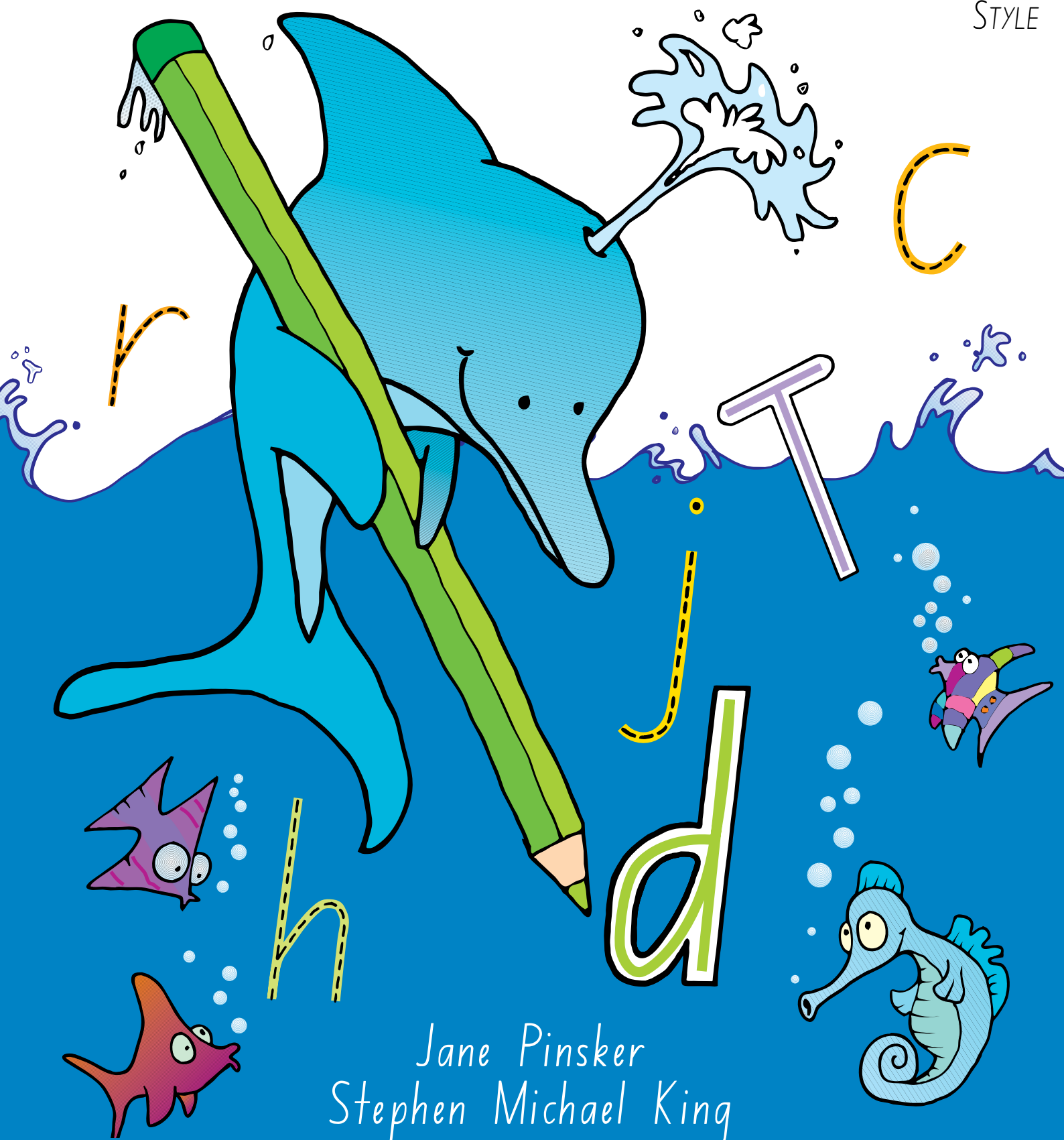


TARGETING HANDWRITING

Teacher Resource Book

NSW
FOUNDATION
STYLE

2



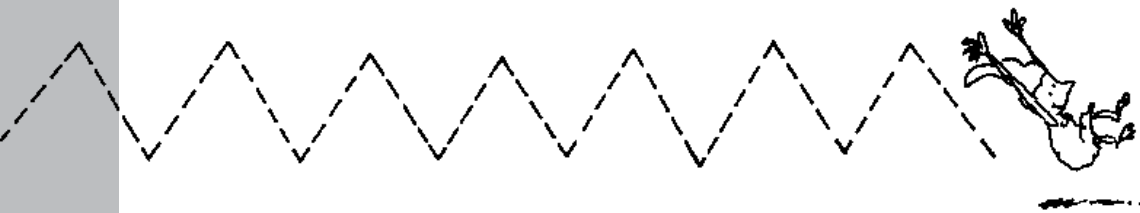
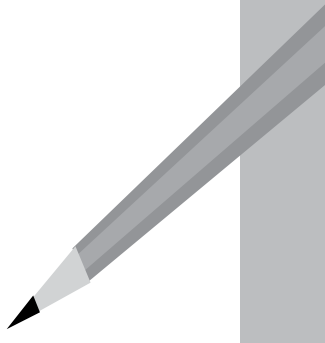
Jane Pinsker
Stephen Michael King

Year 2 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

© Jane Pinsker and Blake Publishing 2001
New Edition 2024

ISBN 978-1-925726-73-2
Targeting Handwriting NSW Year 2 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

© Australian Curriculum, Assessment and Reporting Authority 2024.

Content descriptions

This is an extract from the Australian Curriculum Version 9.0 and is current as of 2023.

Reproduction and communication for educational purposes

The Australian *Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or that body that administers it) has given a remuneration notice to the Copyright Agency under the Act.

For details of the Copyright Agency licence for educational institutions contact:

Copyright Agency
Level 12, 66 Goulburn Street
Sydney, NSW 2000
Tel: (02) 9394 7600
Email: memberservices@copyright.com.au

Reproduction and communication for other purposes

Except as permitted under the Act (for example a fair dealing for the purpose of study, research, criticism or review) no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher at the address above.

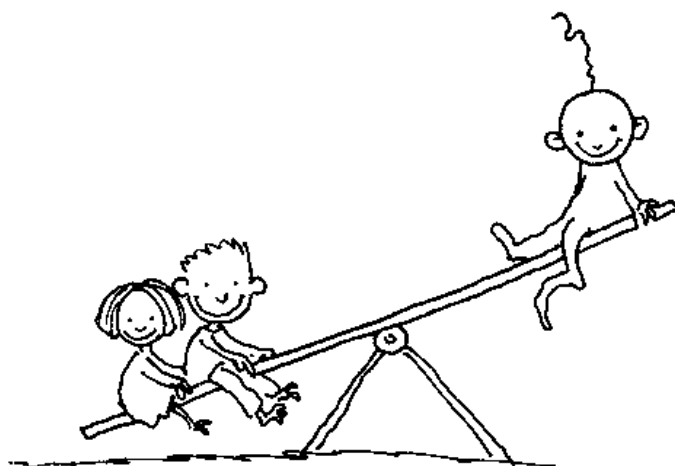
All material identified by  Australian CURRICULUM is material subject to copyright under the Australian Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority 2023. For all Australian Curriculum material, this is an extract from the Australian Curriculum.

ACARA neither endorses nor verifies the accuracy of the information provided and accepts no responsibility for incomplete or inaccurate information. In particular, ACARA does not endorse or verify that:

- The content descriptions are solely for a particular year and subject;
- All the content descriptions for that year and subject have been used; and
- The author's material aligns with the Australian Curriculum content descriptions for the relevant year and subject.

You can find the unaltered and most up-to-date version of the material at <https://v9.australiancurriculum.edu.au>.

This material is reproduced with the permission of ACARA.



Computer skills checklist..... 130

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 2 Targeting Handwriting Teacher Resource Book and Student Book provide a comprehensive range of fine motor skill and handwriting ideas which will enable consolidation and reinforcement of the skills developed through Kindergarten and Year 1.

THE YEAR 2 TARGETING HANDWRITING BOOKS

The emphasis of the Year 2 program is on reducing students' reliance on scaffolding and providing them with increased opportunities to take responsibility for producing handwriting of a consistent size, shape, spacing and slope. To achieve this, the Year 2 books focus on patterning; practice of both lower- and upper-case letters; practice of like letters; practice of the focus letter within words in sentences, or within clusters of words which have a similar phonic pattern, are often found in Year 2 spelling lists, or are linked by theme; and practice of numerals, number words and punctuation. The handwriting activities include puzzles, sorting activities, poems and rhymes.

THE MECHANICS OF WRITING

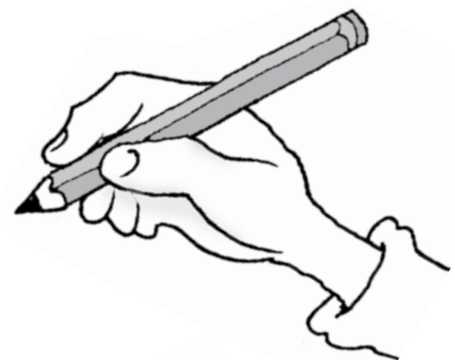
There are a number of factors which should be taken into consideration when developing handwriting skills. Comfort and flexibility of the writing hand, pencil grip, posture and paper positioning will all affect the way the letters are formed and the quality of the final product.

Pencil grip

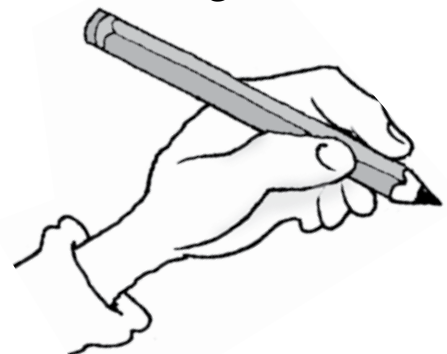
Developing a comfortable, relaxed pencil grip ensures hands do not get too tired when writing for extended periods of time. The most comfortable and flexible grip for many students is called the dynamic tripod grasp. In this grip:

- ⌚ 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.
- ⌚ The wrist is slightly bent. The fingers, rather than the wrist, control the pencil movement.
- ⌚ 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?

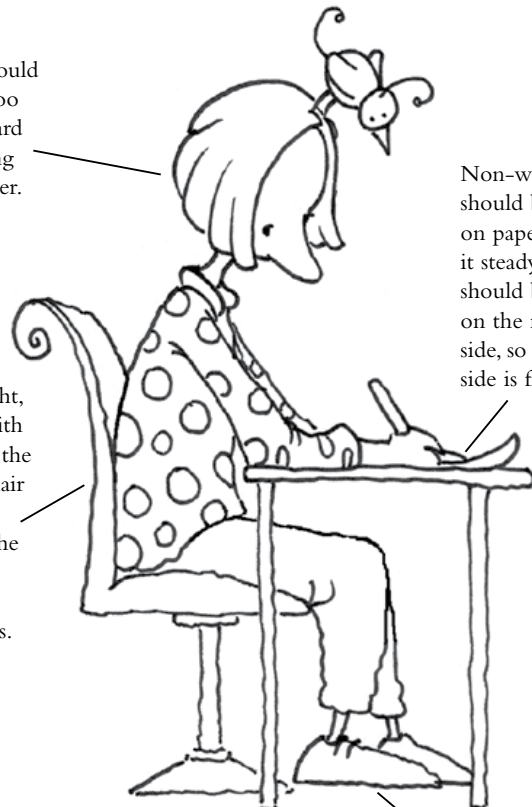
Five, six, seven, eight —
is your back up nice and straight?

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

Head should not be too far forward or leaning over paper.

Back up straight, but relaxed, with the bottom at the back of the chair and the body square on to the table. Tilt the body forward from the pelvis.

Non-writing hand should be placed on paper to keep it steady. Weight should be supported on the non-writing side, so the other side is free to move.



Both feet should be flat on the floor.

Right-handed



Left-handed



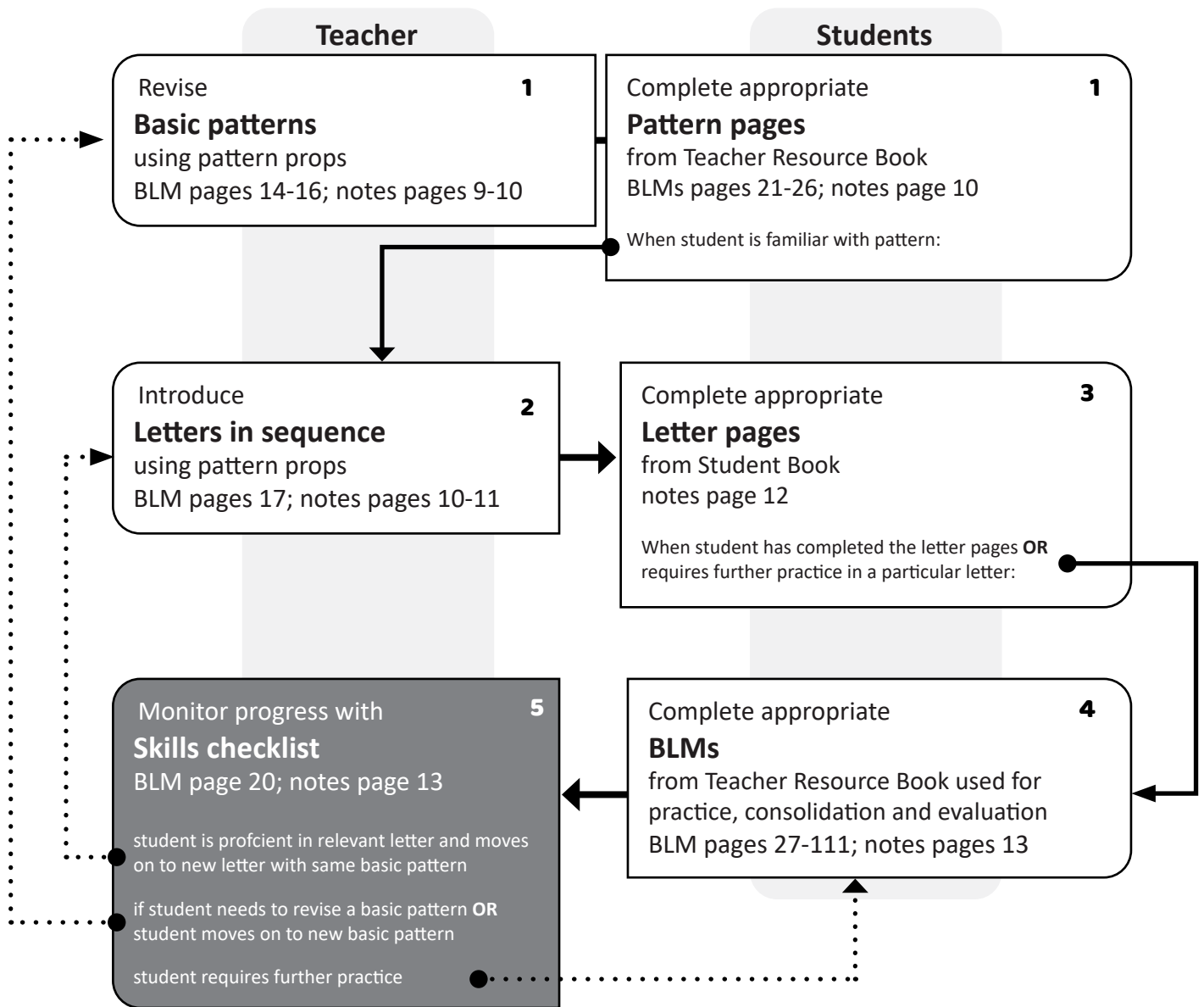
Paper position

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

1. Letters that include the **downstroke pattern**
2. letters featuring the **hopping pattern** (clockwise movement)
3. letter that feature the **wave pattern** (anti-clockwise movement)

Downstroke	Hopping pattern (clockwise movement)	Wave pattern (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 2 BOOKS

A sample handwriting lesson

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.

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/Smartboard — 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/Smartboard.



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.

Even in Year 2, the warm-up is an important aspect of any handwriting lesson. You are likely to have a broad range of handwriting skill levels within your class, and for some students the strengthening of fine motor muscles will still be an issue. And who doesn't like the opportunity to 'play' for five minutes? Because of our busy schedules, we rarely leave enough time for manipulative play opportunities by the time students reach Year 2 —there always seems to be so many other 'more important' things to do.

Get your students into a good routine early in the year: have the equipment for the play part of handwriting lessons easily accessible. Perhaps monitors could be responsible for putting it out and collecting it again. Change the equipment around often, though — nothing is more boring than using the same equipment for the same purpose day after day. See page 8 for some fun and practical warm-up ideas. You will find additional ideas in the Kindergarten Teacher Resource Book.

It is also still essential 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 that 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

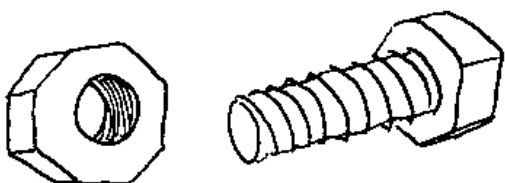
Wrist strength

- ⌚ twisting crepe paper
- ⌚ plaiting
- ⌚ constructing with pipe cleaners
- ⌚ typing on a keyboard
- ⌚ using a telephone with a circle dial



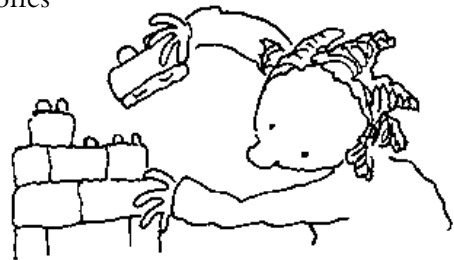
Opposing finger strength; using thumb and index finger

- ⌚ using hole punchers
- ⌚ using pincer grip to sort small objects
- ⌚ 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
- ⌚ sponge printing — hold the pieces of sponge with a peg
- ⌚ curling paper strips around a pencil



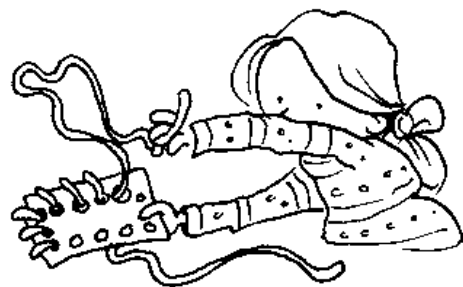
Muscle strength

- ⌚ playdough, clay or plasticine
- ⌚ construction toys that 'click' together, eg Mobilo, Lego, Connex, Multilinks
- ⌚ jigsaw puzzles or 3D puzzles — if there is space to leave something set up, a complex one involving many pieces (could be a group effort)
- ⌚ finger 'aerobics'
- ⌚ cutting and pasting with magazines
- ⌚ squeezing and squashing rubber 'stress' balls
- ⌚ fidget toys, especially the 'popping' ones



Tactile awareness

- ⌚ sewing cards — either commercially made or made from thick card
- ⌚ sewing using felt and other material scraps — an ongoing project
- ⌚ French knitting
- ⌚ making woollen pompoms

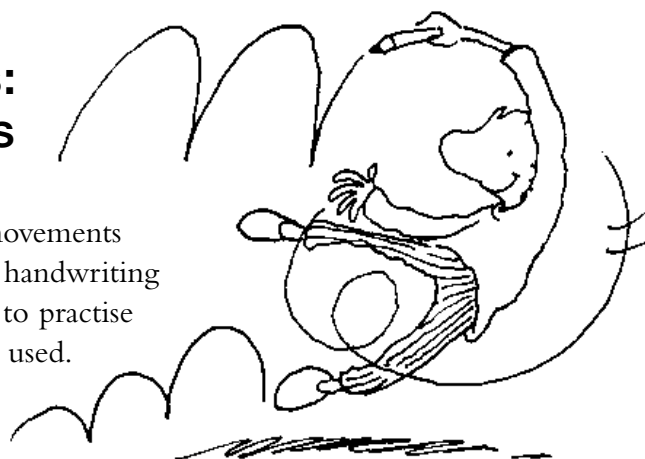


The basic movement patterns: refreshing students' memories

By Year 2, 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.

