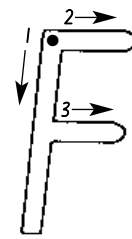


Draw an egg under your best word.

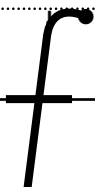
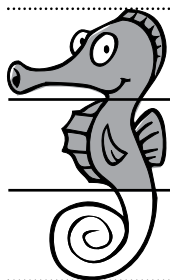




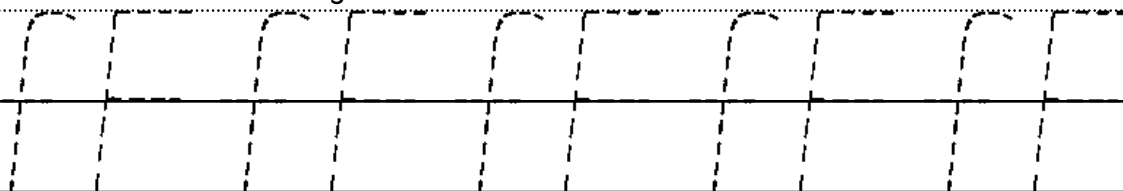
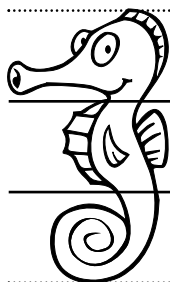
Write some more downstroke letters.



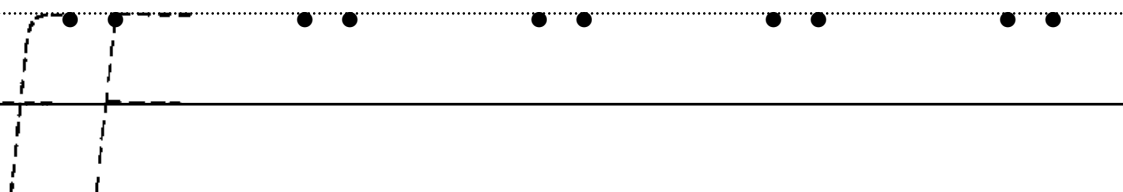
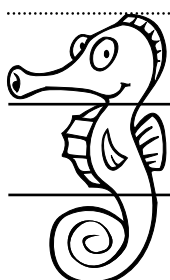
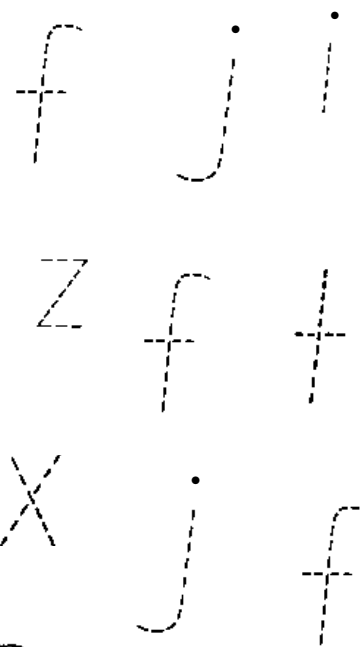
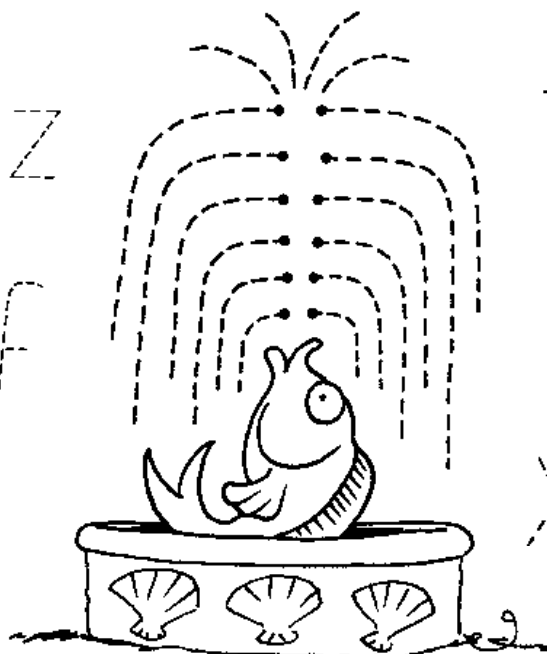
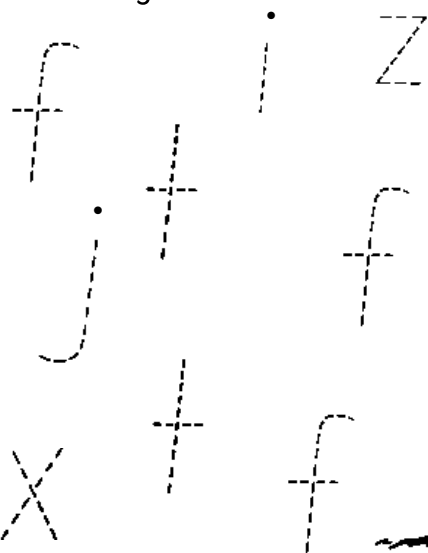
Turn the l's into f's. Put a dot first to show where you start.



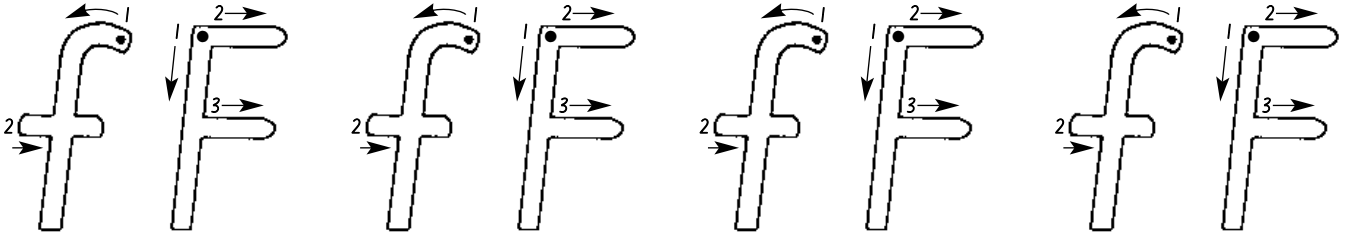
Put a dot to show where you start, then trace.



Trace only the f's.



Name: \_\_\_\_\_



Trace the right letters to find the words that match the pictures.



Make words by adding f.

.....

an or o

.....

un ar o

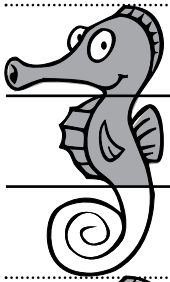
.....

in ur oa

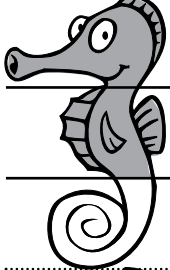
.....

Name: \_\_\_\_\_

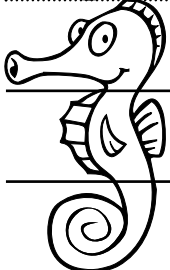
Turn the l's into f's. Put a dot first to show where you start.



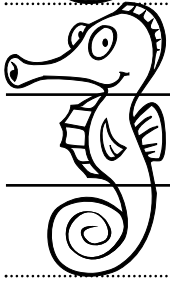
f



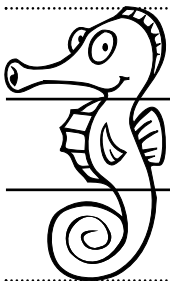
f



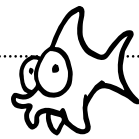
f



f



f



f

f

f

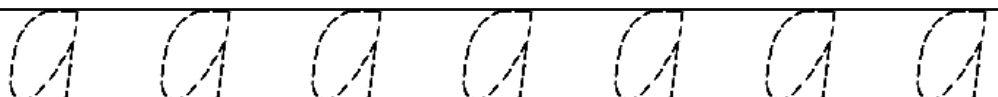
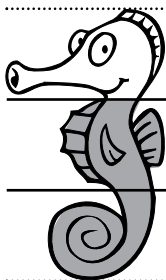
Draw a small feather under your best word.



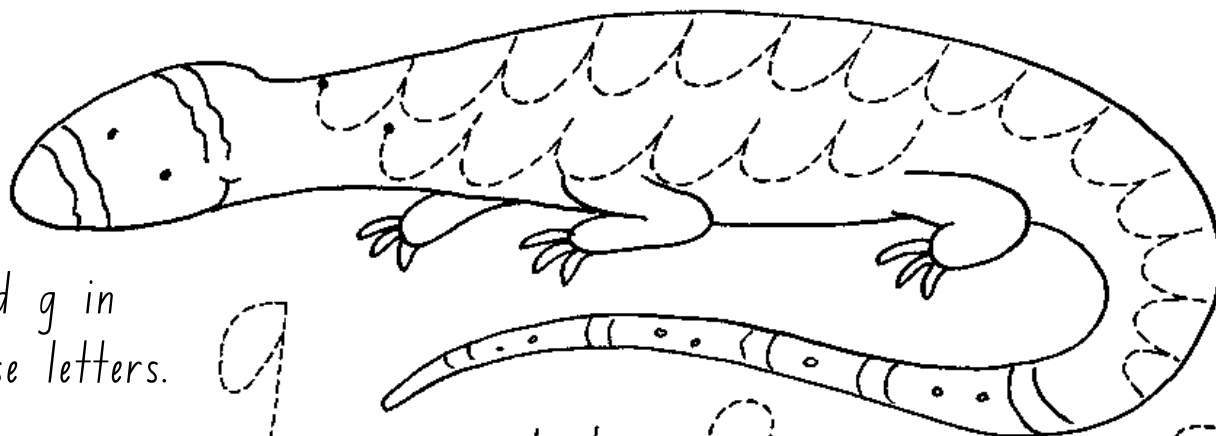
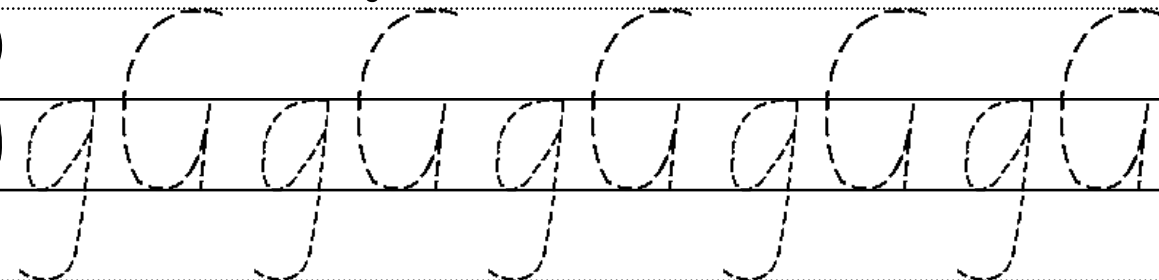
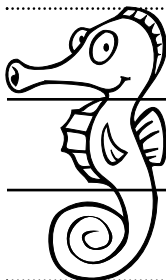
Write some more wave pattern letters.



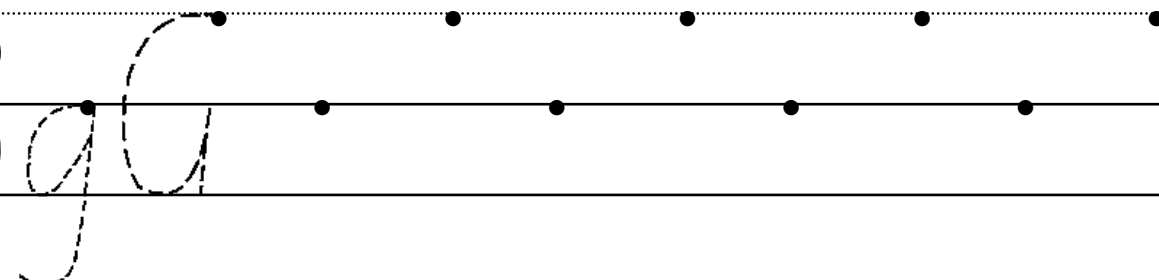
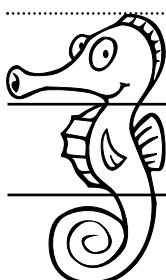
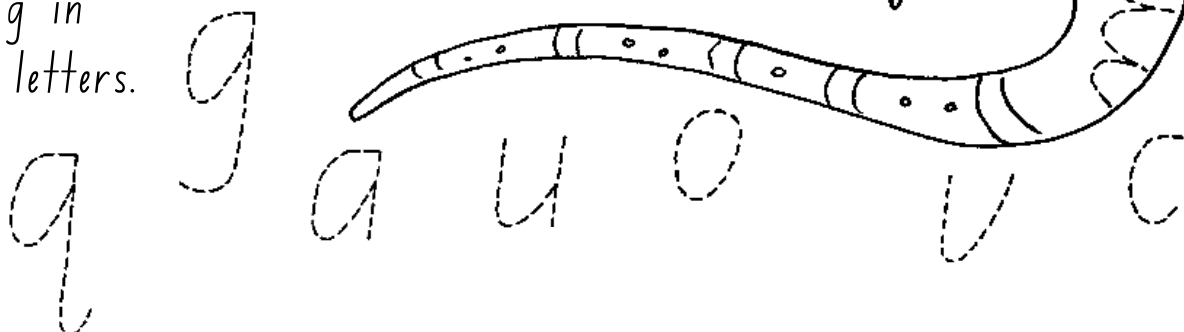
Turn the a's into g's. Put a dot first to show where you start.



Put a dot to show where you start, then trace.



Find g in these letters.



Name: \_\_\_\_\_

g G g G g G g G

Trace. Add g. then practise the word.



ring



grass



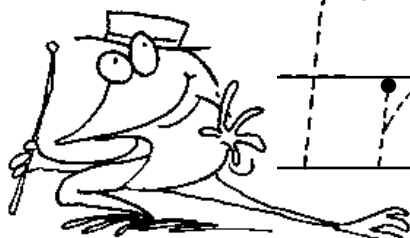
grapes



giraffe



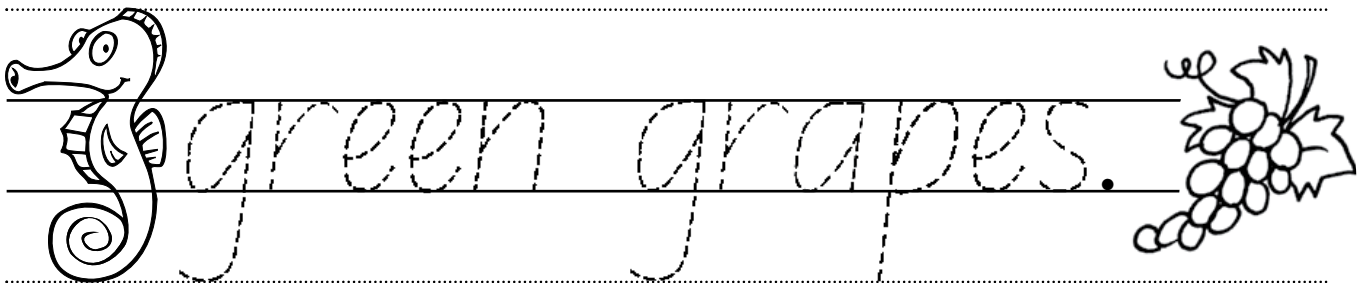
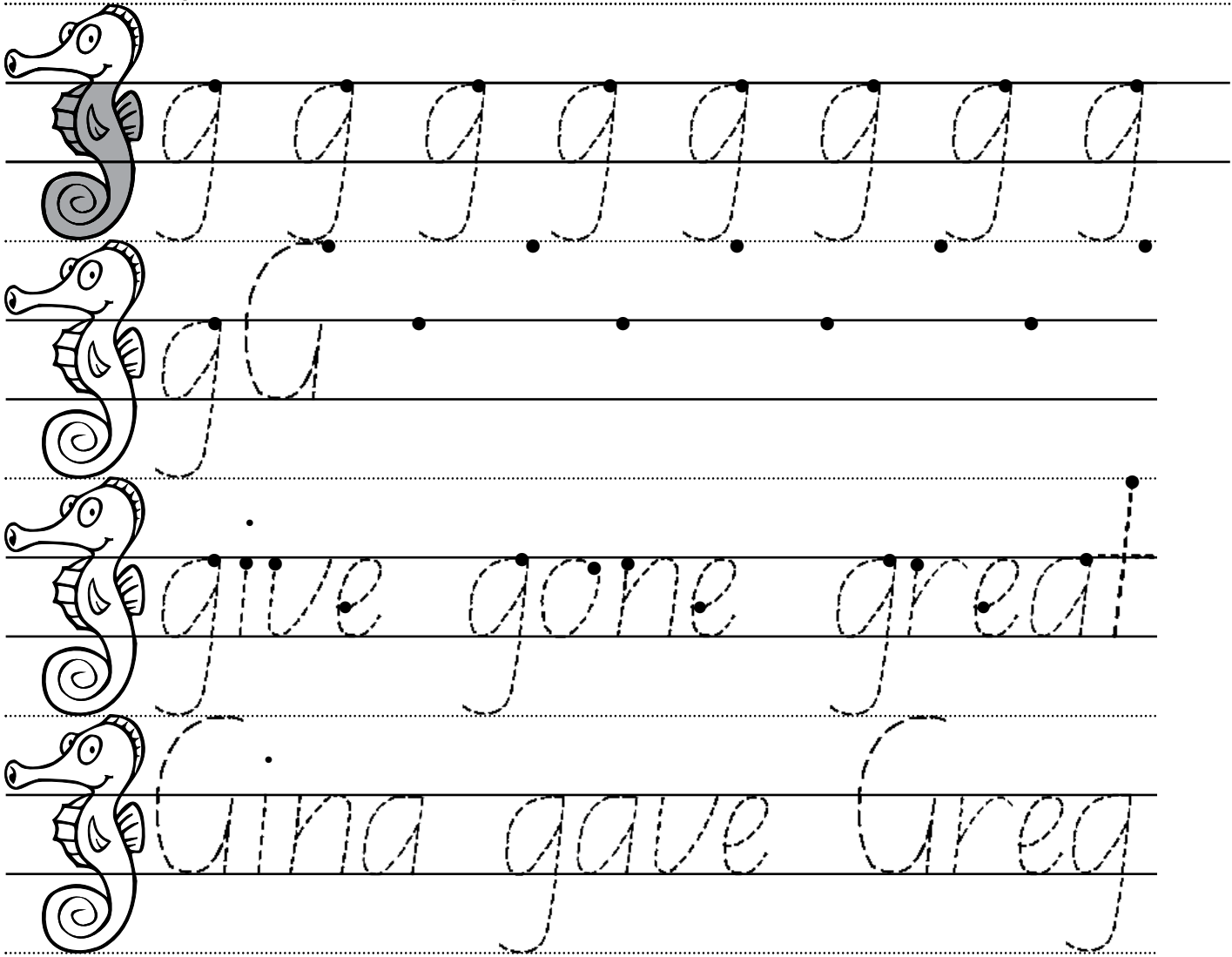
triangle



frog

Name: \_\_\_\_\_

Trace the g's. Colour the wedges.



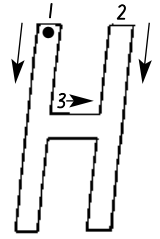
Put a green line under your best word.

# Hopping pattern

Name: \_\_\_\_\_



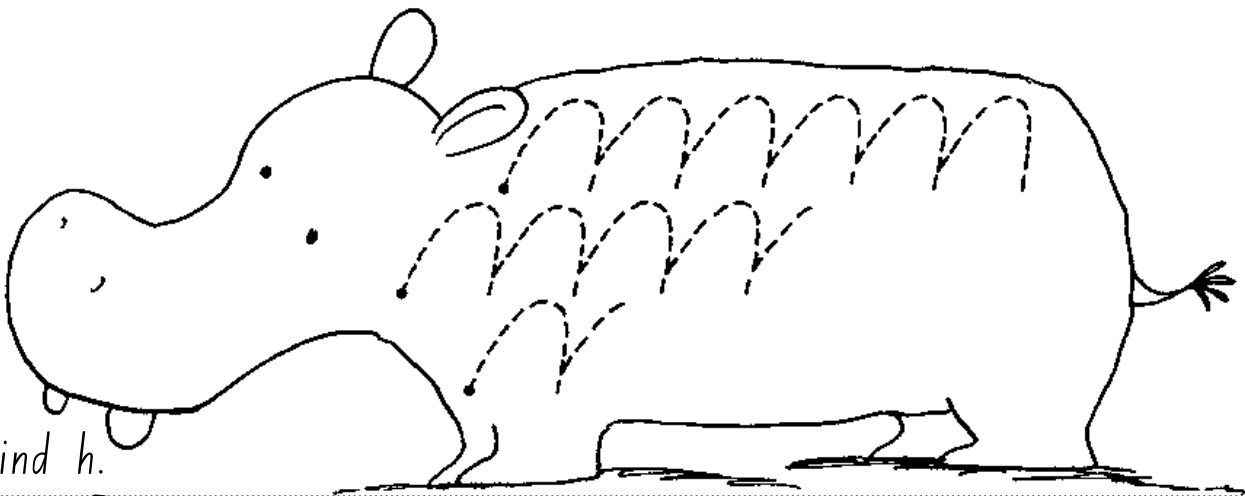
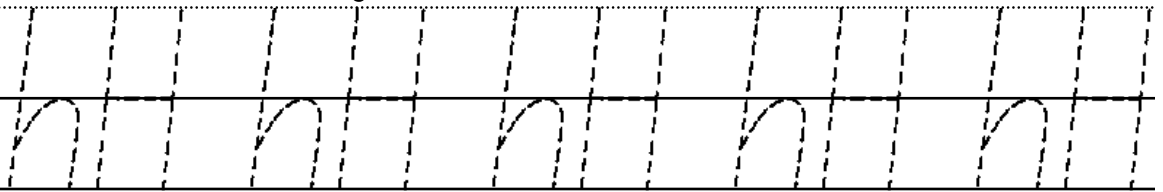
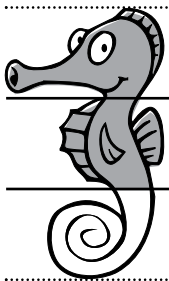
Write some more hopping pattern letters.



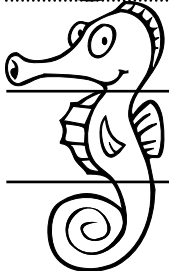
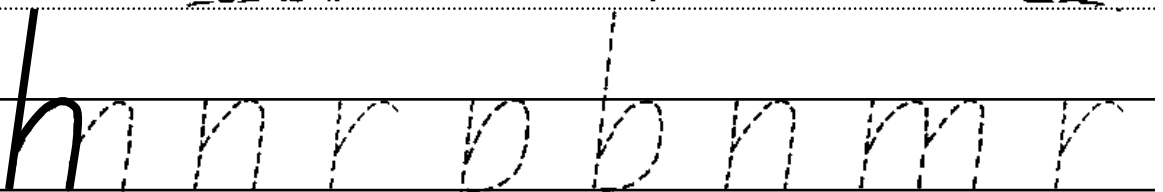
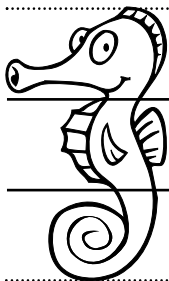
Find the h's in this pattern.



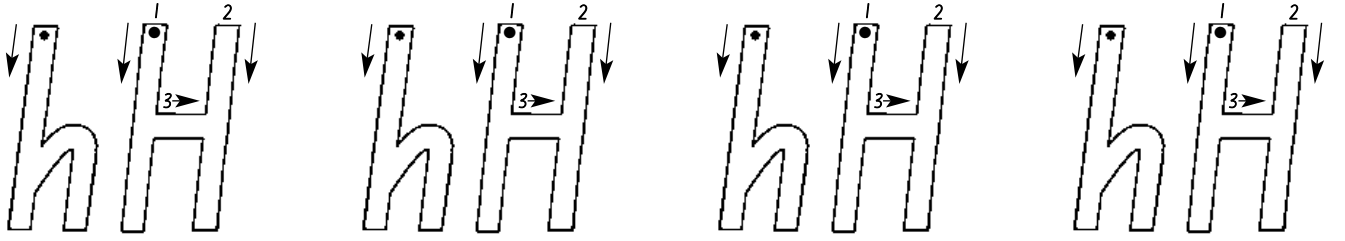
Put a dot to show where you start, then trace.



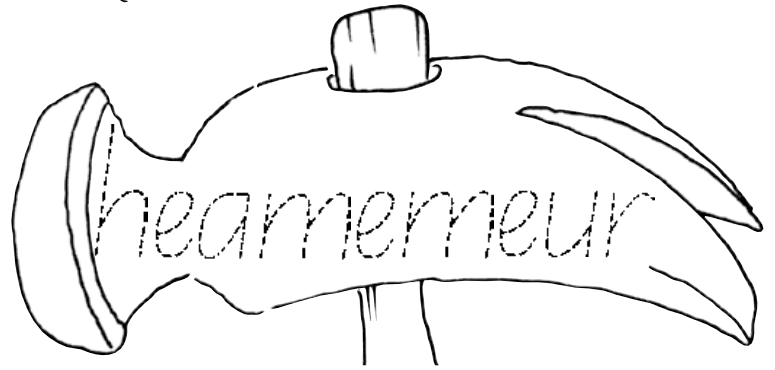
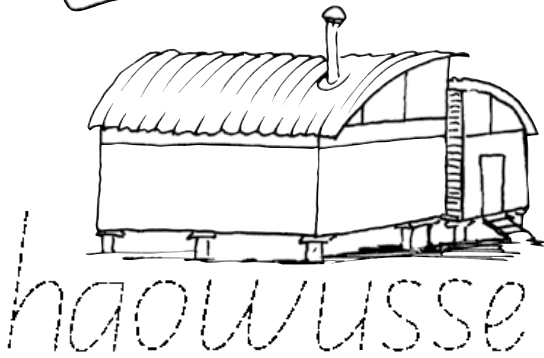
Find h.



Name: \_\_\_\_\_



Trace the right letters to find the words which match the pictures.



Make new words by adding h to these word endings.

h  
am

ot

ere

um

ut

ear

im

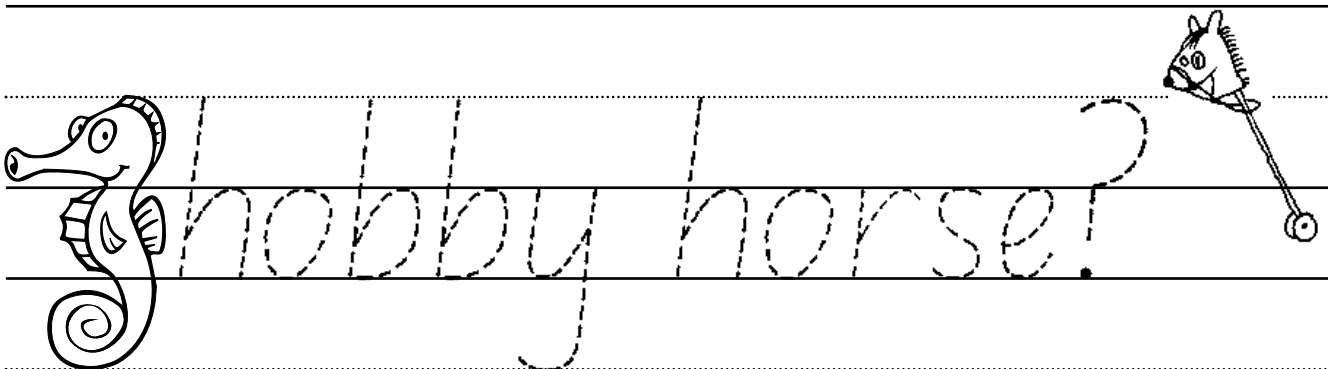
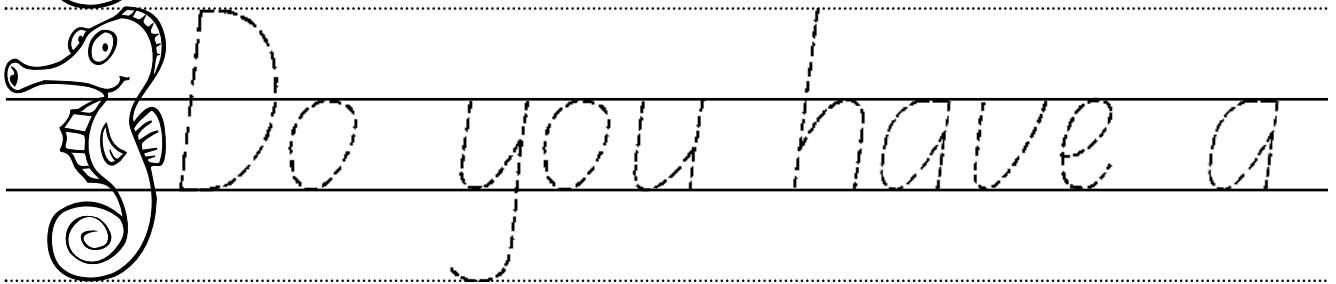
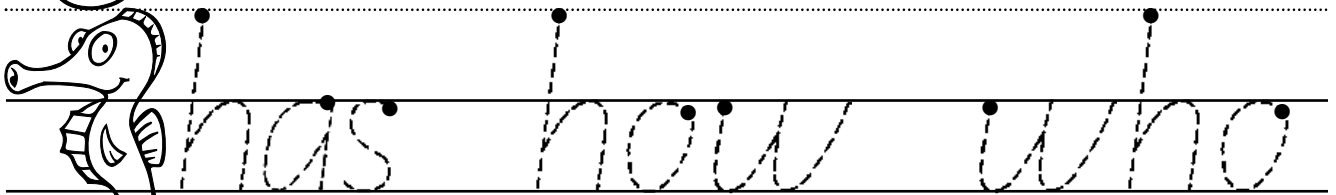
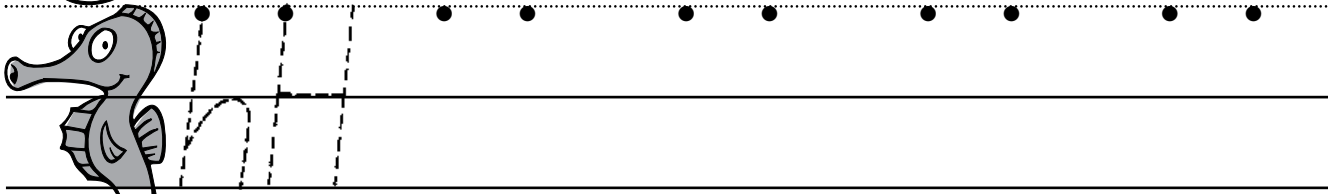
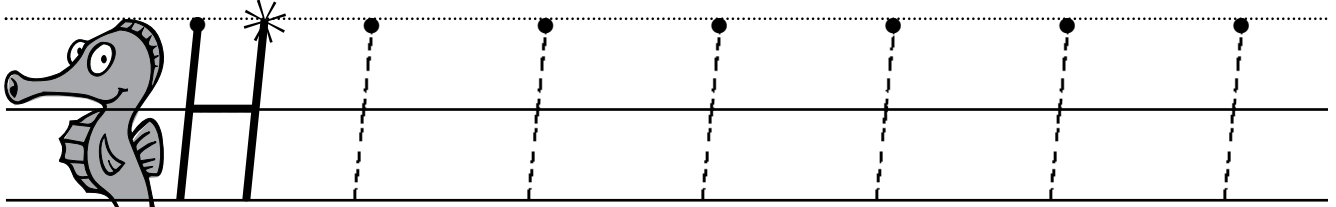
it

ave



Name: \_\_\_\_\_

Trace. Finish the H's. Put a \* to show where the second line starts.



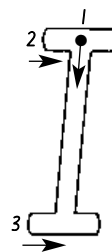
Draw a heart under your best word.

# Downstroke pattern

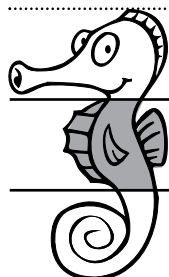
Name: \_\_\_\_\_



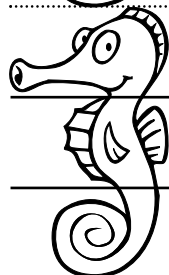
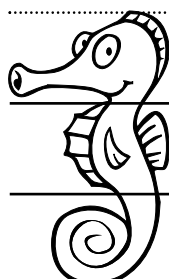
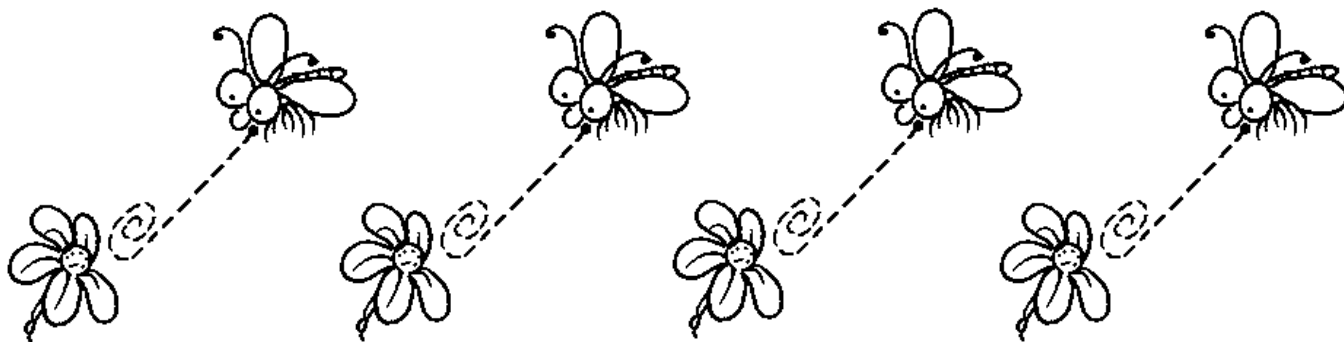
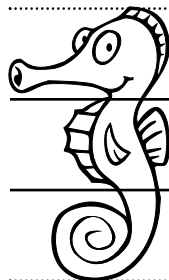
Write some more downstroke letters.



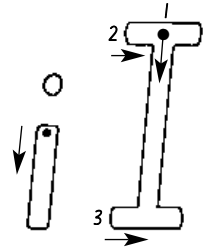
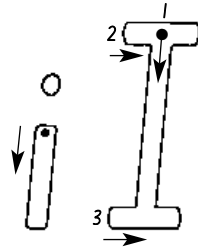
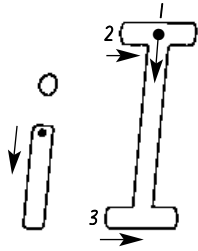
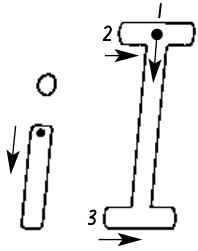
Write the downstroke letters that have a body only.



Put a dot to show where you start, then trace.



Name: \_\_\_\_\_



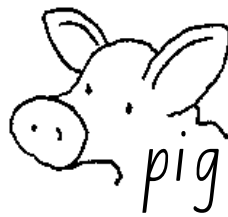
Build new words: l p r s w bl + ink

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Practise these words.



bike



pig

6

six



bin



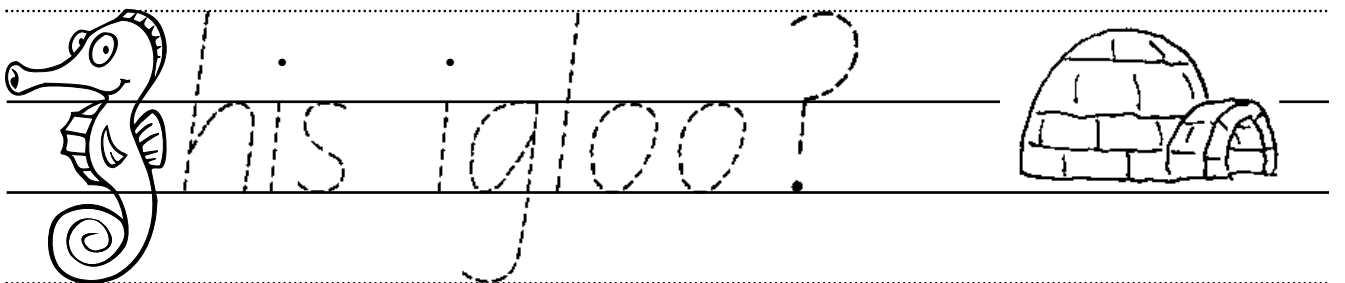
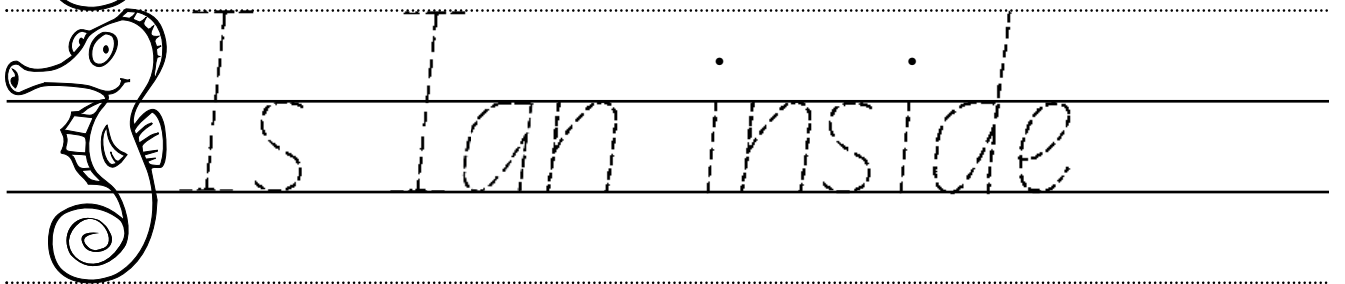
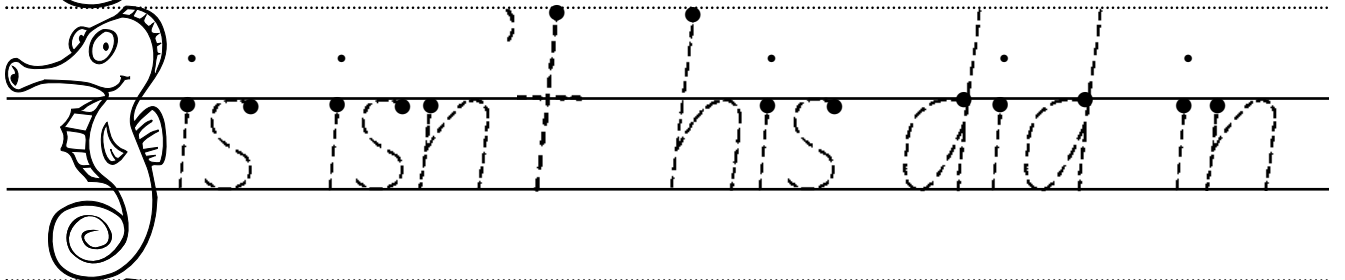
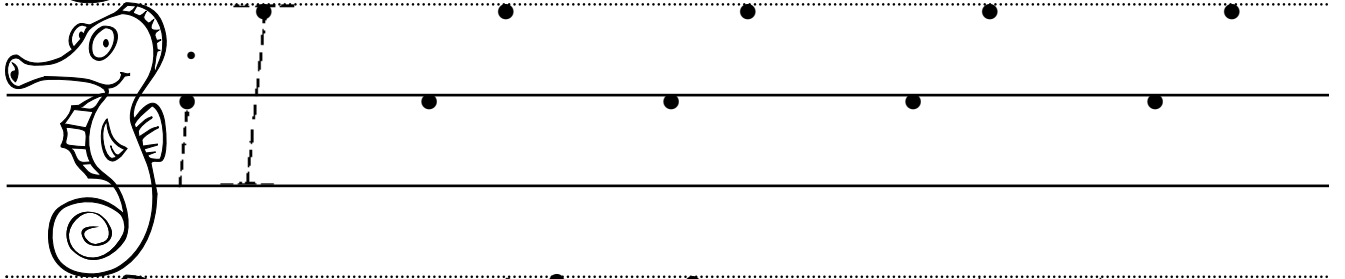
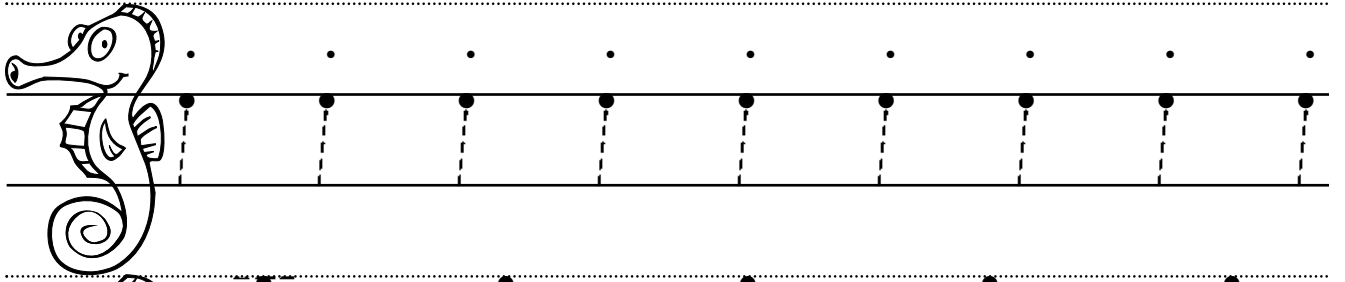
hill



kite

Name: \_\_\_\_\_

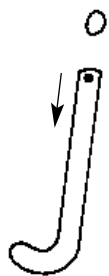
Trace the i's, then turn them into other downstroke letters.



Draw a straight line under your best word.

# Downstroke pattern

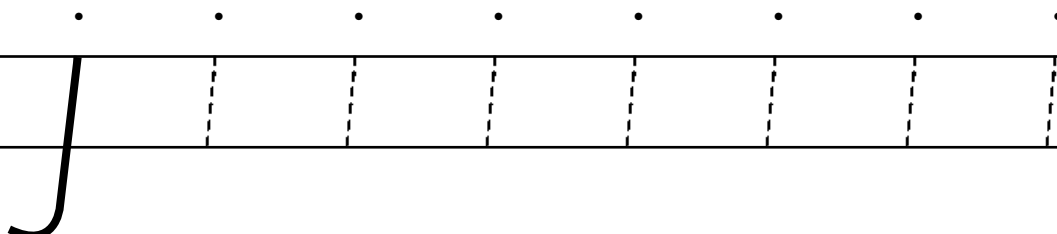
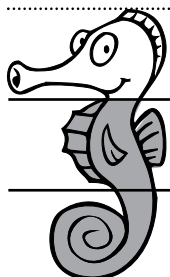
Name: \_\_\_\_\_



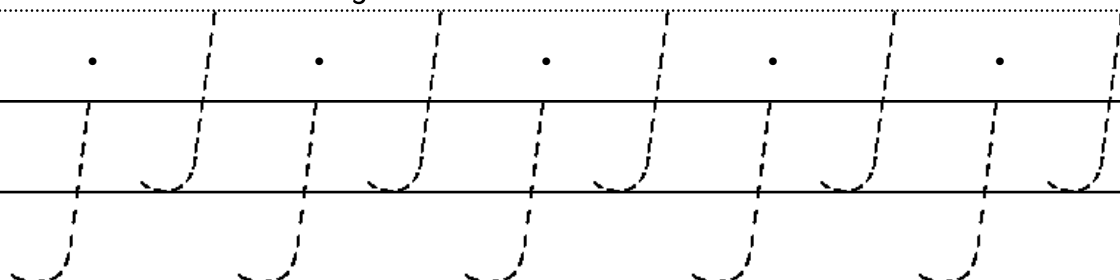
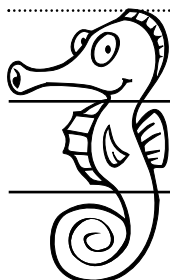
Write some more downstroke letters.



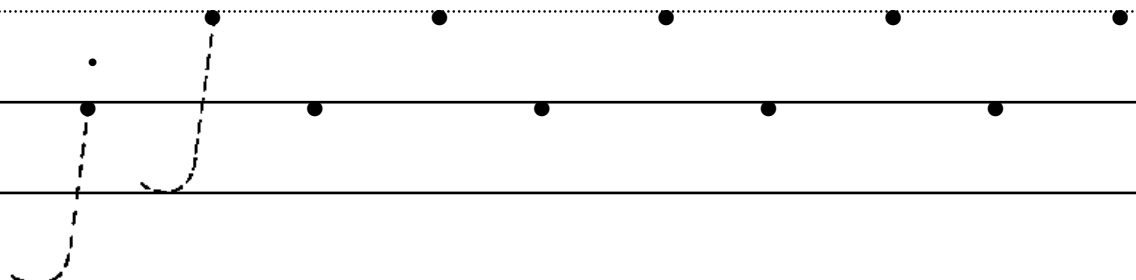
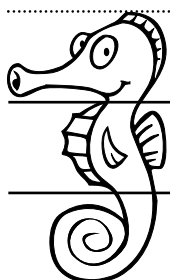
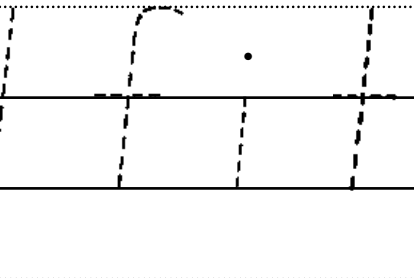
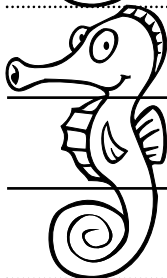
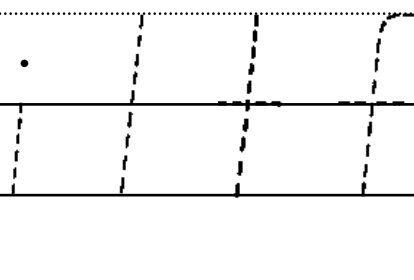
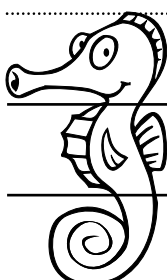
Turn the i's into j's.



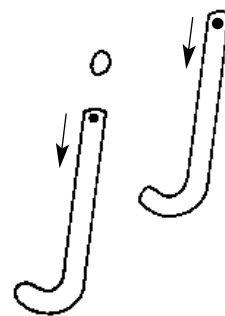
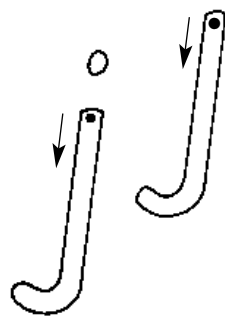
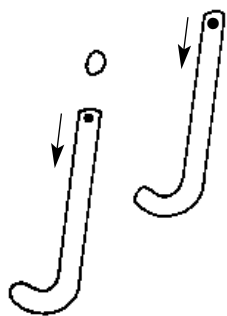
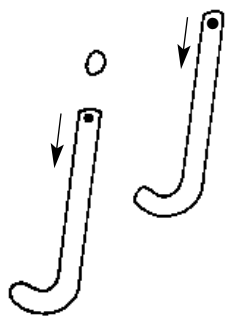
Put a dot to show where you start, then trace.



Find j in these downstroke letters.



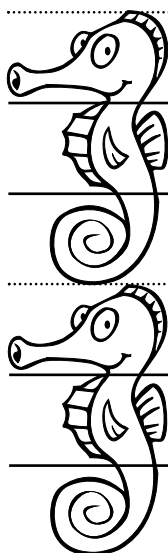
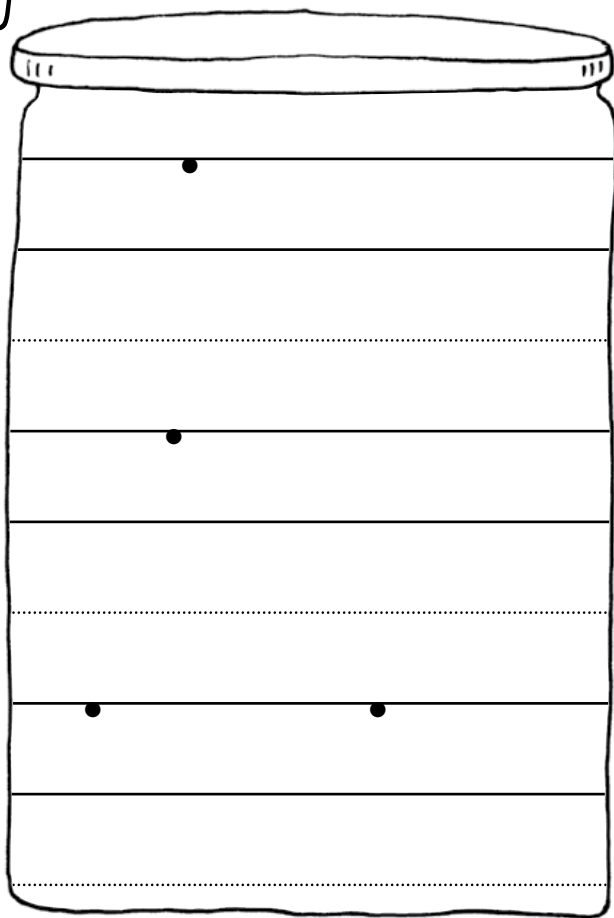
Name: \_\_\_\_\_



Make new words by adding j to these word endings.

j + azz aw ar am

j + oke ot og oy ob



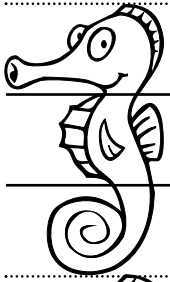
Jim

Jan

Jammi

Name: \_\_\_\_\_

Turn the first j into something interesting. Practise j and J.



j

j

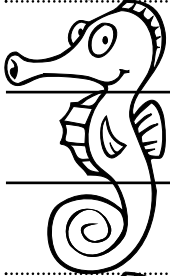
j

j

j

j

j



j

j

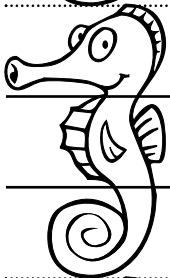
j

j

j

j

j



j

j

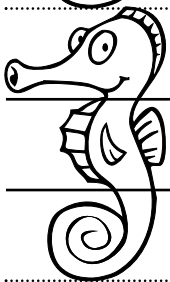
j

j

j

j

j



j

j

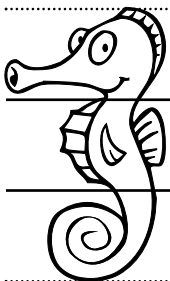
j

j

j

j

j



j

j

j

j

j

j

j



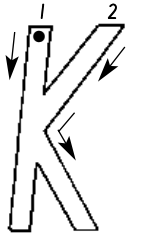
Draw a jellybean under your best word.

# Hopping pattern

Name: \_\_\_\_\_



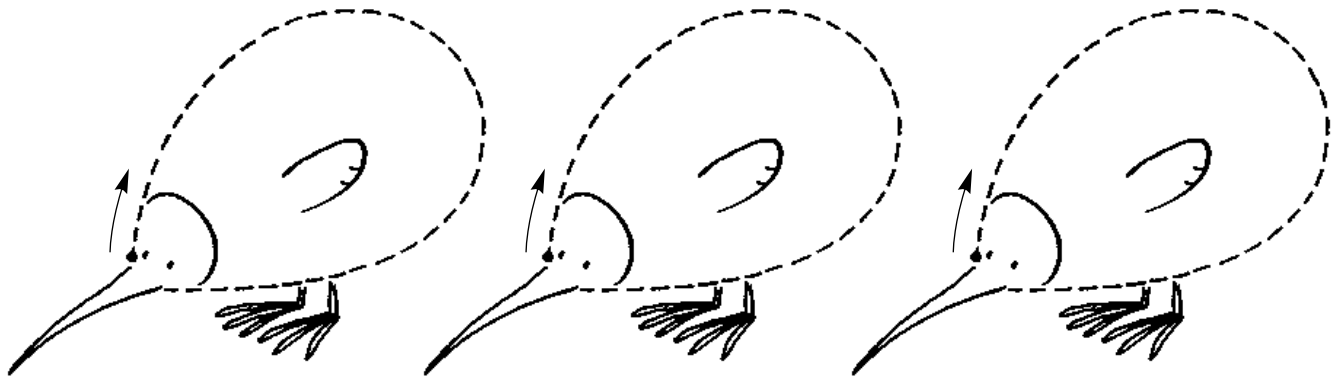
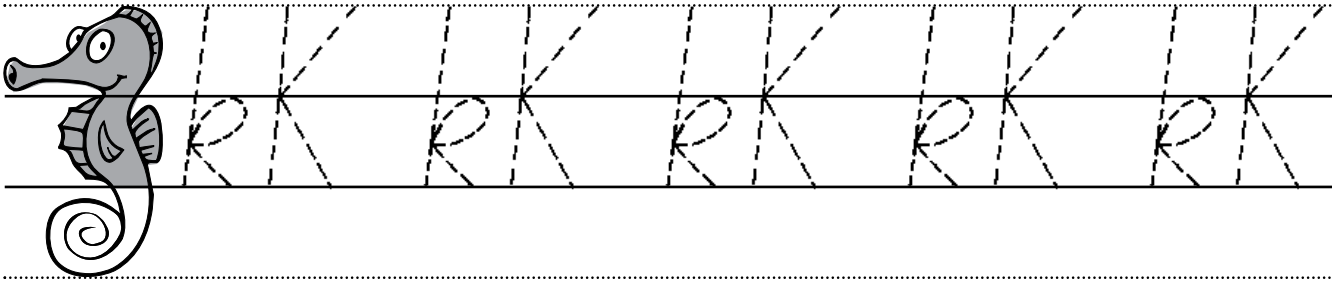
Write some more hopping pattern letters.



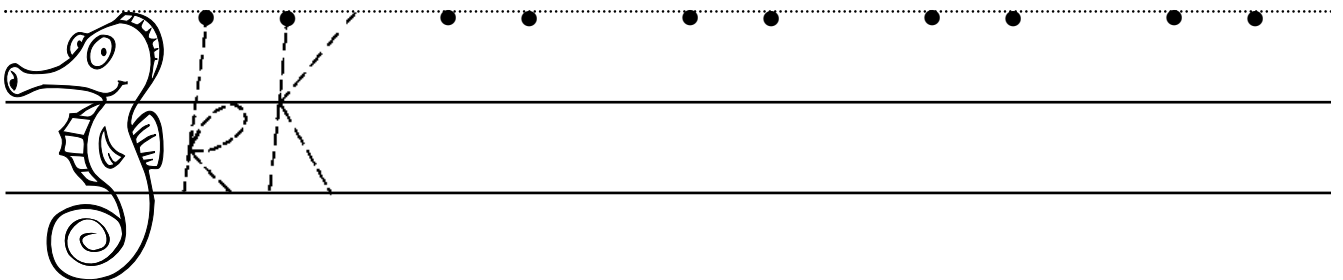
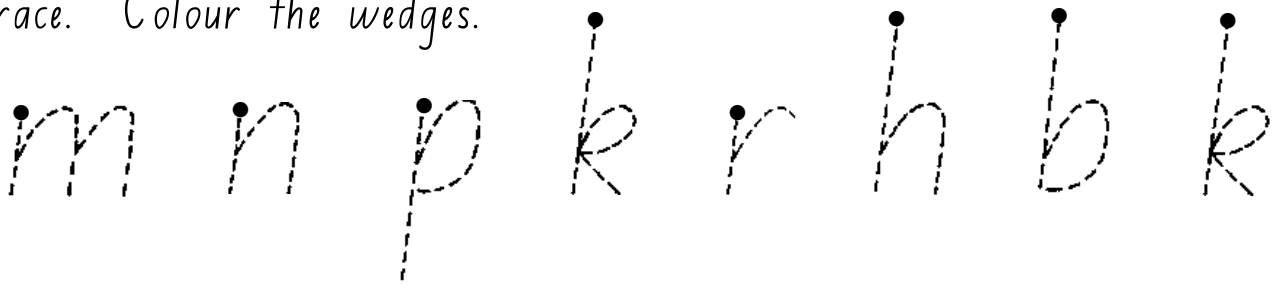
Find the k's in this pattern.



Put a dot to show where you start, then trace.

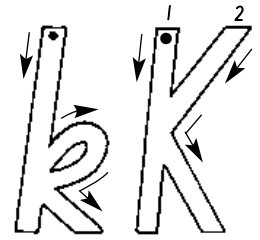
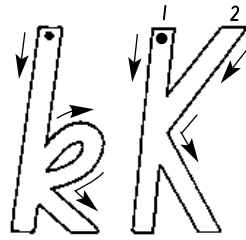
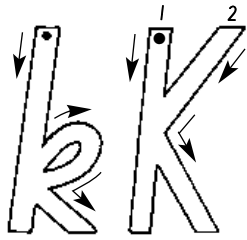
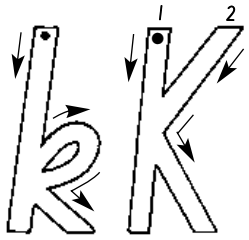


Trace. Colour the wedges.





Name: \_\_\_\_\_



Make words by adding k to these word endings.  
Match them to the pictures.

not ick

ite

elp

ey

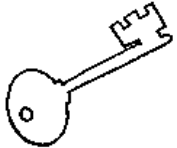
ing

nob

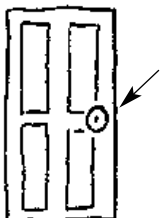
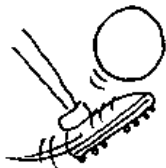
ettle

night

oala

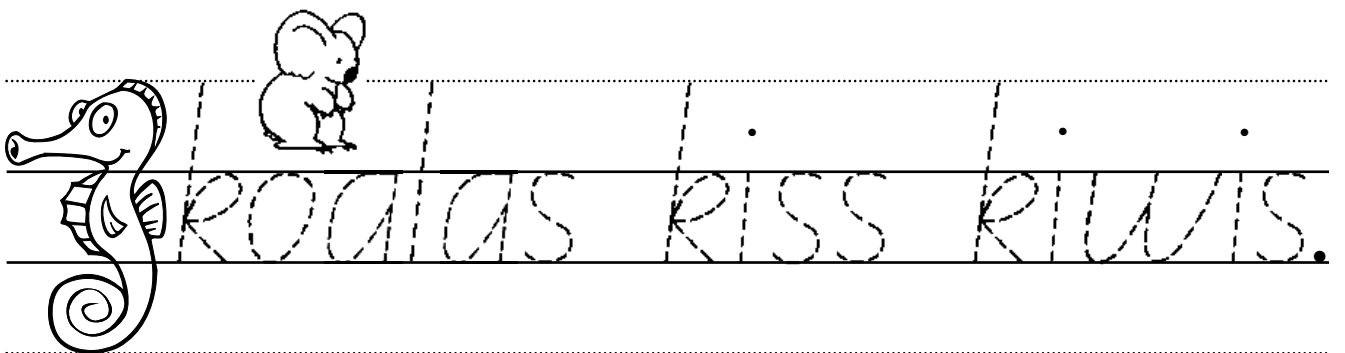
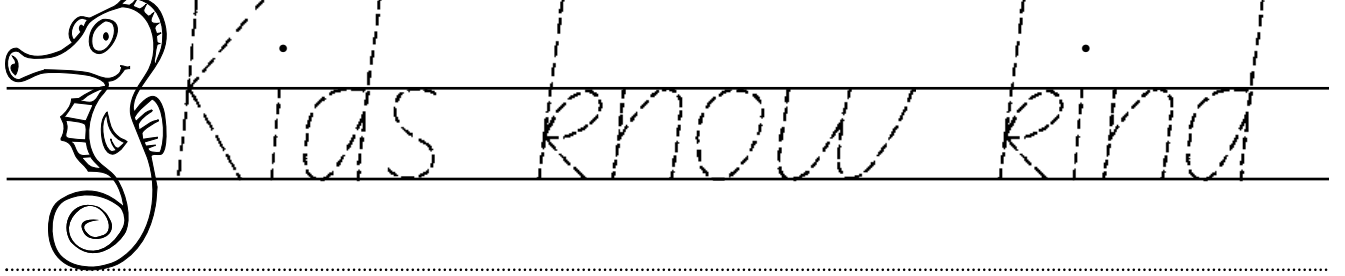
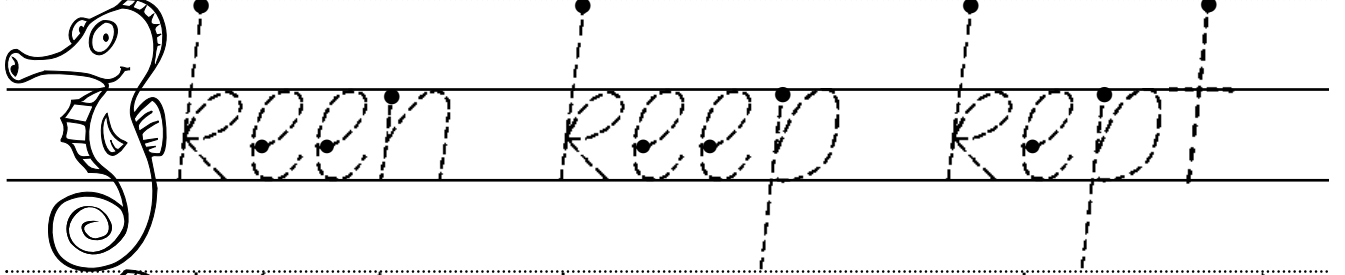
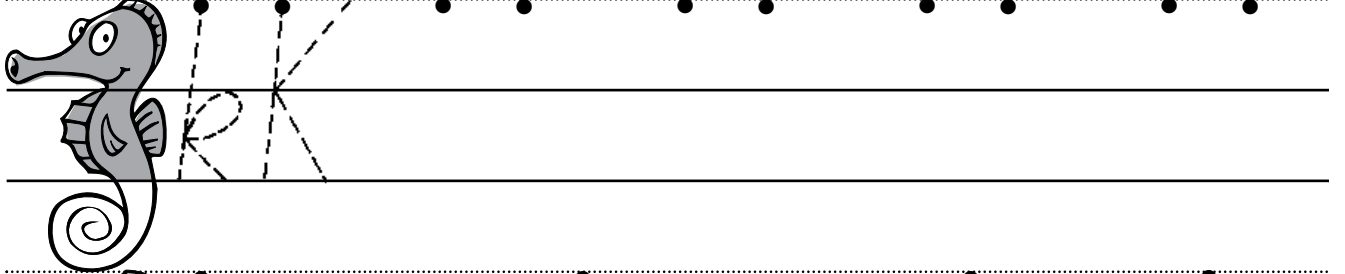
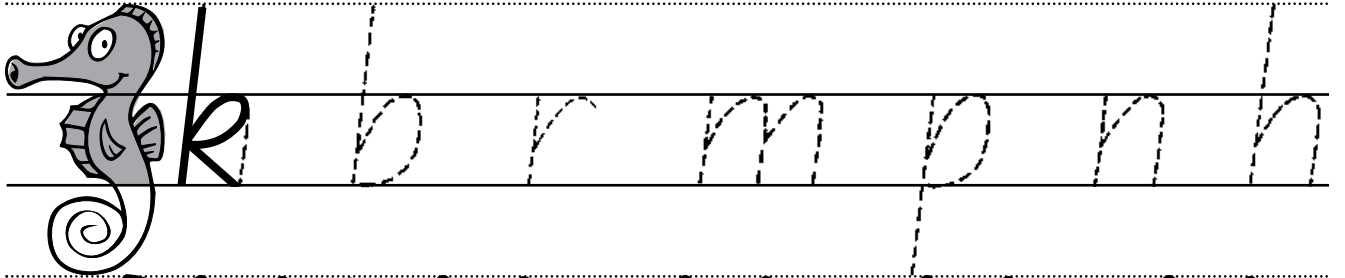


key



Name: \_\_\_\_\_

Find k in these other hopping pattern letters.



Draw a kite under your best word.

# Downstroke pattern

Name: \_\_\_\_\_



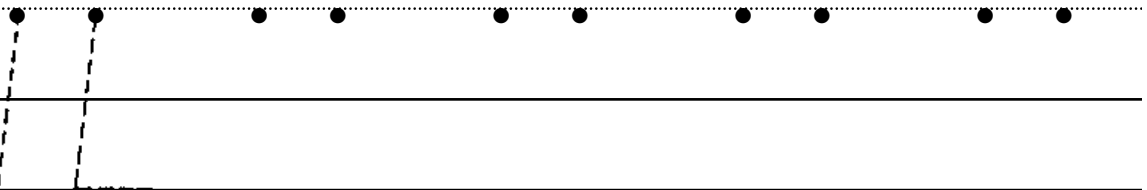
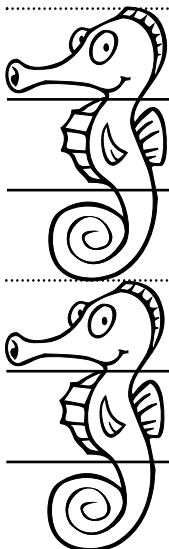
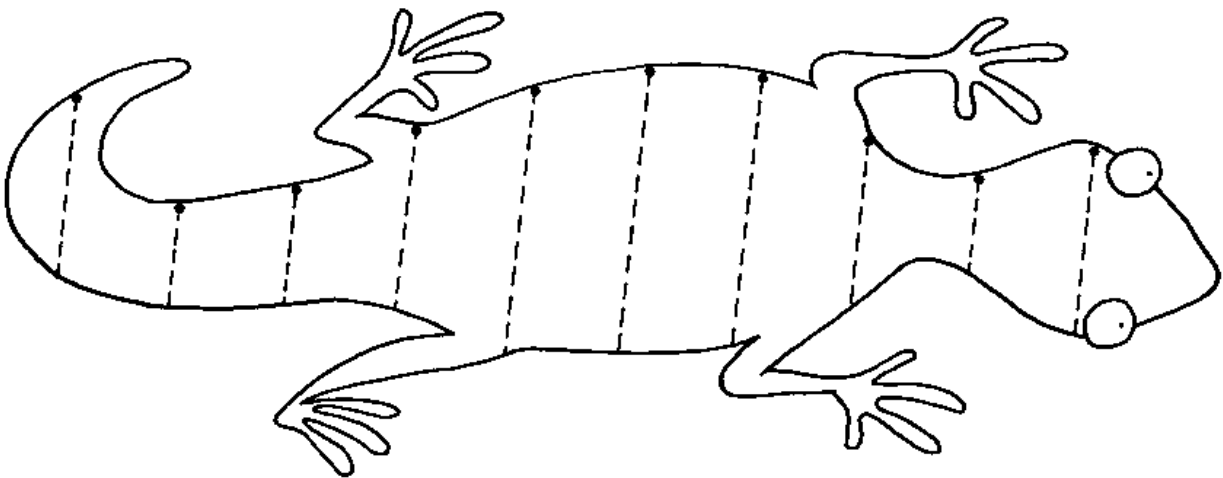
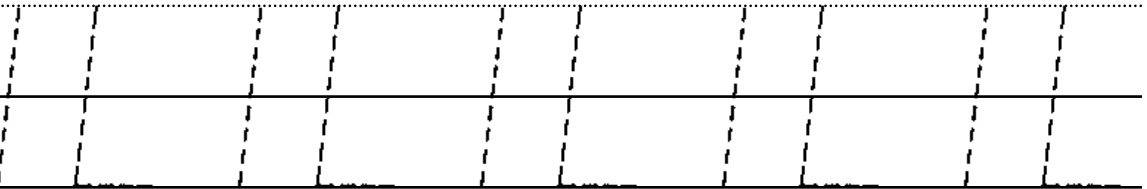
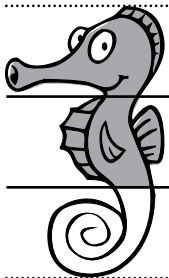
Write some more downstroke letters.



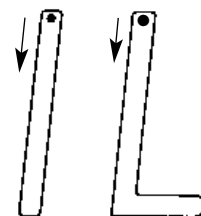
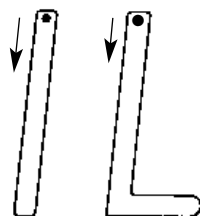
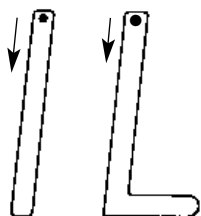
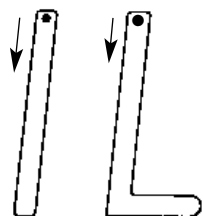
Find downstroke letters in this pattern.



Draw a dot to show where you start, then trace.



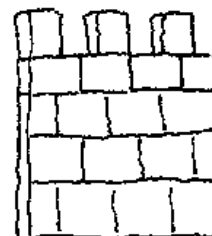
Name: \_\_\_\_\_



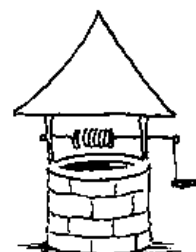
Build words with ll.



shell



\_\_\_\_\_



\_\_\_\_\_

Add these downstroke letters to make words.

l

lock

t

tick

i

sick

lick

tock

lick

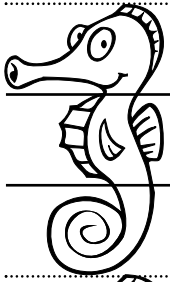
like

alk

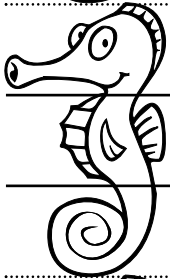
bike

Name: \_\_\_\_\_

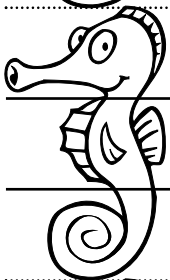
Turn the first l into something interesting. Practise l and L.



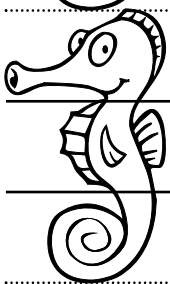
l L



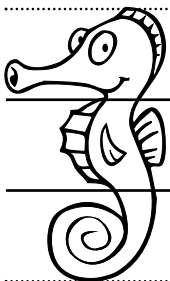
l z j f l i x l i i



like love look let



little Lucy likes



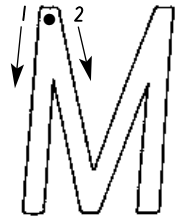
lemon lollies.



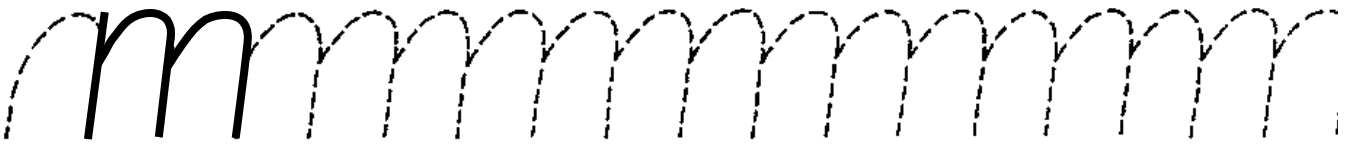
Put a squiggly line under your best word.



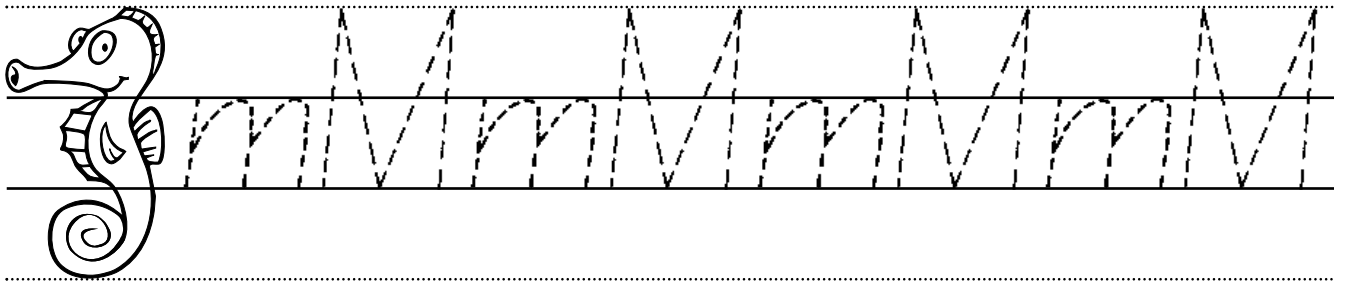
Write some more hopping pattern letters.