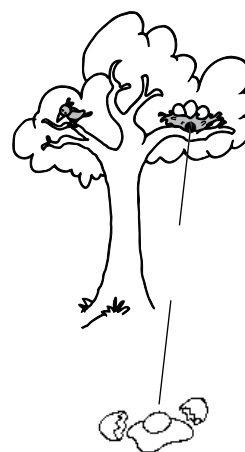
Using the pattern props

First, demonstrate the pattern on the whiteboard/Smartboard using the appropriate handwriting props, and telling a story to go with the action (examples are given below). Print the handwriting props (the tree and smashed egg, girl on pogo stick, and boy on skateboard, which you will find on BLM pages 14-16) onto card, laminate and cut out. Use them to reintroduce 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 tree and smashed egg props (BLM page 14). Describe to students how when an egg falls out of a nest, it moves from being up in the tree straight down to the ground and goes splat! Now demonstrate the downward stroke, explaining to students that you start at the top, just like the egg starts inside the nest, and then you go to the bottom, just like the egg falling splat! to the ground.



Hopping pattern (clockwise movement) found in letters

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

Introduce the hopping pattern using the girl on the pogo stick prop (BLM page 15). Describe to students how the girl uses the pogo stick to hop. Demonstrate the action of the pogo stick as it hops from the left-hand side of the board to the right. Describe the movement as you do it:

‘The pogo stick goes up, makes a quick turn and comes back down, then it bounces up, makes a quick turn and comes back down, up, quick turn and down’, and so on.

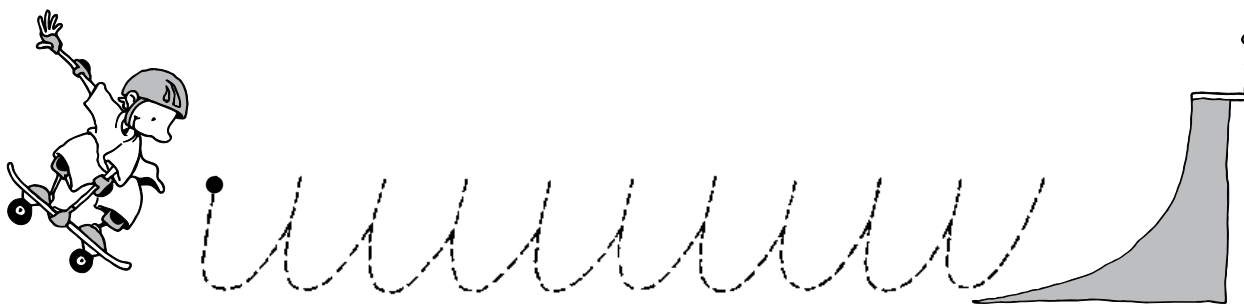


Wave pattern (anti-clockwise movement) found in letters

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

Introduce the wave pattern using the skateboarder and wave ramp props (BLM page 16). Using Bluetack, place the ramp on the right-hand side of the board. Now show students how the skateboarder rides in wave patterns from the left-hand side of the board to rest at the top of the final ramp.

‘The skateboarder heads down, makes a quick turn, then comes up again, then heads down once more, makes a quick turn, comes up again, then down, quick turn and up’, and so on.



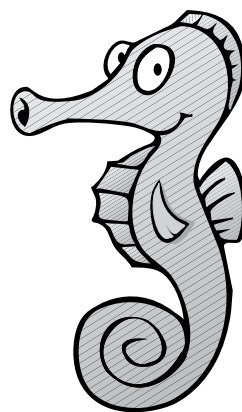
Once you have introduced the pattern verbally, demonstrate the pattern on the whiteboard/Smartboard. Be consistent with the terminology you use. Reinforce the terminology and the movement once again by manipulating the relevant prop along the pattern, verbalising the actions as you go.

Talk about the pattern, for example the number of waves or hops you have made, the wedges of cake you can see. Ask students to draw the pattern on a piece of paper. For the hopping and wave patterns, they could then colour 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 21–22), the hopping pattern or clockwise movement (BLM pages 23–24), and the wave pattern or anti-clockwise movement (BLM pages 25–26). Use them at the start of the school year to refresh memories, after the patterns have been introduced for the first time, or before the start of each section of letters in the Targeting Handwriting Student Book.

Introducing the letters using the seahorse prop



Print the BLM on page 17 onto card, colour the seahorses, laminate the page and then cut out the two seahorses. Cut the segmented one into the three sections shown.

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).

Place the seahorse in a set of lines drawn on the board and demonstrate making the letter you are focusing on for that day. Verbalise all movements and keep the terminology consistent, 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.'

Ask students to identify the pattern on which the letter is based. Perhaps a student could demonstrate this to the rest of the class by drawing the pattern on the board and then using a different colour to locate the focus letter. Encourage the student to verbalise the movements using the same terminology you used.

The demonstration could then be repeated, 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.

Demonstrate the capital letter

Next, demonstrate the capital letter, again keeping the terminology consistent, and pointing out any similarities and/or differences between it and its lower-case counterpart. Point out to students that capital letters are always head and body letters, and always start at the top.

What's today's letter?

Another fun way of beginning a handwriting lesson is to give students some verbal clues to the letter that will be the focus that day, and asking them to try to work out from the clues which letter it is going to be. 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, head (or plunge or dive) down, quick turn, come up again and head (plunge or dive) back down.'

Teaching sequence

The suggested teaching sequence for the letters is as follows: first, letters involving downstrokes

(l, t, i, x, z, f, j); then letters found in the hopping pattern (clockwise movement — m, n, r, h, b, p, k); then 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 focussing on s, they will be very familiar with both movements involved.

Verbal cues & terminology

As when the letters are first introduced in Kindergarten and Year 1, being consistent with sequence, verbal cues and terminology is important. It will assist students to internalise the process of making each letter type and will give them the words for providing their own cues when writing independently.

Student book work

Once the letter has been demonstrated and modelled, have students complete a relevant page in the Targeting Handwriting Student Book. Talk through the various activities on each page with students; for example, discuss the letter and its capital in the box with the seahorse (Where does it sit in the lines? On what pattern is it based? How does the capital differ from the lower-case letter?), discuss the patterning activity, the parts of the seahorse which are highlighted, where to start each letter and in which direction to go, whether students are expected to just trace the letters and words given, or to trace and copy. Do the first few examples together as a class, with you or a student verbalising the movements as everyone else makes the letter or pattern. The Student Book also provides an opportunity for individualised instruction as you move around the class observing students as they write. Check for good posture, pencil grip, slope of page, where students start their letters and the direction they follow.

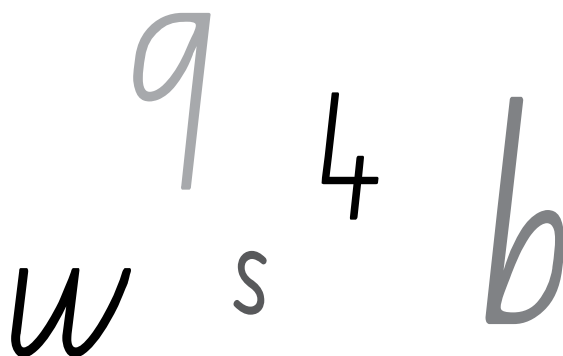
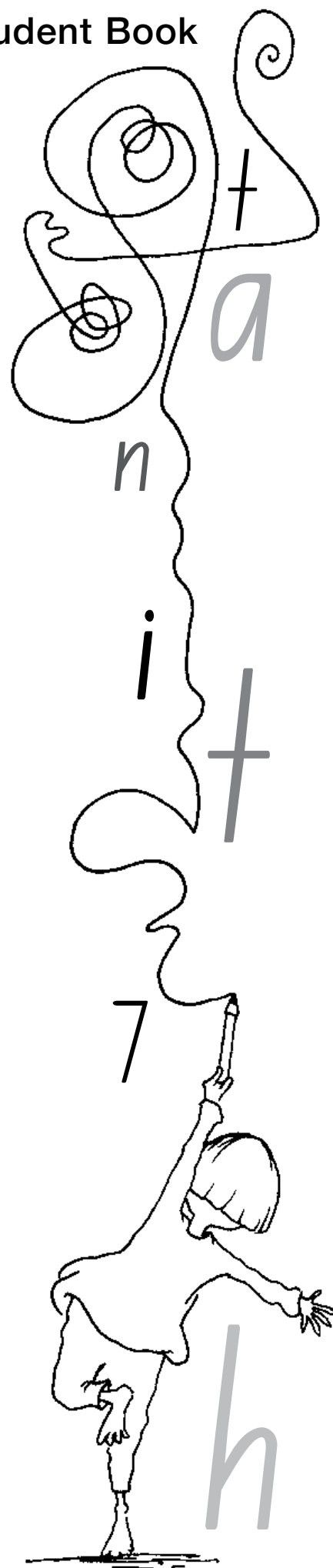
The Targeting Handwriting Student Book

There are two practice pages for each letter in the Student Book. Letters that have the same basic pattern are grouped together, and each section begins with a pattern revision page, and ends with a page you can use to assess students' progress with those letters. Numerals and number words are integrated throughout the book, and there are also pages specifically for numeral and number word practice.

The Year 2 Student Book and the blackline masters in the Teacher Resource Book contain examples of:

- ② patterning — gives students practice with direction, shape and fluency of the essential patterns on which all Foundation letters are based;
- ② tracking — essential in allowing students to internalise direction and shape of letters;
- ② tracing — to help students focus on size and shape; and
- ② 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 practice activities such as those in the Student Book, 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

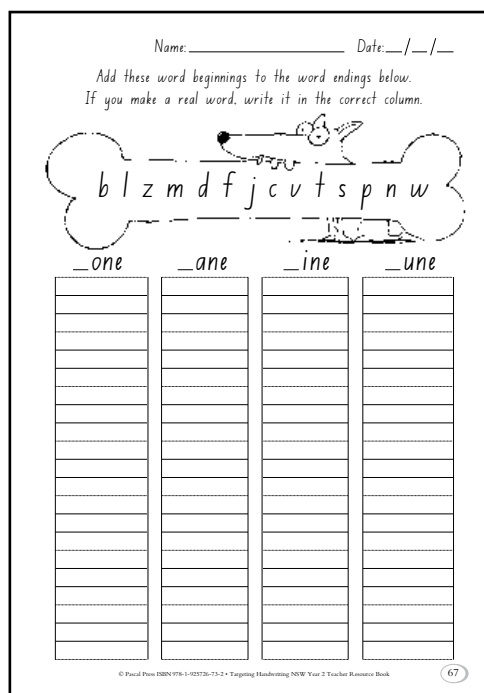
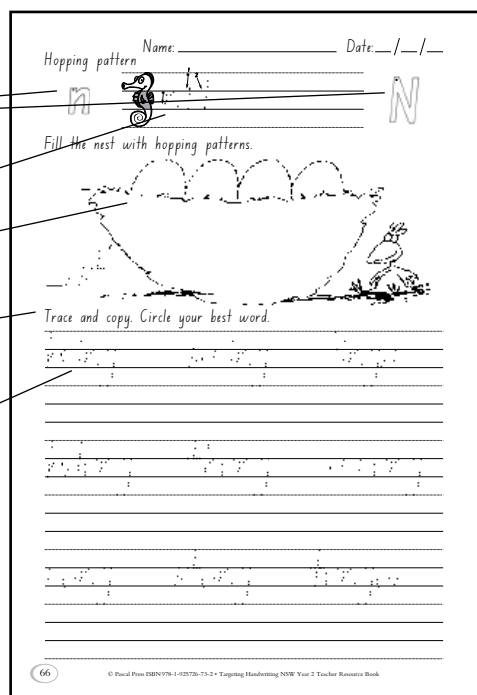
Students track focus letter, lower- and upper-case, using starting points.

Students practice lower and upper-case letter within lines. Seahorse highlights placement.

Students practice pattern.

Self-evaluation task.

Students trace and copy words, usually taken from Year 2 spelling lists. No seahorse.



Second and Third Pages

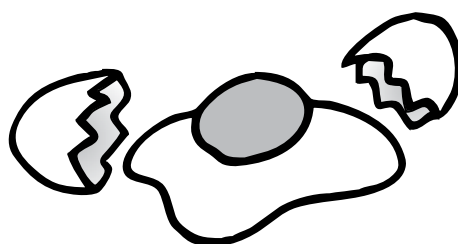
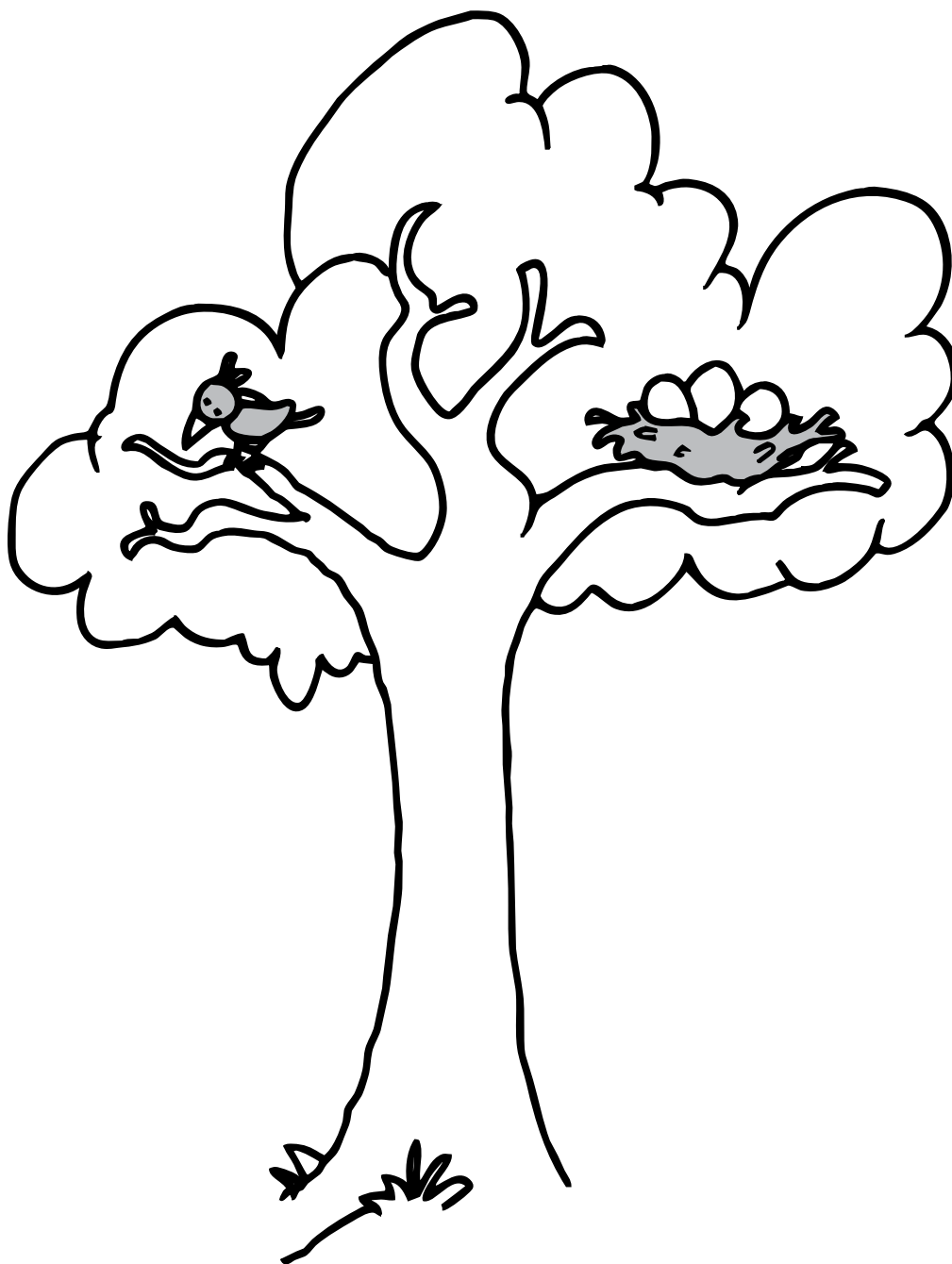
Students complete phonics activity that includes handwriting. Focus on blends, rhyming words, word building, and on practising words, sentences and punctuation. Lines given. No seahorse or other scaffolds.

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.

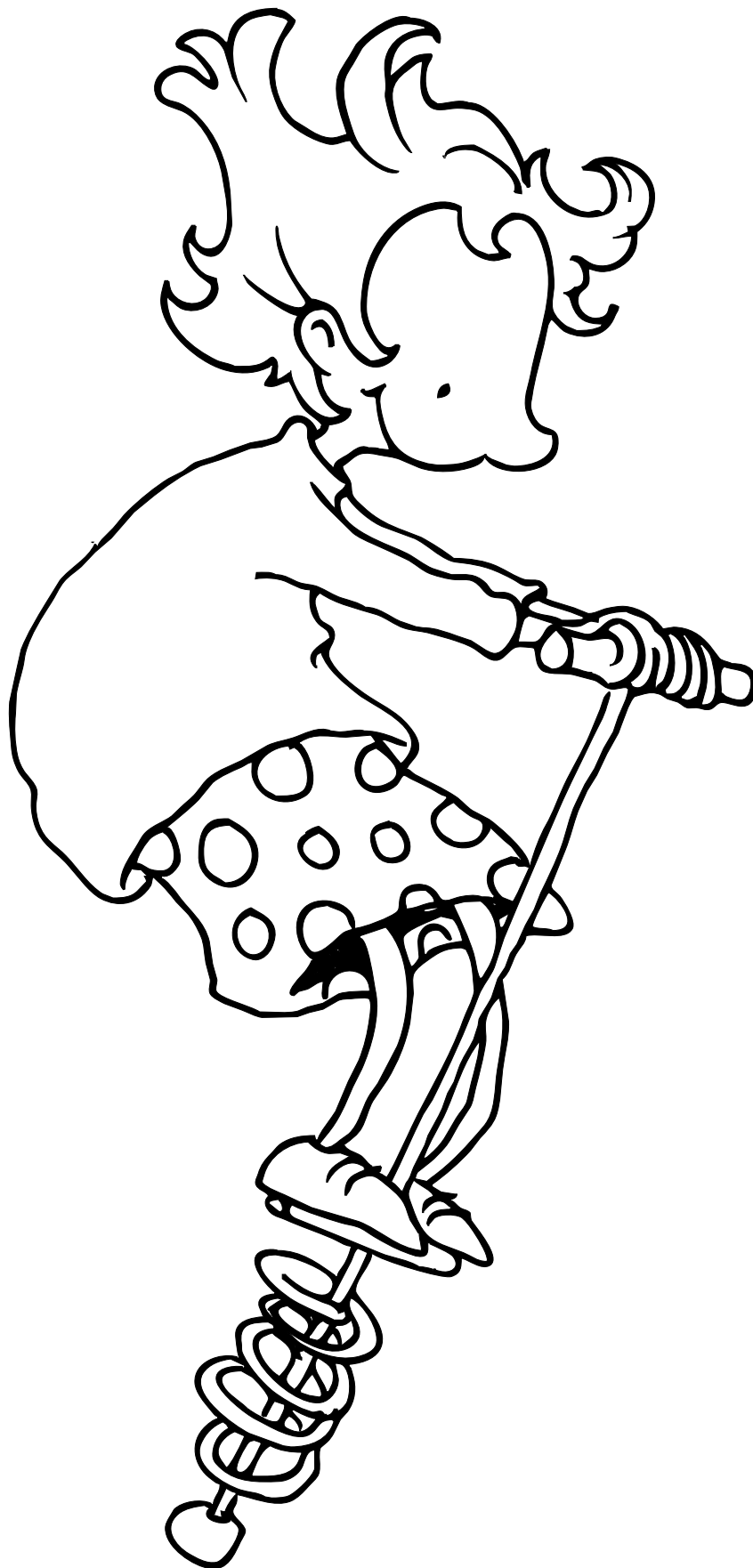
Downstroke pattern props

–see pages 9-10 for instructions



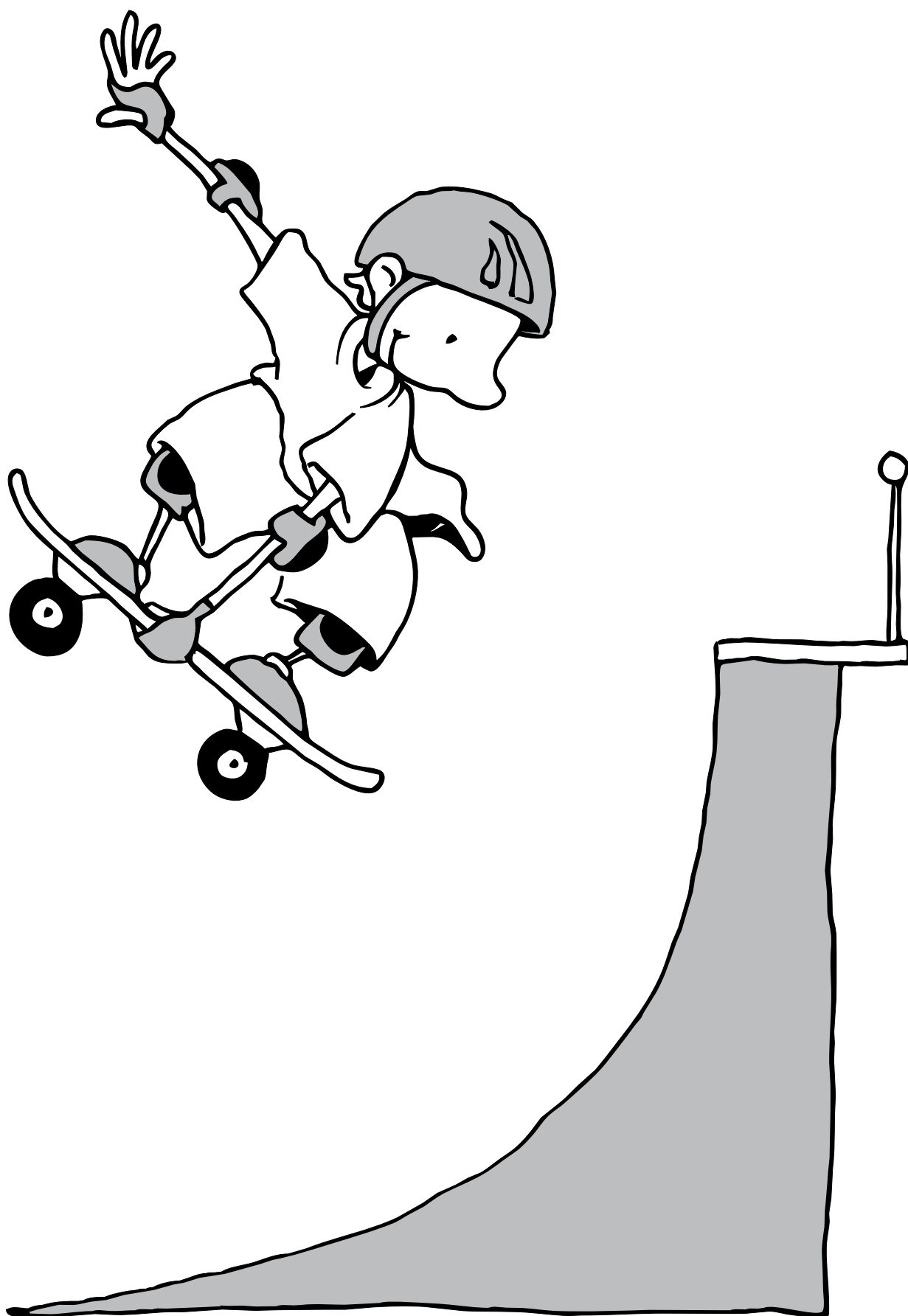
Hopping pattern (clockwise movement) props

–see pages 9-10 for instructions



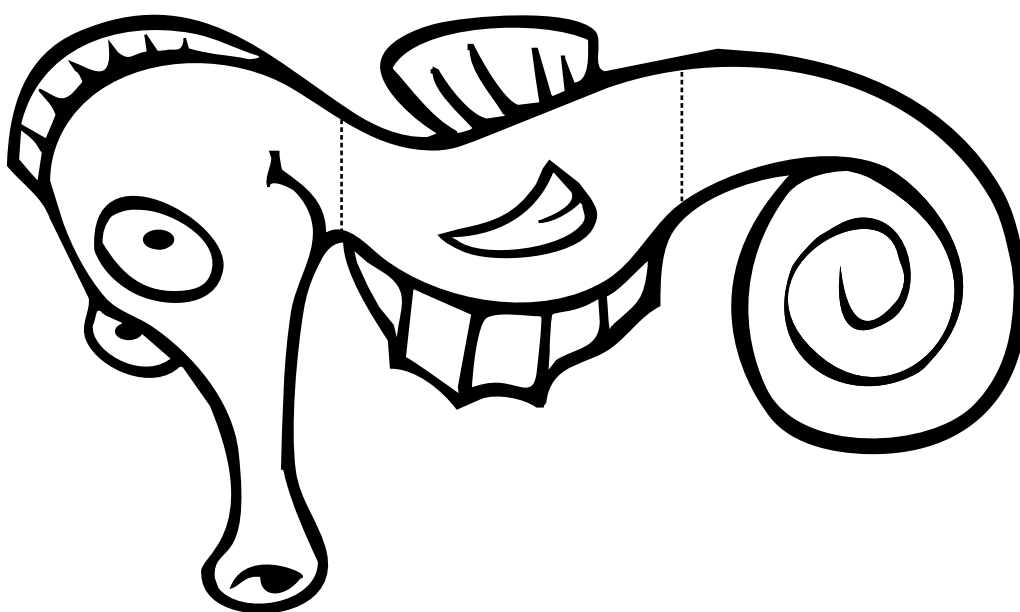
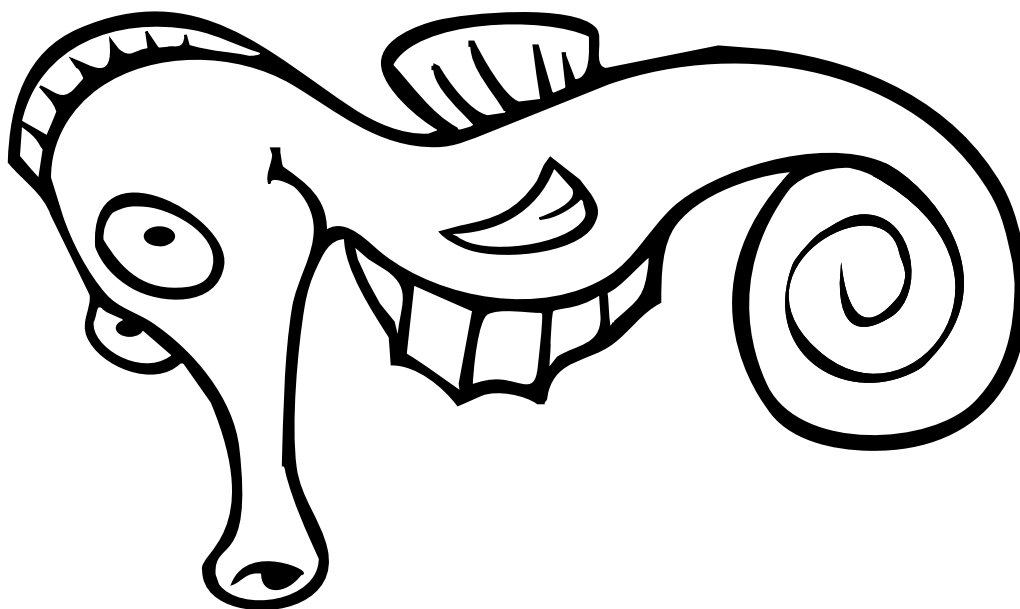
Wave pattern (anti-clockwise movement) props

–see pages 9-10 for instructions



Seahorse props

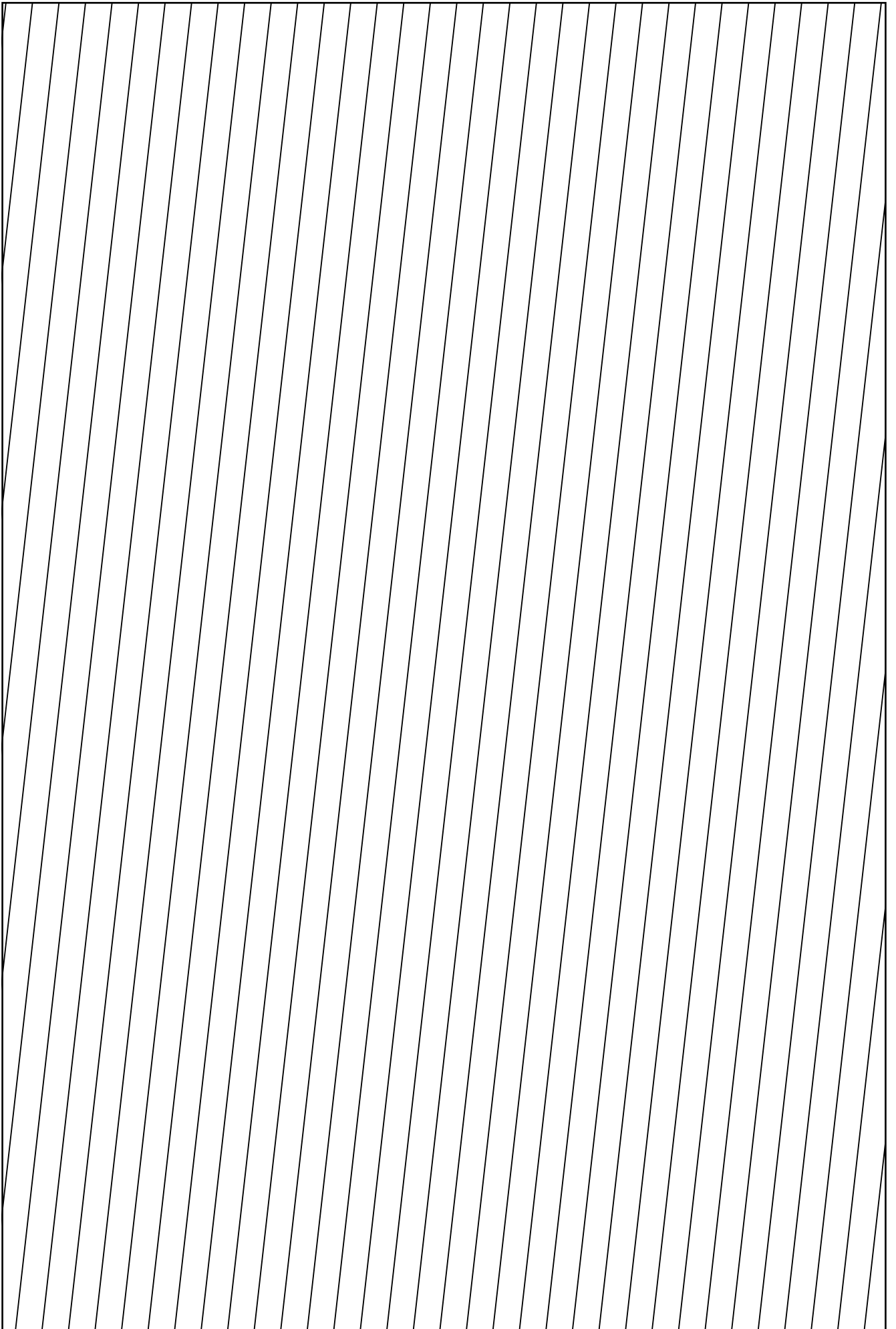
–see pages 10-11 for instructions



Name: _____ Date: __/__/__

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 18 times.

Name: _____





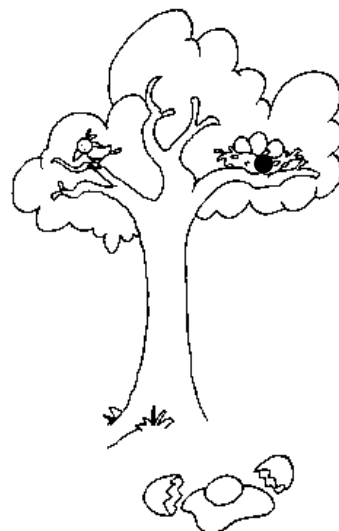
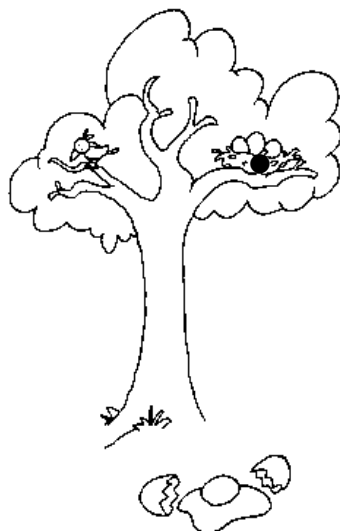
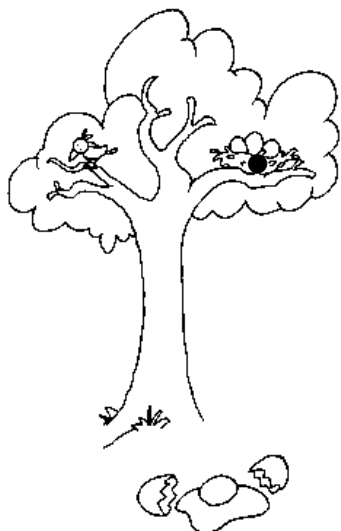
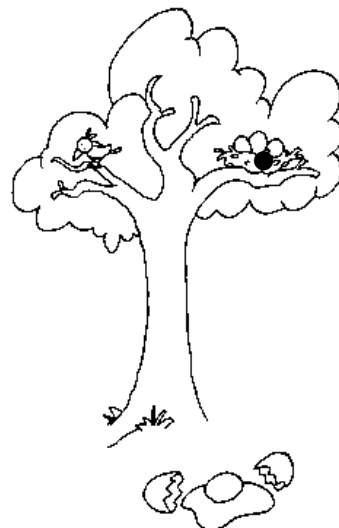
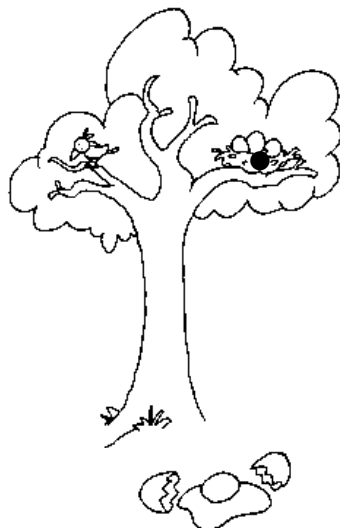
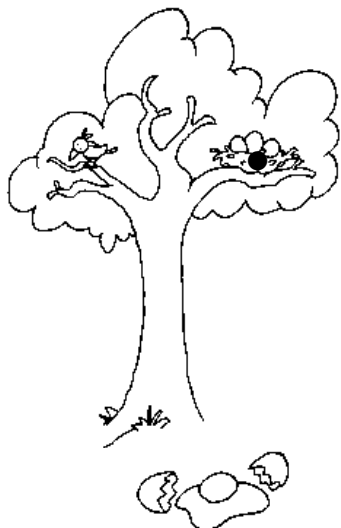
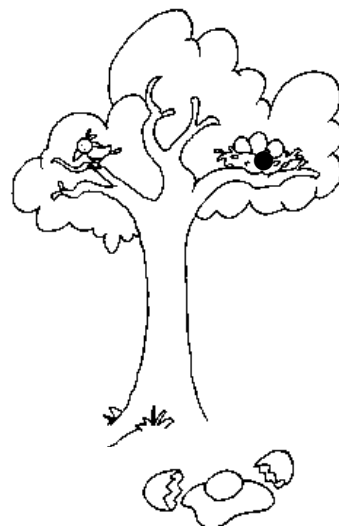
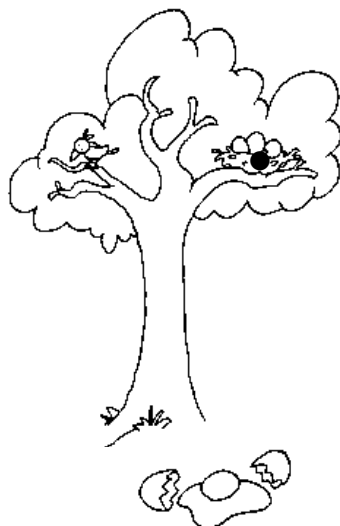
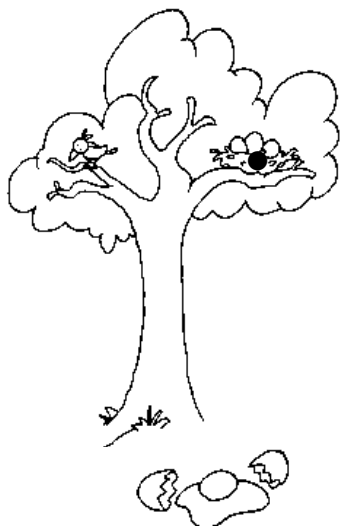
Handwriting skills checklist