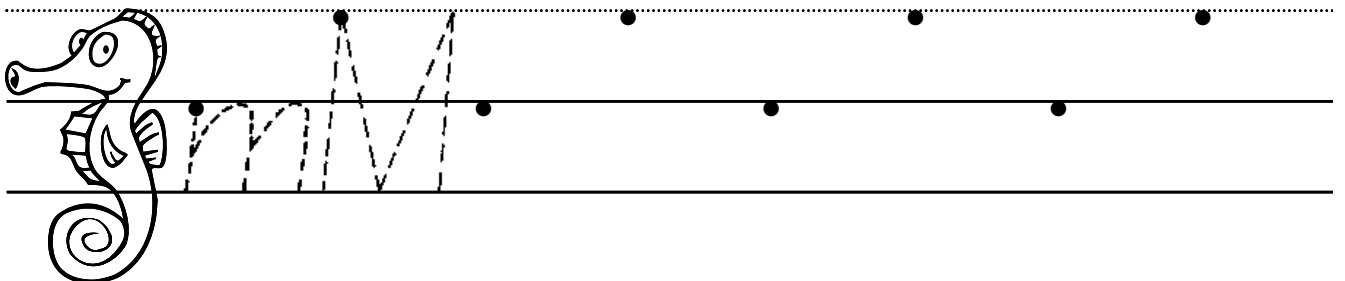
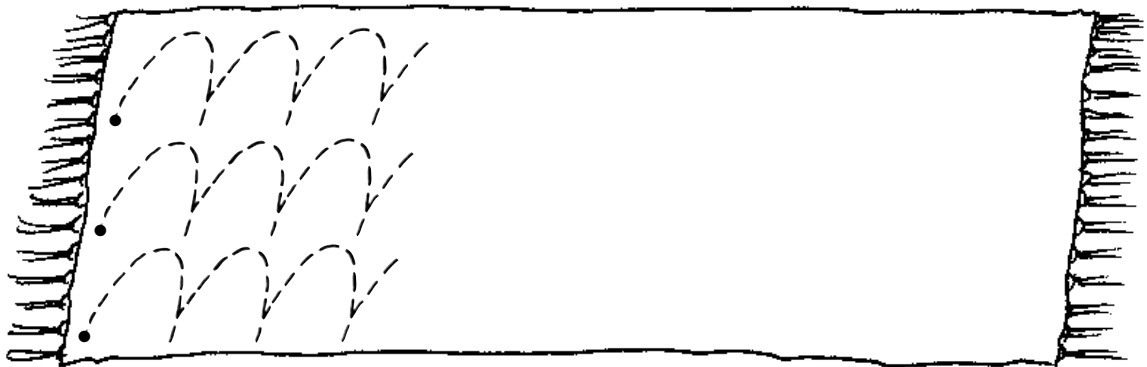
Find the m's in this pattern.



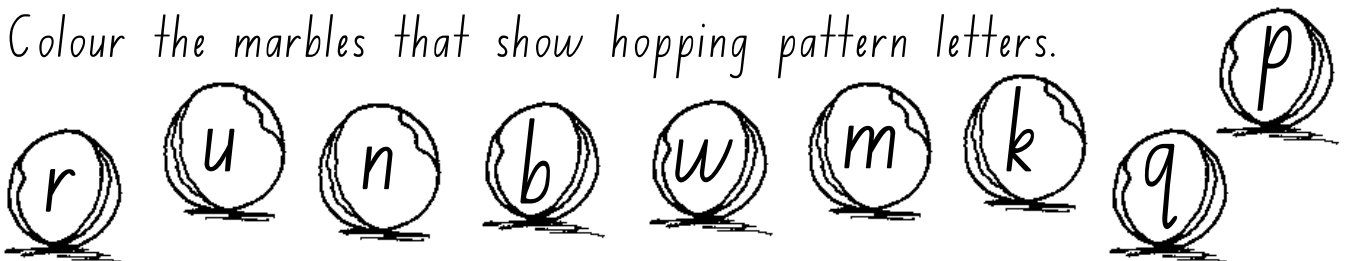
Put a dot to show where you start, then trace.



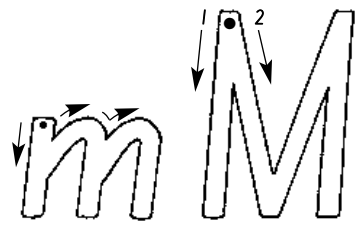
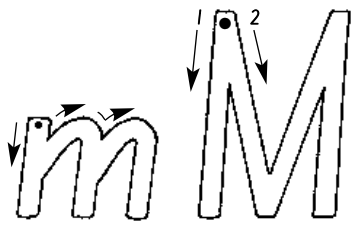
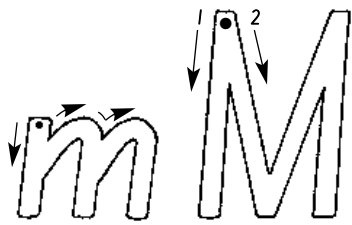
Fill the mat with hops.



Colour the marbles that show hopping pattern letters.



Name: \_\_\_\_\_



Sort the words into groups that have the same vowel.

Write them next to the correct vowel.

mop mum mitt mad mud  
mint mob map met men



a

\_\_\_\_\_

\_\_\_\_\_

e

\_\_\_\_\_

\_\_\_\_\_

i

\_\_\_\_\_

\_\_\_\_\_

o

\_\_\_\_\_

\_\_\_\_\_

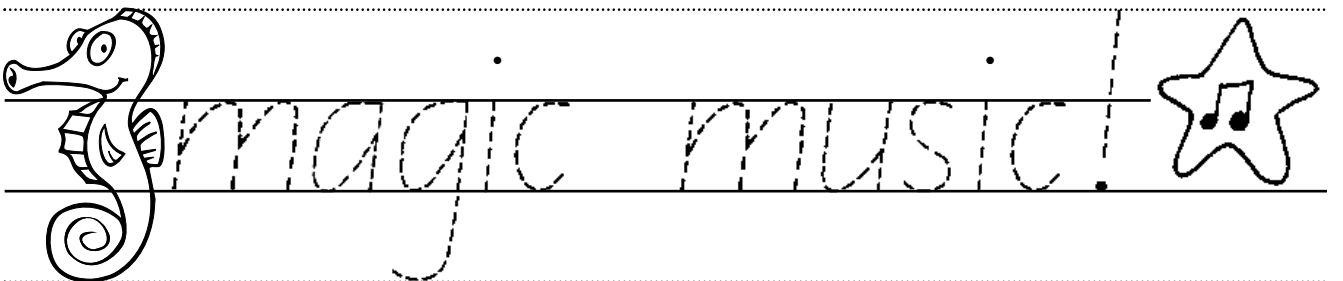
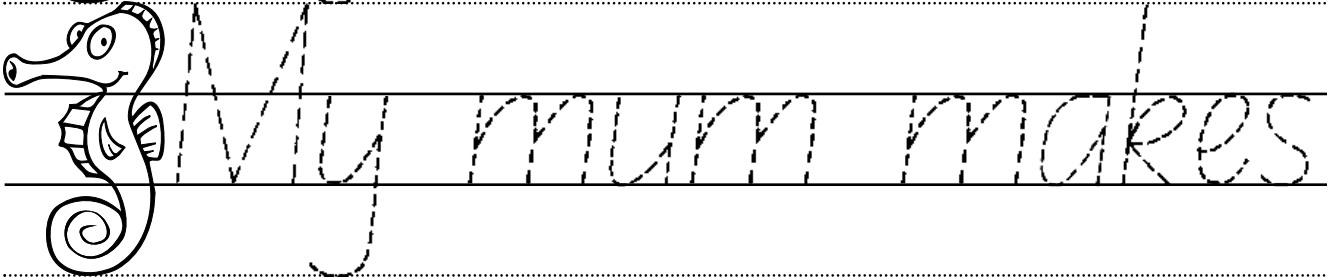
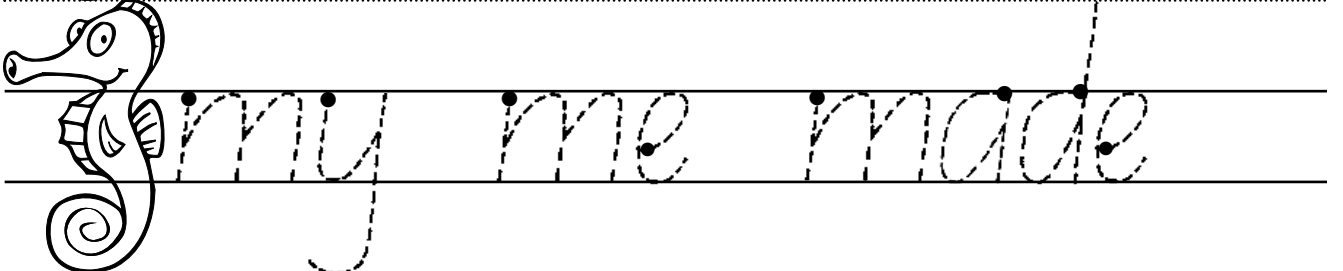
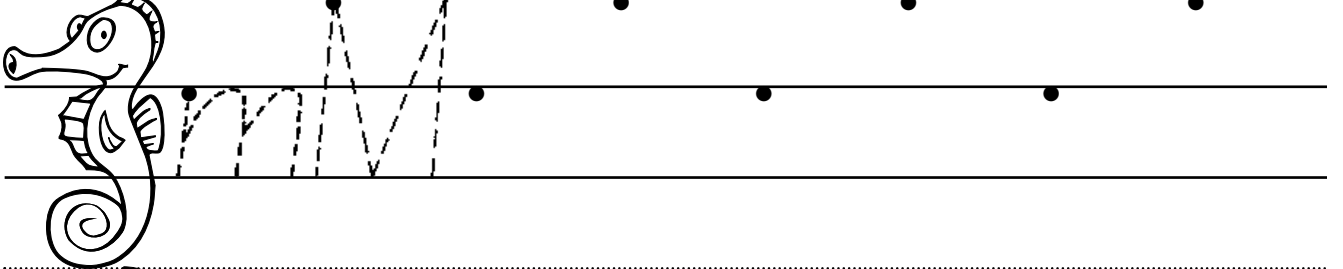
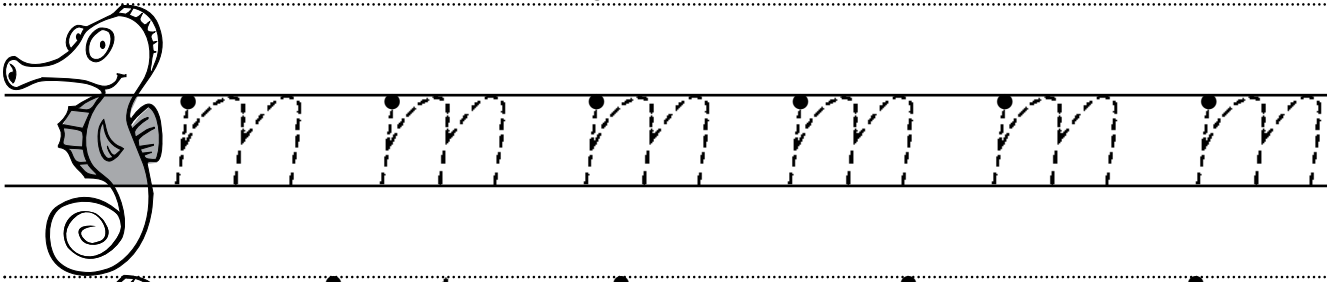
u

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Trace the m's. Colour the wedges.



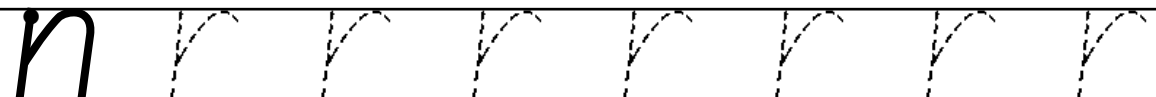
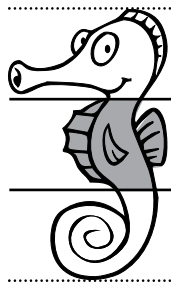
Draw a moon under your best word.



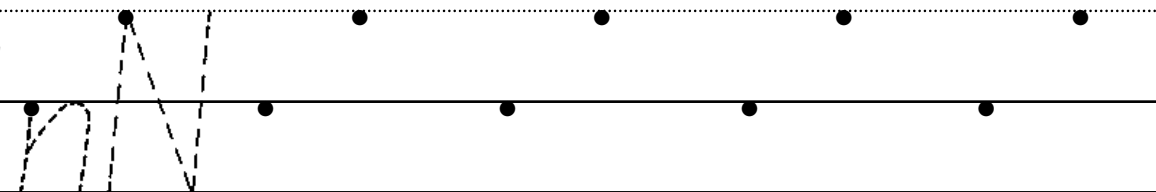
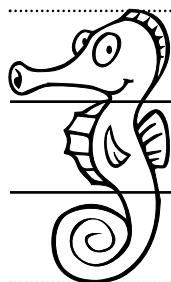
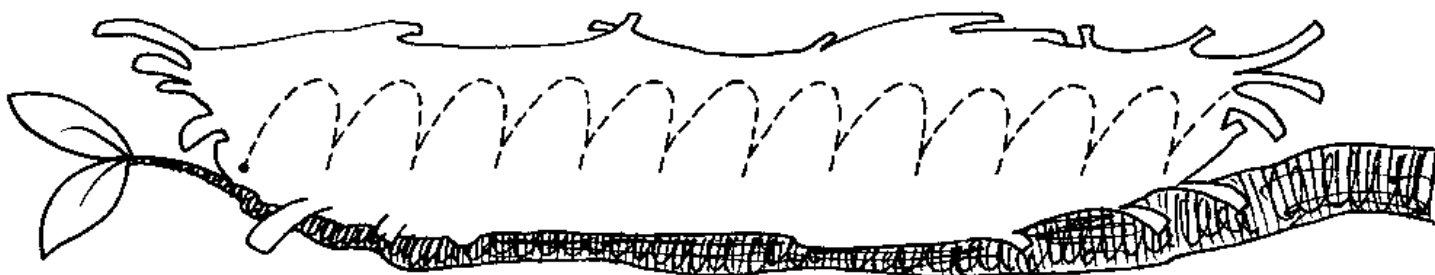
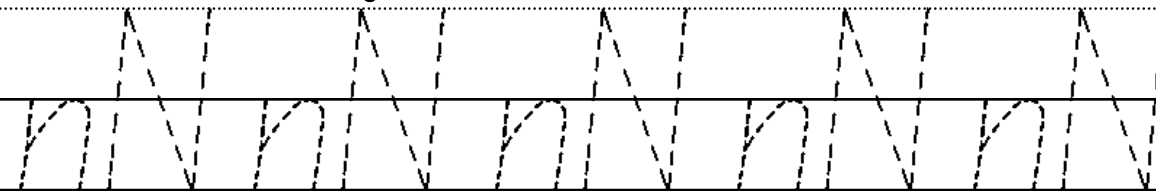
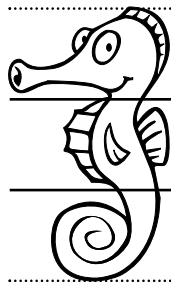
Write some more hopping pattern letters.



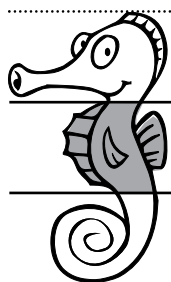
Trace and finish the n's. Put a dot first to show where you start.



Put a dot to show where you start, then trace.



Write the letters that have only a body: n k p r b h m



Name: \_\_\_\_\_

n N

n N

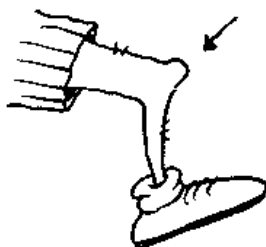
n N

n N

Add n, trace, then practise the word.



nest



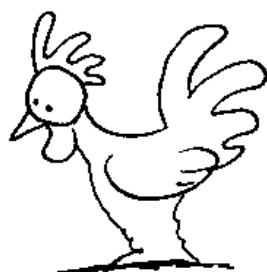
step



ward



nail



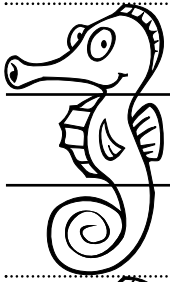
hen



sand

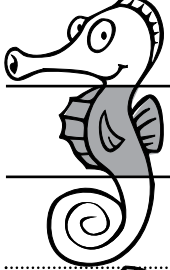
Name: \_\_\_\_\_

Turn the first n into something interesting. Practise n and N.



n

n N

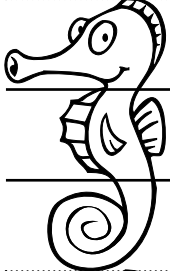


n

n

n

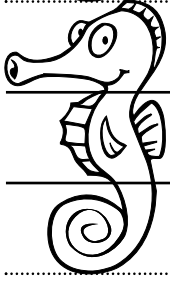
n



none

new

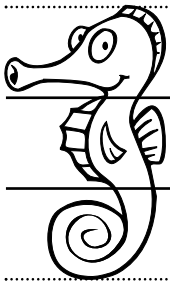
now



Nora's

Nan

knits



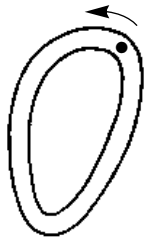
nifty mittens.



Write a number 9 under your best word.



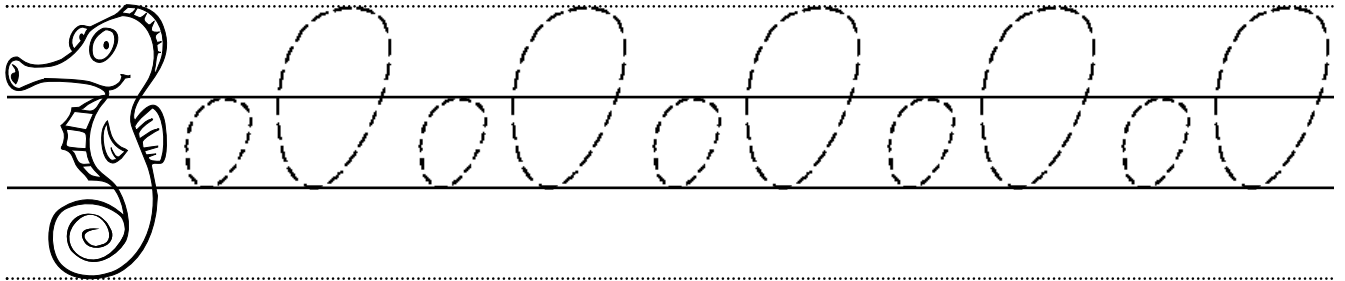
Write some more wave pattern letters.



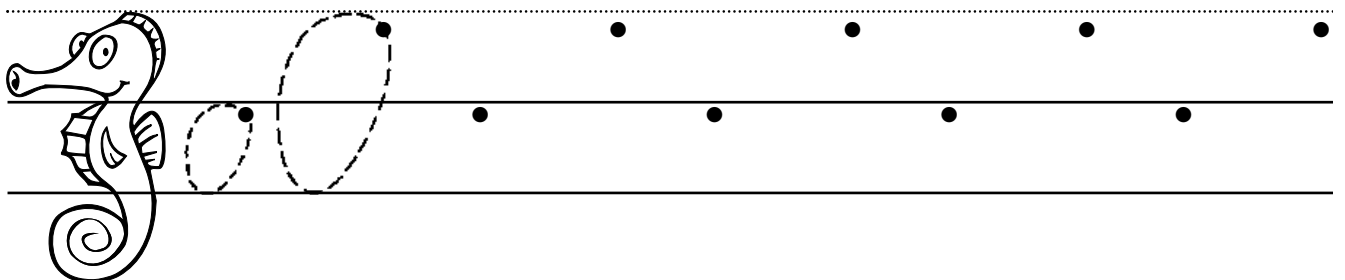
Turn the c's into o's.



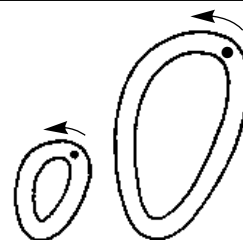
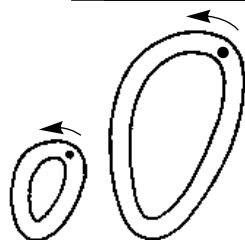
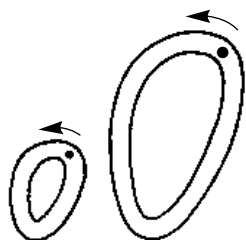
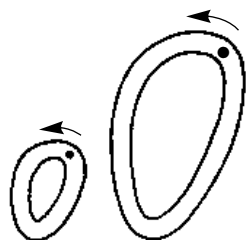
Put a dot to show where you start, then trace.



Whooo — Whooo

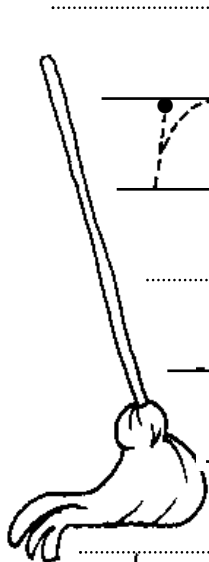


Name: \_\_\_\_\_



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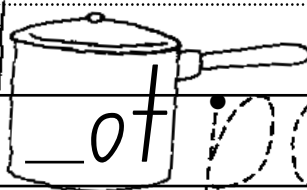
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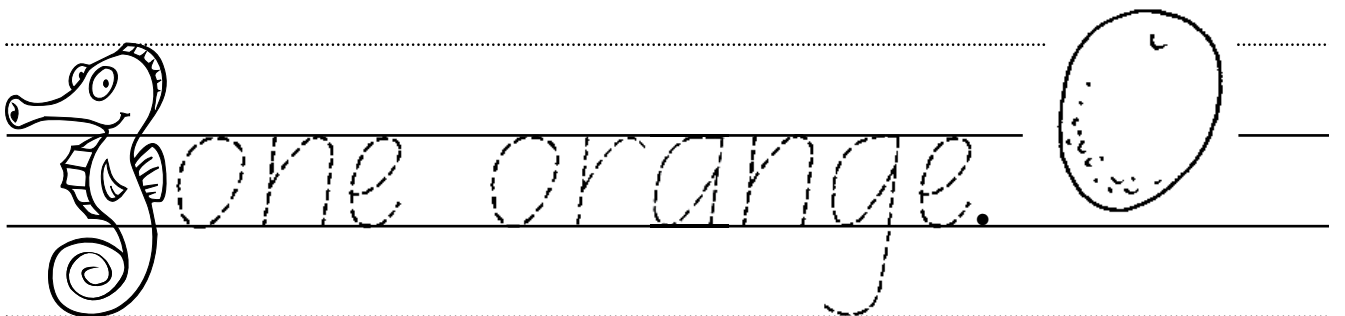
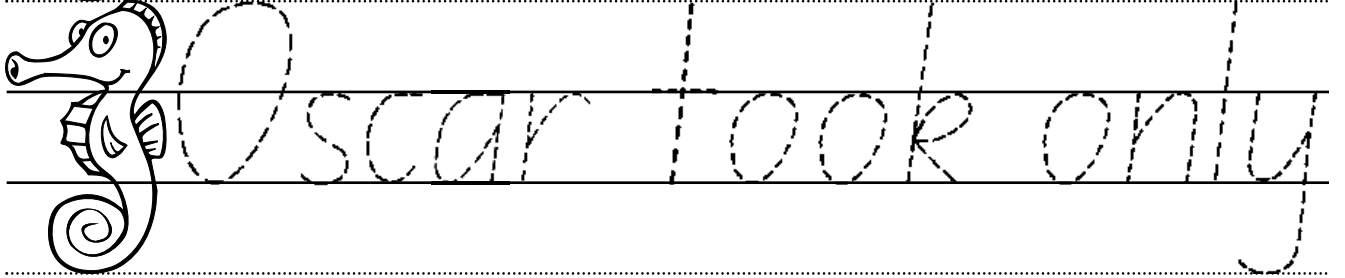
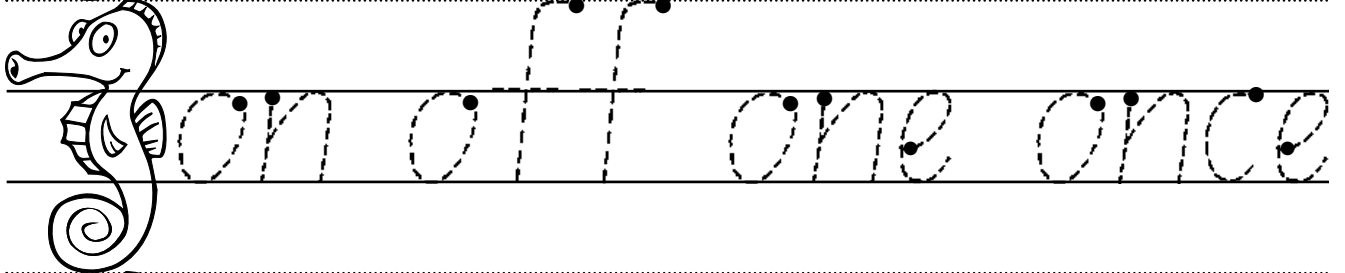
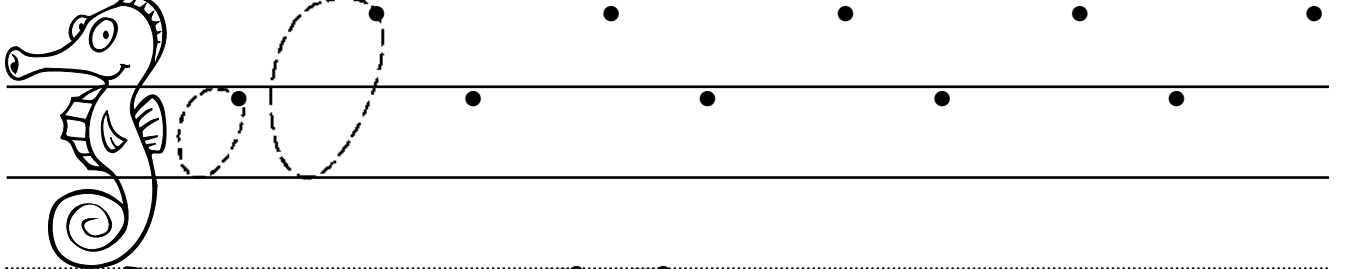
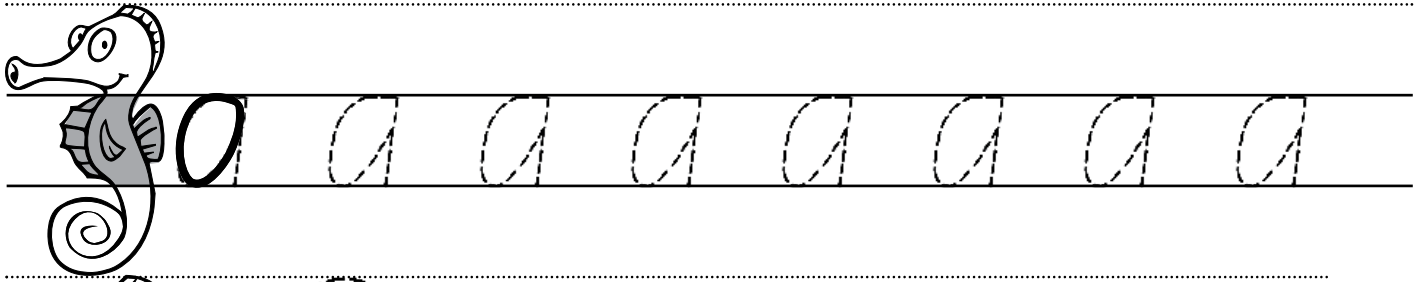
n

.

—oor

Name: \_\_\_\_\_

Find the o's hidden in the a's.



Put an orange circle around your best word.



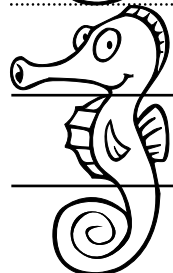
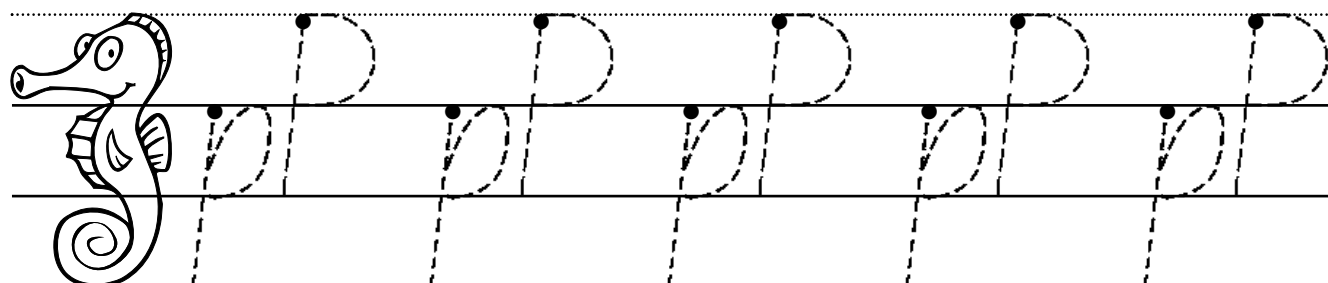
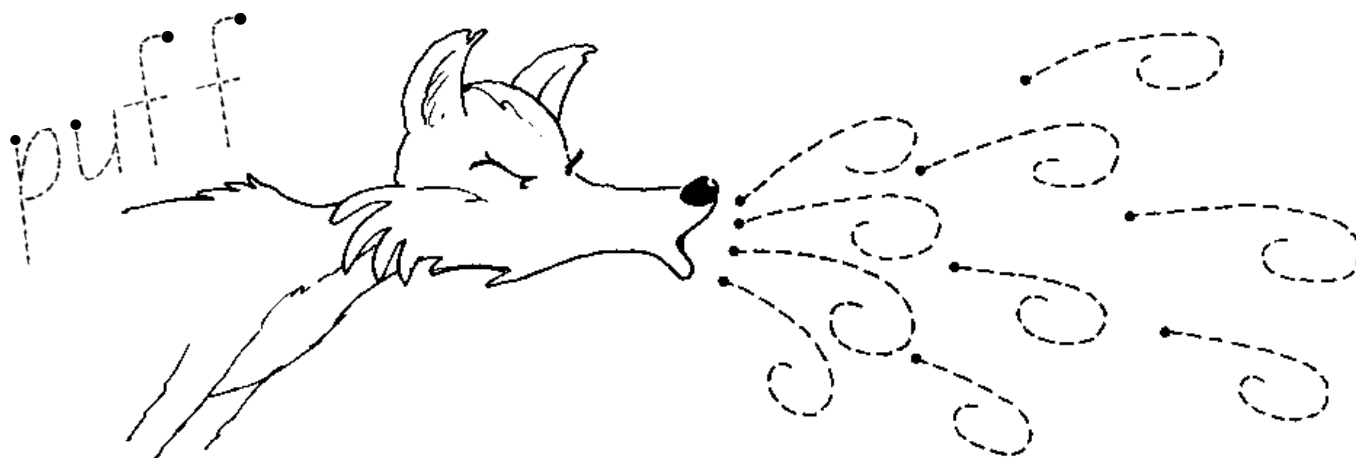
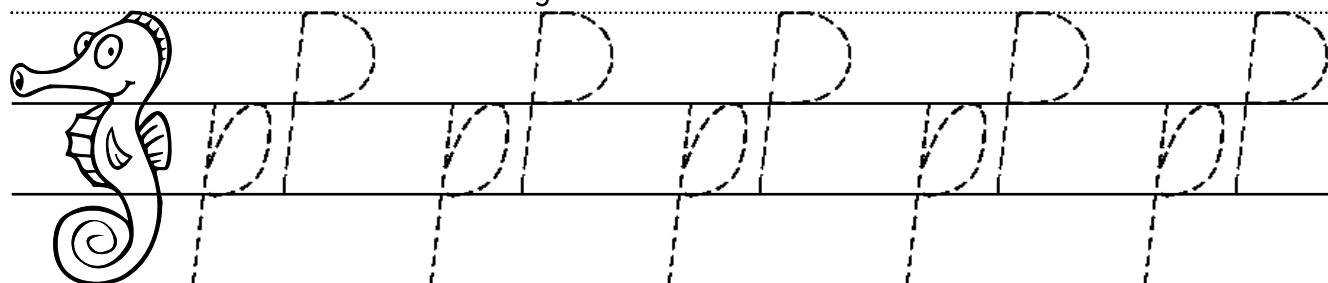
Write some more hopping pattern letters.



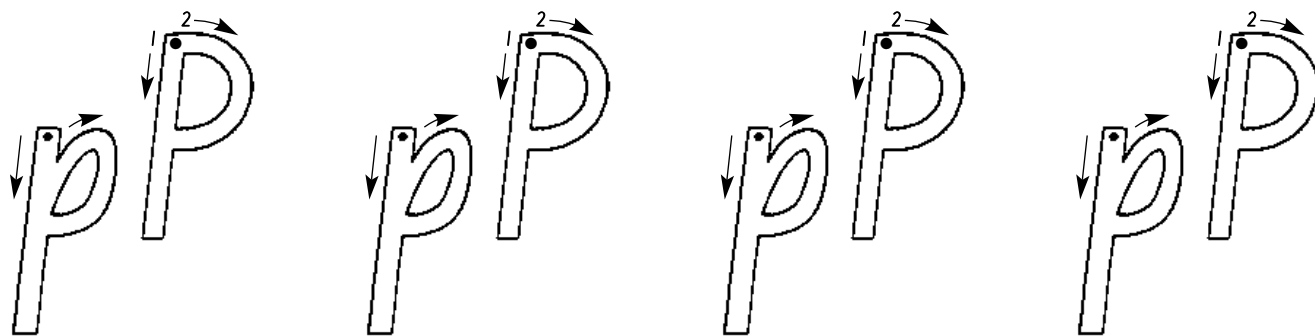
Find the p's in this pattern.



Put a dot to show where you start, then trace.