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">☉ Maintains good writing posture<ul style="list-style-type: none">• Feet flat on floor• Non-writing arm supporting weight• Body tilted from pelvis• Head at comfortable angle••☉ Employs correct pencil grasp<ul style="list-style-type: none">• Uses dynamic tripod grip or other acceptable grip• Left/right hand dominance• Uses appropriate pressure•☉ Produces standard handwriting movements and patterns<ul style="list-style-type: none">• Writes clearly in straight lines from left to right• Does not lift pencil when forming lower-case letters (except for x, dots on i and j, and crossbars on t and f)• Uses finger movements to control pencil while sliding forearm across the page•☉ Forms most letters of the alphabet correctly<ul style="list-style-type: none">• 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• Knows starting point and beginning direction for each letter and number• Knows that lower-case letters have heads, bodies and tails•☉ Forms all letters with consistent size and slope in NSW Foundation Style from memory.<ul style="list-style-type: none">• Writes letters of uniform size• Writes letters of uniform shape• Writes letters of uniform slope• Writes letters with uniform spacing☉ Positions all letters correctly on the line with appropriate spacing between words☉ Needs practice with these letters/numerals:<ul style="list-style-type: none">☉☉		

Name: _____ Date: __/__/__

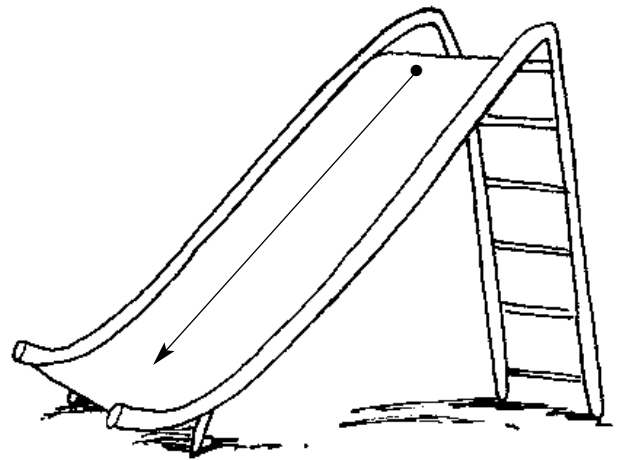
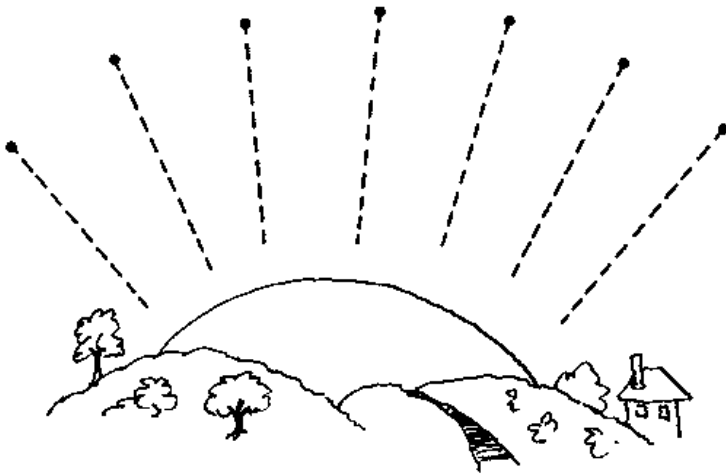
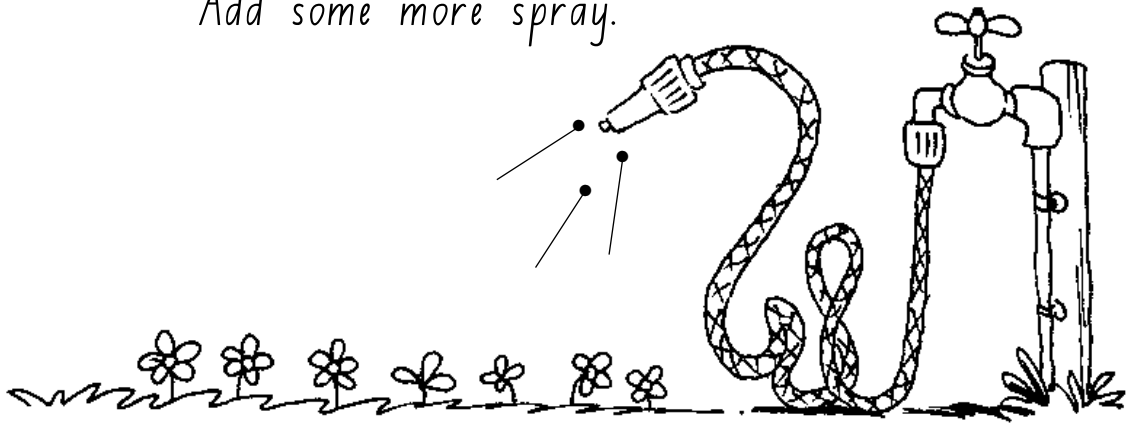
Downstroke pattern | | | |



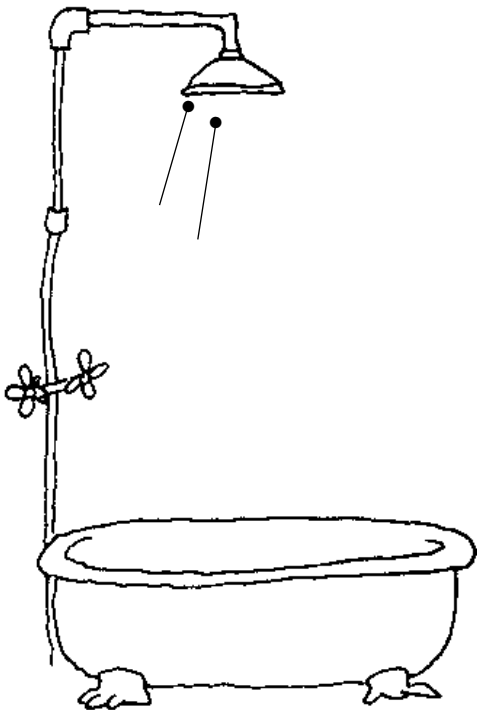
Name: _____ Date: __/__/__

Downstroke pattern | | | |

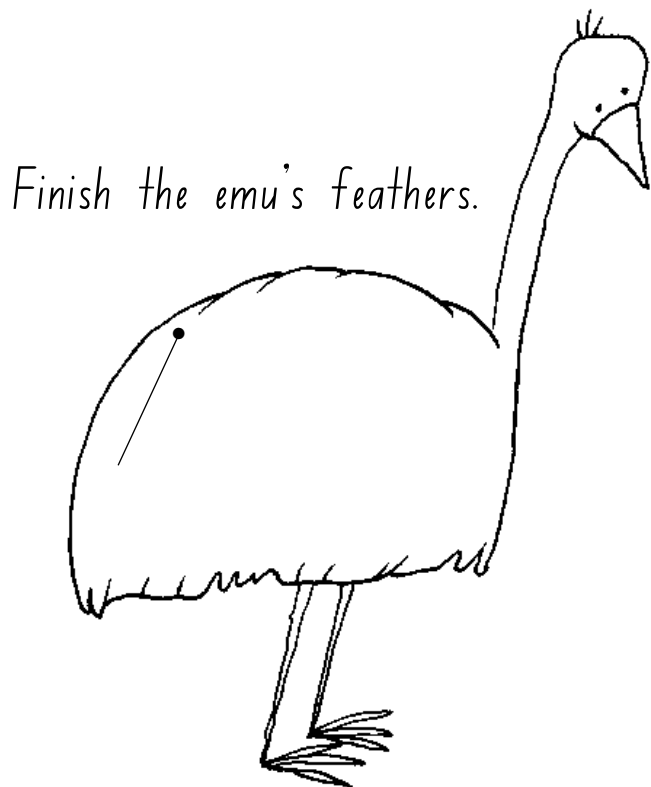
Add some more spray.



Go down the slide a few more times.



Add more to the shower.

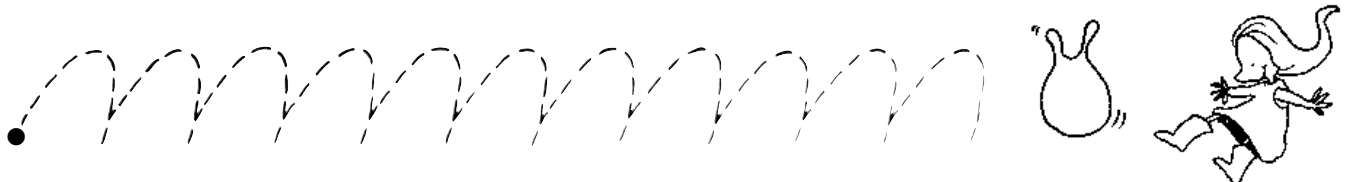


Finish the emu's feathers.

Hopping pattern

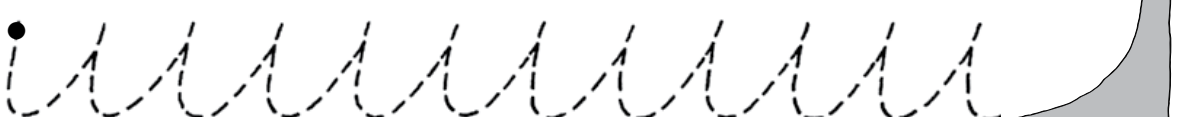
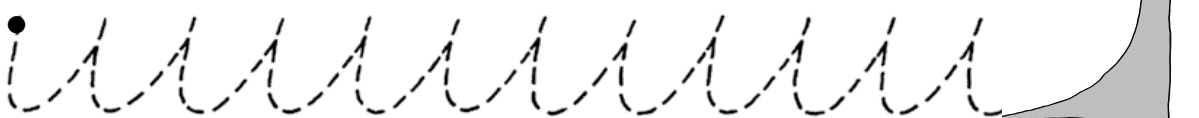
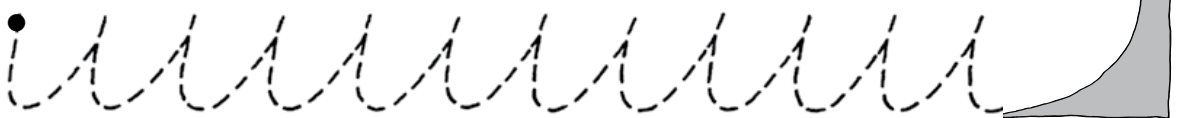
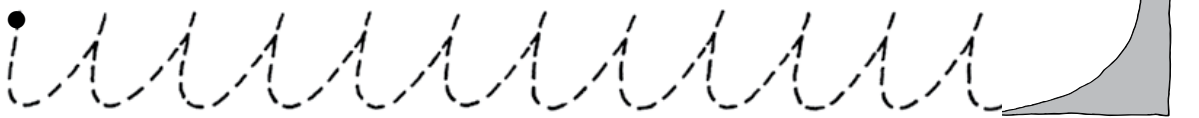
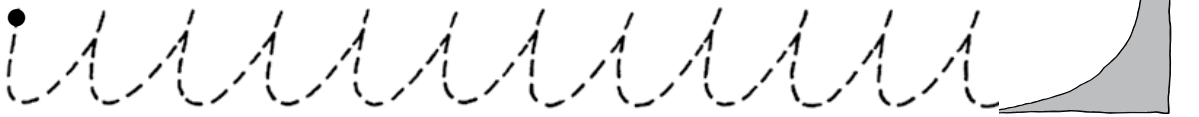
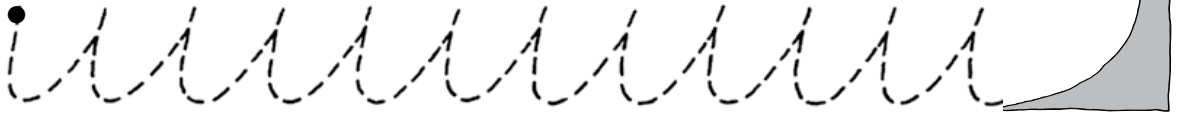


Hopping pattern



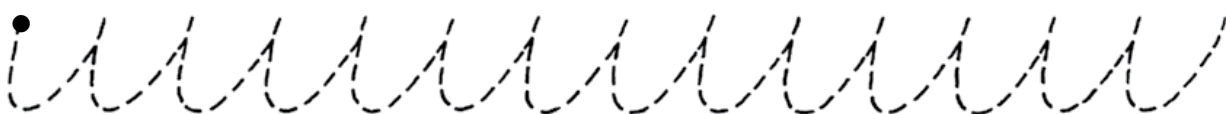
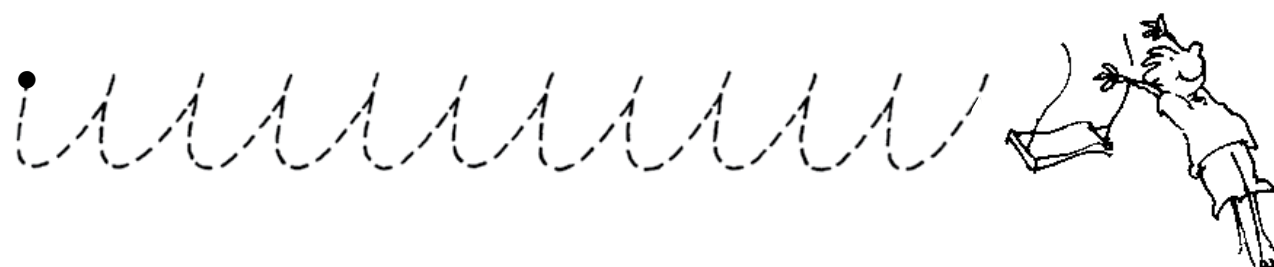
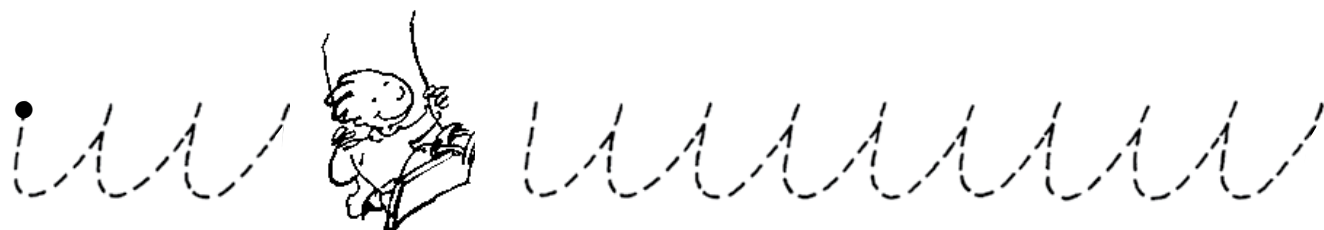
Name: _____ Date: ____/____/____

Wave pattern 





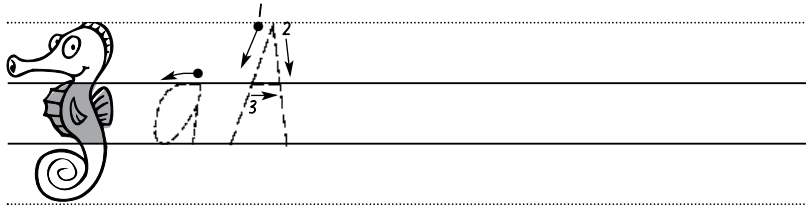
Wave pattern



Wave pattern

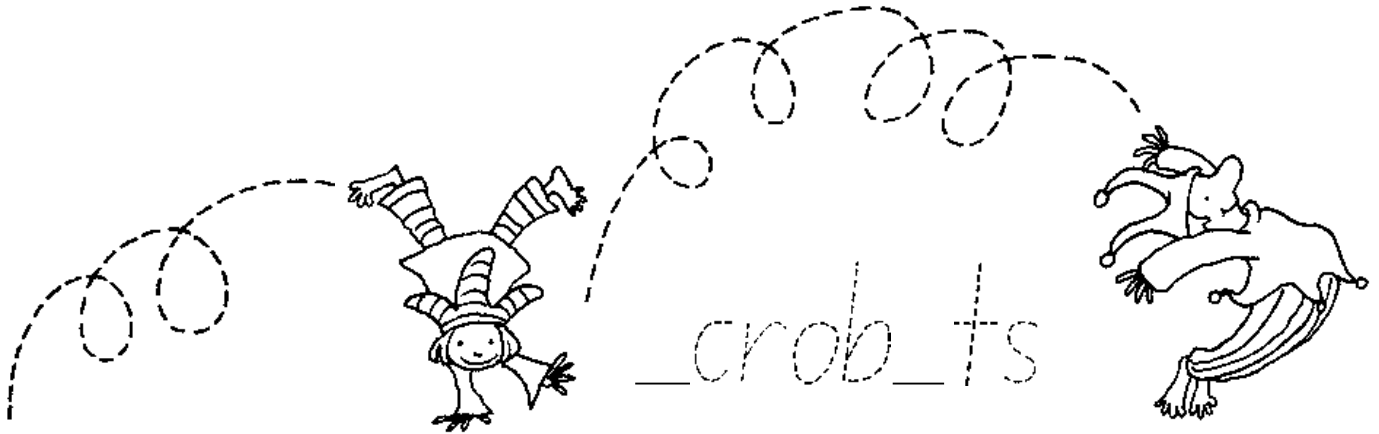
Name: _____ Date: __/__/__

a



A

Trace the bounces and springs. Do some of your own around the acrobats.



Trace and copy. Underline your best word.

ball call tall wall fall

recall stall small

shallow swallow finally

Name: _____ Date: __/__/__

Finish the sentence by writing the correct sound into the words.

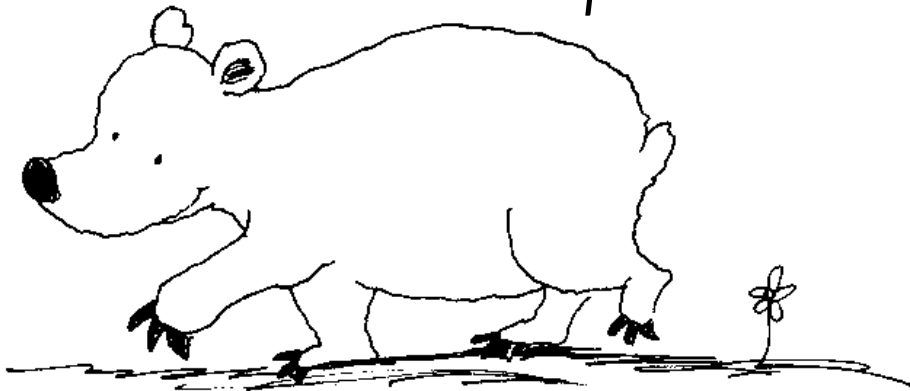
aw

oa

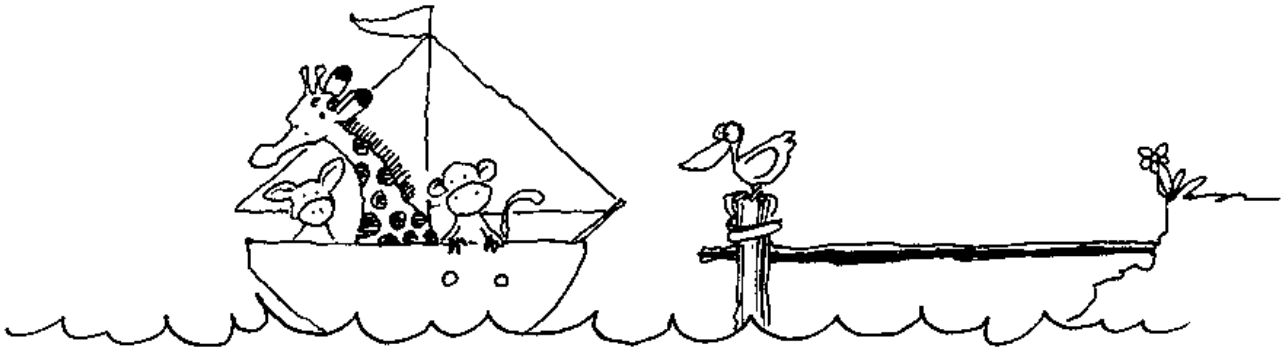
ea

ar

The b__ _r has sh__ _p cl__ _s.



The b__ _t is n__ _r the wh__ _f.

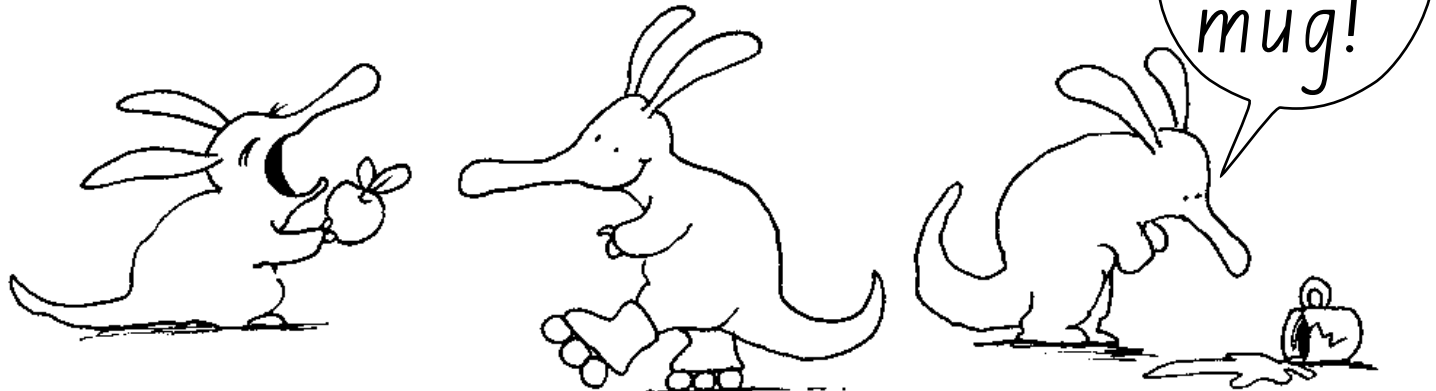


The g__ _t l__ _pt across the l__ _n.



Name: _____ Date: __/__/__

Rewrite the sentences below adding an apostrophe to the words that need one. Colour the wedges in the a's.



I broke Dads mug.

.....

This mugs cracked!

.....

My brothers skates are great!

.....

Aardvarks eat ants.

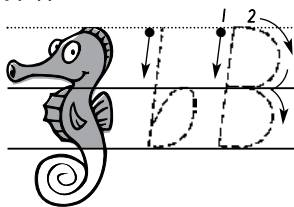
.....

Annas apple was sweet.

.....

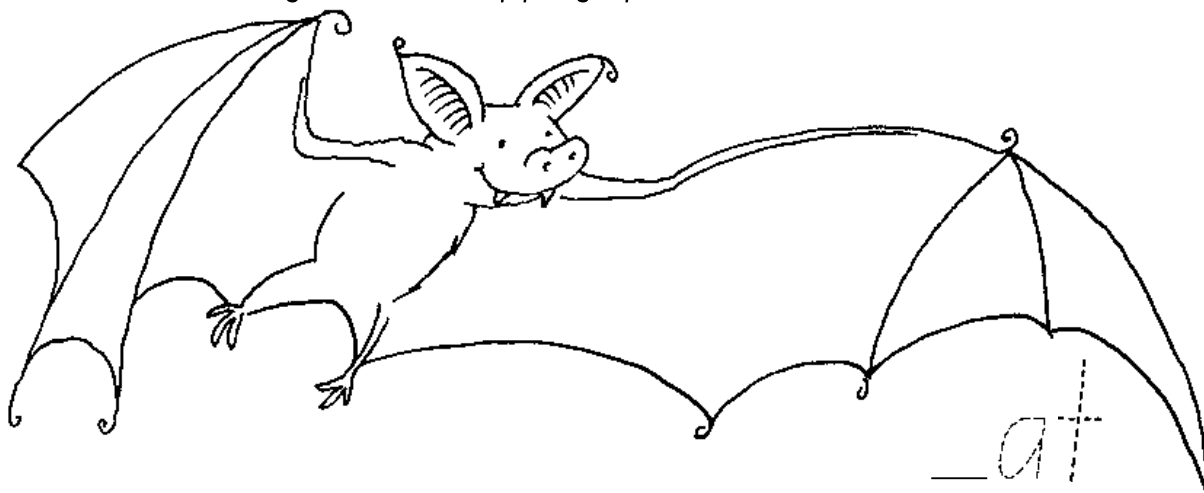
Hopping pattern Name: _____ Date: __/__/__

b



B

Fill the bat's wings with hopping patterns.



Trace and copy. Colour the wedges in the b's. Circle your best b.

herb

verb

kerb

blurb

suburb

disturb

bib

bob

bub

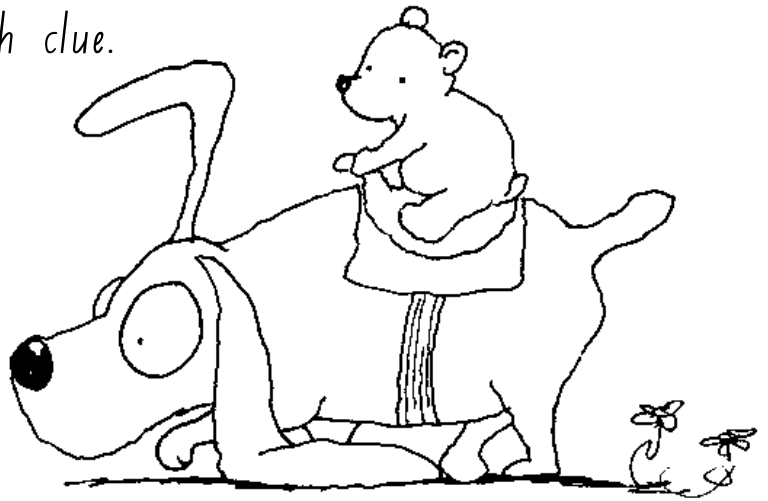
bubble

Write a bea__ word for each clue.

One has been done for you.

Tick them off as you go.

beads beach
bread bean
beagle beard
bear beautiful



A green vegetable.

Sand on the seashore.

A type of small
hound dog.

Lovely to look at.

Growth of hair
on the face.

A child's toy. ✓

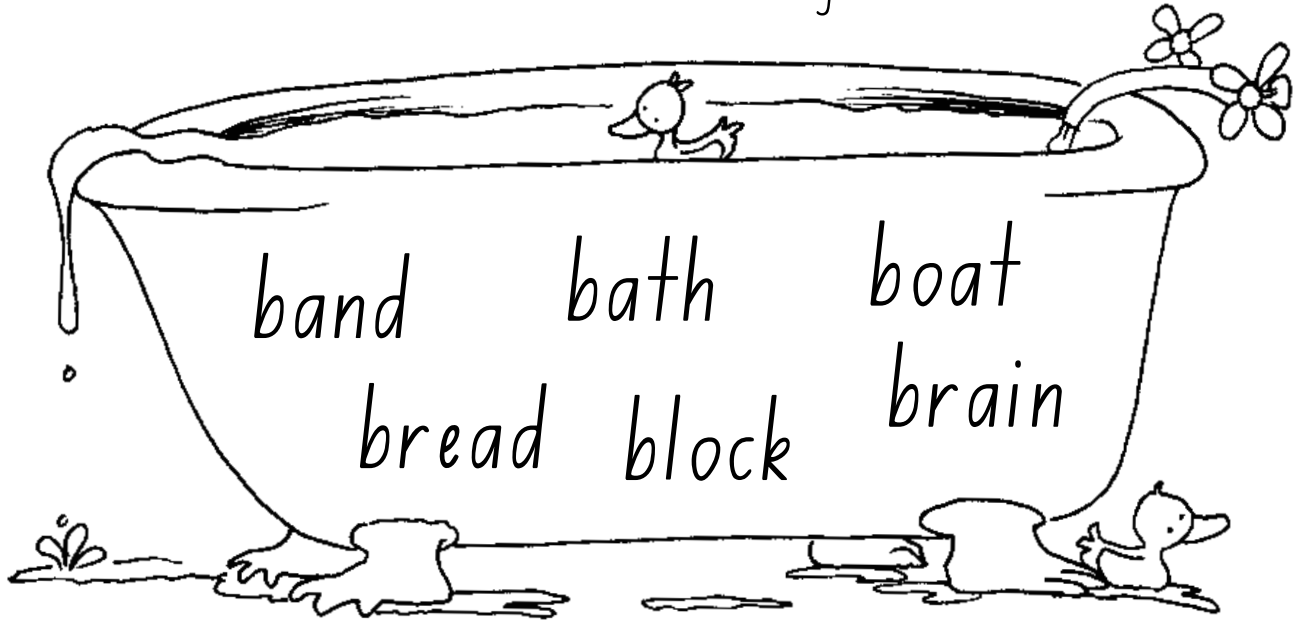
Food made of flour,
water and yeast.

A necklace can be
made of these.

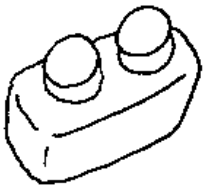
1									
2									
3	b	e	a	r					
4									
5									
6									
7									
8									

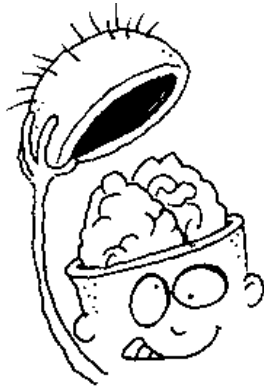
Name: _____ Date: __/__/__

Write the **b** word under the word it rhymes with.



sock





train

goat





path

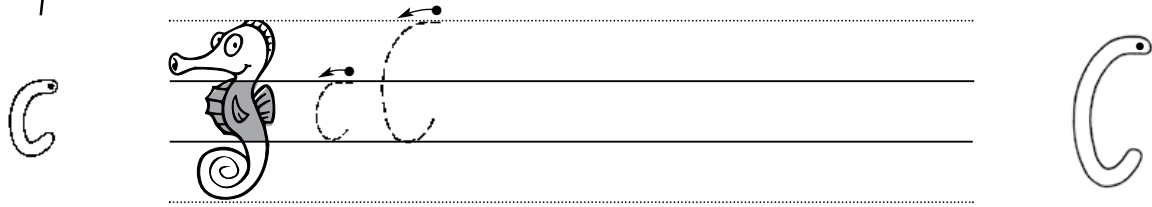
tread



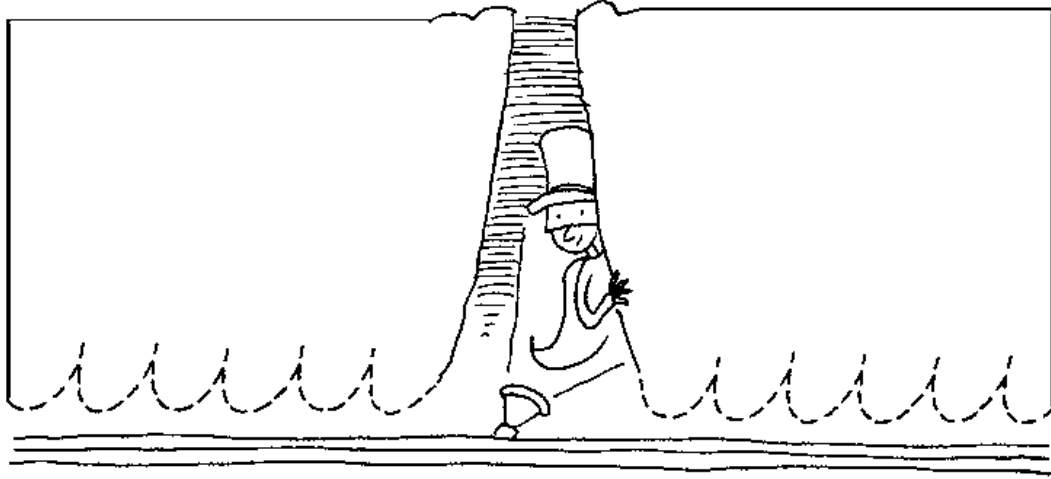


hand

Wave pattern Name: _____ Date: ____/____/____



Fill the
curtains
with
waves.



Trace and copy.

curtains

curl curly curled

crumb crumbly crumbled

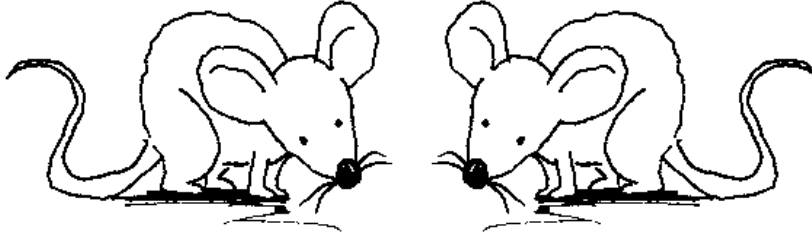
curve curvy curved

Name: _____ Date: __/__/__

Sort the words into the right columns.

recover place secret mice dance

came



corner

centre

care

cry

because

twice

pencil

soft c as in city

hard c as in carrot

Handwriting practice lines for the 'soft c' column. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows in total.

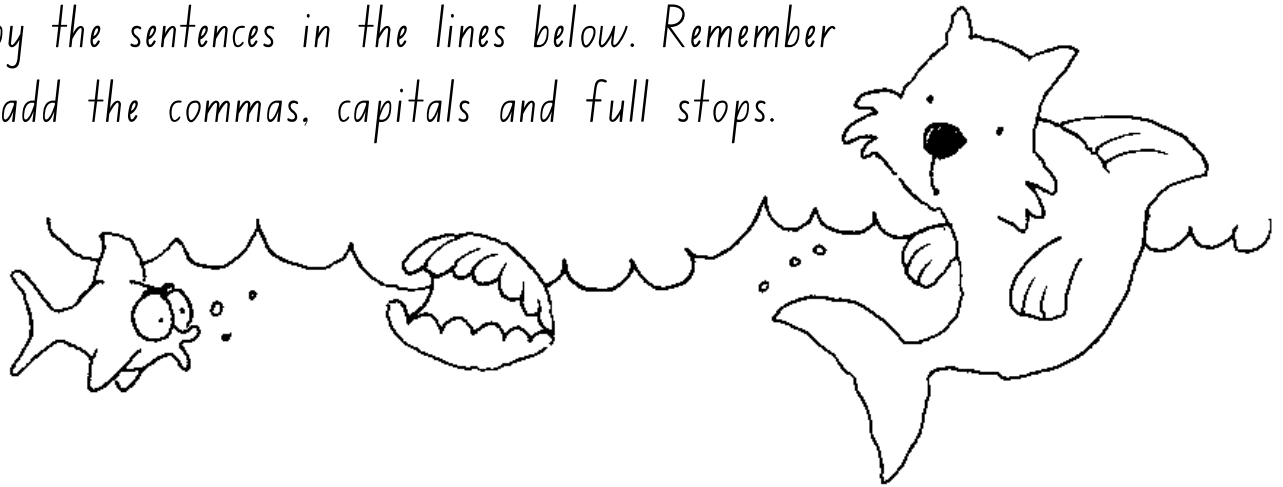
Handwriting practice lines for the 'hard c' column. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows in total.

Name: _____ Date: __/__/__

Commas mark a pause or tiny rest in a sentence.

They are also used to separate items in a list.

Copy the sentences in the lines below. Remember to add the commas, capitals and full stops.



i've been to cairns colo and cooma

.....

cod clams carp and catfish live in the sea

.....

.....

my cousin colin likes chips corn chicken carrots and cheese

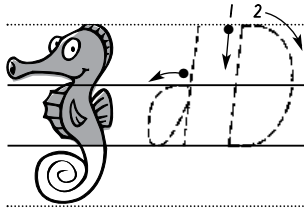
.....

.....

Underline your best word.