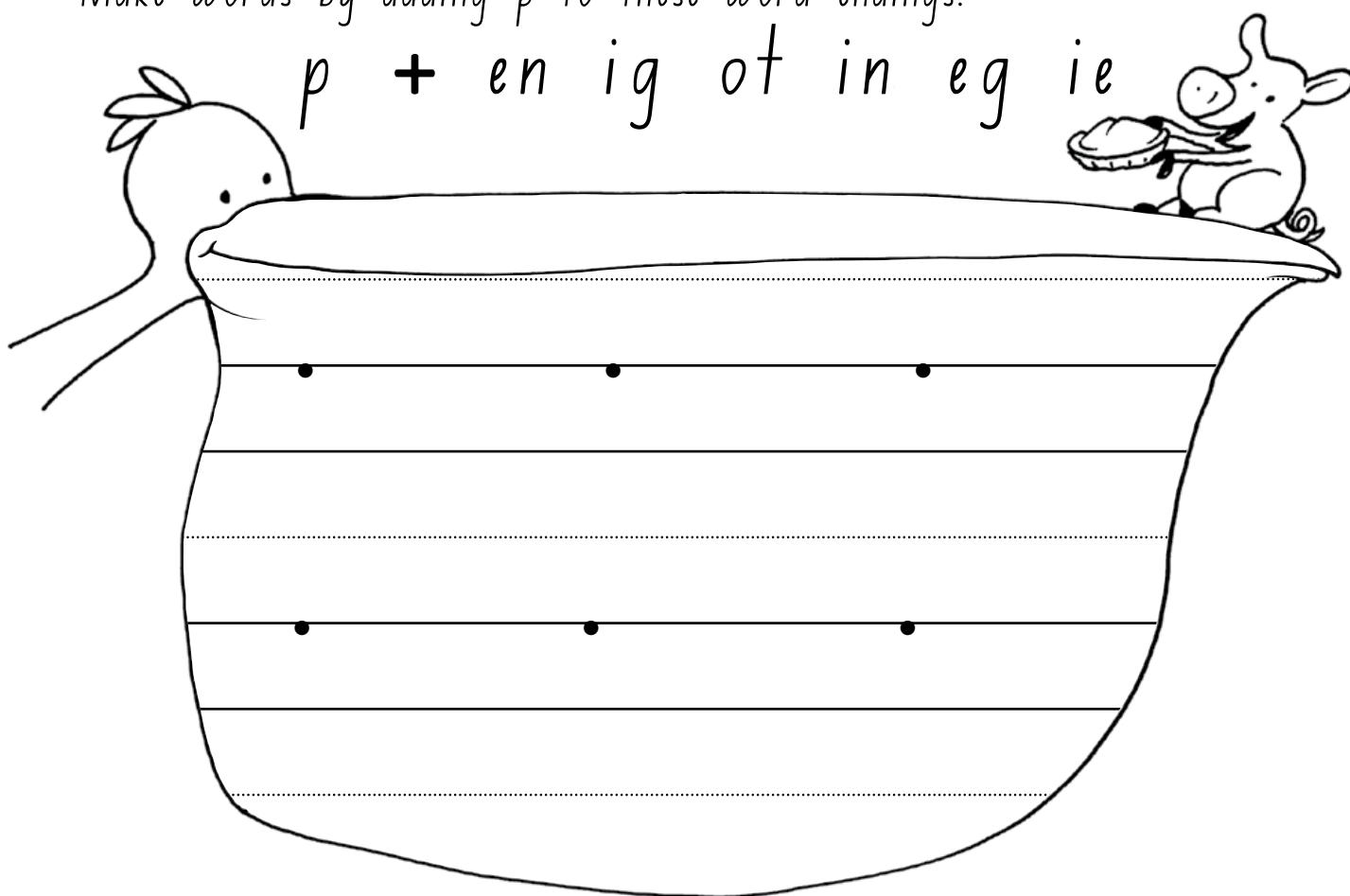


Name: \_\_\_\_\_

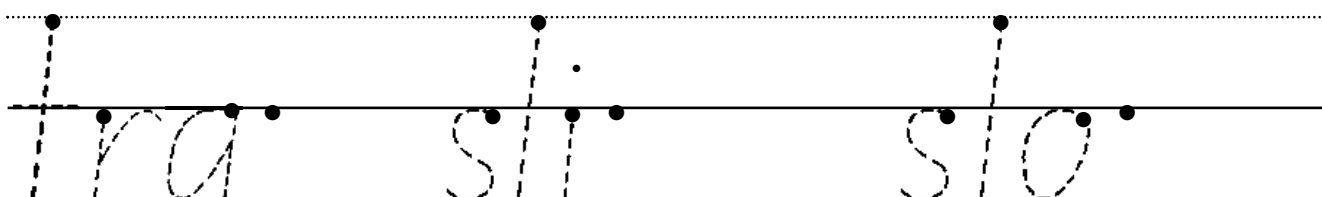
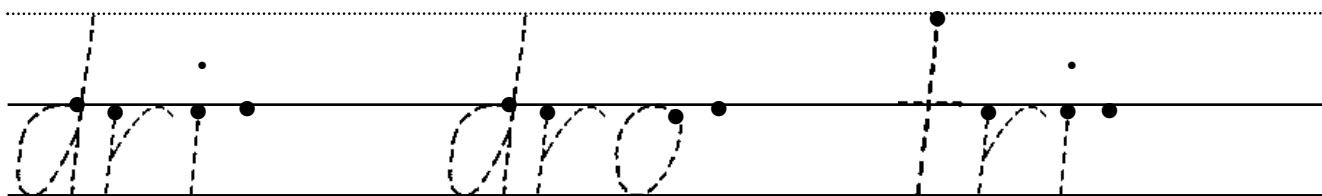


Make words by adding p to these word endings.

p + en ig ot in eg ie



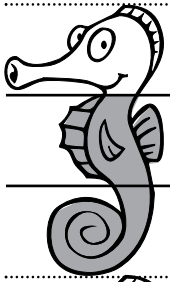
Trace. Add p to make words.



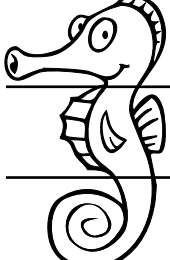


Name: \_\_\_\_\_

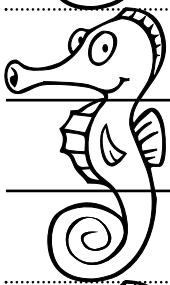
Trace the p's. Colour the wedges.



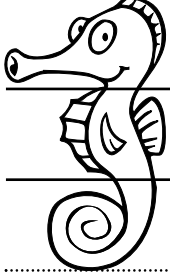
p p p p p p p p



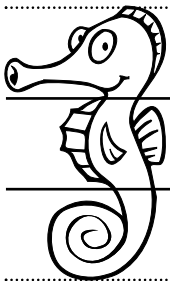
p p



pull push put



Pat pat Paul's



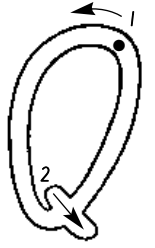
puppy Patch.



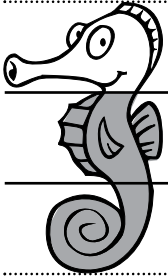
Put a pink tick under your best word.



Write some more wave pattern letters.



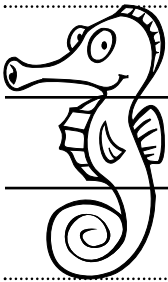
Turn the a's into q's.



q

a a a a a a a a

Put a dot to show where you start, then trace.



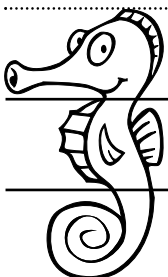
q q q q q q q q

Quokka

Circle the body and tail letters.

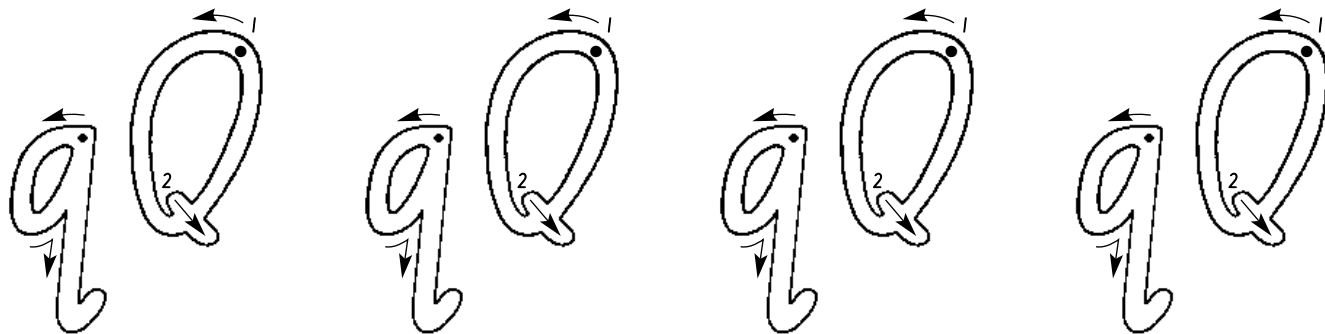





q u a  
g q y d  
o q g  
v w



q q q q q q q q

Name: \_\_\_\_\_



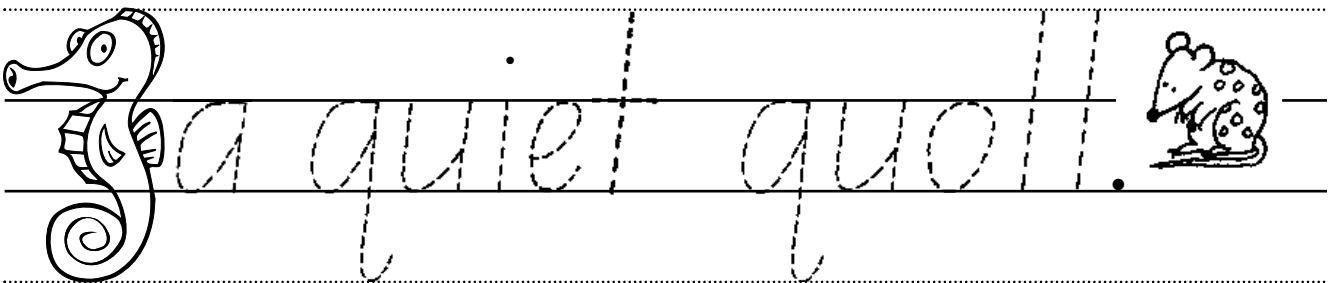
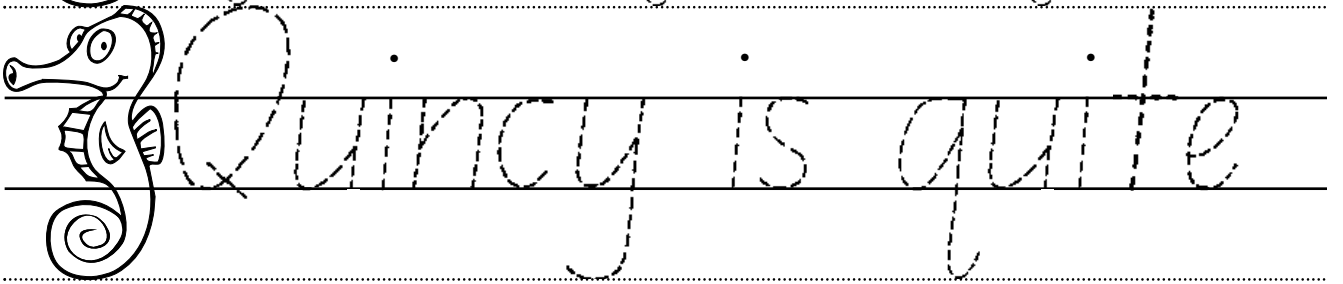
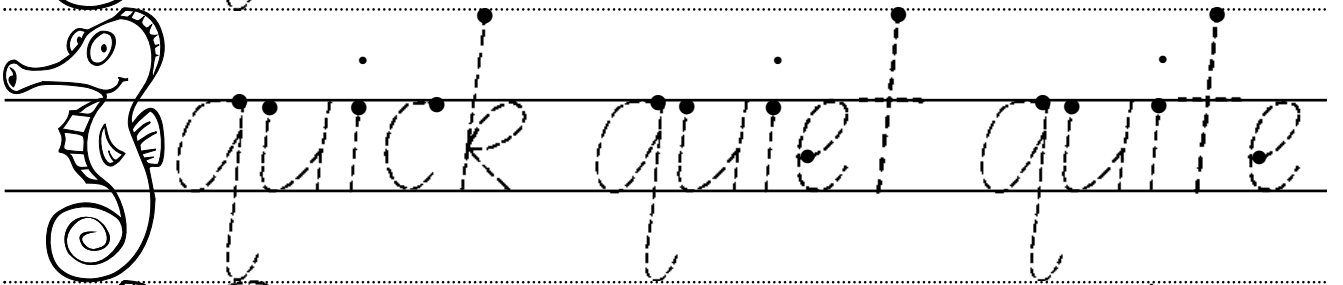
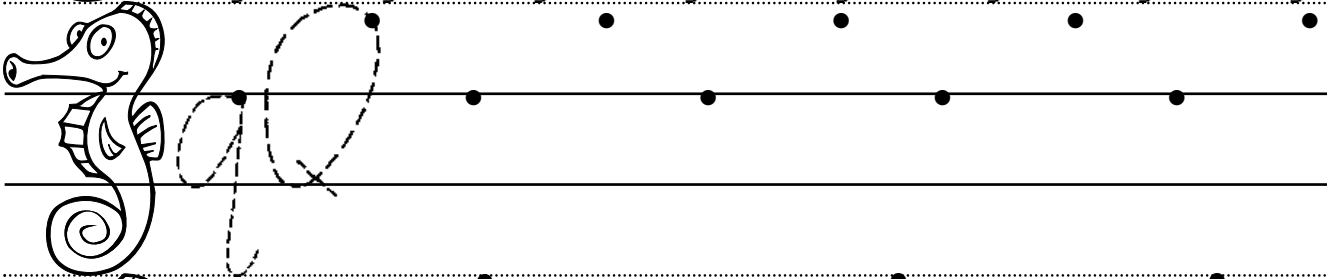
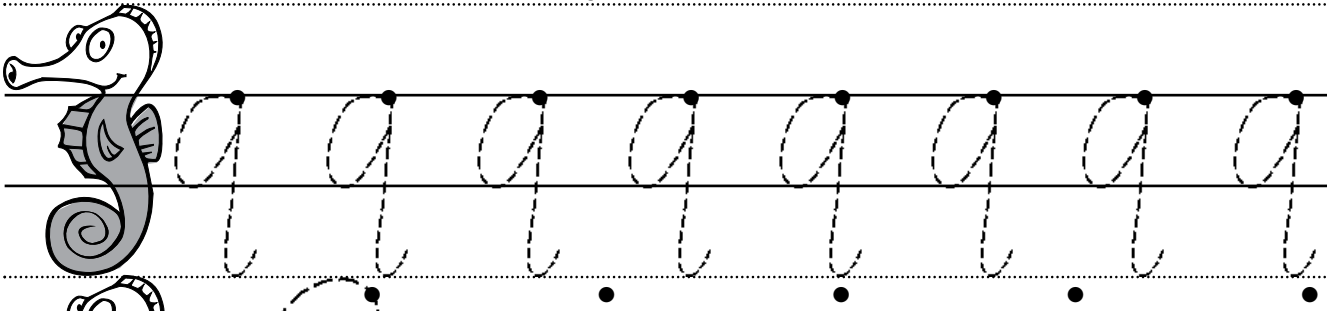
	q	u	i	l	t	q	s	q
q	u	i	e	t		u	q	u
g	e	a	q	u	a	o	u	i
	e	q	u	i	c	k	i	l
d	n	c		y	s	k	t	i
q	u	o	i	i	w	a	e	

## Wonderword Clues

aqua      quick      quill      quite      quoll  
 queen      quiet      quilt      quokka

Name: \_\_\_\_\_

Trace the q's. Colour the wedges.



Put a tick under your *best* word.

# Hopping pattern

Name: \_\_\_\_\_



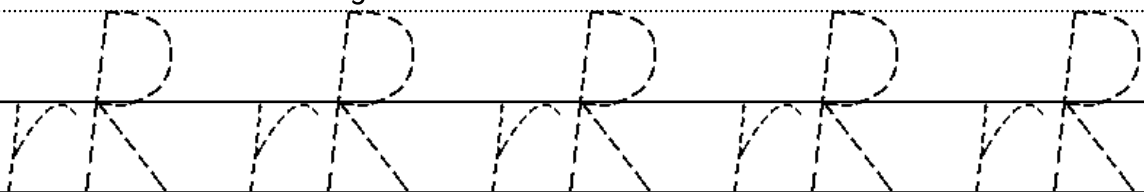
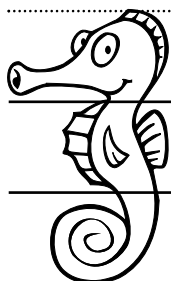
Write some more hopping pattern letters.



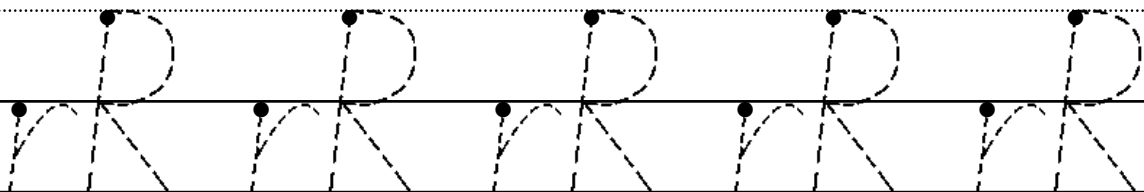
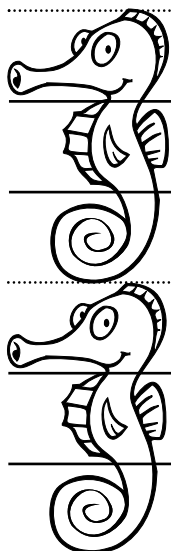
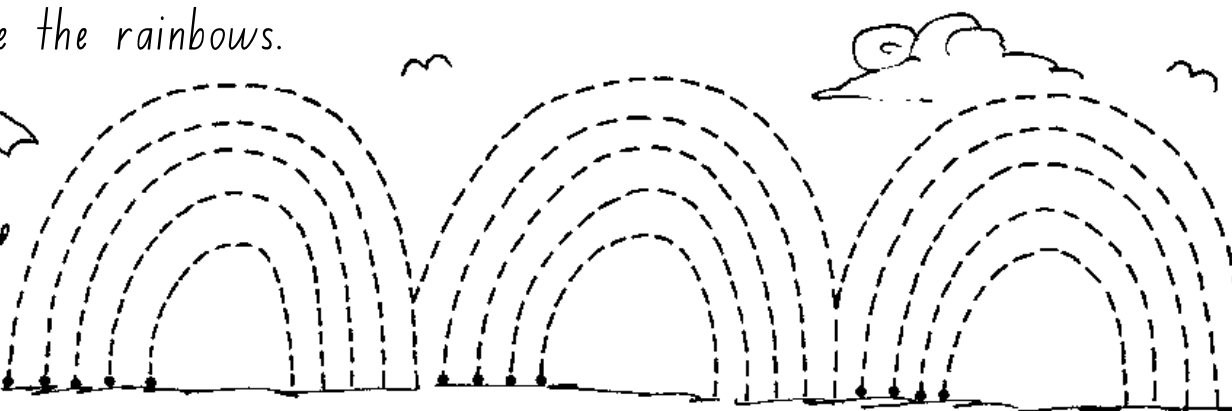
Find the r's in this pattern.



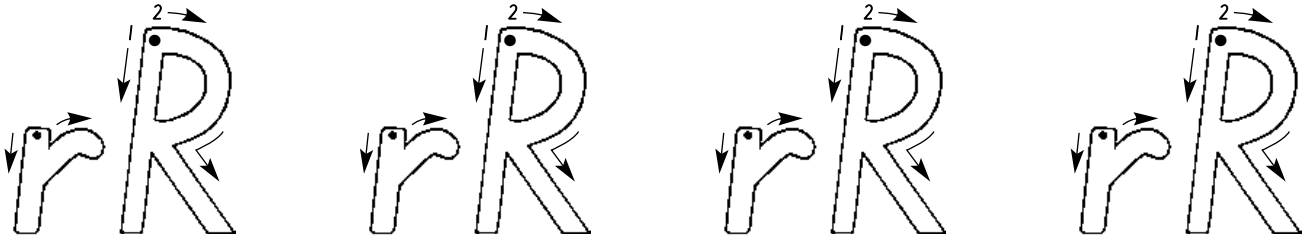
Put a dot to show where you start, then trace.



Trace the rainbows.



Name: \_\_\_\_\_



Make words by adding r to these word endings.  
Write each word next to the picture it matches.

ake

ain

ose

ice

ope

abbit

ing

at



\_\_\_\_\_

rose

\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



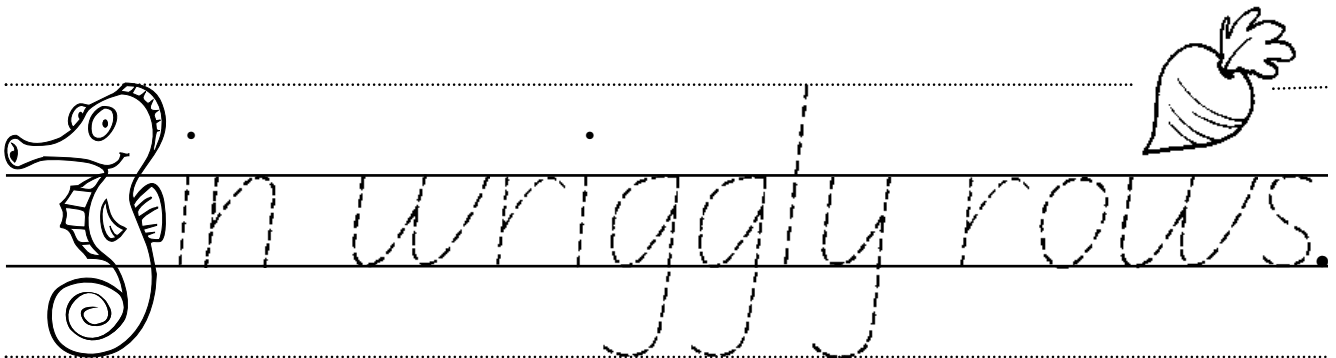
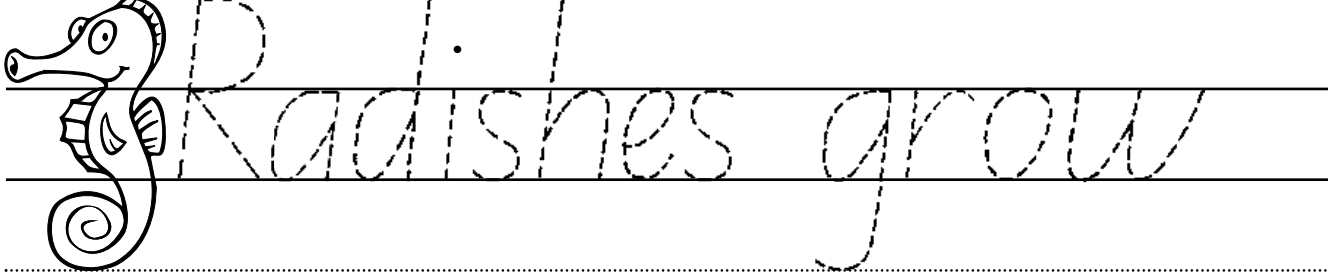
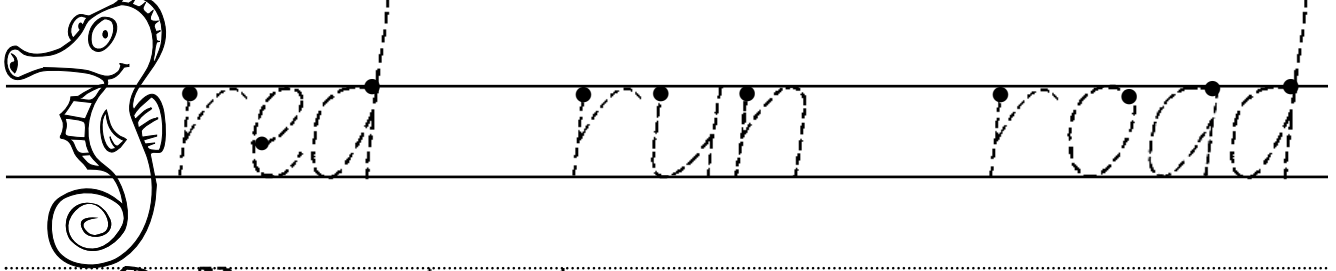
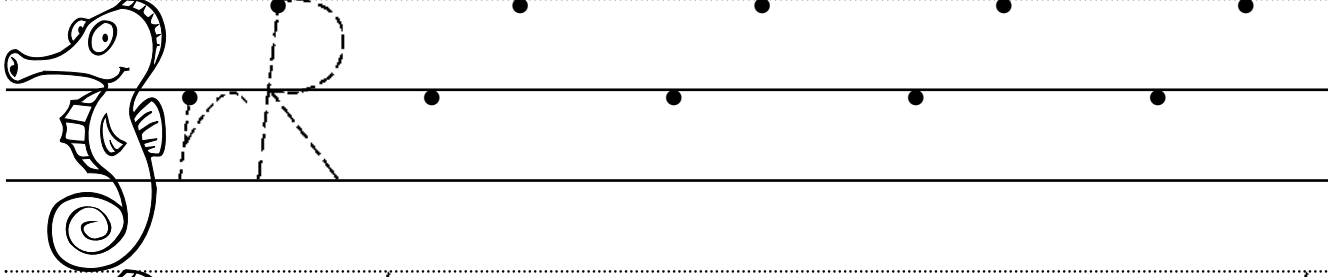
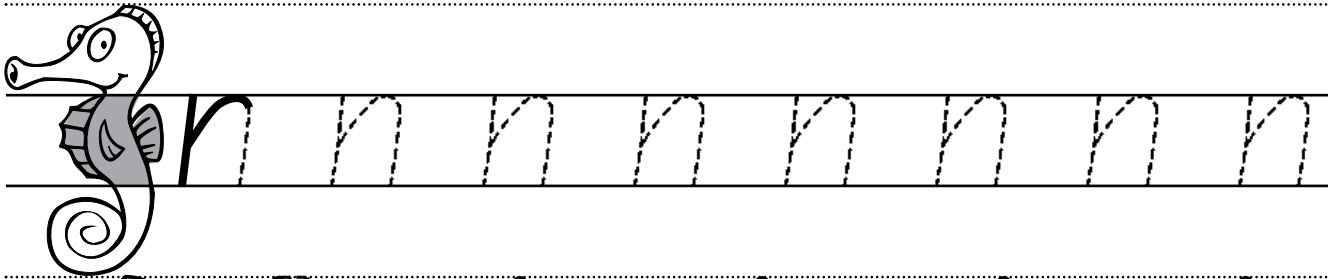
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Find the r's hidden in the n's.



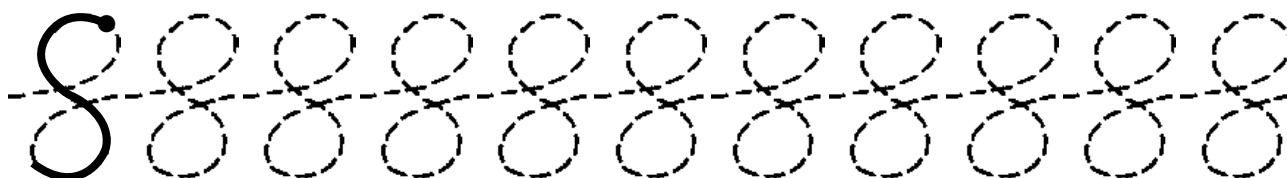
Draw a red wiggly line under your best word.

# Wave pattern

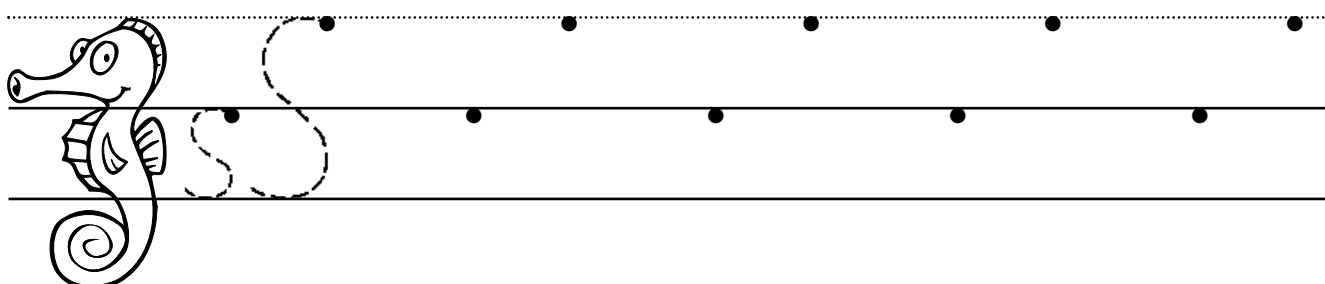
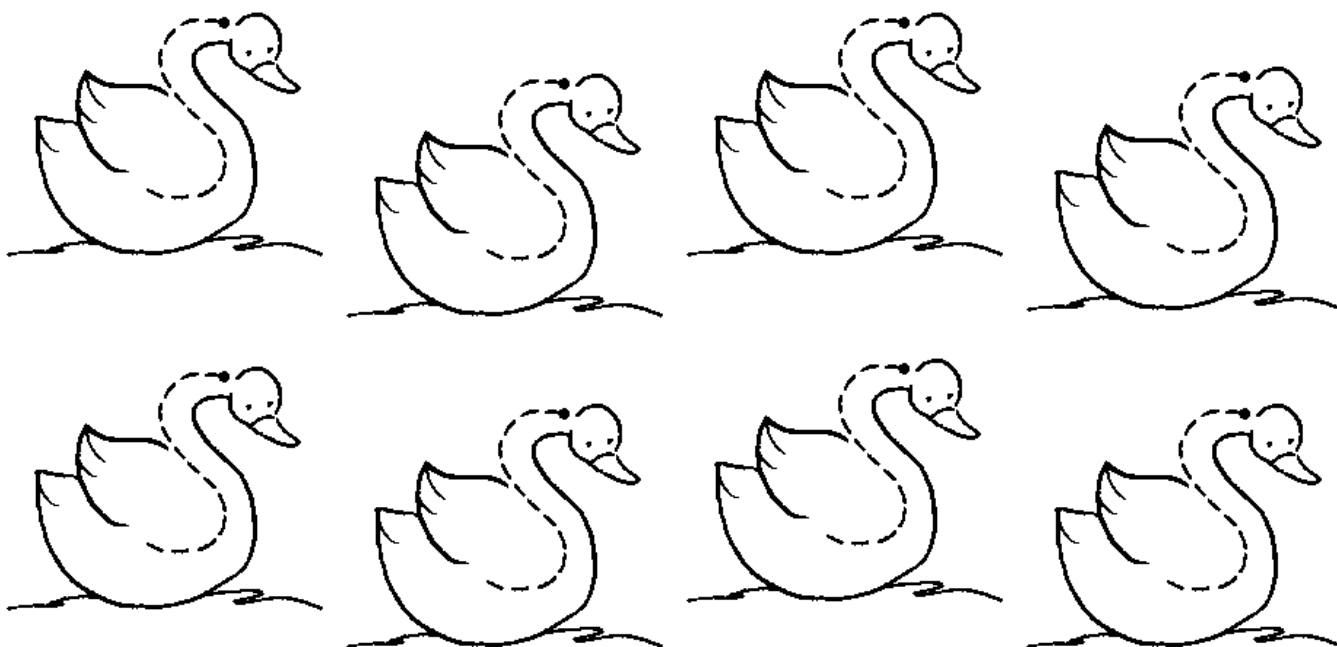
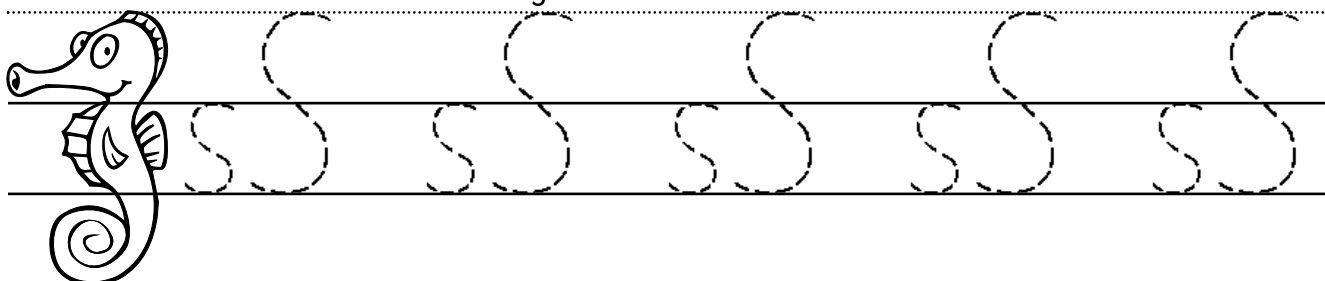
Name: \_\_\_\_\_



Find the s's in this pattern. Put a dot first to show where you start.

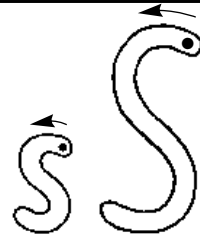
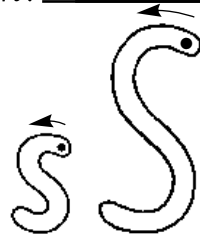
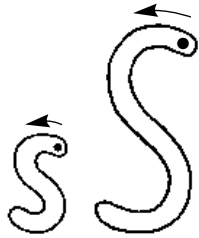
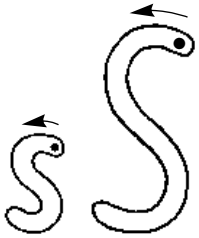


Put a dot to show where you start, then trace.





Name: \_\_\_\_\_



Sort the words into groups that have the same vowel.

Write them in the correct column.

**a**

**i**

sa

si

sat sap song

sip sang

sing sack

sock soil

sail sick

o  
sit

sa

si

sa

si

so

sa

si

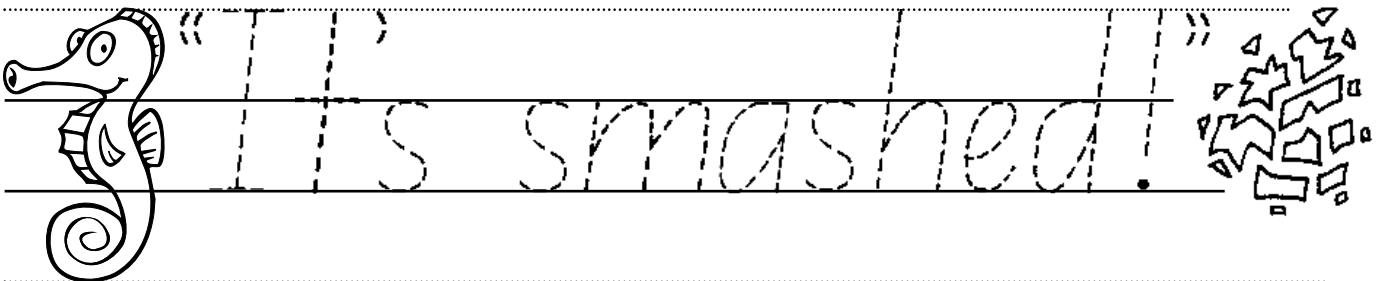
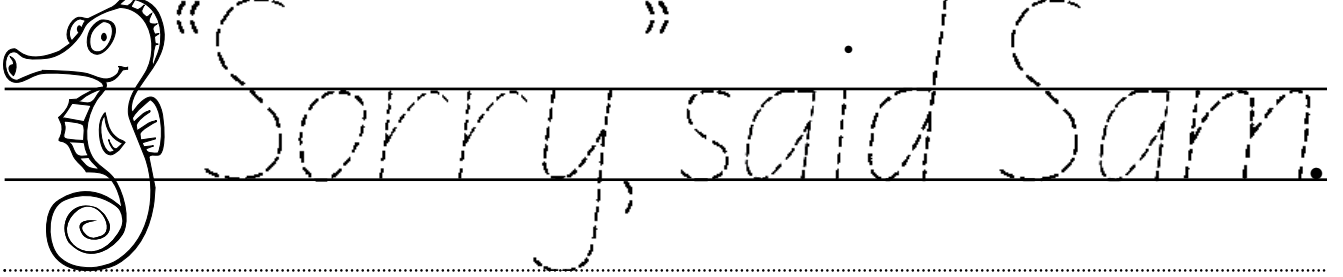
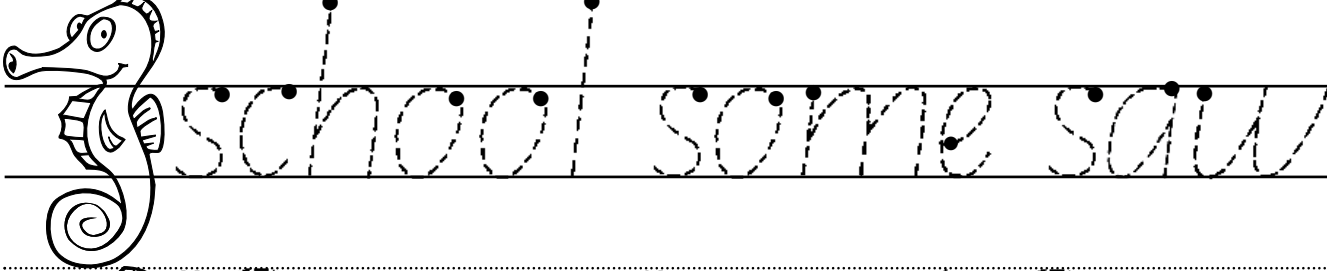
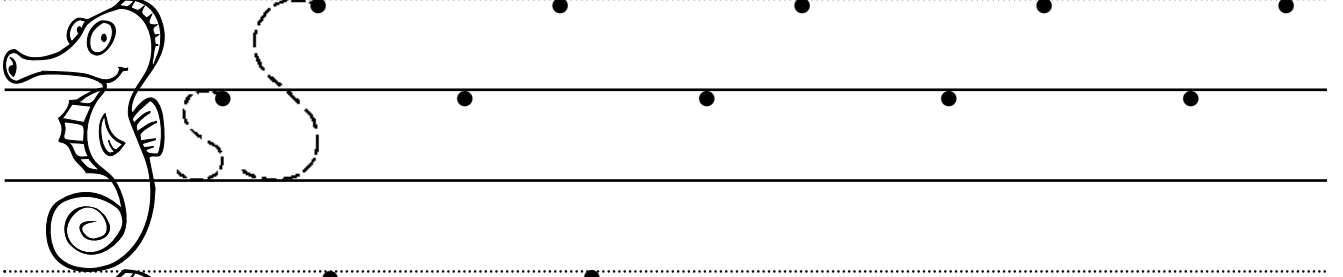
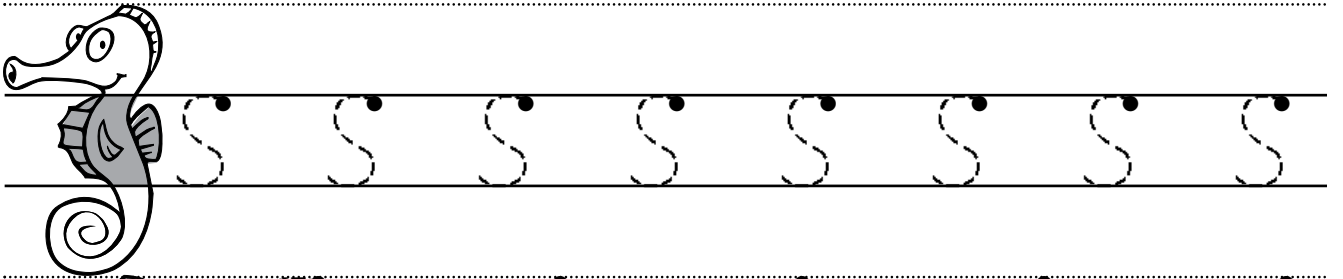
so

sa

so

Name: \_\_\_\_\_

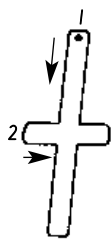
Trace.