Wave pattern Name: _____ Date: __/__/__

d



D

Fill the dancers' tutus with wave patterns.

__ancers



Trace and copy.

good

wood

stood

could

would

should

herd

bird

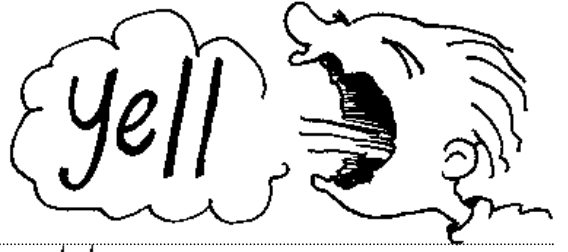
word

Name: _____ Date: ____/____/____

Add **d** or **ed** to make new words.

Use two of the new words in a sentence.

Circle your best **d**.



love + d = loved

like

use

hear

hit

pull

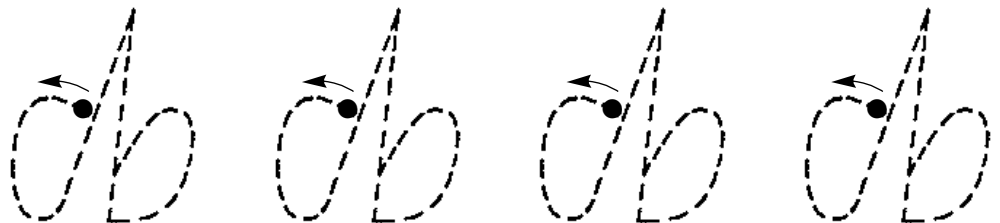
help

look

tape

yell

Take care with
this tricky
pattern.



Name: _____ Date: __/__/__

Trace and copy these words, then find them in the wonderword below.



golden

cold

mouldy

told

scold

build

fold



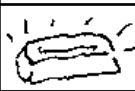
bald

sold

held

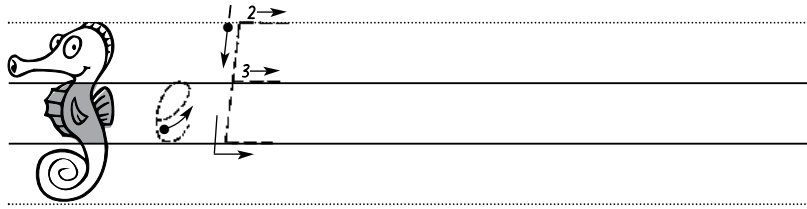
hold

bold

t	o	l	d	g	r	g	a
c	f	d	s		n	o	d
o	o	a	c	b	a	l	d
l	l	m	o	u	l	d	y
d	d	d	l	i	h	e	a
h	e	l	d	l	o	n	d
	b	o	l	d	l		m
m	u	s	o	l	d	m	a

Wave pattern Name: _____ Date: __/__/__

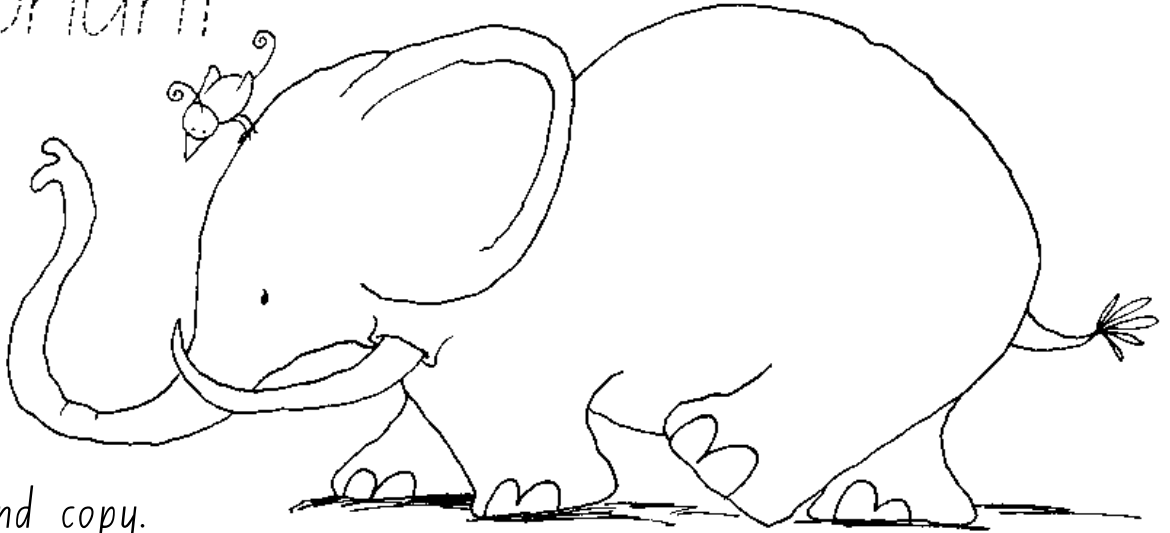
e



E

Elephant

Fill the elephant with wave patterns.



Trace and copy.

deaf dead head

spread ready heavy

feather weather health

Name: _____ Date: __/__/__

Homophones are words which sound the same but are usually spelt differently and have different meanings.

Change these 'ee' words to ones which are spelt with 'ea'.

Draw a picture for one of each pair of words.



see	flee	been	reed
			
sea			
steel	reel	deer	meet

Long a e i o u – add e

tap	pet	fir	rod	tub
↓				
tape				

Name: _____ Date: __/__/__

Rewrite the sentences, adding the exclamation marks.

✓ your best sentence.

yes



Oh, don't do that

Robert, dinner time

Clean up this mess, right now

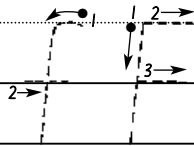
That was delicious

I can do that

Quickly, hold the ladder still

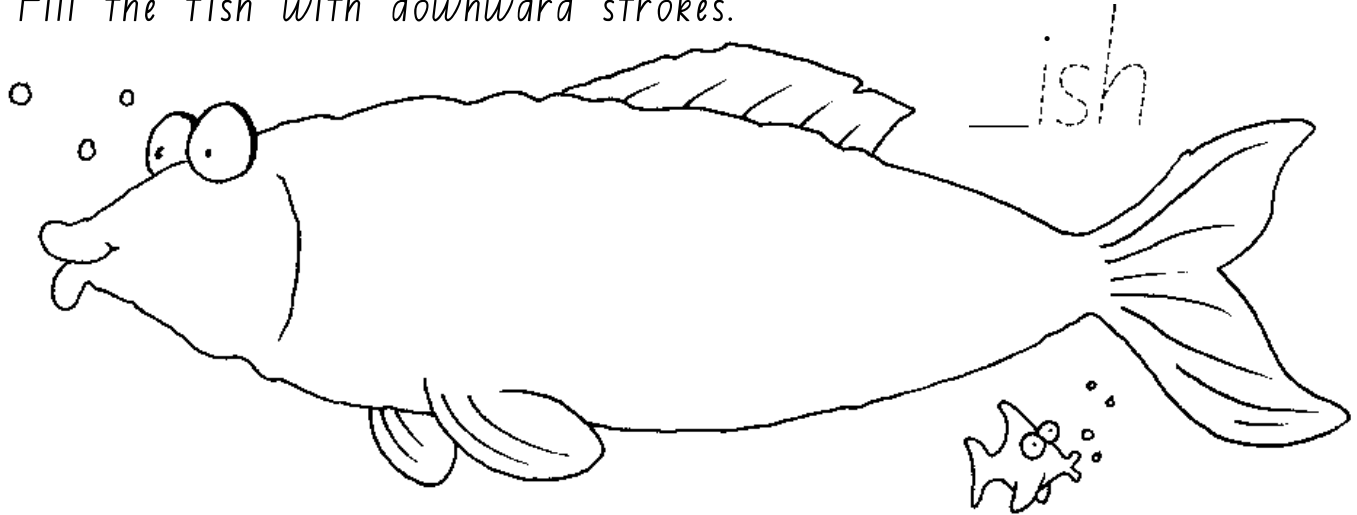
Downstroke pattern Name: _____ Date: ____/____/____

f



F

Fill the fish with downward strokes.



Trace and copy. Put a squiggly line under your best word.

float flow flood fly

fright friend free fry

soft craft left gift

Name: _____ Date: __/__/__

Sort the words below into the right columns.

flea himself

golf bookshelf

flight elf

myself flood

flourish

self

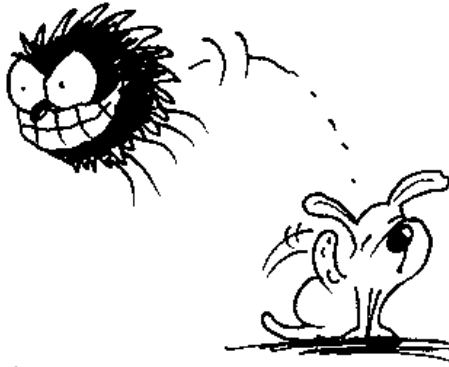
flask

flee

floor gulf

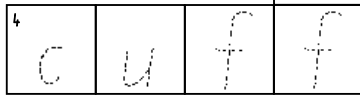
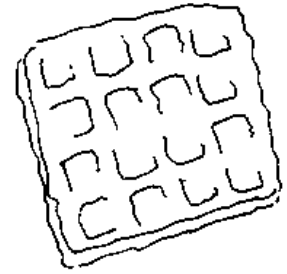
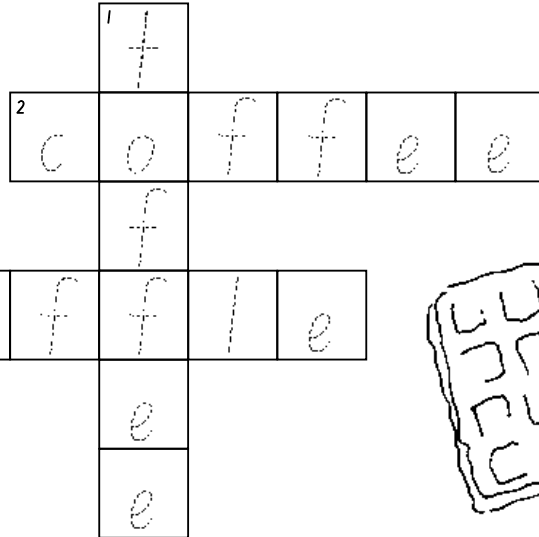
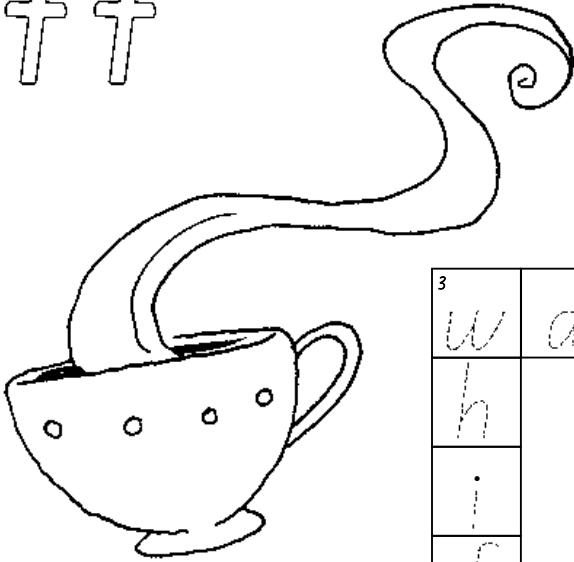
fl _

_ lf



Name: _____ Date: __/__/__

ff ff



Trace.
Write clues for
these answers.

Across

2.

3.

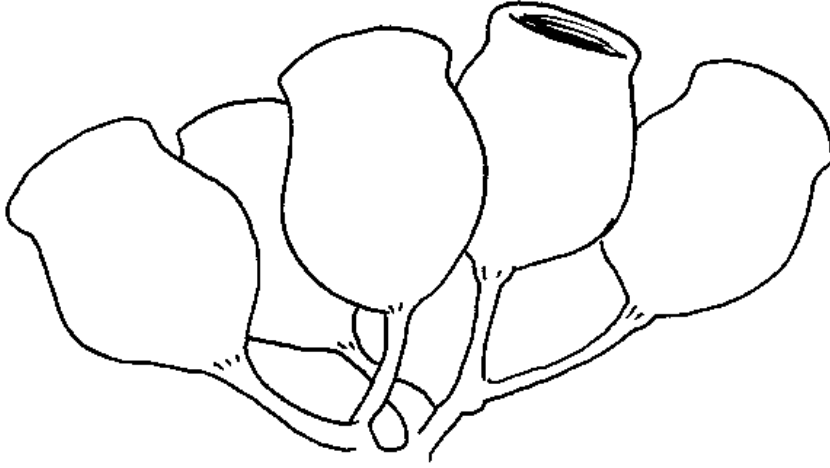
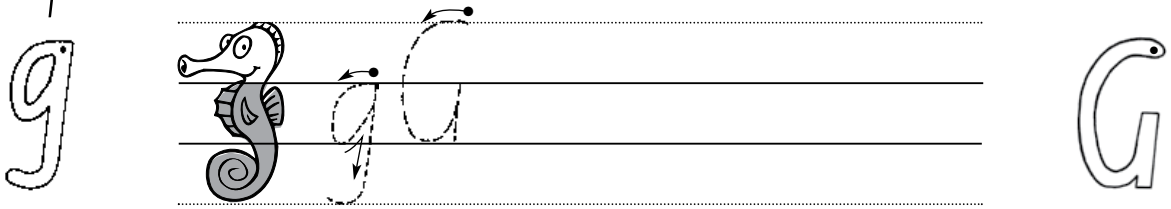
4.

Down

1.

3.

Wave pattern Name: _____ Date: ____/____/____



Fill the gumnuts
with wave patterns.

__umnuts

Trace and copy. Underline the hard **g**'s, like the **g** in goat.
Circle the soft (**g**)'s, like the **g** in giraffe.

again imagine urgent

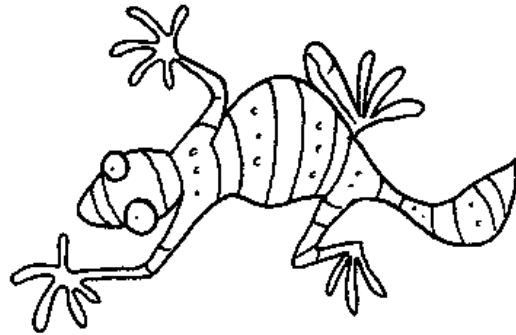
danger grow girl huge

strange gem give magic

Name: _____ Date: __/__/__

Write the name of an animal which begins with **g** for each clue.
One has been done for you. Tick them off as you go.

gecko goose
 greyhound
garfish gazelle
gorilla goanna
 guineapig



A tall, slender dog.

A short-eared,
short-tailed pet.

A large Australian
lizard.

A web-footed bird. ✓

A large ape.

A fish which lives in
the sea or estuaries.

A small antelope.

A small nocturnal
lizard.

1									
2									
3									
4									
5									
6	g	o	o	s	e				
7									
8									

Name: _____ Date: ____/____/____

Sometimes gh says 'f'. But when a t follows these letters the gh is silent. Sort out the words below into the two groups.

tough bought rough laugh
brought caught enough daughter
cough taught fought thought



gh = f

ght = t

✓ Tick your best word.

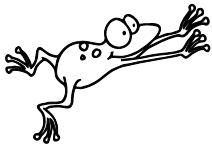
Hopping pattern Name: _____ Date: __/__/__

h



H

Show how these animals can hop across the page.



Trace and copy. Circle your two best words.

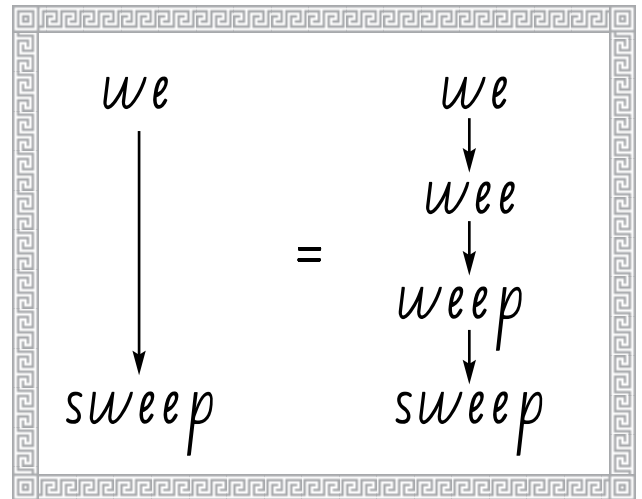
further father feather

nourish flourish

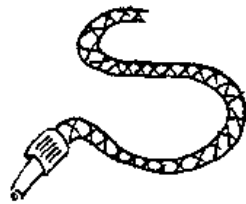
why what where

Build on the words given to make new words in the number of steps shown.

Look carefully at the example to see how it is done.



nose



had

chosen



heard

he



hat

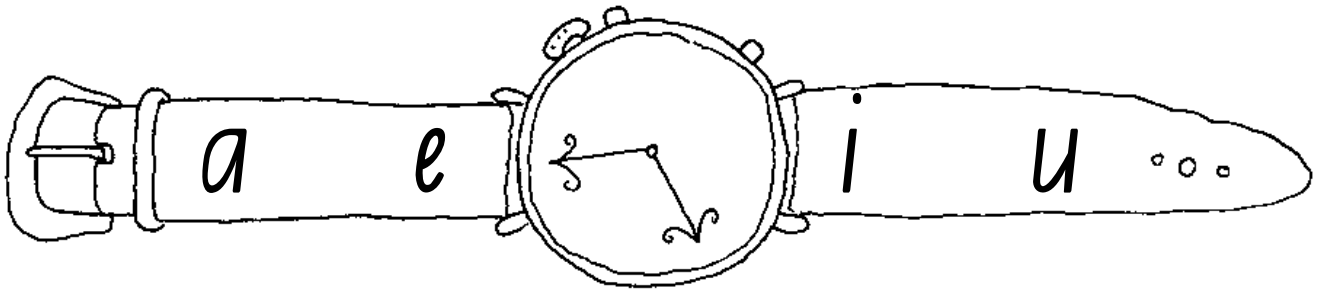


shoes



heartly

Name: _____ Date: __/__/__



Add a vowel to these _tch words.