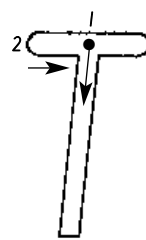
Put a squiggly line under your best word.

# Downstroke pattern

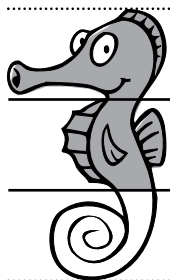
Name: \_\_\_\_\_



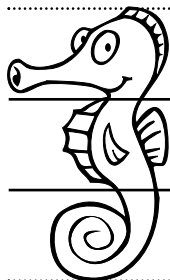
Write some more downstroke letters.



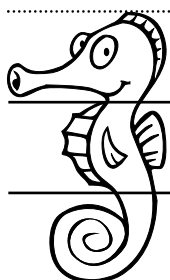
Write the downstroke letters that have a head and body.



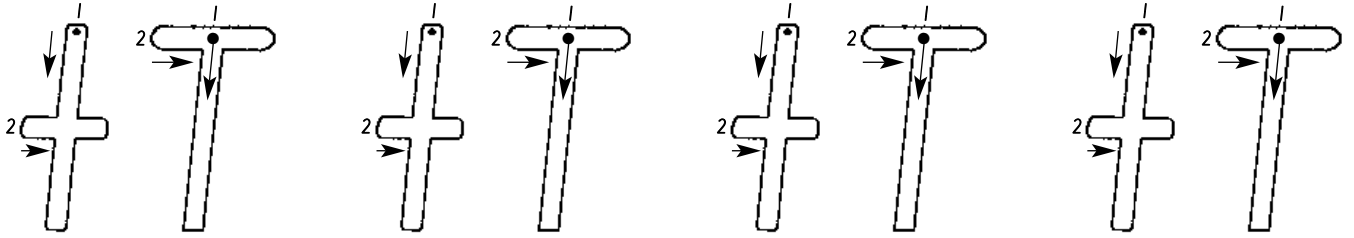
Put a dot to show where you start, then trace.



Put a ✓ on the downstroke letters.

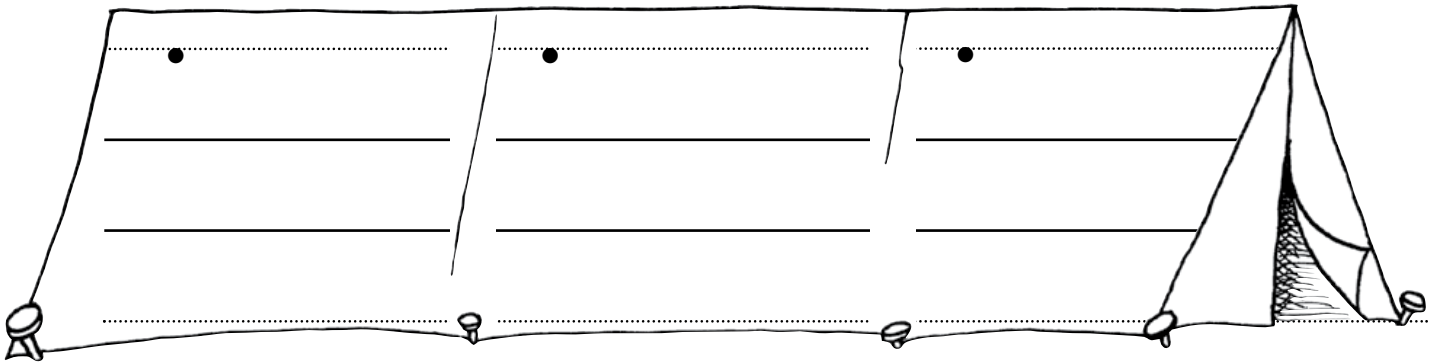


Name: \_\_\_\_\_



Make words by adding t to these word endings.

t + ent art int



Make words that rhyme with the word at the top of the column.

hat

hot

hit

c

c

k

m

r

s

s

p

f

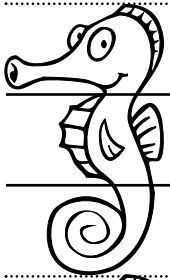
r

g

p

Name: \_\_\_\_\_

Turn the first t into something interesting. Practise t and T.



t

t

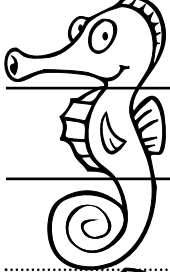
t

t

t

t

t



T

T

T

T

T

T

T

T

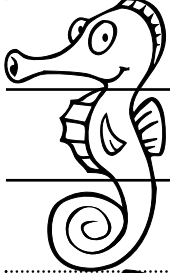
T

T

T

T

T



to

to

to

to

to

to

to

to

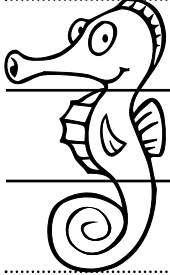
to

to

to

to

to



the

the

the

the

the

the

the

the

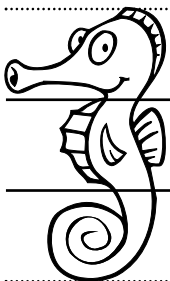
the

the

the

the

the



Tia

Tia

Tia

Tia

Tia

Tia

Tia

Tia

Tia

Tia

Tia

Tia

Tia



Circle your best word.



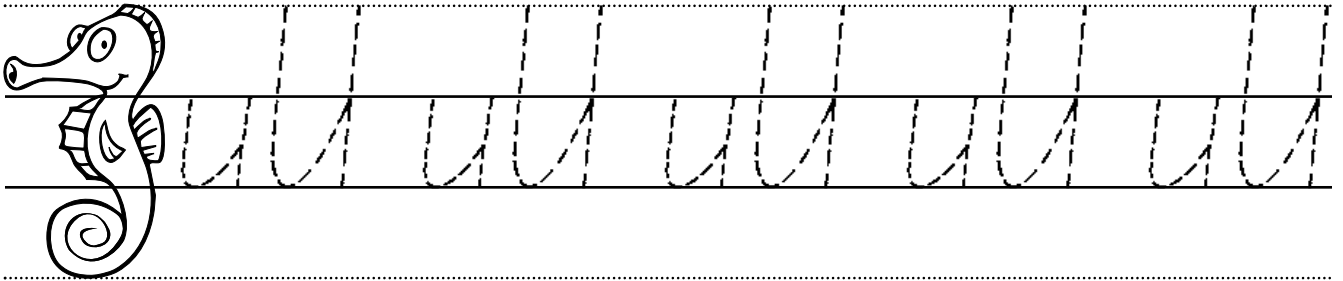
Write some more wave pattern letters.



Find the u's in this pattern.

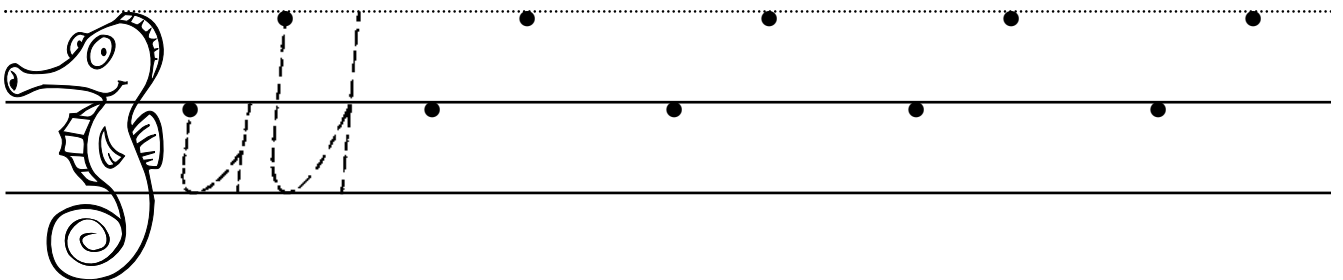
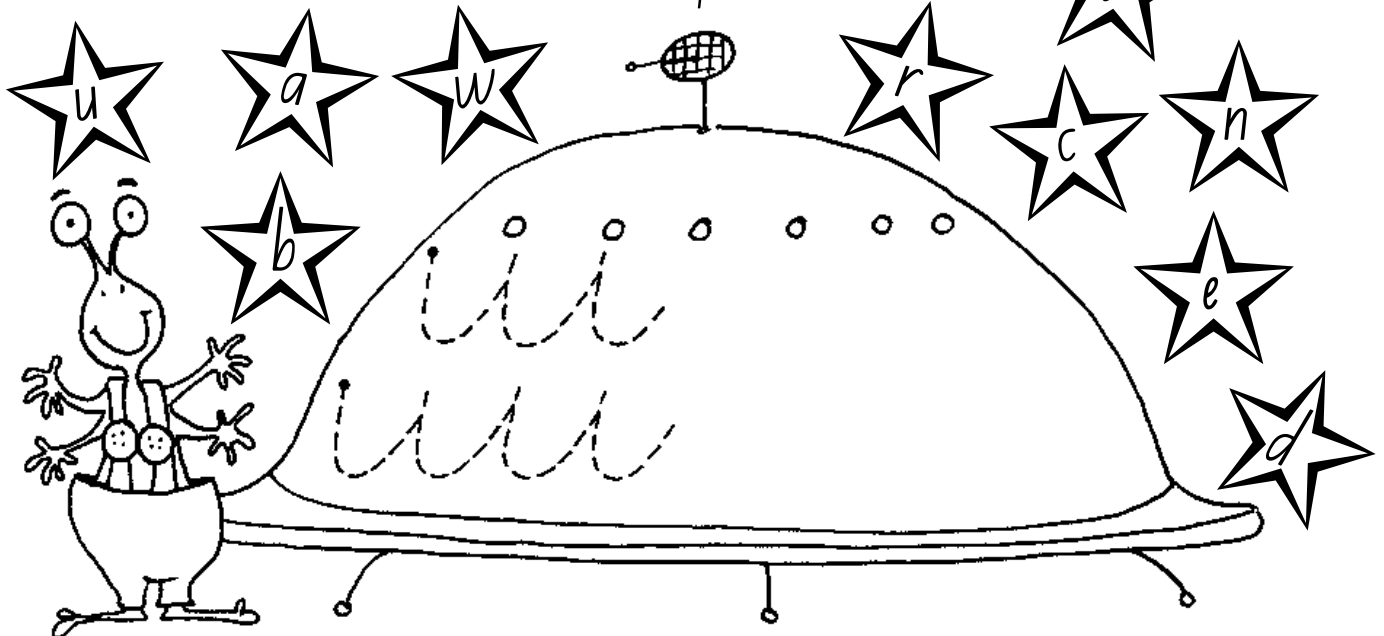


Put a dot to show where you start, then trace.

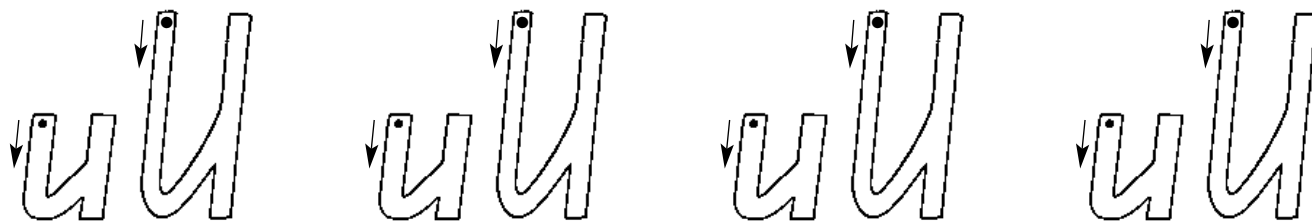


Fill the UFO with waves.

Colour the stars that show wave pattern letters.



Name: \_\_\_\_\_



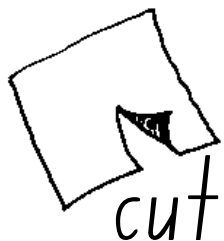
Build words: s b g f r n + un

sun

Practise these words.



cup



cut



bug



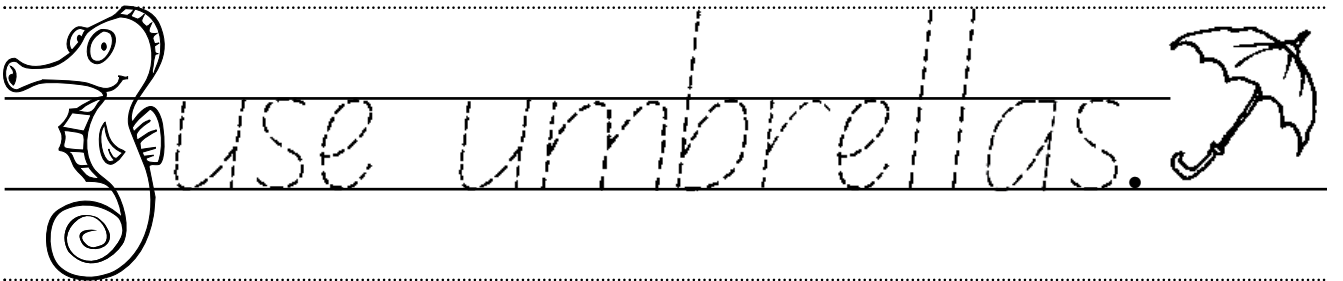
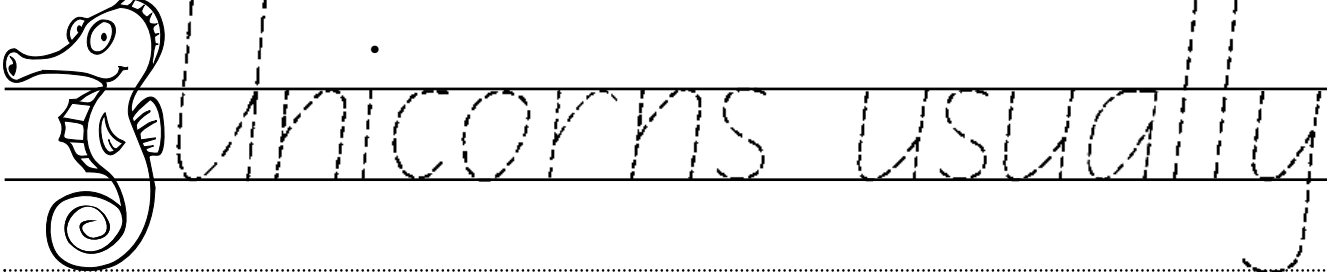
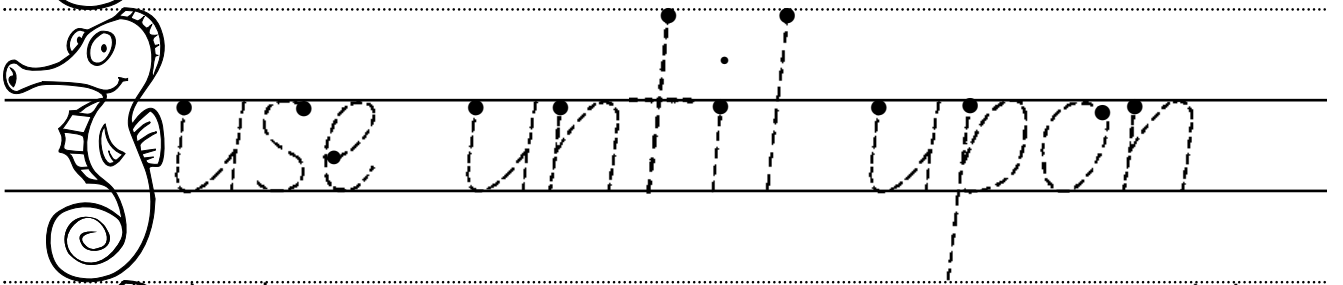
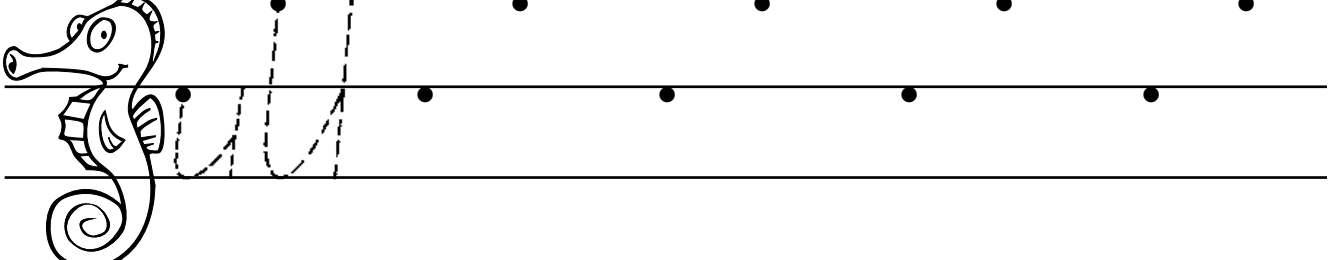
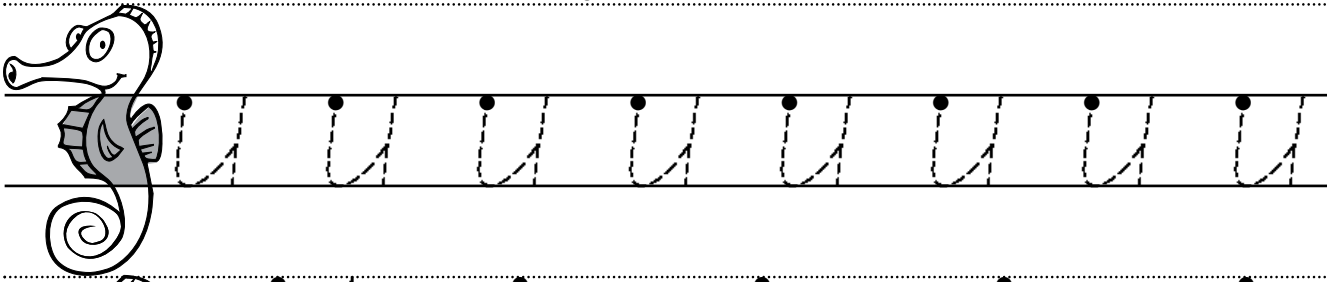
under



lunch

Name: \_\_\_\_\_

Trace the u's. Colour the wedges.



Draw an umbrella under your best word.



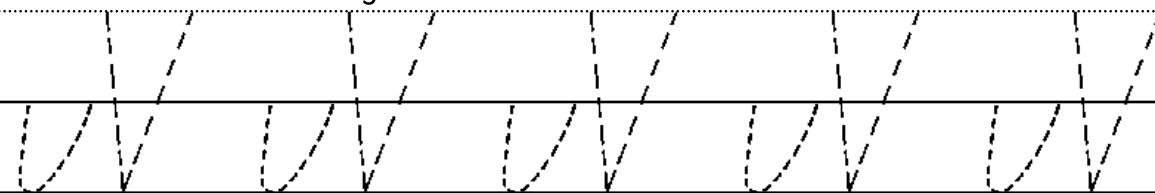
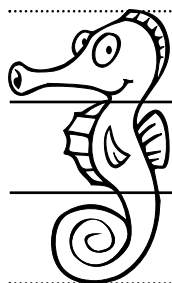
Write some more wave pattern letters.



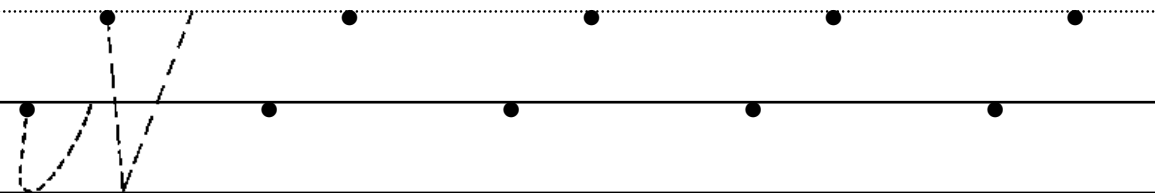
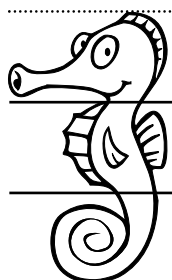
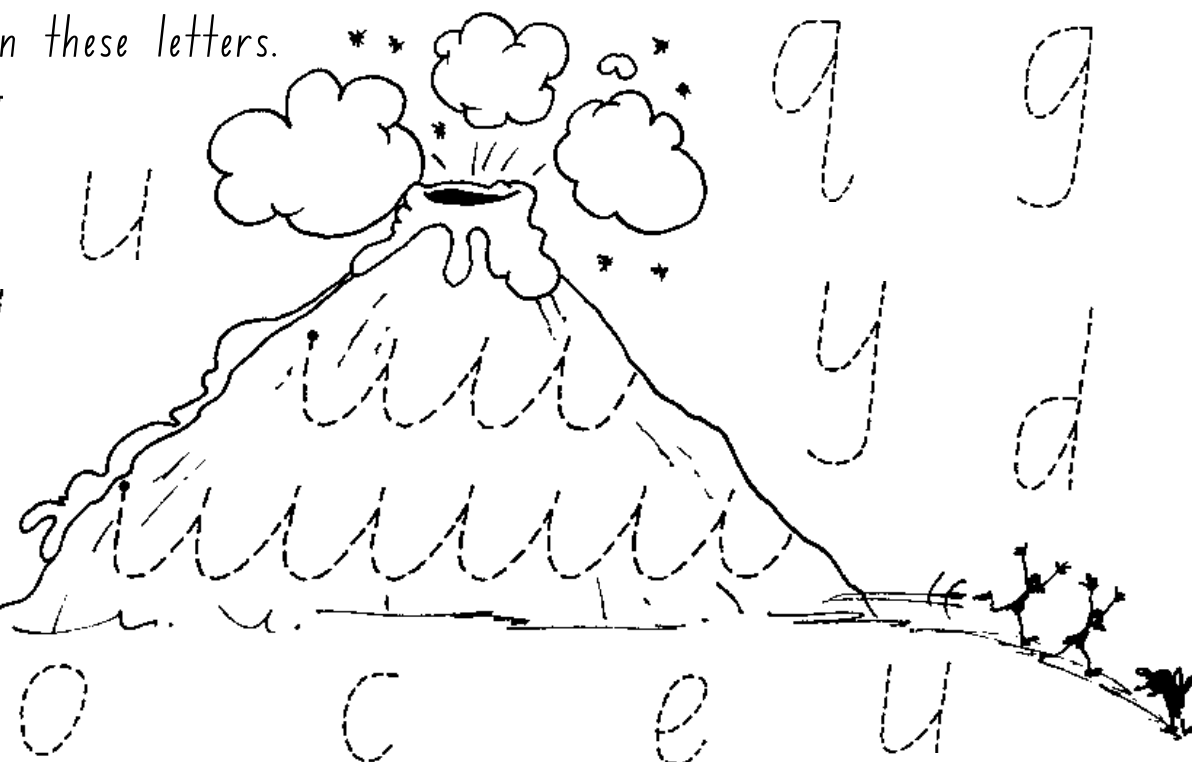
Find the v's



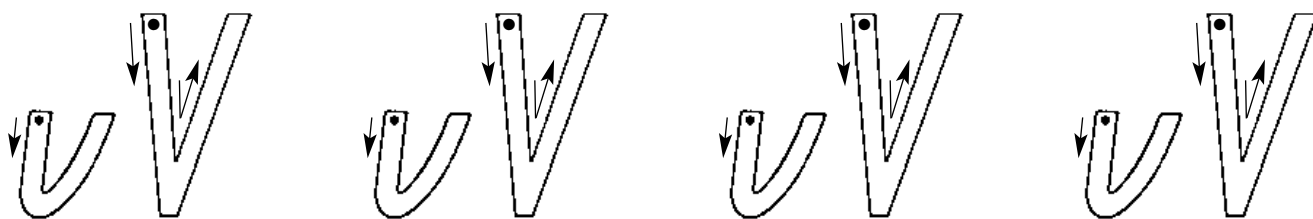
Put a dot to show where you start, then trace.



Find v in these letters.



Name: \_\_\_\_\_



Sort these words according to the vowel before the v.

dive save over gave wave  
live hive cove pave five love  
stove

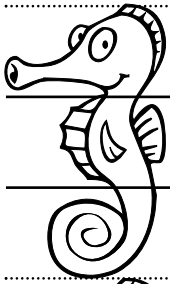
**a**

**i**

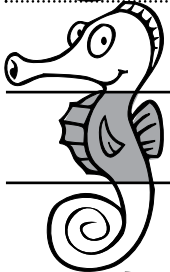
**o**

Name: \_\_\_\_\_

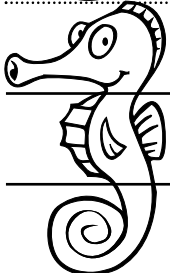
Turn your first *v* into something interesting. Practise *v* and *V*.



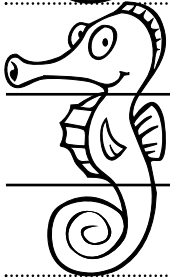
*v* *V*



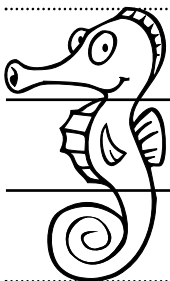
*v* *v* *v* *v*



*very visit vote*



*Eva dived over*



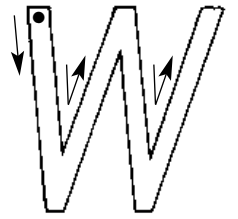
*five waves.*



Draw some waves under your best word.



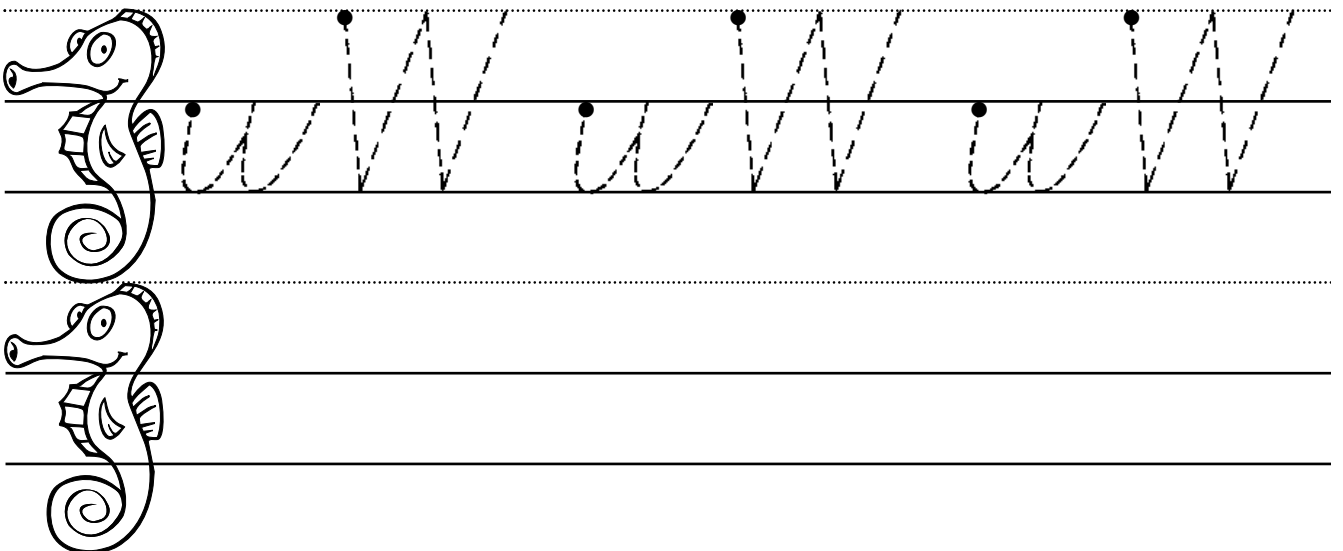
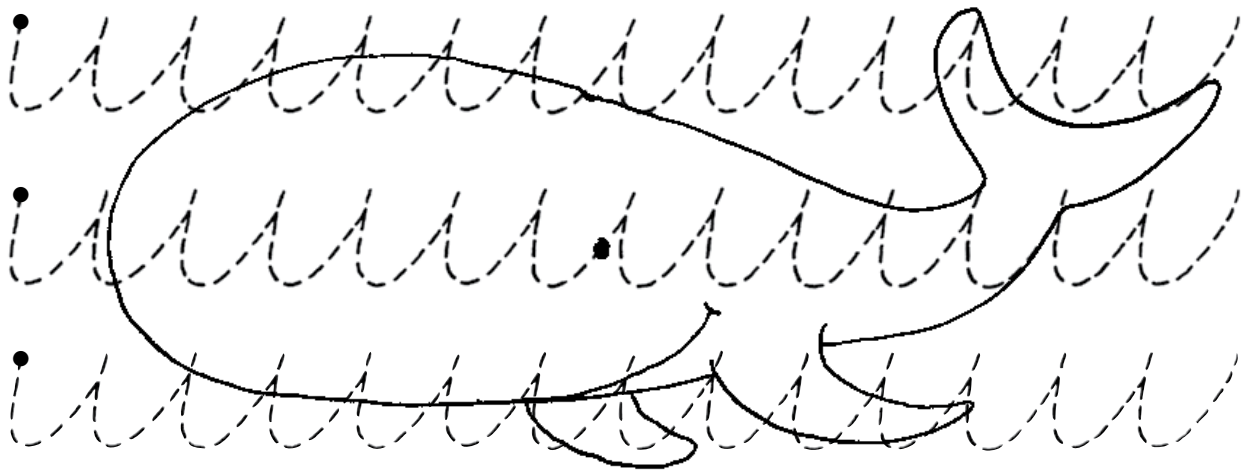
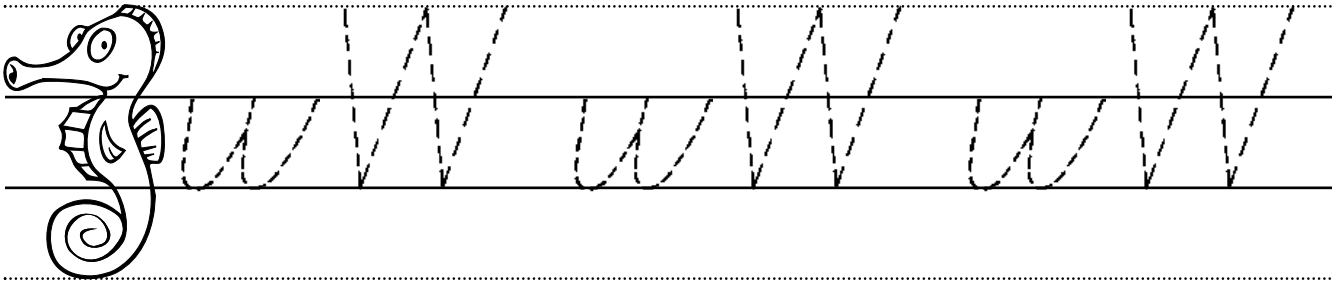
Write some more wave pattern letters.



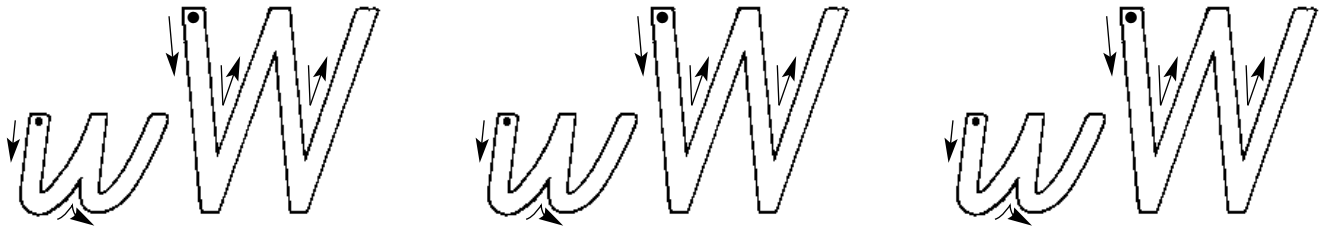
Find the w's in this pattern.








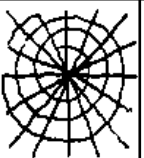
Put a dot to show where you start, then trace.



Name: \_\_\_\_\_



Find the *w* words hidden in the Wonderword.  
Trace the letters in each word you find

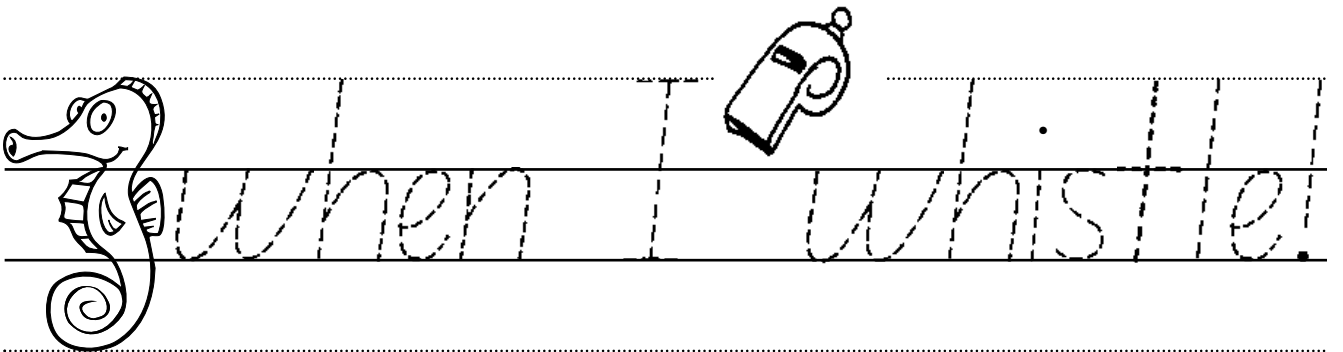
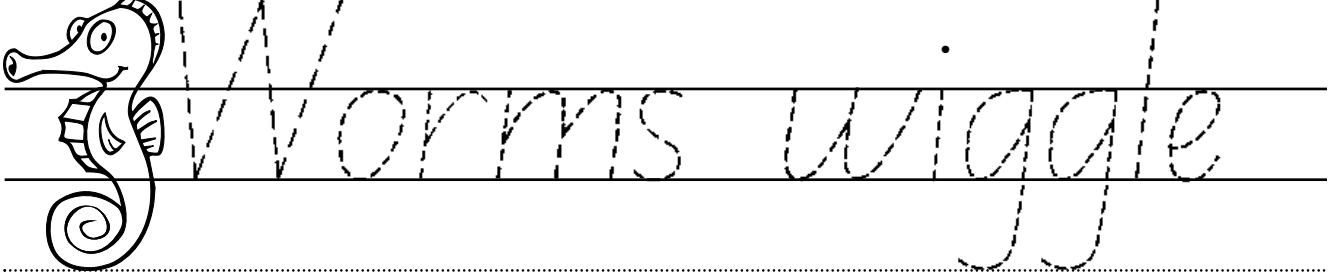
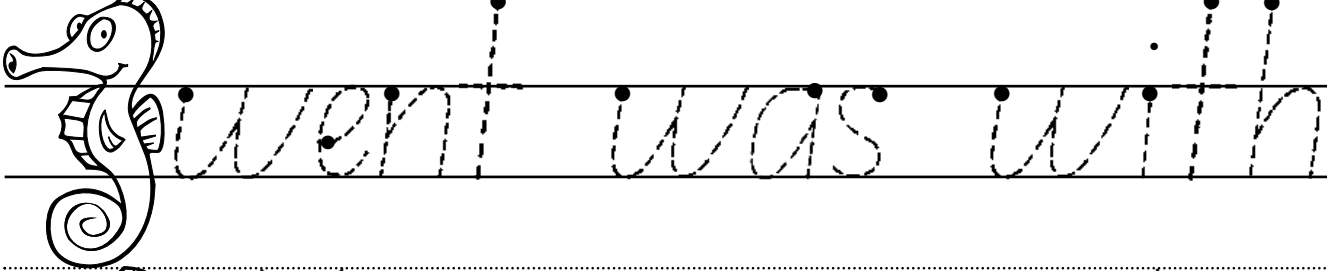
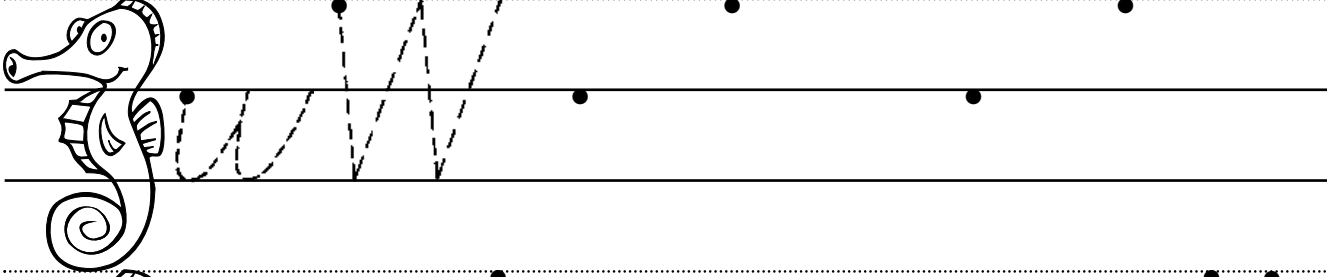
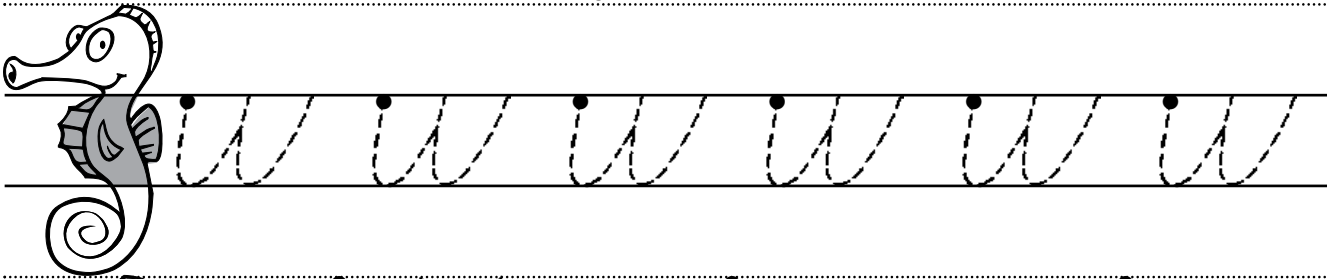
	w	i	n	d	h	w	h	o
w	h	i	s	t	i	e	o	
o	a		w	e	r	e	w	e
k	i	s	w	o	r	k	r	n
b	e	a	e	h		i	c	w
a		n	n	w	h	e	r	e
i	w	a	t	c	h	e		b

## Wonderword Clues

how    we    week    were    where    who    wok  
watch    web    went    whale    whistle    wind    work

Name: \_\_\_\_\_

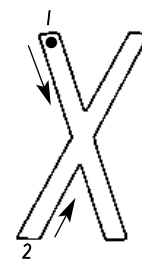
Trace the w's. Colour the wedges.



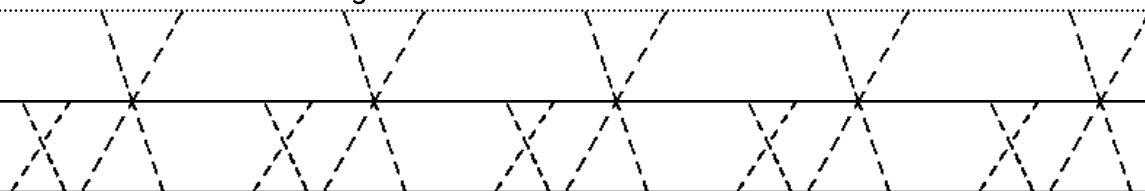
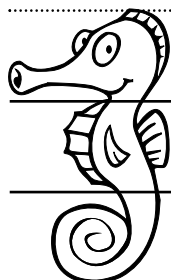
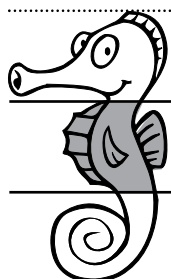
Draw a worm under your best word.



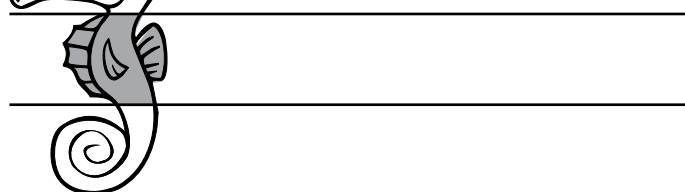
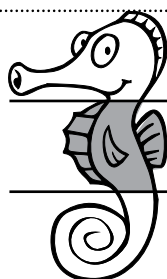
Write some more downstroke letters.



Finish the x's. Put a star to show where the second line of each x starts.

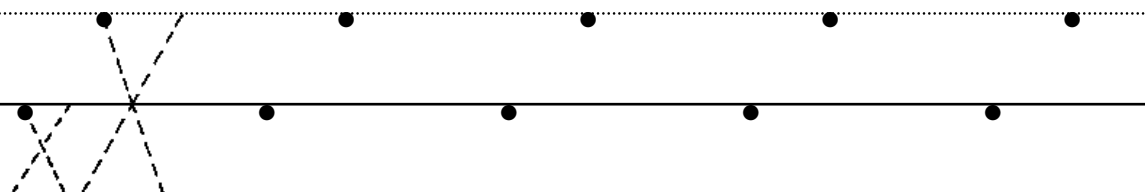
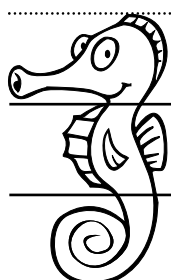
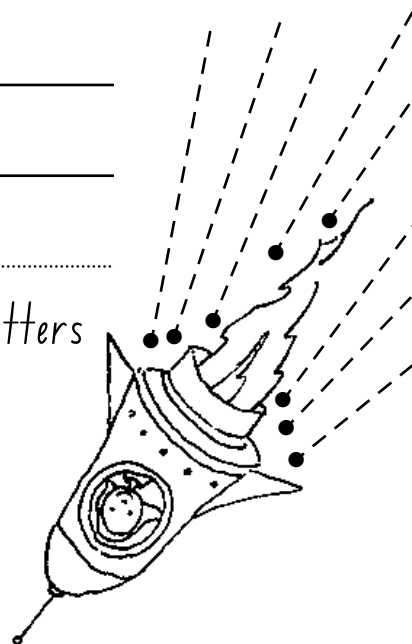


Put a dot to show where you start, then trace.

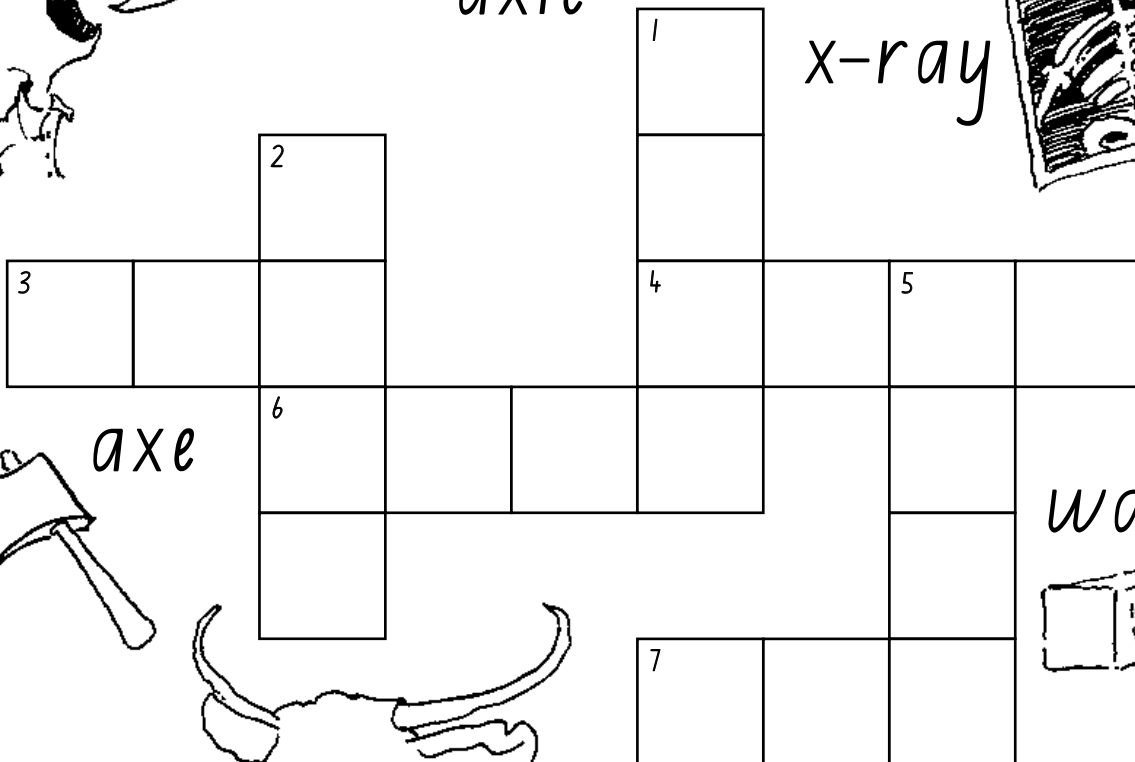
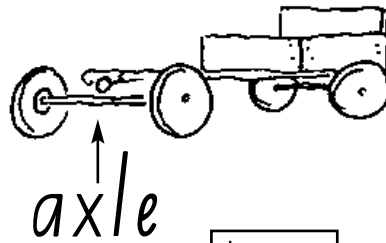
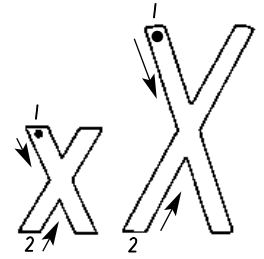
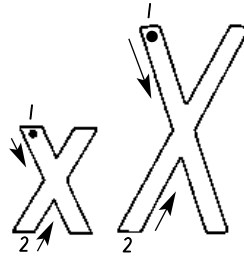
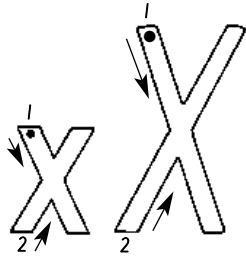
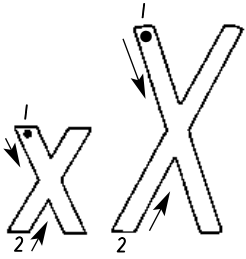


Write the downstroke letters which match the shaded part of the seahorse.

l i t z j f x



Name: \_\_\_\_\_



### Across

3. Candles are made of this.
4. Photo of bones through skin.
6. The way out of a room.
7. Tool used to chop wood.

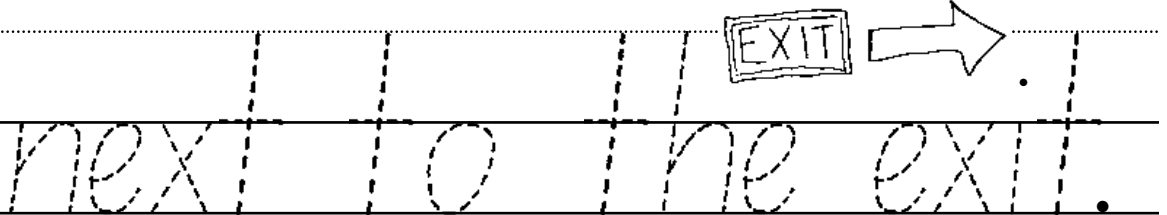
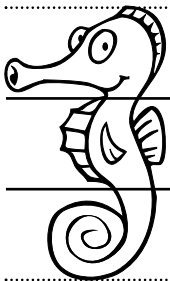
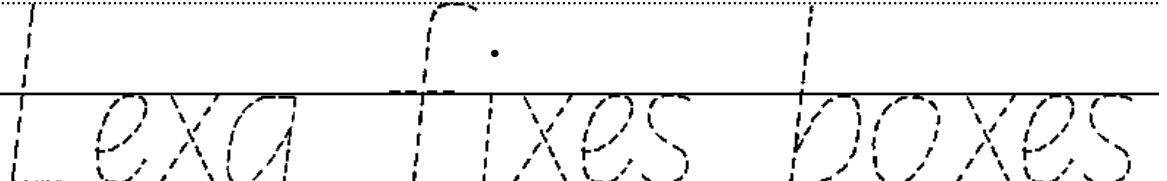
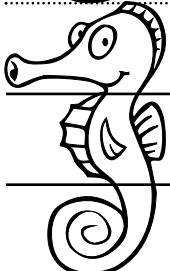
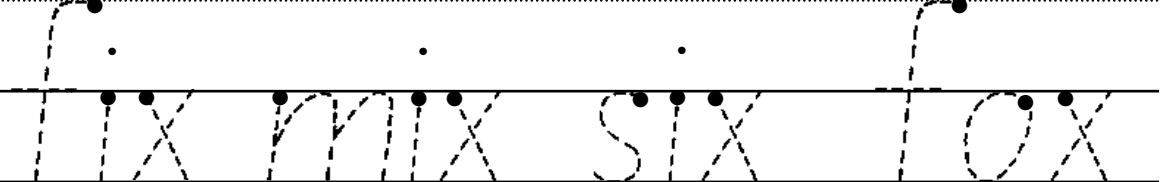
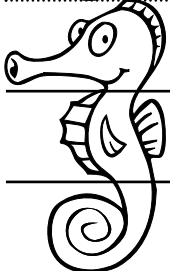
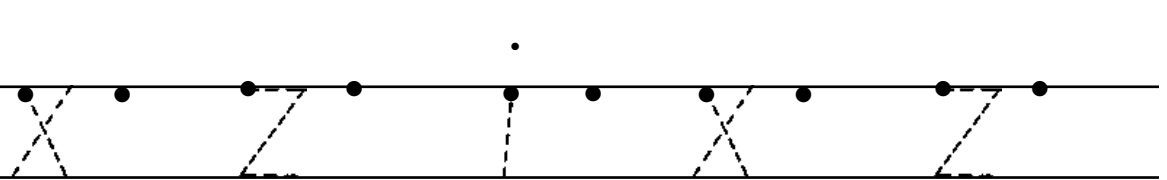
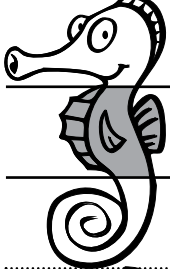
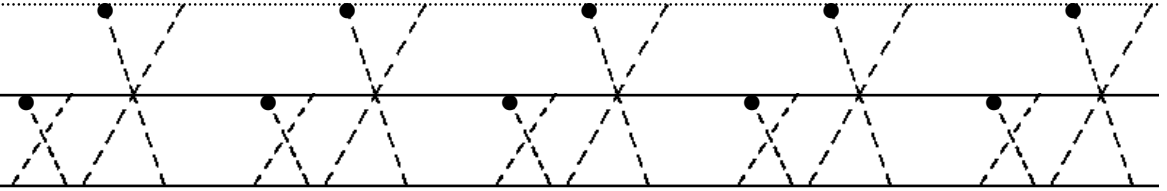
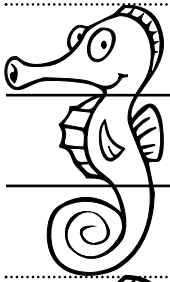
### Down

1. I'm standing \_\_\_\_\_ to you.
2. Animals like cattle.
5. Metal bar that joins a pair of wheels.



Name: \_\_\_\_\_

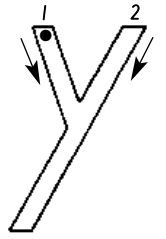
Trace the x's.



Put a cross under your best word.



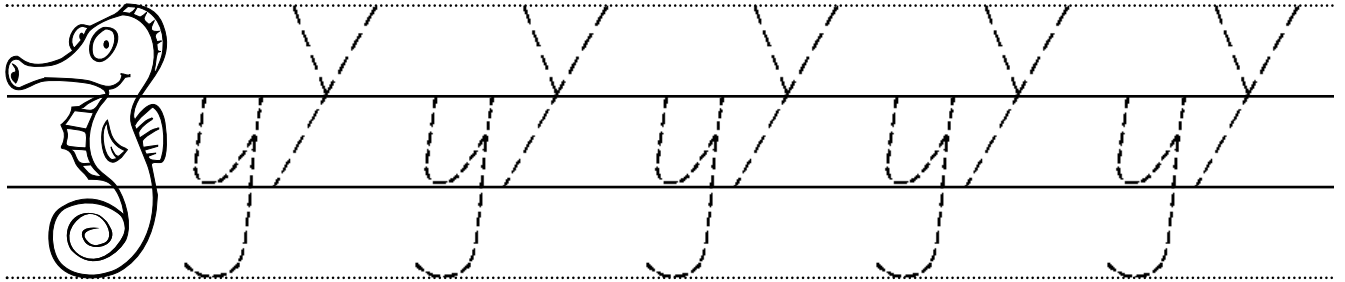
Write some more wave pattern letters.



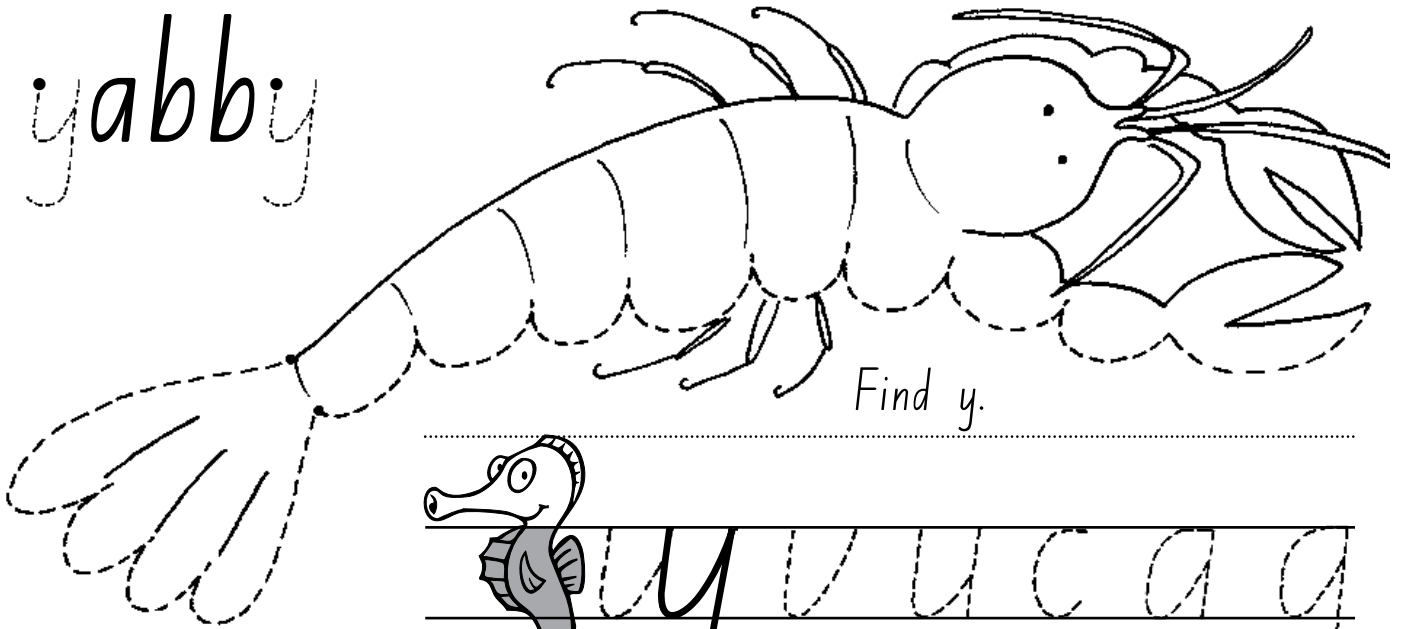
Find the y's in this pattern.



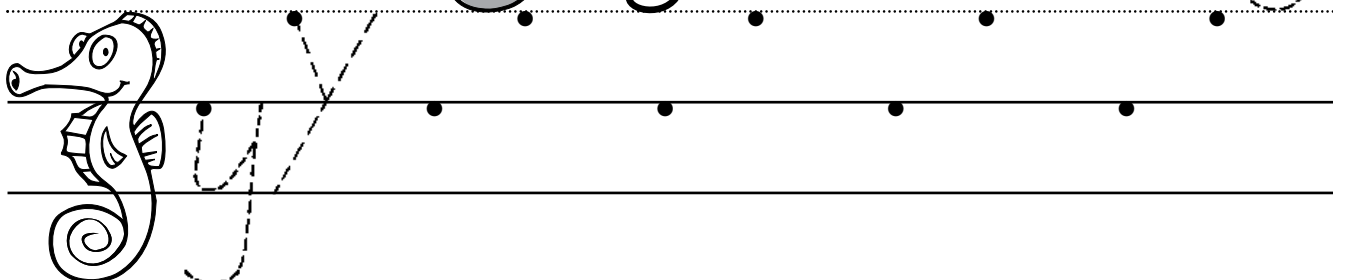
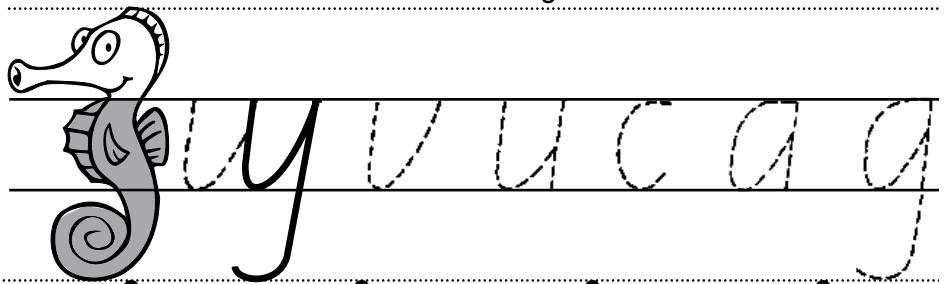
Put a dot to show where you start, then trace.



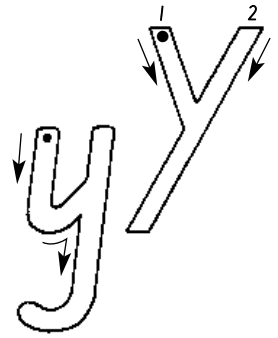
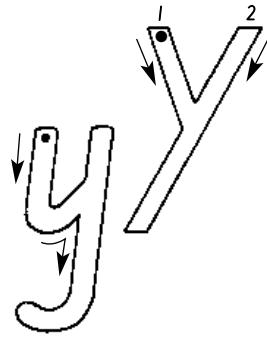
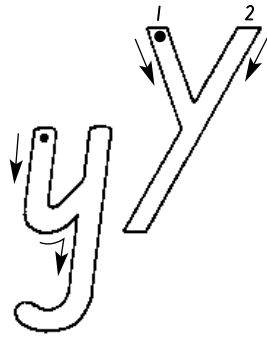
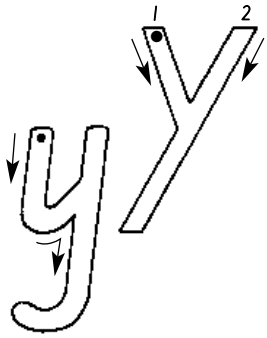
yabby



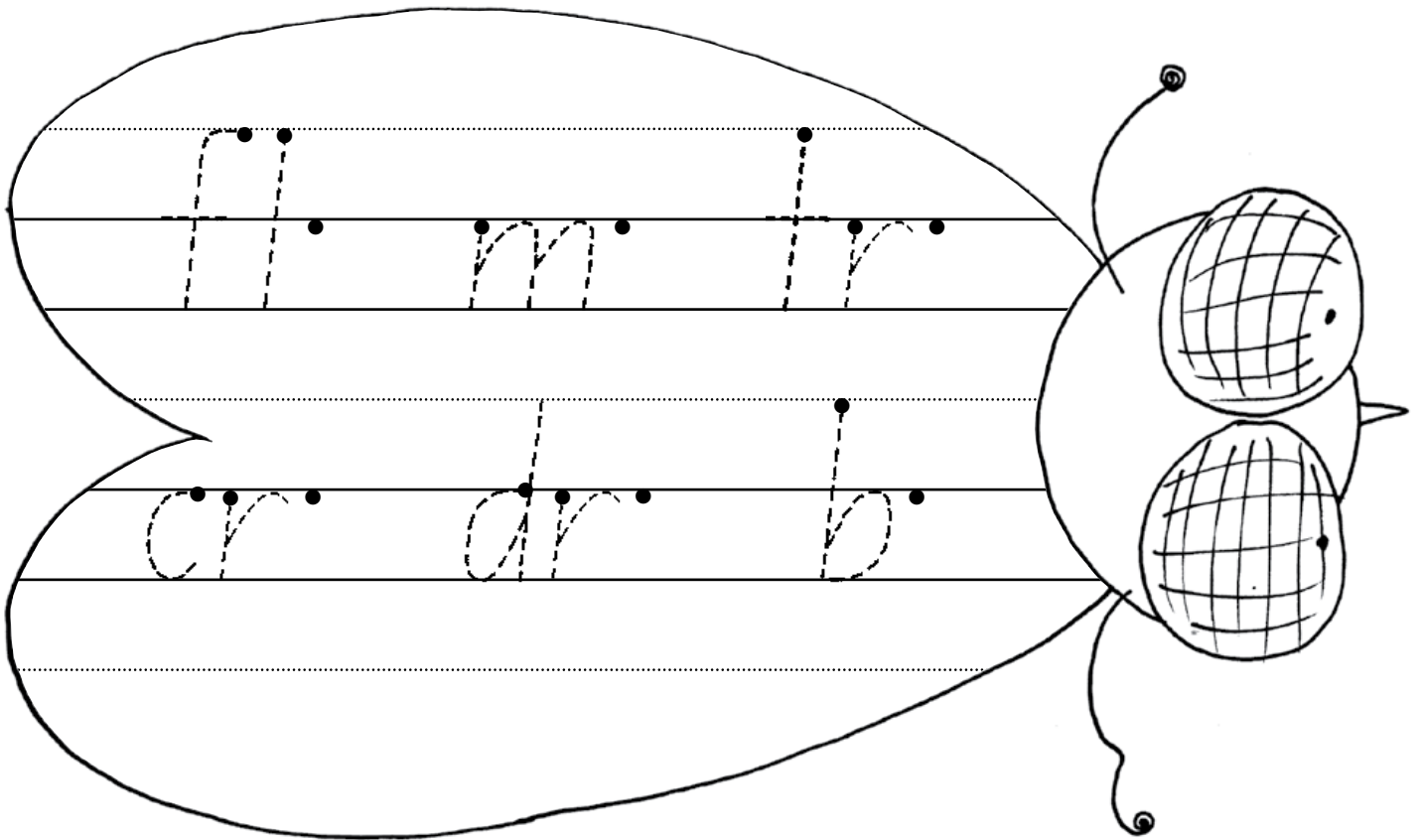
Find y.



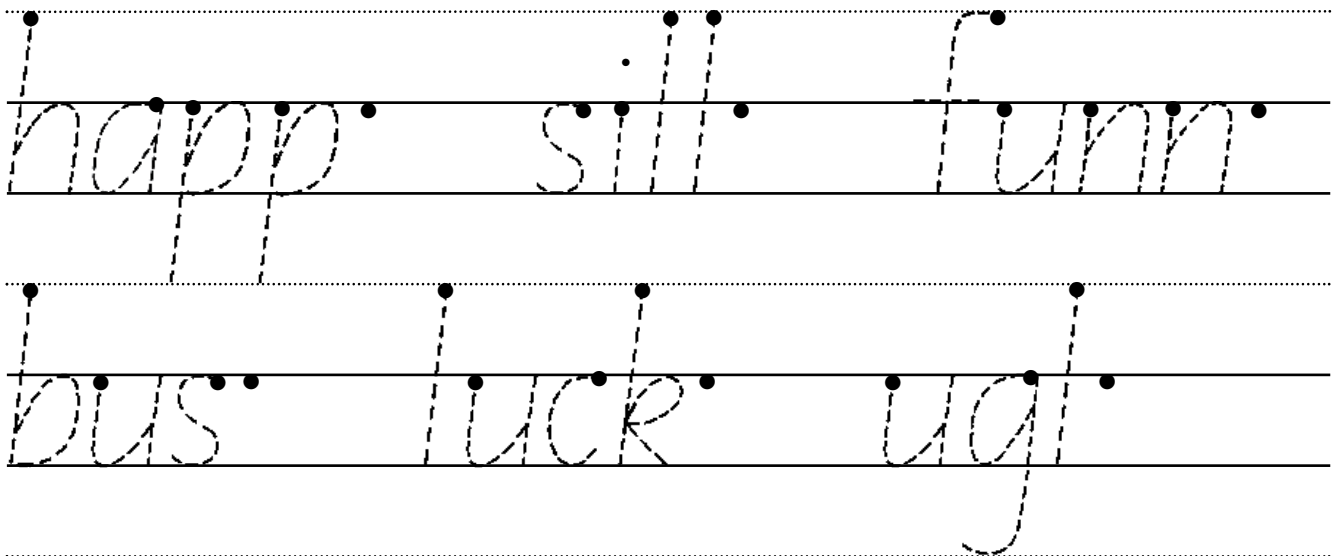
Name: \_\_\_\_\_



Make words by adding y that says 'i' to these word beginnings.

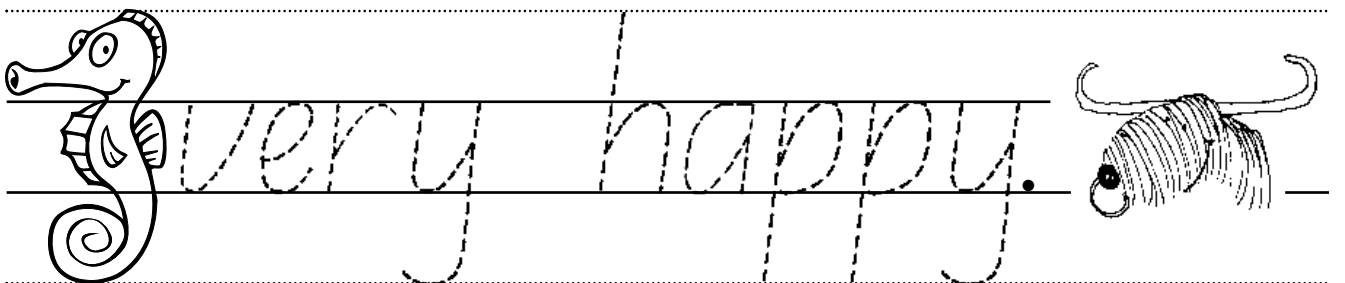
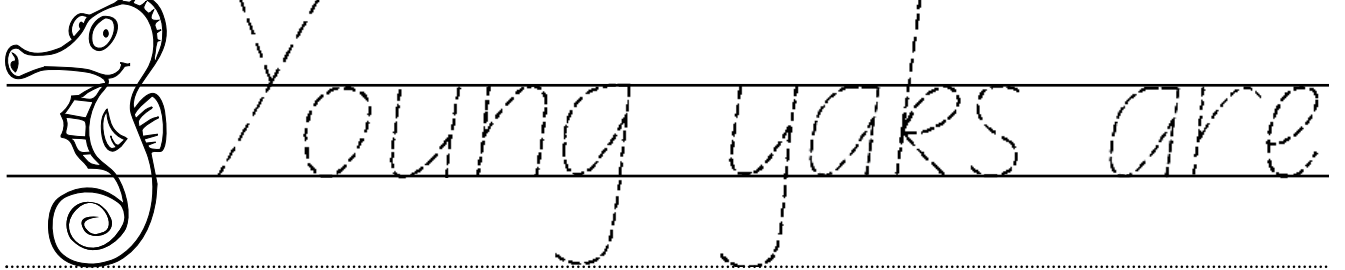
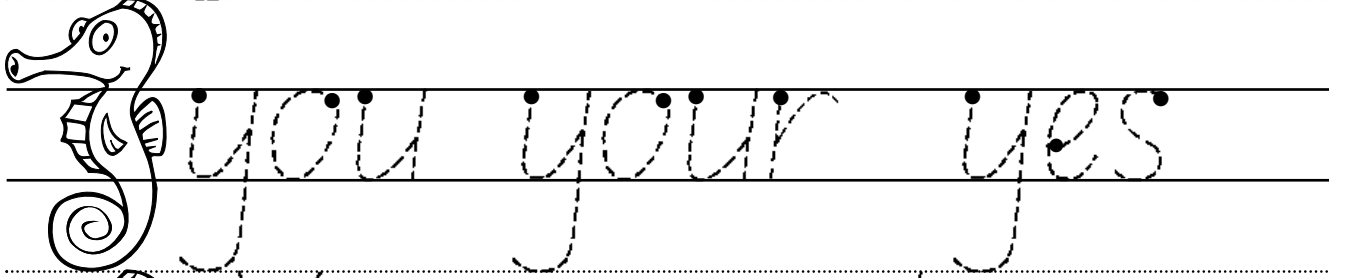
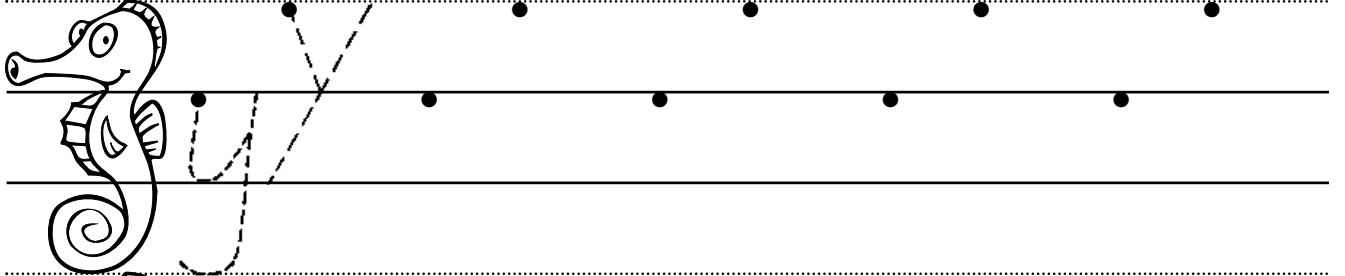
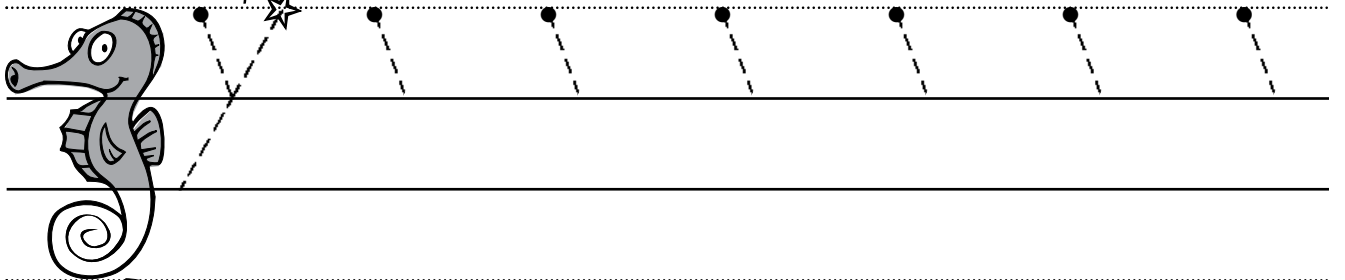


Make words by adding y that says 'e' to these word beginnings.