Trace, then copy them. Draw a ♥ under your three best h's.

c tch m tch

scr tch w tch

p tch p tch

cl tch sk tch

sw tch tch

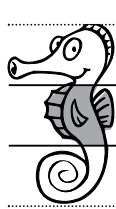
sh tch st tch

w tch w tch

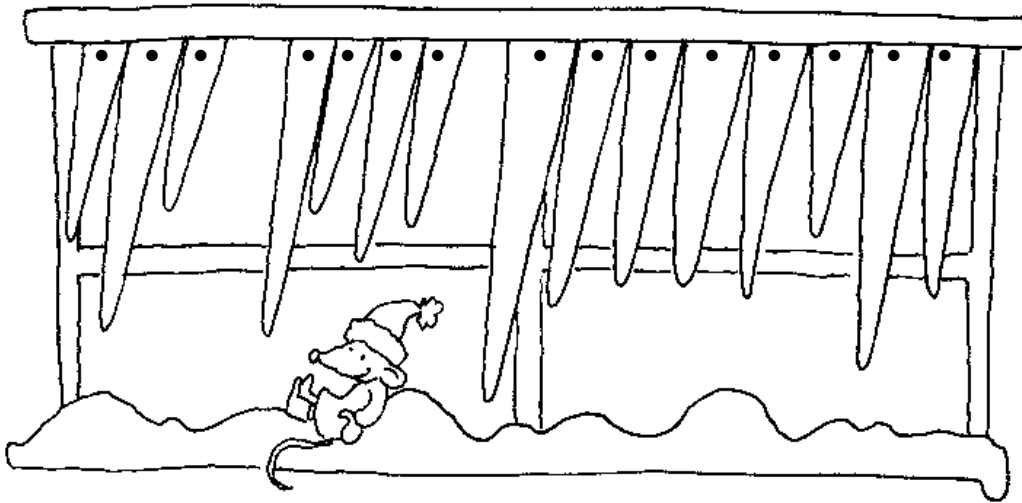


Downstroke pattern Name: _____ Date: __/__/__

i



I



_c_cles

Trace and copy. Circle five downstroke letters.

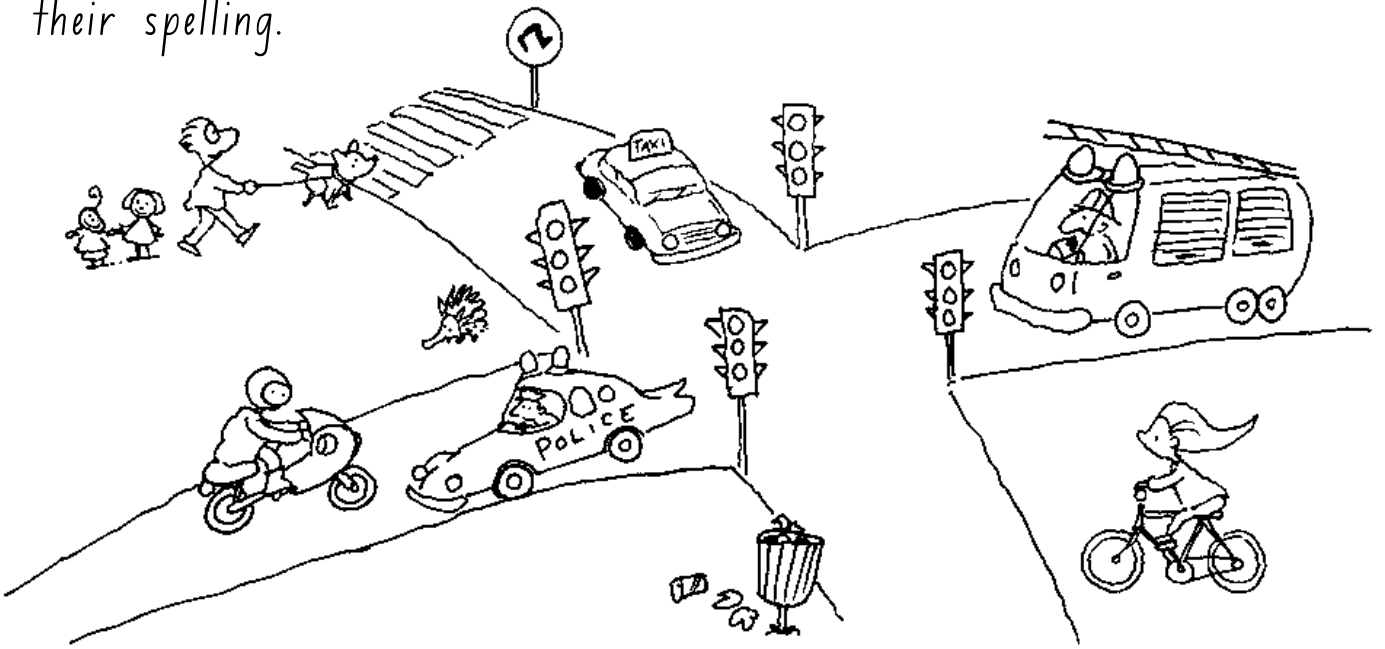
air chair pair repair

brain train explain again

thirst skirt swirl firm

Name: _____ Date: __/__/__

Find ten things in the picture that have the letter i somewhere in their spelling.



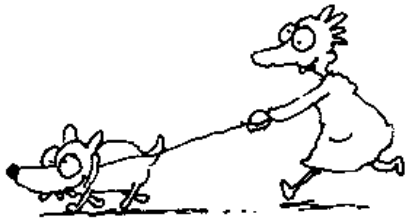
Write the words here. Use two of them in a sentence.

Underline your best word.

[illegible]

Add 'ing' to these words. Use the new words to complete the puzzle. Don't forget, if a word ends in a short vowel and a consonant, you must double the consonant before adding 'ing', e.g. stop → stopping.

walk _____



sleep _____



swim _____



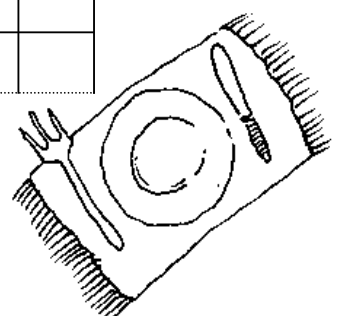
hop _____



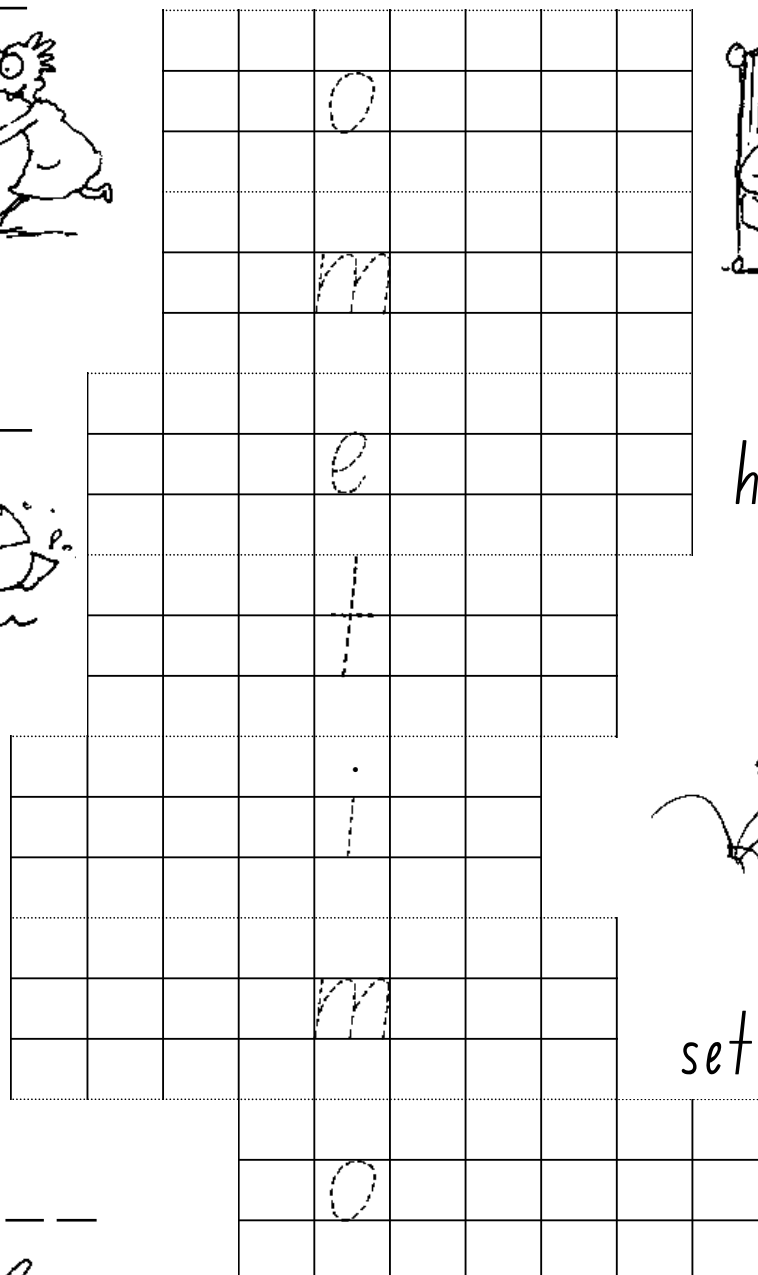
cook _____



set _____

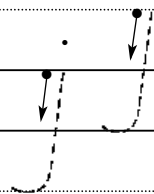
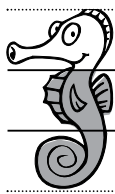


hum _____



Downstroke pattern Name: _____ Date: ____/____/____

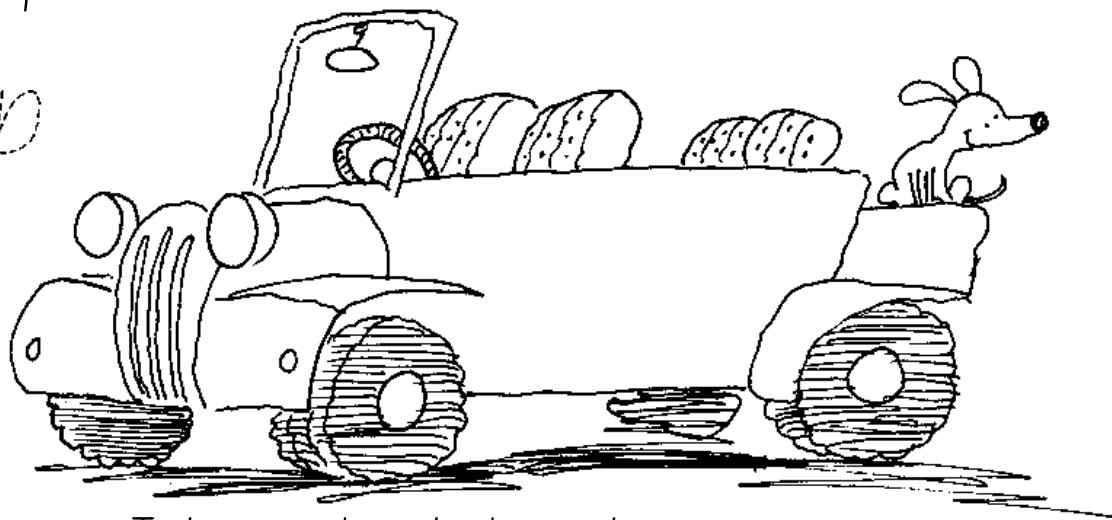
j



J

Fill the jeep with downward strokes.

_eeep



Trace and copy. Tick your two best words.

joy join joint joints

jaw jaunt jaunty

jubilee jamboree

Name: _____ Date: __/__/__

Make up a tongue-twister using some of the j words below.
Write it on the lines. Give it to a friend to try.

jellyfish

jolly

jesters

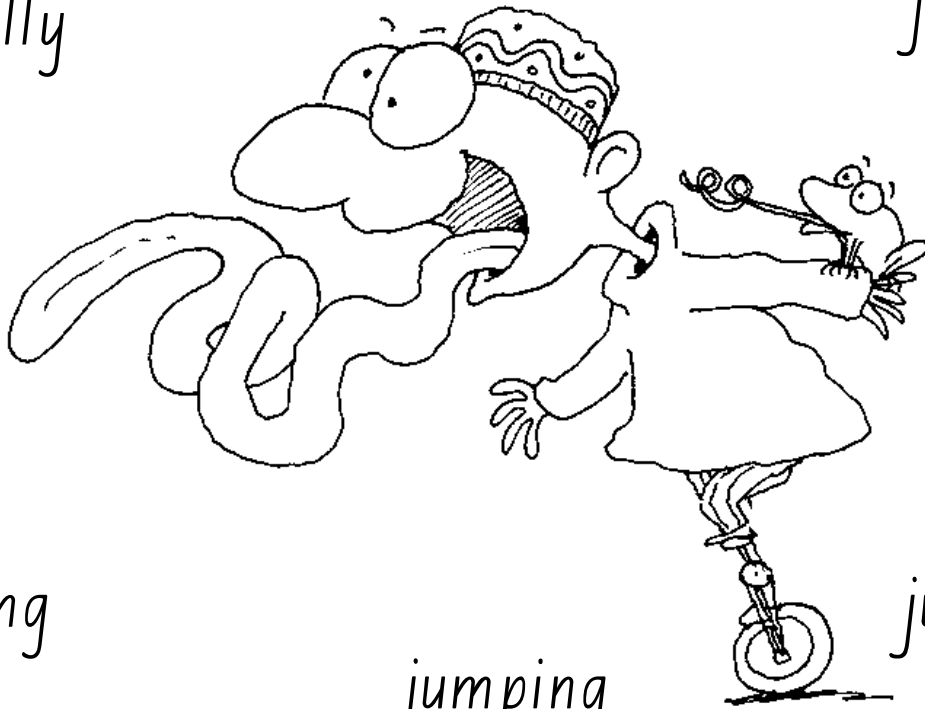
jam

jump

joking

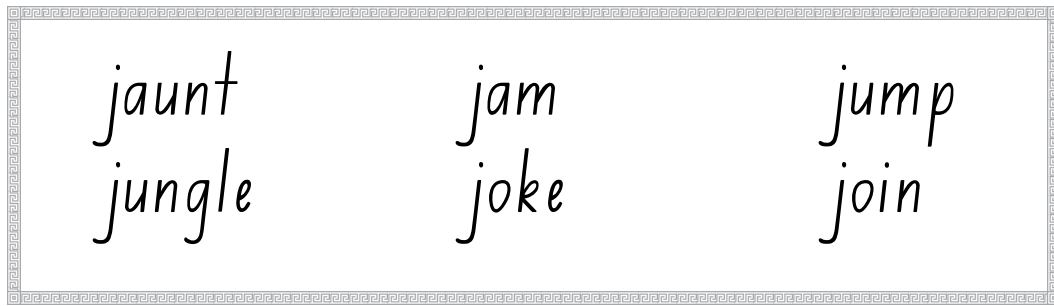
jumping

juggle



Name: _____ Date: __/__/__

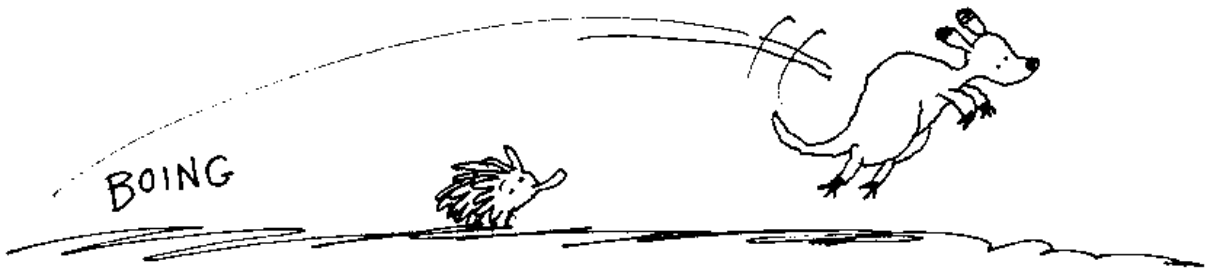
Write each word from the box under the correct rhyming word.



ham

yolk

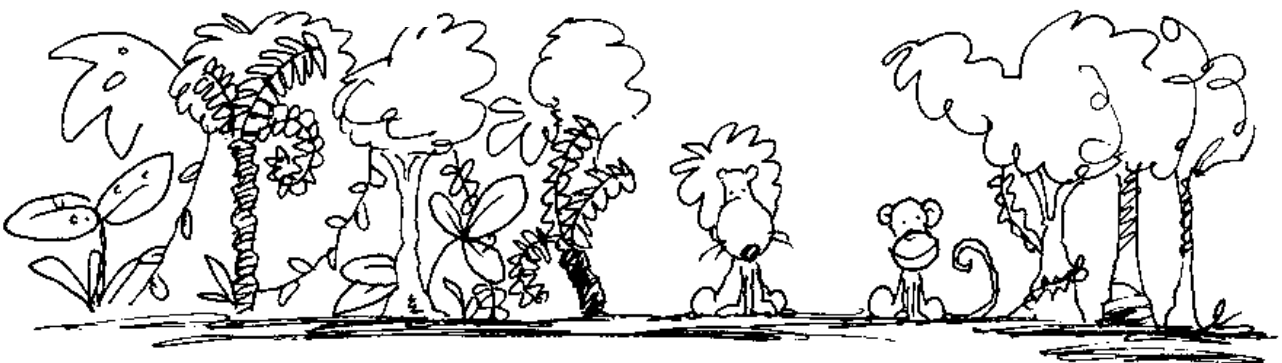
pump



haunt

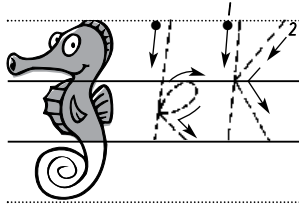
bungle

coin



Hopping pattern Name: _____ Date: ____/____/____

k



K

Fill the koala with hopping patterns.



_oala

Trace and copy.

jacket pocket cricket

bucket packet ticket

socket rocket docket

Name: _____ Date: __/__/__

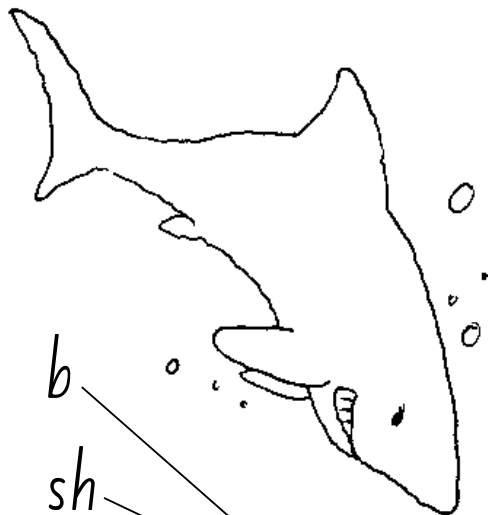

Make new words.

Write them below.



b
c
t
l
h

ook



ark

b

sh

p

d

m

✓ Tick your best word.

Name: _____ Date: __/__/__

Trace.

duke like broke cake

bake bike fake joke

hike woke Luke

Rewrite the words from the list above that have an *oke* pattern.