Name: \_\_\_\_\_

Finish the capital Y's. Put a star to show where the second line starts.



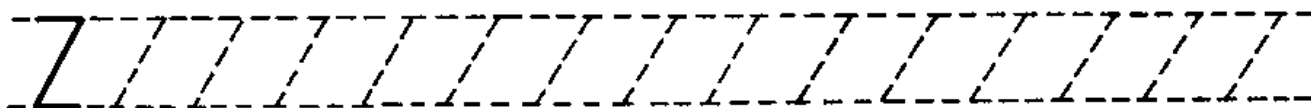
Draw a smile under your best word.



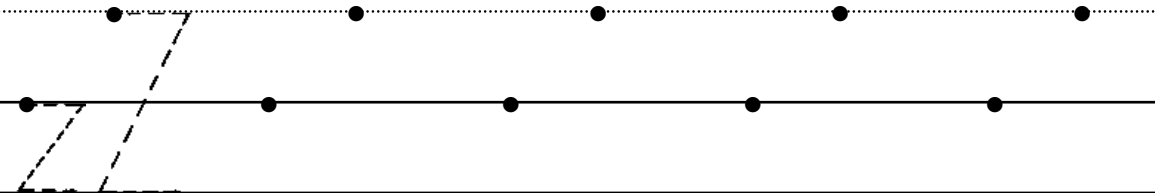
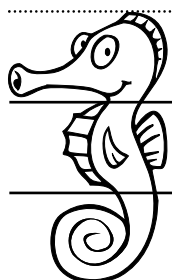
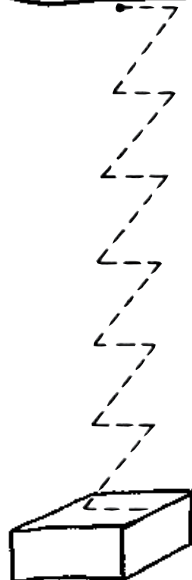
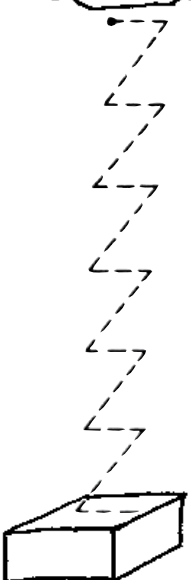
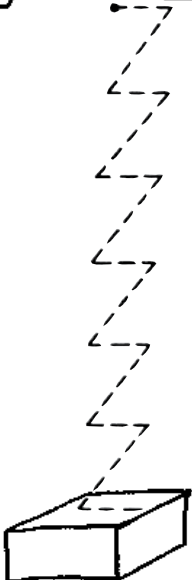
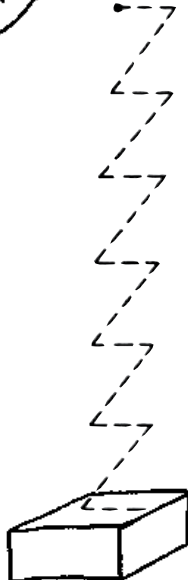
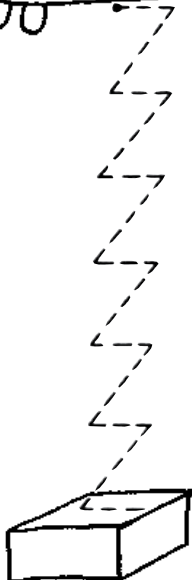
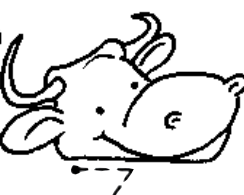
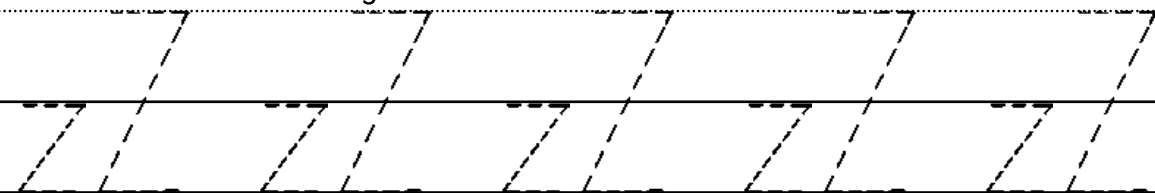
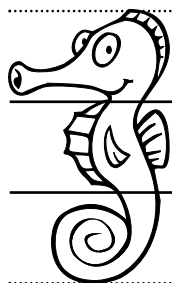
Write some more downstroke letters.



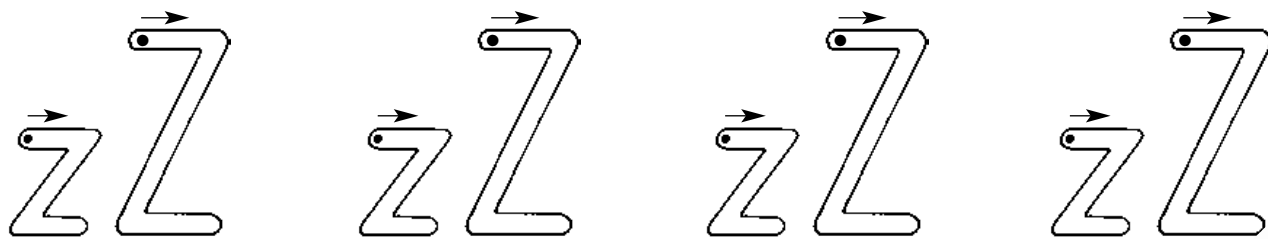
Find z's in this pattern.



Put a dot to show where you start, then trace.

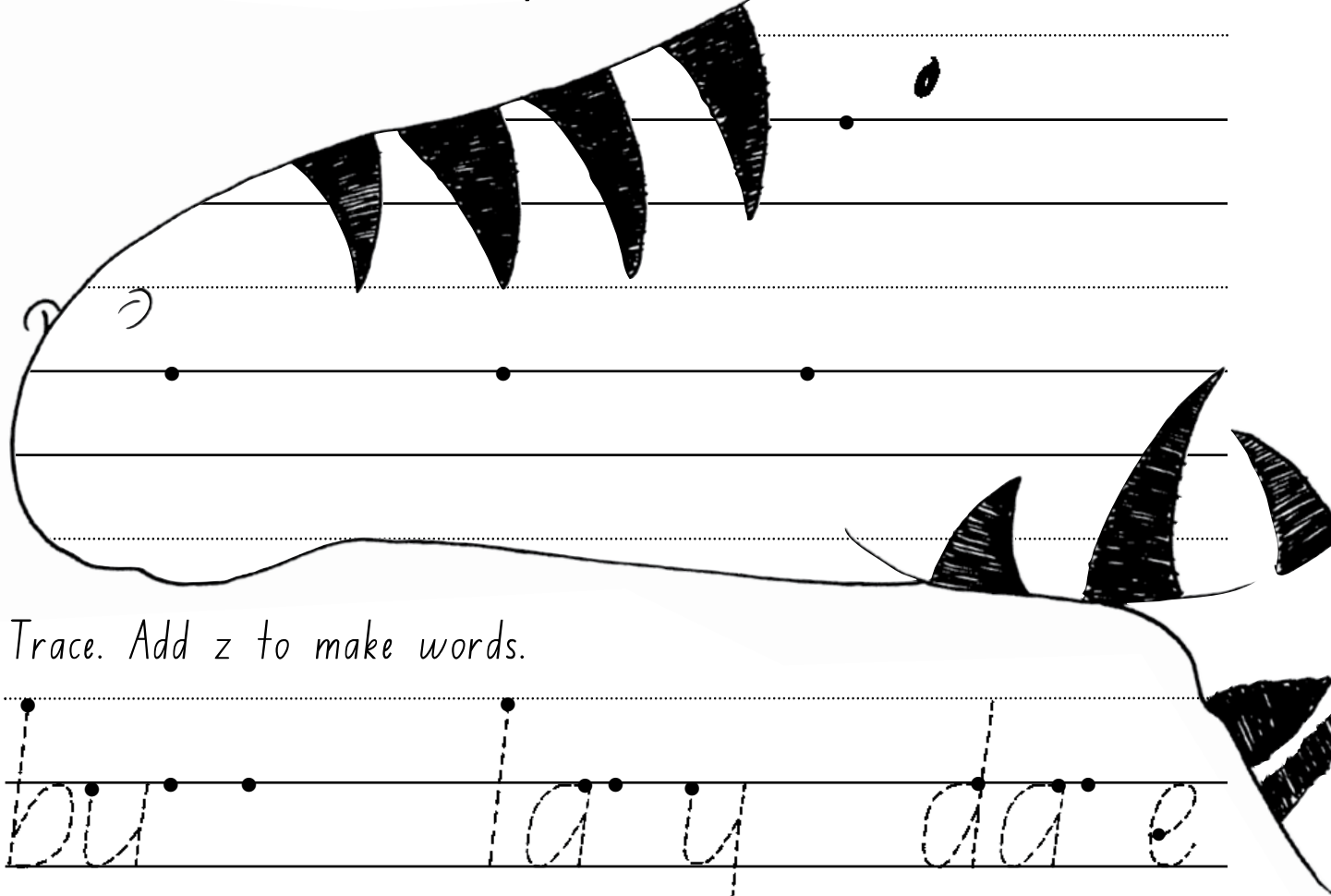


Name: \_\_\_\_\_

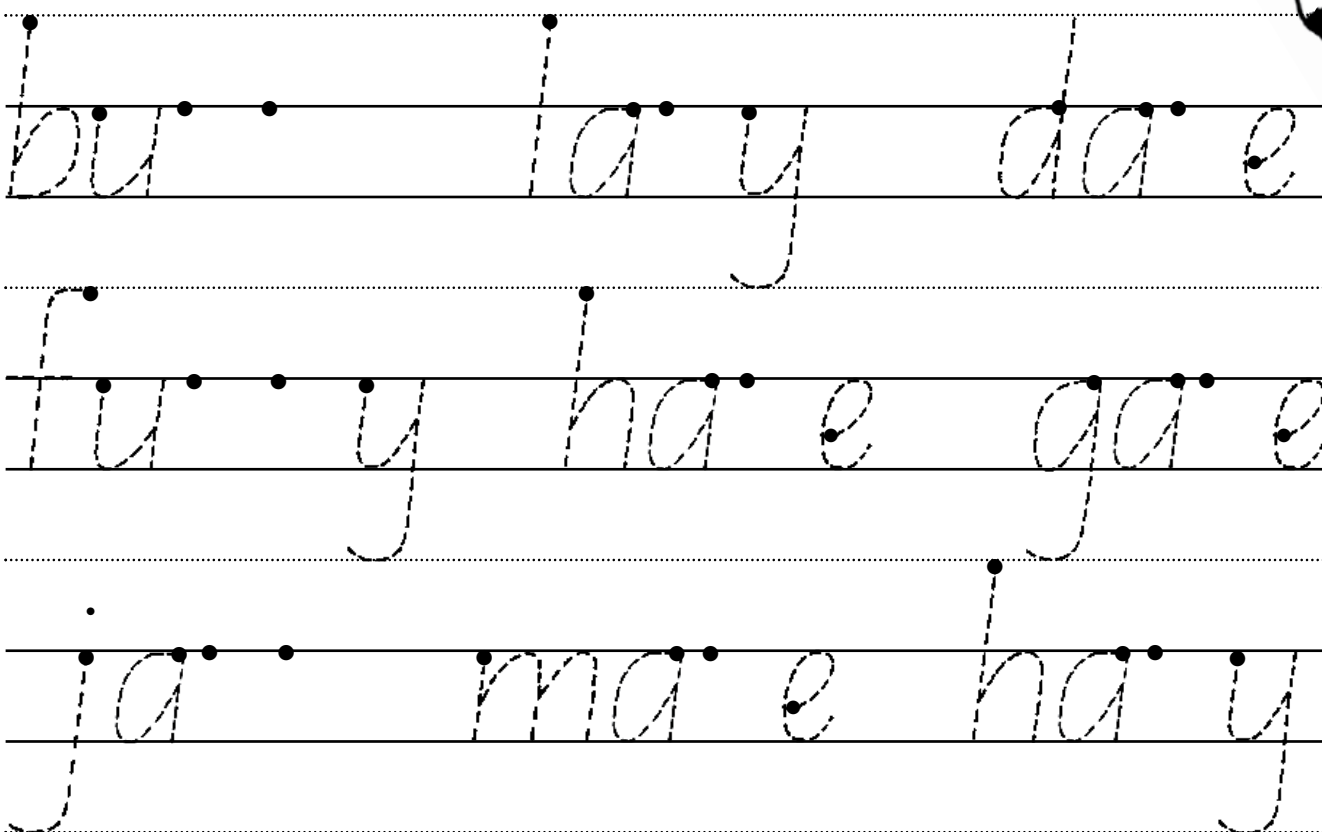


Make words by adding z to these word endings.

z + ebra oo ip est

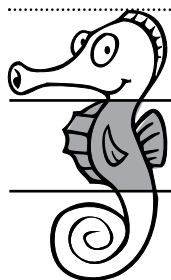


Trace. Add z to make words.



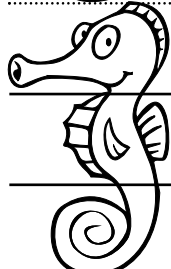
Name: \_\_\_\_\_

Turn the x's into z's.



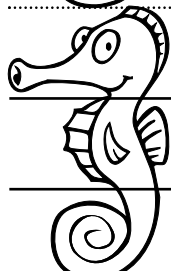
Z

X X X X X X X

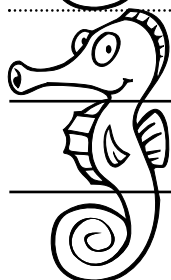


z

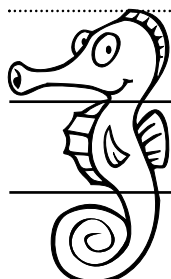
. . . . .  
. . . . .



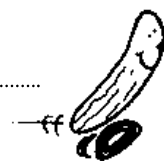
zero zest zone



Zany zucchinis

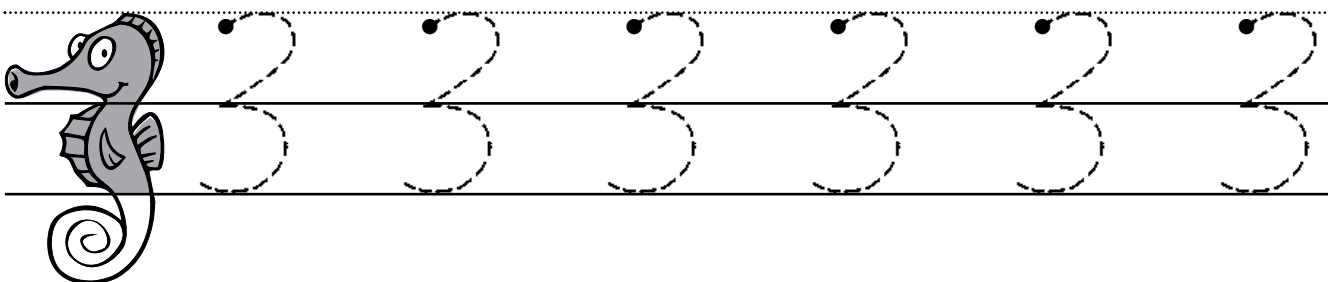
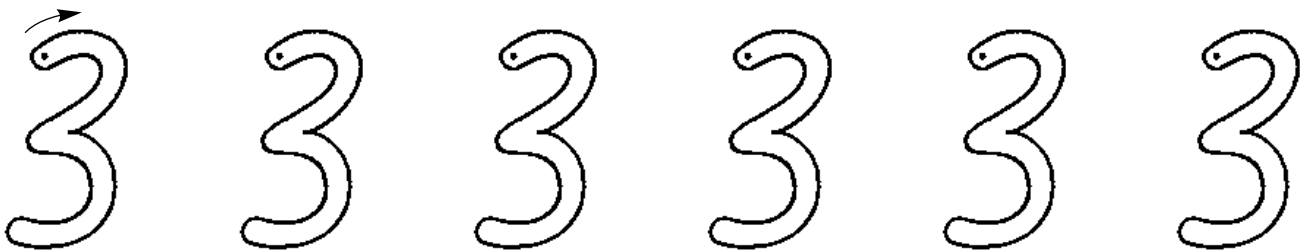
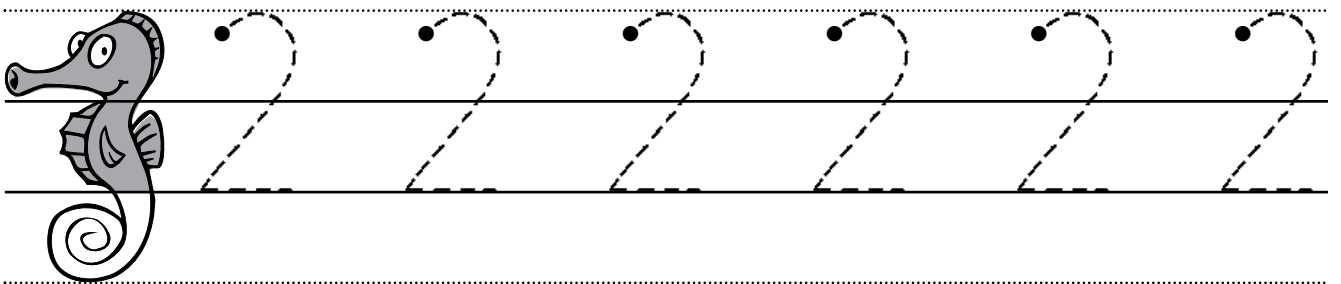
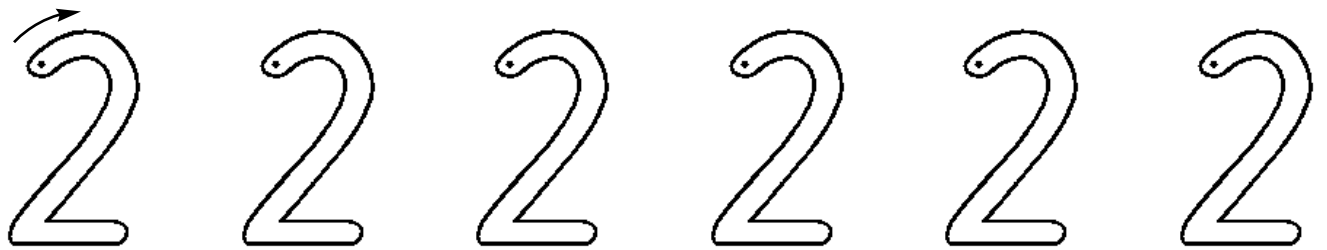
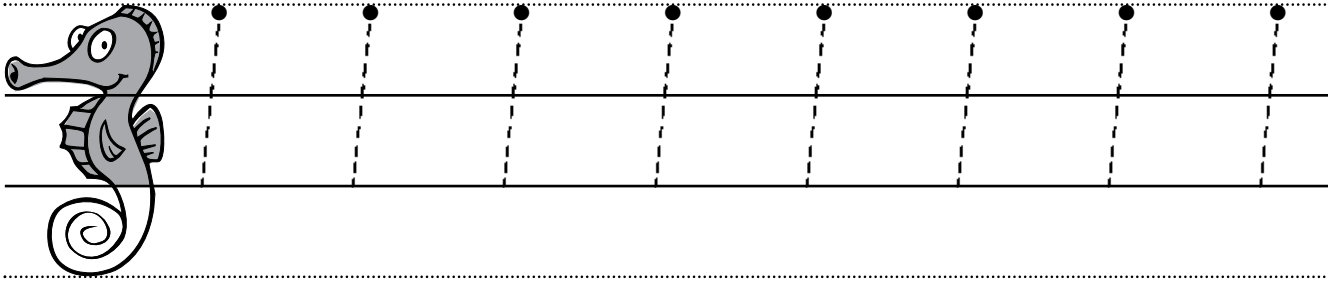
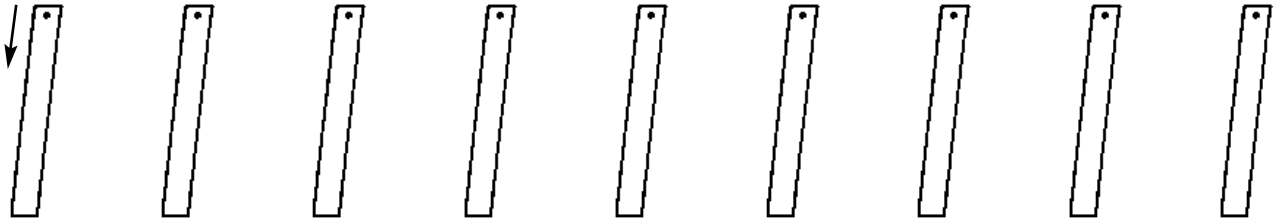


zoom with zeal.



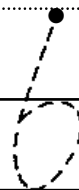
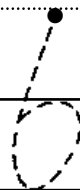
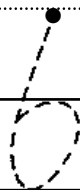
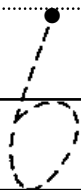
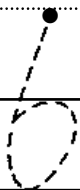
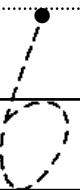
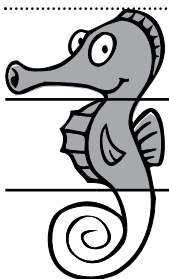
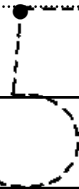
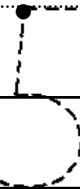
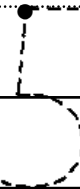
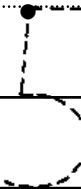
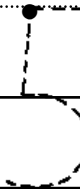
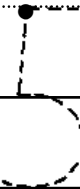
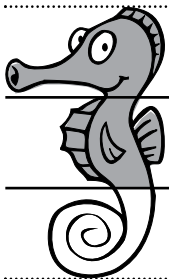
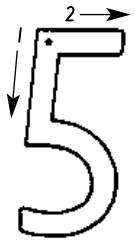
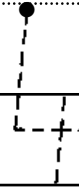
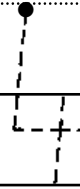
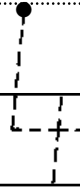
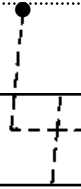
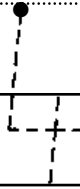
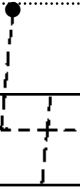
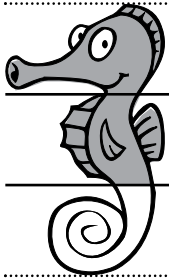
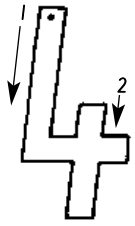
Put a zig-zag under your best word.

Name: \_\_\_\_\_

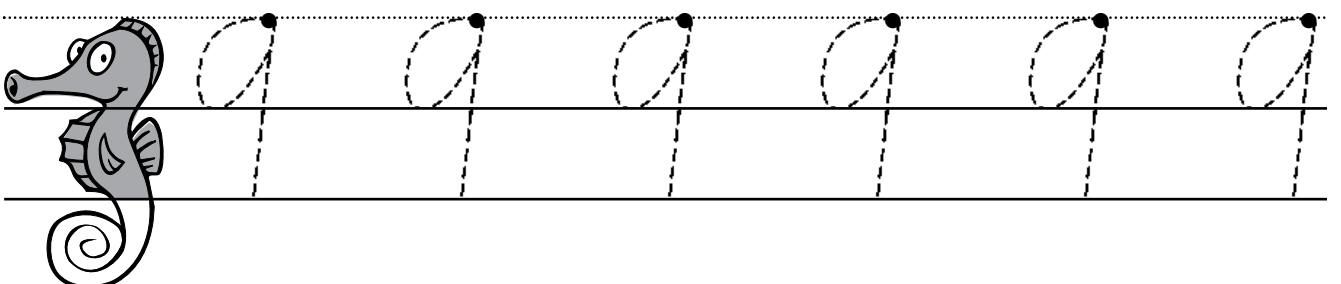
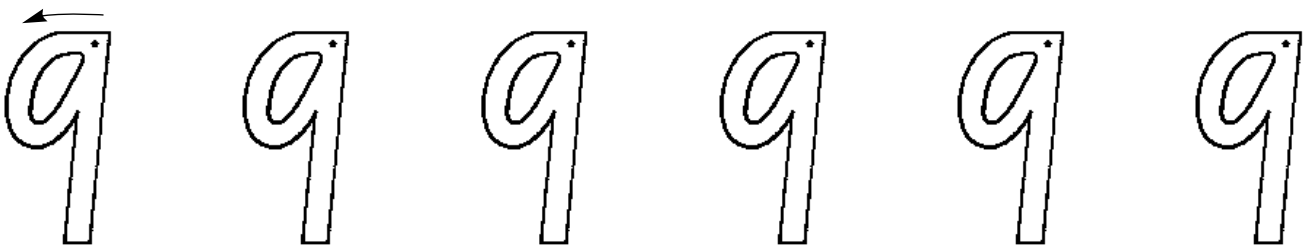
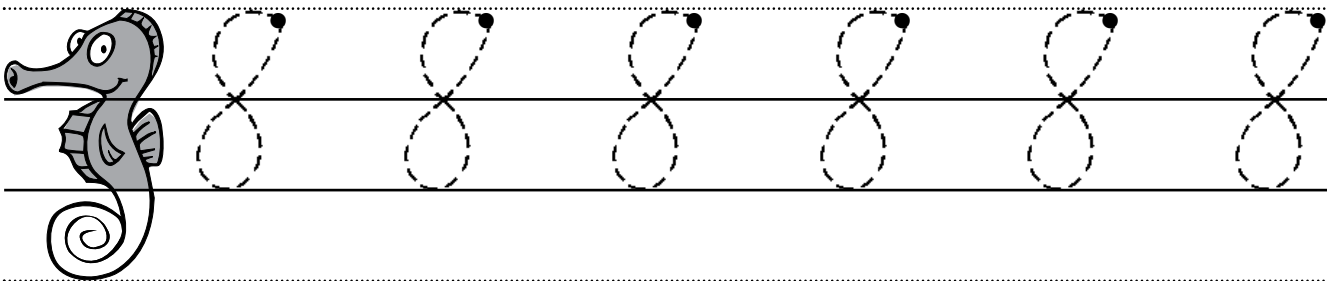
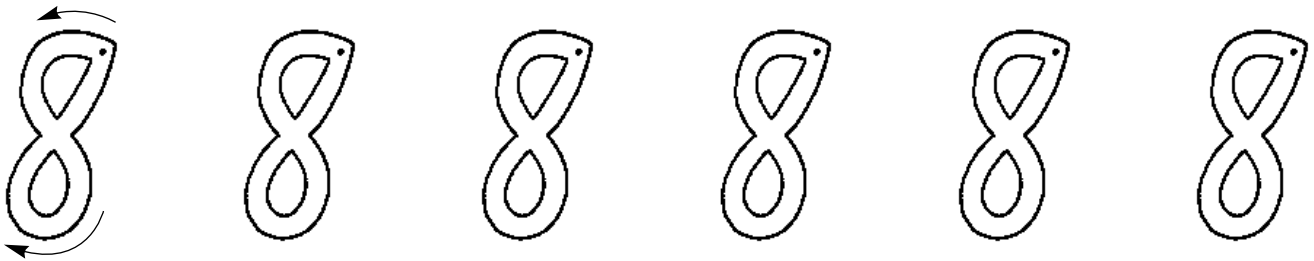
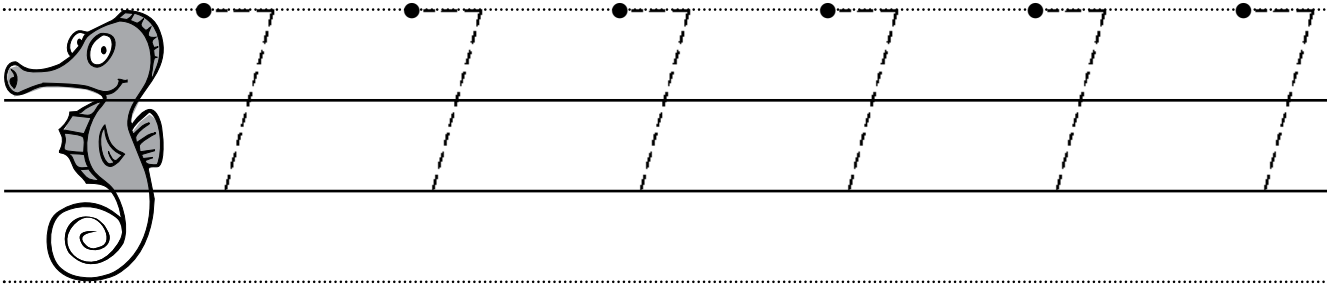
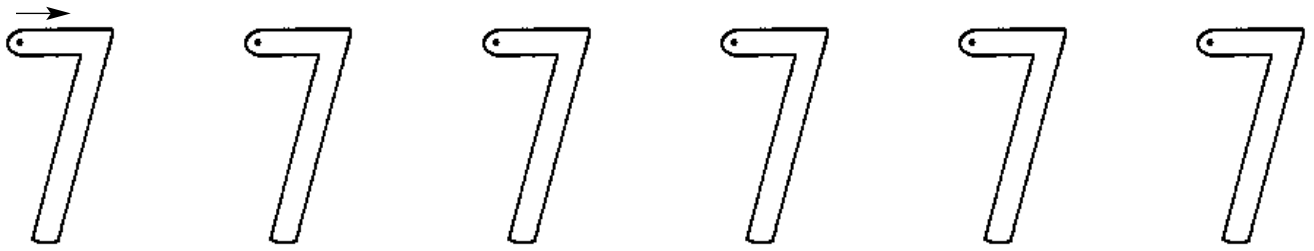




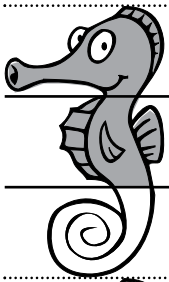
Name: \_\_\_\_\_



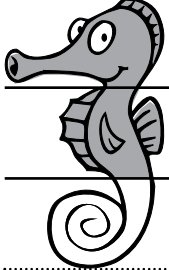
Name: \_\_\_\_\_



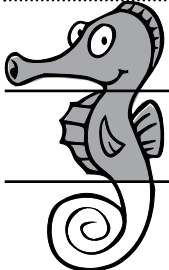
Name: \_\_\_\_\_



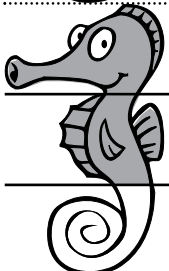
Tracing practice for the number 1 on lined paper. The row contains four dashed '1's followed by five dots for independent practice.



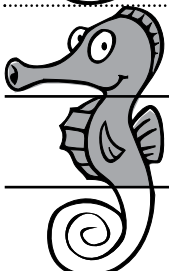
Tracing practice for the number 2 on lined paper. The row contains three dashed '2's followed by three dots for independent practice.



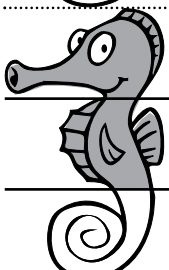
Tracing practice for the number 3 on lined paper. The row contains three dashed '3's followed by three dots for independent practice.



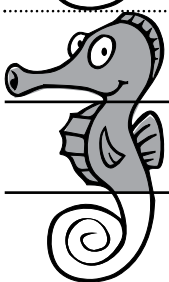
Tracing practice for the number 4 on lined paper. The row contains two dashed '4's followed by two dots for independent practice.



Tracing practice for the number 5 on lined paper. The row contains two dashed '5's followed by three dots for independent practice.

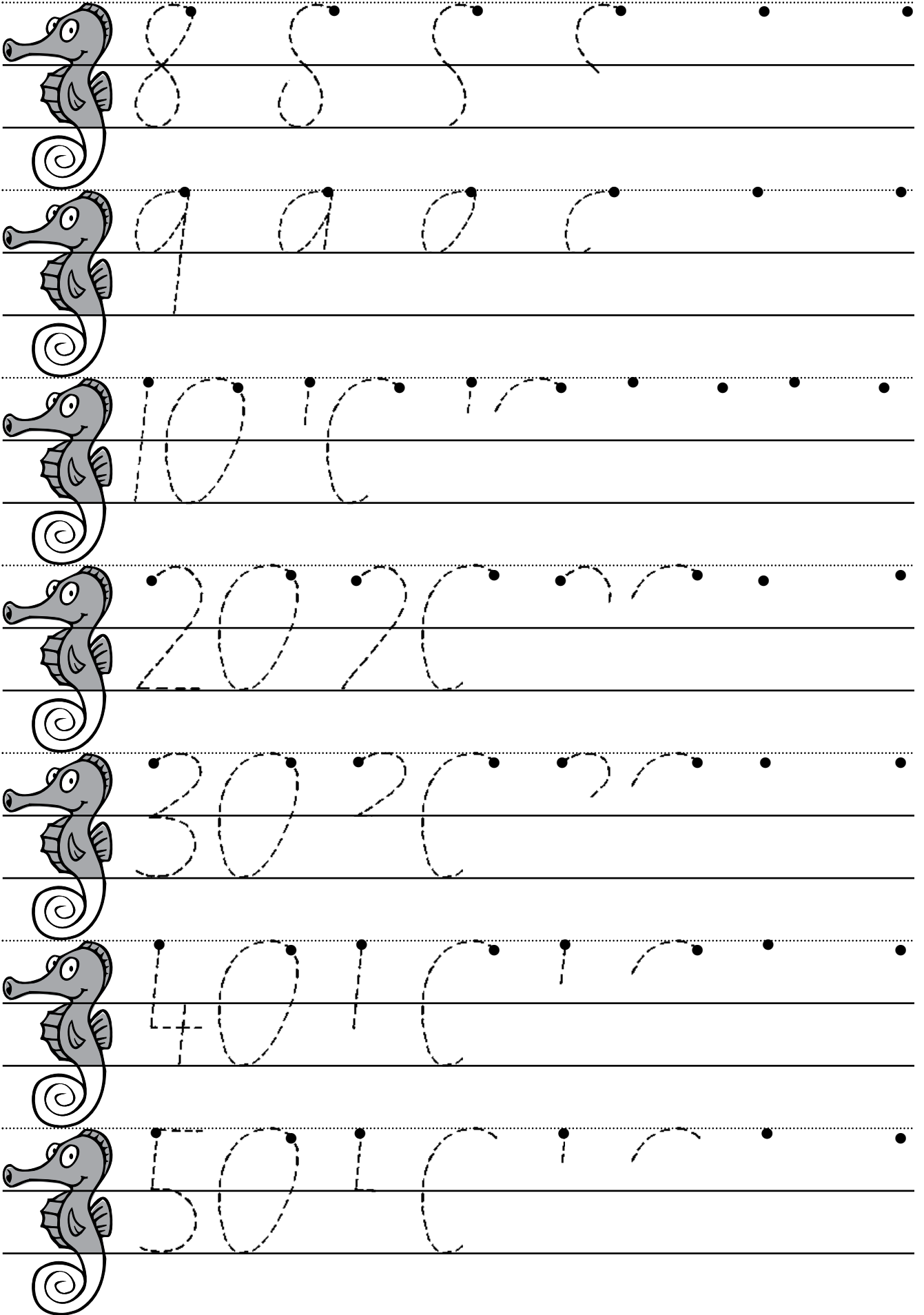


Tracing practice for the number 6 on lined paper. The row contains two dashed '6's followed by three dots for independent practice.

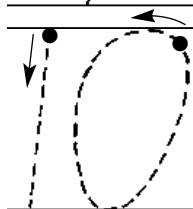
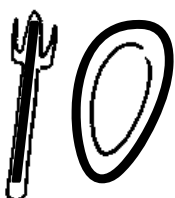
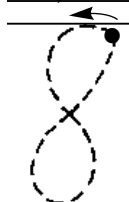
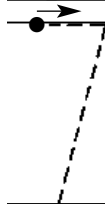
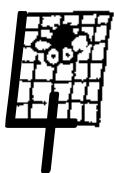


Tracing practice for the number 7 on lined paper. The row contains three dashed '7's followed by three dots for independent practice.

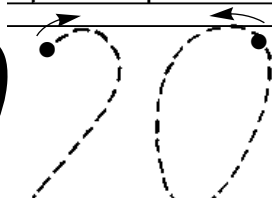
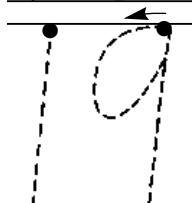
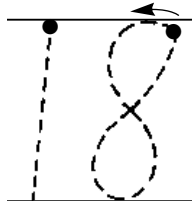
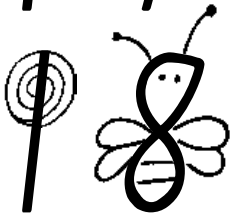
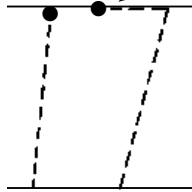
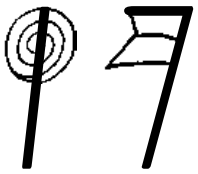
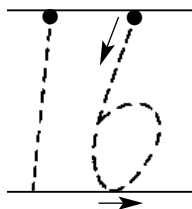
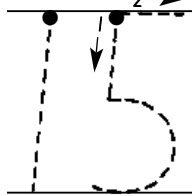
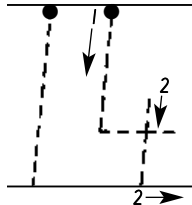
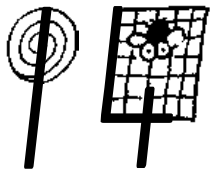
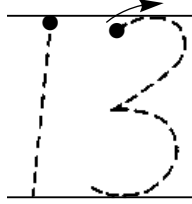
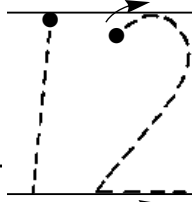
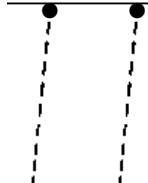
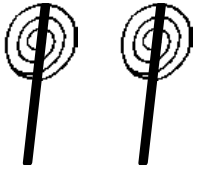
Name: \_\_\_\_\_



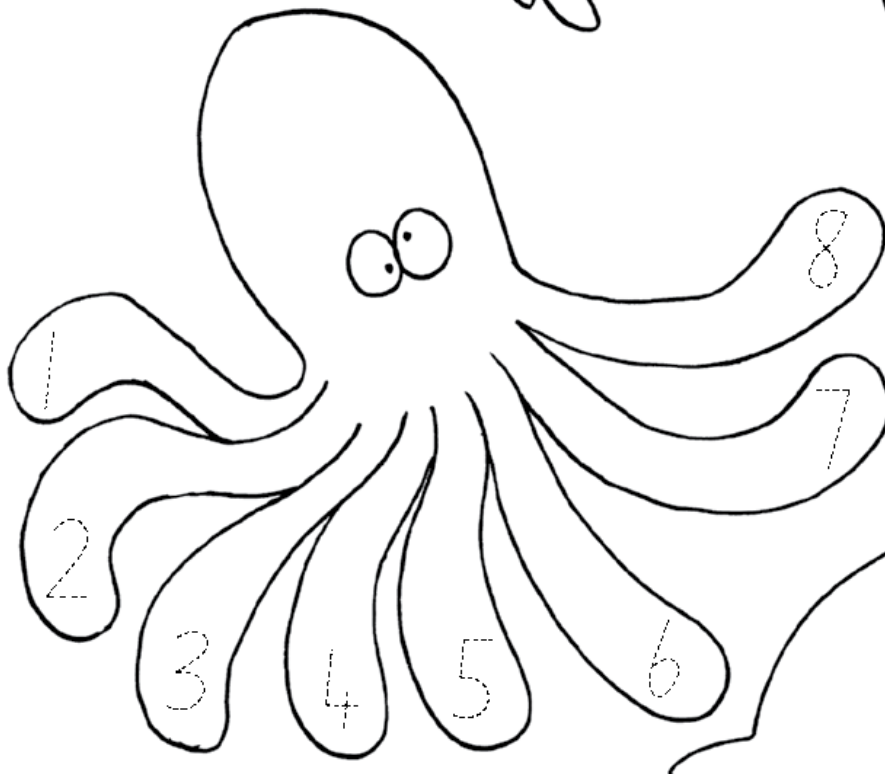
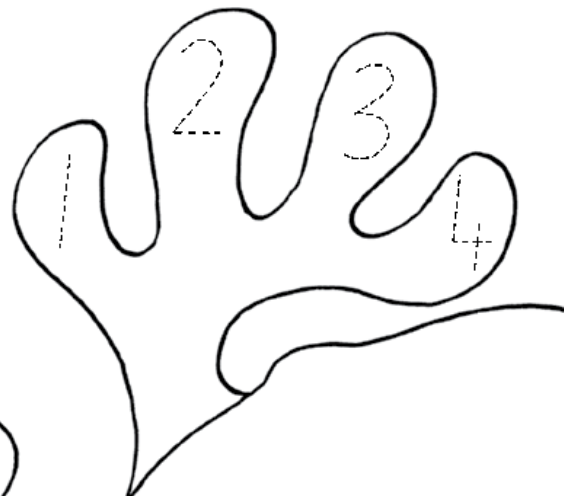
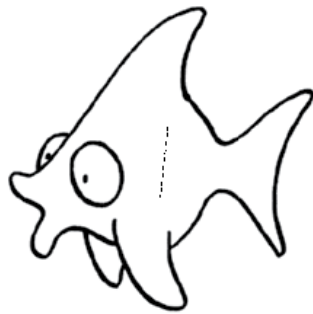
Name: \_\_\_\_\_



Name: \_\_\_\_\_



Name: \_\_\_\_\_



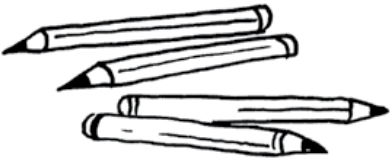
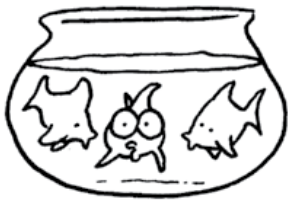
Name: \_\_\_\_\_

How many?

Write the numeral and the number word.



2 two





Name: \_\_\_\_\_

Trace. Match the numeral to the number word.

0 one seven 8

1 three

2 zero eight 10

3 four

4 six nine 7

5 two

6 five ten 9

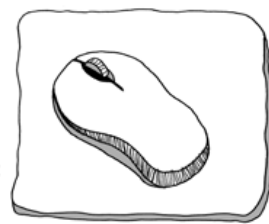
Name: \_\_\_\_\_

Trace. Fill in the numbers that come before and after.



# USING COMPUTERS

This unit on computer skills has been designed to cover the computer skills element of Outcome EN1-HANDW-01 uses legible and automatic writing style, and digital technology, including word-processing applications, when creating texts.



## PARTS OF THE COMPUTER

Ensure that students are familiar with the components of the computer, and that they can name and identify the basic components that they will be using, that is: computer, monitor or screen, keyboard, mouse. (Some computers will have a separate hard drive and monitor, and some will have an internal hard drive, and a screen.)

## CORRECT POSTURE AT THE KEYBOARD

It is important that, from the beginning, students learn the correct posture while using a keyboard. A diagram of the correct posture for keyboarding can be found on BLM page 124. This diagram could be enlarged, glued onto card and laminated to make a wall poster. Encourage students to check their posture against the chart each time they sit down to use the computer.

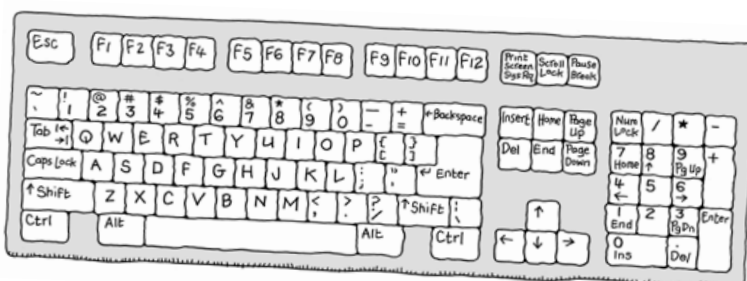
## BECOMING MORE FAMILIAR WITH THE KEYBOARD

BLM page 125, which shows a computer keyboard, can be enlarged or used at original size by individual students in a one-to-one, group or whole class lesson. The configuration of the keyboards that are used with your school's computers may vary slightly from the keyboard shown. However, the letter keys, numerals, space bar, shift keys, delete/backspace key and enter/return key should be in a uniform position. Talk through any variations with the students.

The first activity revises the keyboard functions explored in Kindergarten. Subsequent activities introduce new functions and skills.

### Recognising the keys

- ② Colour the keys of each letter of the alphabet blue.
- ② Find the numeral keys. Colour them green.
- ② Colour the space bar yellow.
- ② Colour the shift keys orange.
- ② Colour the caps lock key red.
- ② Colour the enter/return key purple.



### The home row

- ② Colour these letters red: A S D F G H J K L.  
These letters are called the home row.  
Your fingers rest over these keys (not touching them) when they are not busy.
- ② Colour all the other letter keys purple.



## Left- and right-hand keys

(It may be useful to prepare beforehand a copy of the keyboard BLM with a diagonal line drawn between 5, T, G, B, and 6, Y, H, N — this shows the separation between left- and right-hand keys on the keyboard.)

- ② Colour these letters green: A S D F G. These are the home row keys you type with your left hand.
- ② Colour green any other letters, numerals or function keys you would type with your left hand.
- ② Discuss the keys you coloured. Did you colour the numerals 1 2 3 4 5, the shift key on the left, the caps lock key?
- ② Colour these letters blue: H J K L. These are the home row keys you type with your right hand.
- ② Colour blue any other letters, numerals or function keys you would type with your right hand.
- ② Discuss the keys you coloured. Did you colour the numerals 6 7 8 9 0, the enter/return key, the shift key on the right?

## The delete/backspace key

- ② Colour the delete (Mac) or backspace (PC) key brown. This key is used to go back and get rid of a letter you've just typed that you don't want. It's good for getting rid of typing errors.

## The cursor arrows

- ② First, colour the caps lock key green, the two shift keys yellow, and the space bar orange. Now find the arrow keys. Colour them red. They are used to move the cursor on the screen up, down, left and right. Write next to each arrow the word that shows the direction in which it will make the cursor move. For example, which arrow will you write the word 'up' next to?

## THE TASK CARDS

The task cards on BLM pages 126–135 can be printed and laminated. They are designed to be used by individual students or student pairs, with the support of a teacher or parent helper. Some of the cards have a self-assessment component.

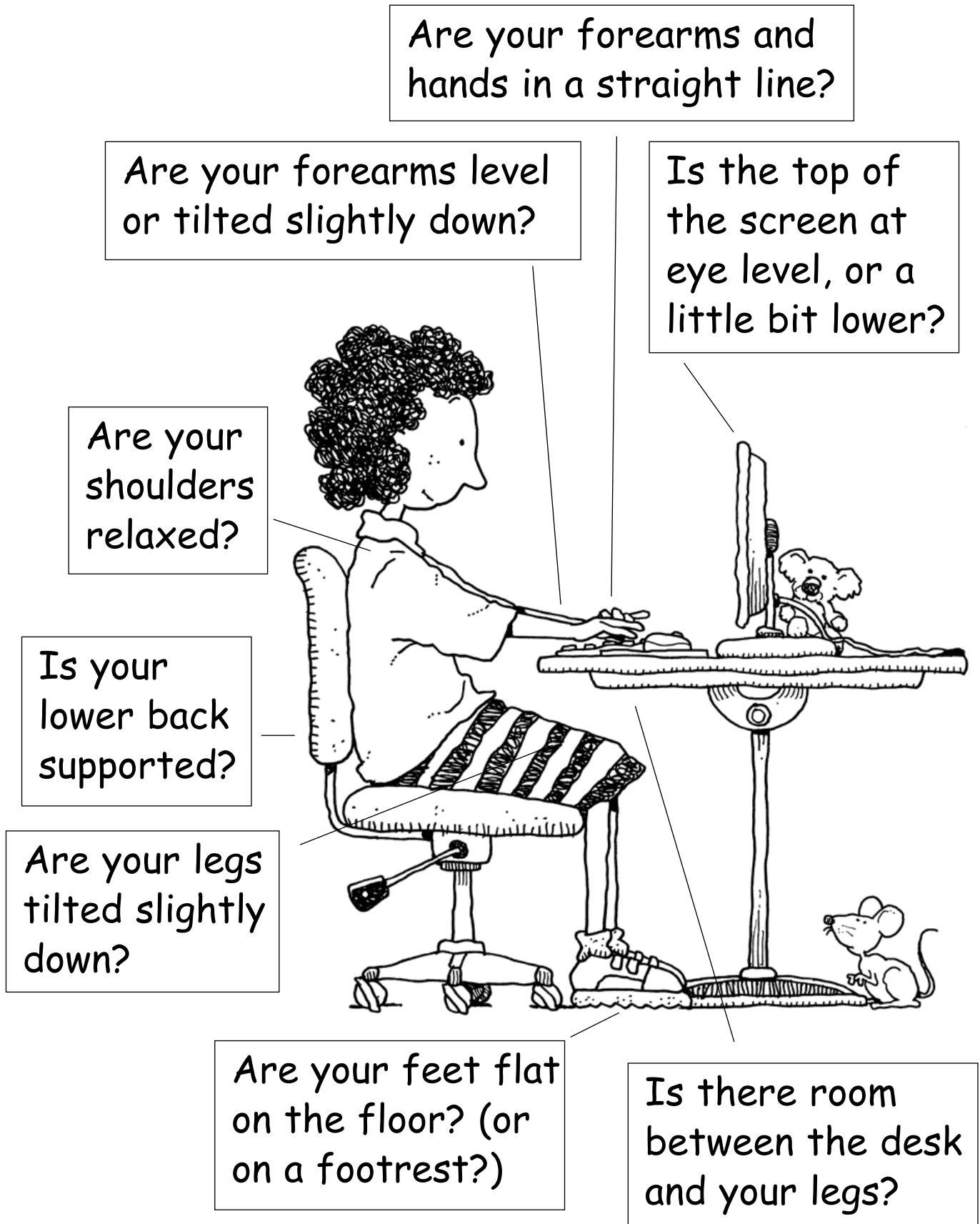
The activities are designed to help students familiarise themselves with the keyboard and its functions, learn good keyboarding practices and begin to develop typing skills. It is assumed that the students have prior knowledge and the skills for turning the computer on, finding the appropriate word processing program or locating their file, saving their work, quitting/exiting the program and shutting down the computer. These skills will need to be taught in a one-to-one or small group situation before the task cards are introduced to allow for maximum independence of task completion. Alternatively, you or a parent helper could complete those steps for the student until they are able to do this themselves. You may also need to select an appropriate font and font size.

The activities on the task cards are designed to be a starting point. Revisit them, adapt them to suit your current themes, and modify them to support the students' developing skills. Activities marked with a star (☆) have been included as extension activities.

## COMPUTER SKILLS CHECKLIST

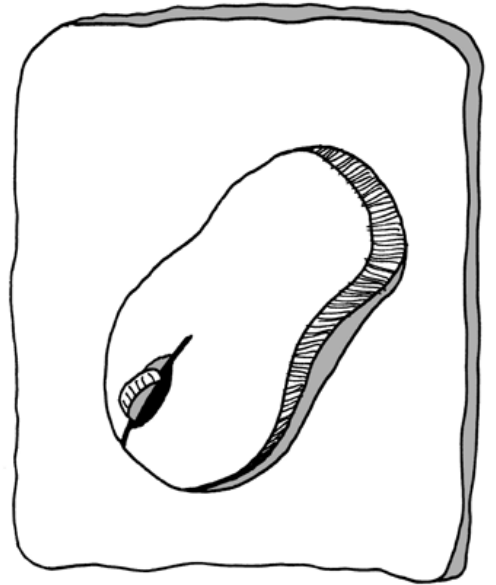
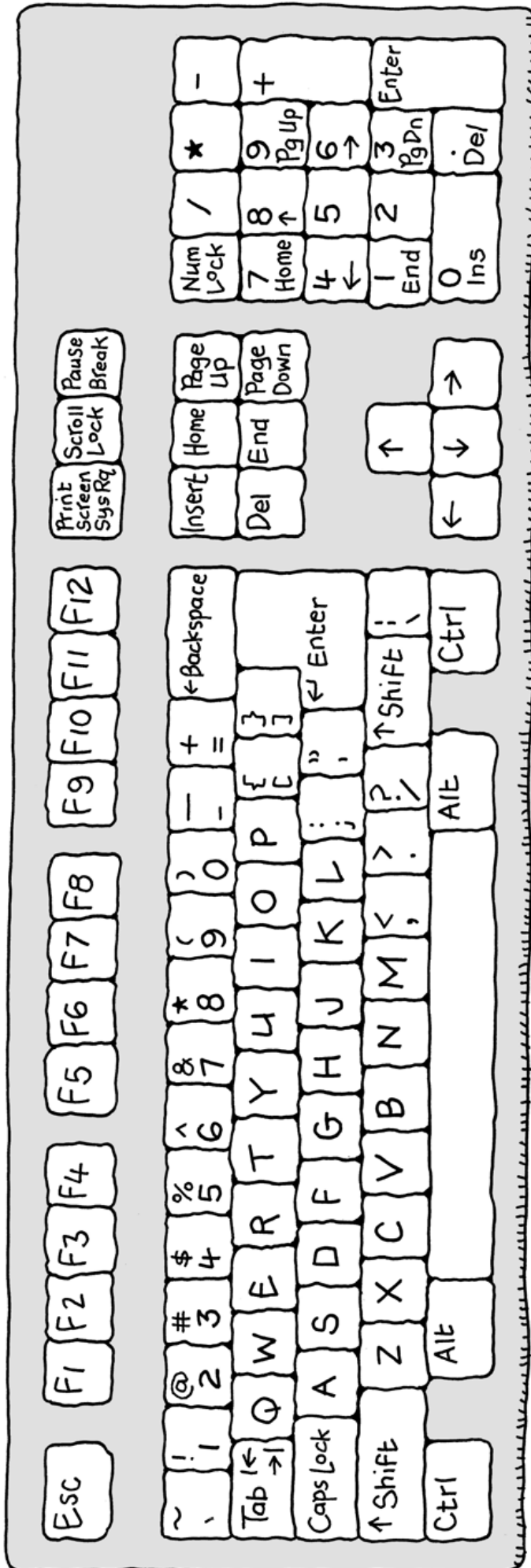
The content suggestions for Outcome EN1-HANDW-01 have been used as the basis of the computer skills checklist on BLM 136. Students can be observed as they complete task cards or do further work on the computer, and this checklist used to keep a record of their skills and progress.

# How to sit at the computer



Go through this checklist with students before they begin work at the computer, and assist them in making any necessary adjustments. Encourage students to get into the habit of checking their own posture when they use a computer.

Name: \_\_\_\_\_





# Task Card 1

## Shift key

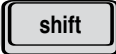
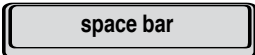
1. Type these letters.

Press the  with your thumb to make a space between each letter

**t r w s p k n m** 



2. Type the letters again.


This time hold down the  key as you type each letter to make it a capital. Remember to make a space between each letter using the   
It should look like this:

**T R W S P K N M** 

3. Type these rows of letters.

**F F F J J J Q Q Q P P P** 

**K K K D D D M M M C C C** 

**H H H A A A Z Z Z L L L** 

**H h h H h h H h h** 

**G g g G g g G g g** 

4. Your turn.

Make up some of your own capital and lower-case patterns using the  key.

5. **Save** your work.

Type a useful filename such as **Shift Key Practice**.

### Remember!

- use the  to make a capital
- press the  with your thumb to make a space between each letter
- use the  key to start a new line each time.

## Task Card 2

## Numeral Keys

1. Type these number patterns.

1 2 3 4 5 6 7 8 9 0

0 9 8 7 6 5 4 3 2 1

2. Now try these:

1 1 1 2 2 2 3 3 3 4 4 4 5 5 5

6 6 6 7 7 7 8 8 8 9 9 9 0 0 0

3. Watch the next few patterns carefully.

Press the enter key two times at the end of each row. This makes a double line space between rows.

9 9 9 2 2 2 7 7 7 4 4 4

1 1 1 0 0 0 3 3 3 8 8 8

4. Type these:

10 10 10 20 20 20 30 30 30

40 40 40 50 50 50 60 60 60

70 70 70 80 80 80 90 90 90

5. Now try these:

10 29 38 47 56 65 74 83 92

6. Try some number patterns of your own.  
Try to use both hands to type the numbers.

7. **Save** your work. Type a useful file name such as **Numeral Keys Practice**.




### Remember!

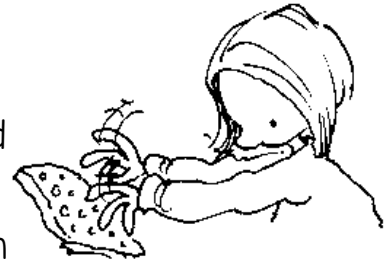
- press the  with your thumb to make a space between each numeral
- use the  key to start a new line each time.



## Task Card 3

## Typing Sentences

1. Find the **full stop key**.   
You will need to use this key at the end of each sentence.  
**CHALLENGE:** Try to use the fingers on both hands to type the letters you need!



2. Type these sentences:

**My dad works at the airport.**

enter

**His name is Owen.**

enter

**He likes to cook biscuits.**

enter

enter

enter

**My mum works in a hospital.**

enter

**Her name is Aisha.**

enter


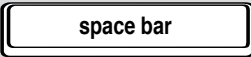

**She likes to mow our lawn.**

enter

3. Try typing some sentences of your own about someone in your family.
4. **Save** your work.  
Type a useful file name such as  
**Typing Sentences Practice 1.**



### Remember!

- use the  key to make capital letters
- press the  with your thumb to make spaces between words.
- use the  key to start a new line each time.

## Task Card 4

## Typing More Sentences

1. Type the words in the box below.

**CHALLENGE:** Try to use the fingers on both hands to type the letters you need!

I can the ball today  
kick went to park like  
fur my cat has play

2. Here is a sentence made from words in the box:

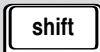

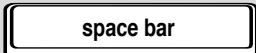

**My cat has fur.**

Make your own sentence using words in the box.

3. Choose five words from your spelling list. Use each of them to make a sentence.
4. **Save** your work. Type a useful file name such as **Typing Sentences Practice 2.**





### Remember!

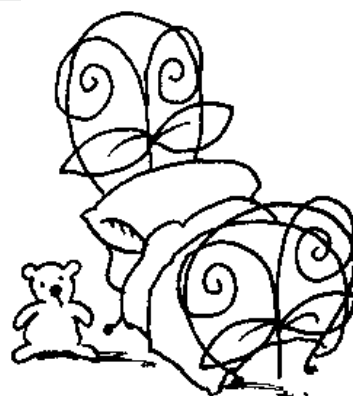
- use the  key to make the first letter a capital
- use the  key to type a full stop at the end
- press the  with your thumb to make spaces between words
- use the  key to start a new line each time.


## Task Card 5

## Sentences with Numerals

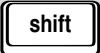
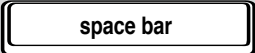

1. Find the **full stop key**  and the **comma key** .
2. Type the rhyme below.  
**CHALLENGE:** Try to use the fingers on both hands to type the letters you need!

**There were 10 in the bed,  
And the little one said,  
Roll over, roll over,  
So they all rolled over  
and 1 fell out.**



3. Can you type the next verse? Remember that there are only 9 in the bed this time.
4. Type some more verses. Remember to press the  key two times to make a space between each verse.
5. Try typing a rhyme or poem that has a numeral in it. Or make up your own rhyme with numerals, and type that.
6. **Save** your work. Type a useful file name such as **Numeral Poems**.

### Remember!



- use the  key to make the first letter a capital
- press the  with your thumb to make spaces between words
- use the  key to start a new line each time.

## Task Card 6




### Backspace or Delete Key

1. Find the  key or  key.
2. Type this sentence. Type the mistake!

**My cow ate grase**

3. Use the  key or the  key to erase the **e** in the last word. Then type the letter **s**.  
Now the sentence should read:

**My cow ate grass**

4. Type the words in the box below. First type the sentence as it is, with the mistake. Use the  key or  key to erase the mistake. Then type in the correct letter. Use the  key at the end of each sentence once you have fixed it.

I like ice creal



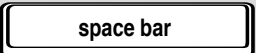
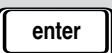
My friend has a bikc

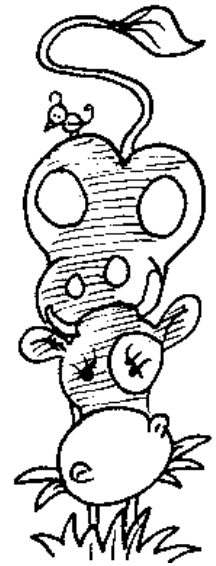
I went to the shob

Mum said I could stay up latt

5. Type some sentences of your own. If you make a mistake erase it. Type the correct letter then go on.
6. **Save** your work. Type a useful file name such as **Erasing Practice**.

### Remember!

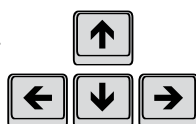
- use the  key to make the first letter a capital
- use the  key to type a full stop at the end
- press the  with your thumb to make spaces between words
- use the  key to start a new line each time.



## Task Card 7

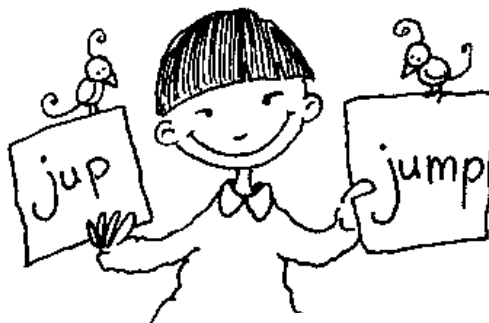
### Arrow Keys


1. Find the arrow keys:





2. Type this word:

**schol**




3. This word is not spelt correctly. It should have two letter o's. Use the **keys** to move the **cursor** up, down, left or right  to get back to the spot where the letter is missing.

4. Type in the missing letter. Use the  **keys** to move the **cursor** to the end of the word. Press the  key twice.


5. Type this list of words.

jup	make it into jump
thee	make it into three
litle	make it into little
agan	make it into again

6. Use the  **keys** to move the **cursor** to any places where a letter is missing. Type the missing letters.

7. Type this sentence.

Tody I wil go to the pak to play.

Type it as it is shown. Then use the  **keys** to move the **cursor** to anywhere a letter is missing. Type in the missing letters.

8. Check your work. It should look like this:

Today I will go to the park.

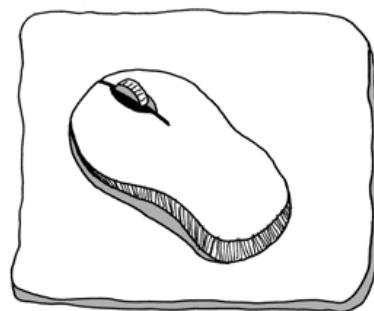
9. **Save** your work. Type a useful file name such as **Arrow Keys Practice**.

## Task Card 8

## Moving the Cursor with the Mouse

1. Type this sentence:

**I like the colour blue.**



2. Use the **mouse** to move the cursor between the words **colour** and **blue**.  
When the cursor is in the right place,  
click the mouse once.  
This sticks the cursor in the right place.

3. Type the word **dark** and add a space.

**I like the colour dark blue.**

You will need to add a space as well. Now your sentence should read: **I like the colour dark blue.**

4. Now type these sentences:

**I like cake.**

**Dad is cooking dinner.**

5. Use the mouse to move the cursor to the right place.  
Add the new words.

**I like chocolate cake.**

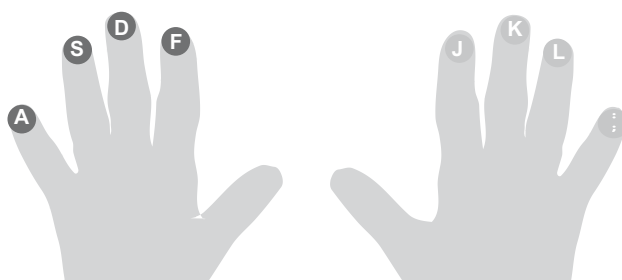
**Dad is cooking spaghetti for dinner.**

6. Type a sentence you made up yourself. Now go back and add a word to it. Use the **mouse** to put the **cursor** in the right place. Remember to click the mouse once to stick the cursor in the right place.
7. **Save** your work. Type a useful file name such as **Moving the Cursor Practice.**

# Task Card 9

## The Home Row

- Find the **F** key and the **J** key.  
Can you feel the little bumps on them? The bumps help you find those keys without looking at the keyboard.
- Find the **F** with your left index finger. Find the **J** with your right index finger. Close your eyes and see if you can find them without looking.
- Put your fingers on the keys as shown:



Your fingers are on the home row!

- Now type these letters.

Left hand

Right hand

f f f f f f f f	j j j j j j j j
d d d d d d d d	k k k k k k k k
s s s s s s s s	l l l l l l l l
a a a a a a a a	; ; ; ; ; ; ; ;

- There are lots of other letters you type only with your left-hand fingers or only with your right-hand fingers. **HINT:**

**q w e r t**                      **u i o p**

Try some other letters you think you would type with your left hand. Then try some letters you think you would type with your right hand. Ask a friend, your teacher or a helper if you are right.

- Save** your work. Type a useful file name such as **Home Keys Practice**.

## Task Card 10

## Typing with Two Hands

1. Type these words using only your right hand:

**pop jump limp kip**

**pill lump him hum**

**hop mop you joy**

2. Add some more words to the list. Only use letters on the right side of the keyboard. Type them using fingers on your right hand.

3. Type these words using only your left hand.

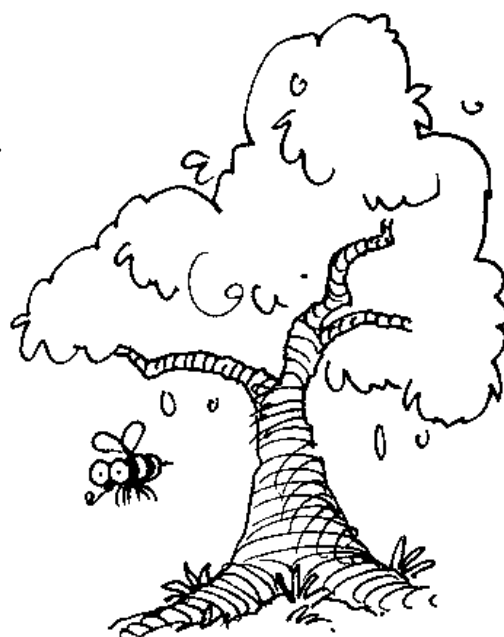
**free see we were**

**feed weed seed bee**

**tree cat tag tax**

**save wave gave brave**

4. Add some more words to the list. Only use letters on the left side of the keyboard. Type them using fingers on your left hand.
5. **Save** your work. Type a useful file name such as **Left and Right Words Practice**.



### Remember!

- put both hands on the **home row** first
- press the  with your thumb to make a space between each numeral
- use the  key to start a new line each time.





# Computer skills checklist

EN1-HANDW-01 Uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts.

Name	Term	Term
<div>☉ Accurately uses words associated with computers, eg. keyboard, screen, cursor, mouse, space bar.</div> <div>☉ Recognises letters on the keyboard.</div> <div>☉ Uses computer terminology, eg. save, delete, open, edit, print, menu, save as.</div> <div>☉ Includes punctuation or other symbols when creating digital texts.</div> <div>☉ Types up to 5 familiar words per minute.</div> <div>☉ Uses word-processing functions when editing digital texts eg. space bar, shift key, caps lock, backspace or delete key, arrows or mouse.</div> <div>☉ Knows how to create a table or similar diagram.</div> <div>☉</div> <div>☉</div> <div>☉</div> <div>☉</div>		

# TARGETING HANDWRITING

**HANDWRITING** is one of the most crucial skills students will develop in primary school. **Targeting Handwriting** covers the handwriting curriculum in a clear and structured way, with content directly linked to NSW syllabus outcomes. Each Teacher Resource Book provides useful information on the mechanics of writing (for example, posture, pencil grip and paper position) and on the teaching of handwriting, as well as photocopiable handwriting pattern props and a handwriting skills checklist. Each book also contains over 100 blackline masters, giving students plenty of opportunities to practise their writing skills.

## THE YEAR 1 TEACHER RESOURCE BOOK FEATURES:

- ⊗ ideas for lesson warm-ups
- ⊗ hints for the reintroduction and consolidation of letter formation
- ⊗ over 100 blackline masters, including three blackline master practice pages per letter
- ⊗ activities that focus on placement of letters within lines, movement patterns and wedges
- ⊗ a seahorse character to highlight positioning of letters within lines
- ⊗ tracing of sight words that begin with the focus letter, and of sentences including words beginning with the letter
- ⊗ numeral and number word practice blackline masters
- ⊗ word games, puzzles and phonics activities that incorporate handwriting practice.



**Targeting Handwriting** contains all you need to ensure your students establish and develop a solid foundation for handwriting success!

**ALSO  
AVAILABLE!  
TARGETING  
HANDWRITING  
STUDENT BOOK—  
year 1**

The Year 1 Student Book focuses on both lower-case and upper-case letters, and letters in words. There are patterning exercises to reinforce basic letter shapes, and two pages of tracing, tracking and independent writing exercises for each letter. The seahorse character highlights the placement of letters within lines. Students trace and write their own letters within the lines, and also trace and copy simple sentences. Numeral, number word and punctuation practice are included, as are student self-assessment exercises. A handy student reference for pencil grip and paper position is included on the inside back cover, and there is a fun and colourful alphabet on the back cover.

## EACH TEACHER RESOURCE BOOK FEATURES A BONUS USING COMPUTERS SECTION:

- ⊗ fully linked to NSW Handwriting curriculum outcomes
- ⊗ clear teaching notes
- ⊗ keyboard and posture diagrams
- ⊗ task cards for students
- ⊗ easy-to-use computer skills checklist.



PASCAL  
PRESS