Rewrite the words from the list above that have an *ake* pattern.

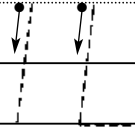
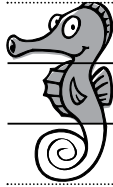
Rewrite the words from the list above that have an *ike* pattern.

Rewrite the words from the list above that have a *uke* pattern.

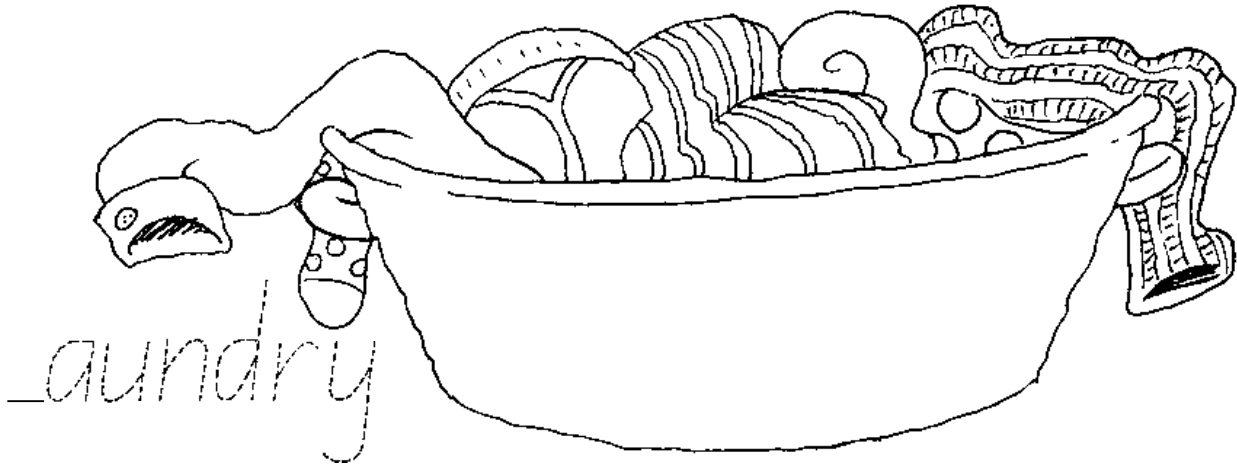
Trace these patterns. Follow the direction arrows carefully.



Downstroke pattern Name: _____ Date: ____/____/____



Fill the laundry basket with downward strokes.



Trace and copy. Underline the downstroke letters.

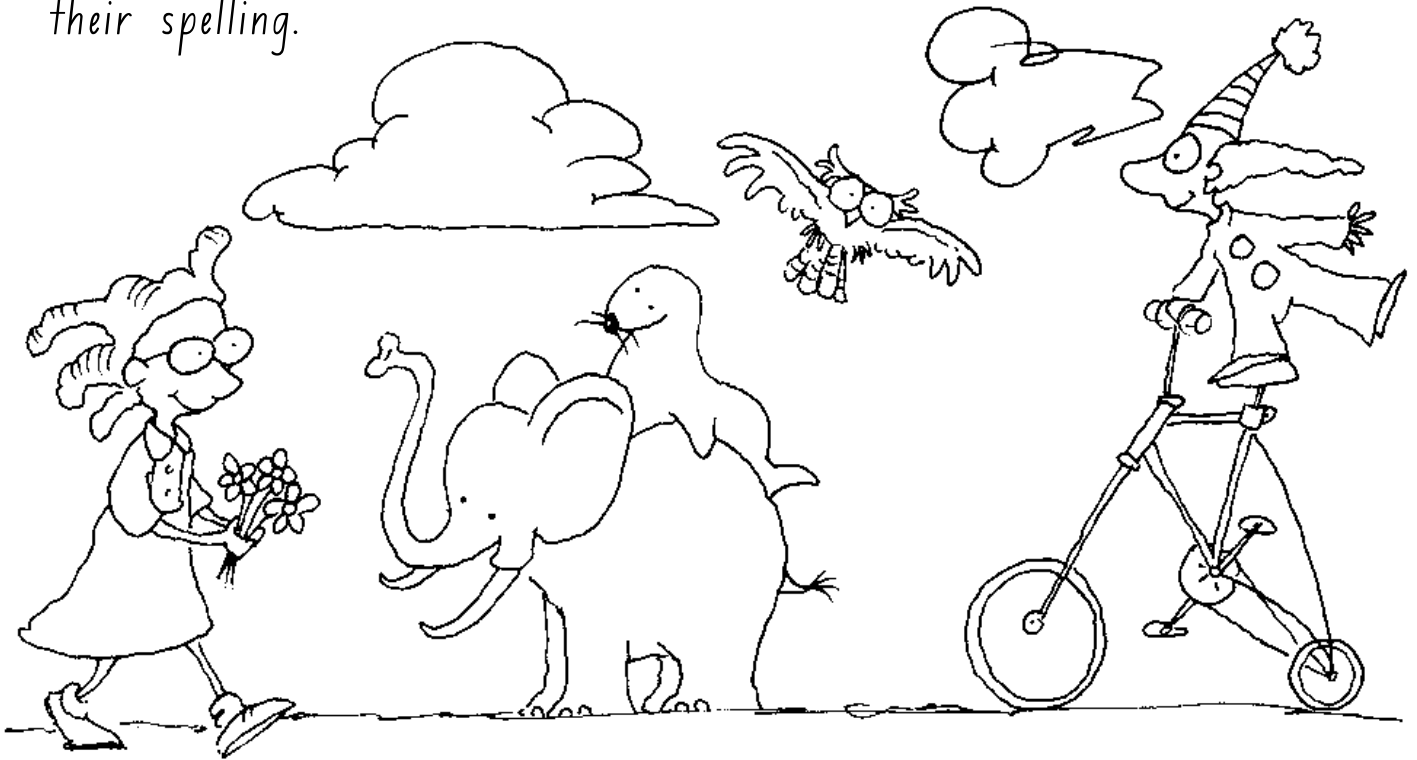
walk talk stalk chalk

castle ghastly rascal

could would should

Name: _____ Date: __/__/__

Find ten things in the picture that have the letter **l** somewhere in their spelling.



Write the words here. Then use two of them in a sentence.
Underline your best word.

.....

.....

.....

.....

.....

.....

Name: _____ Date: __/__/__

You will need to do some research to find the answers.

Lismore

Lizard Island

Longreach

Launceston

Lord Howe Island

Which of these places is found in Tasmania?

Underline any downstroke letters.

In which place do big goannas live? Underline any downstroke letters.

Which two places are part of New South Wales?

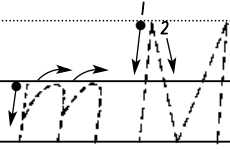
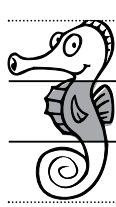
Underline any downstroke letters.

All these places are part of which country?

Underline any downstroke letters.

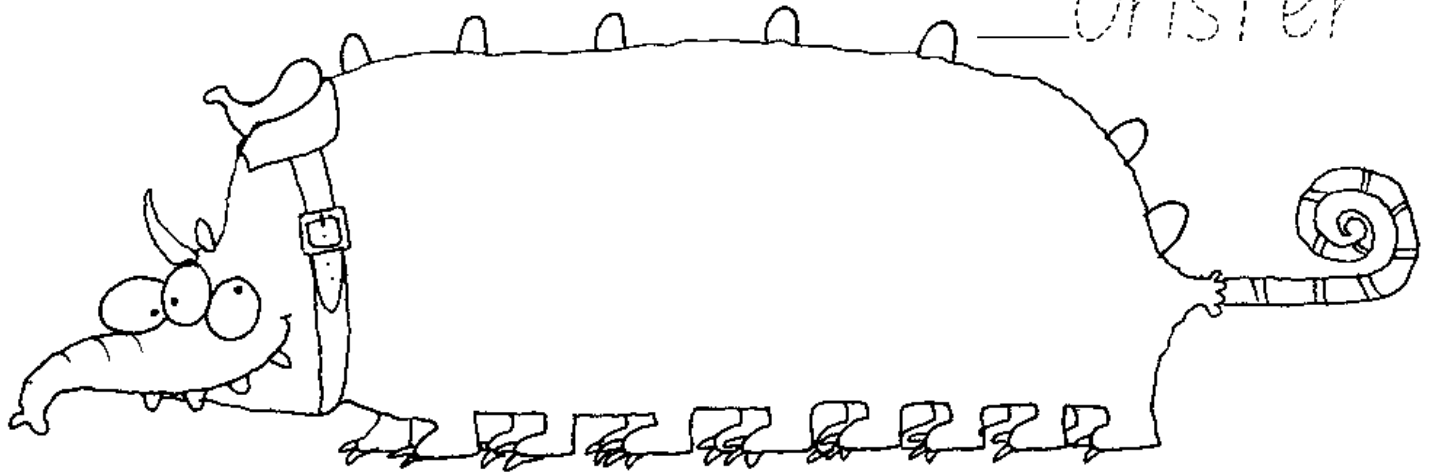
Hopping pattern Name: _____ Date: ____/____/____

m



M

Fill the monster with hopping patterns.



Trace and copy.

mask mast master

mould mild milk

jump stump grumpy

Name: _____ Date: __/__/__

Make new words. Write them below. Underline the *m*'s.

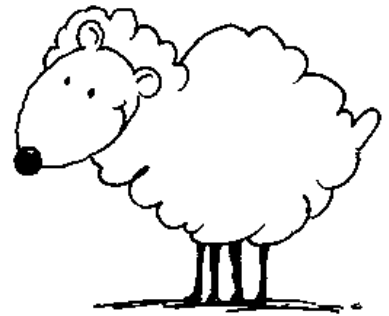
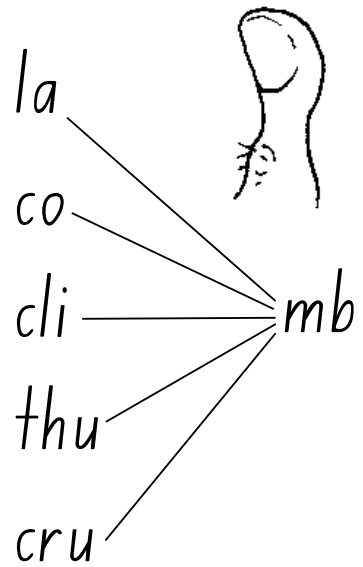
```
graph LR; some --- thing; some --- one; some --- times; some --- how; some --- where;
```



```

graph LR
    t --> eam
    cr --> eam
    scr --> eam
    dr --> eam
    b --> eam

```

[illegible][illegible][illegible]

Name: _____ Date: __/__/__

Trace and copy the sentences. Underline the capital M's.

Colour the wedges in the lower-case m's.

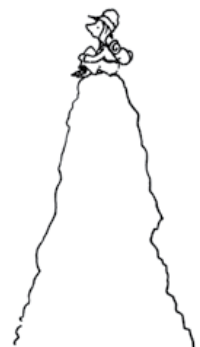
On Mondays Mum makes

me marmalade muffins.

Mrs Smith climbed a

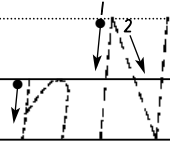
mighty mountain before

midday!



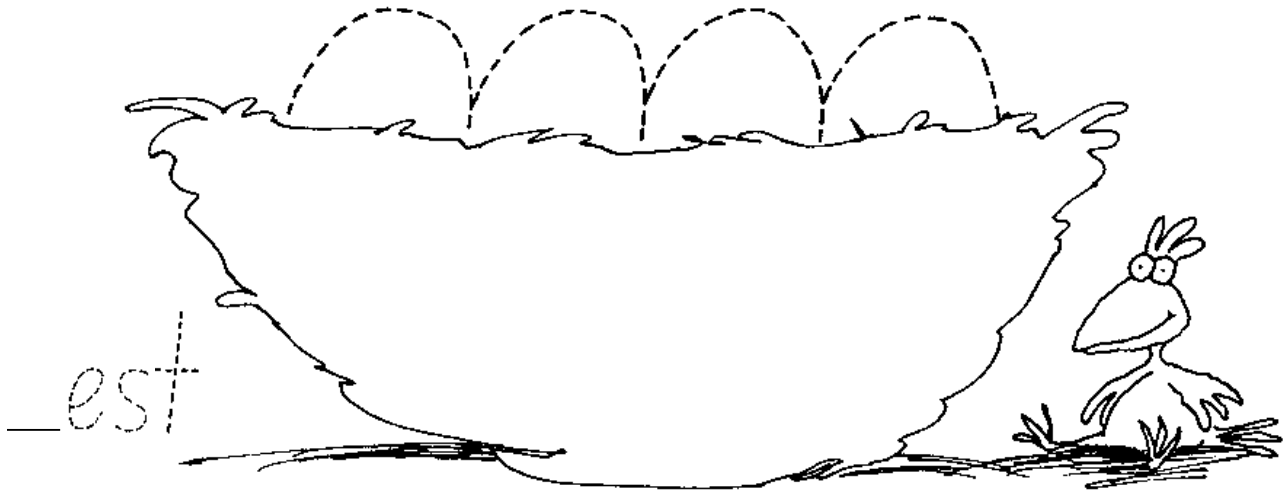
Hopping pattern Name: _____ Date: ____/____/____

n



N

Fill the nest with hopping patterns.



Trace and copy. Circle your best word.

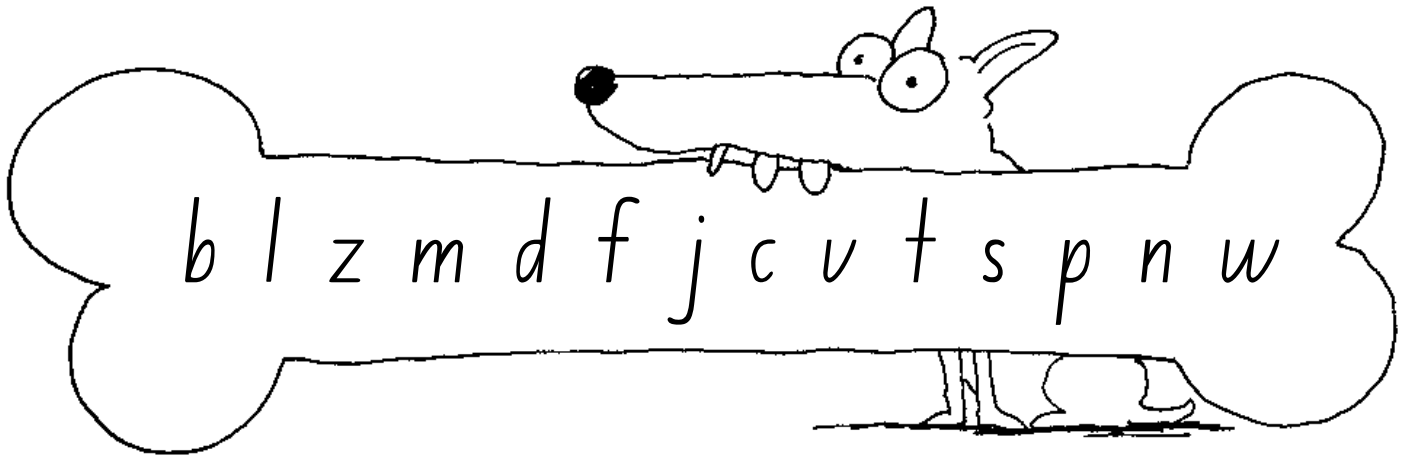
bring swing finger

belong thong wrong

rung stung tongue

Name: _____ Date: __/__/__

Add these word beginnings to the word endings below.
If you make a real word, write it in the correct column.



__one

__ane

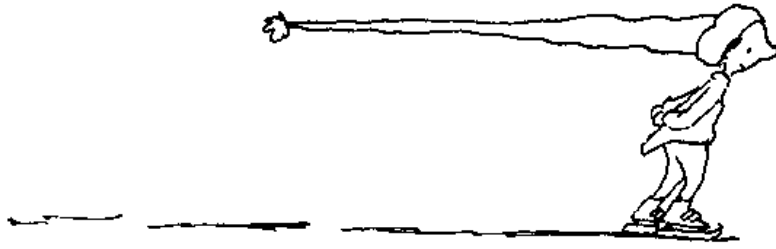
ine

une

[illegible][illegible][illegible][illegible]

Name: _____ Date: __/__/__

Trace these nk words, then use four of them in sentences.

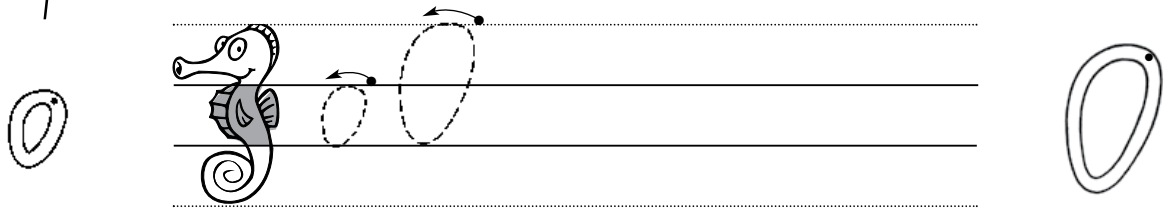


sink pink rink stink

bank sank tank honk

bunk dunk junk drunk

Wave pattern Name: _____ Date: __/__/__



Fill the ocean around the map of Australia with wave patterns.



__cean

Trace and copy. ✓ your two best words.

storm port north

float boat soak

blow below row tow

Name: _____ Date: __/__/__

oy

oo

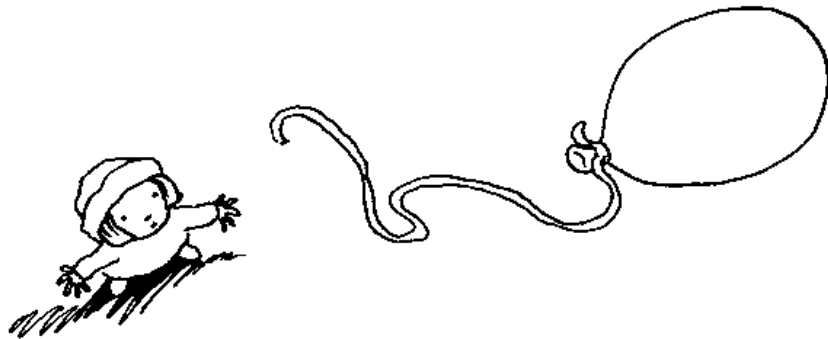
ow

ou



Finish the sentences by writing the correct sound into the words.

The b__'s ball__n has bl__n
away.



The cl__n b__ed to the cr__d.



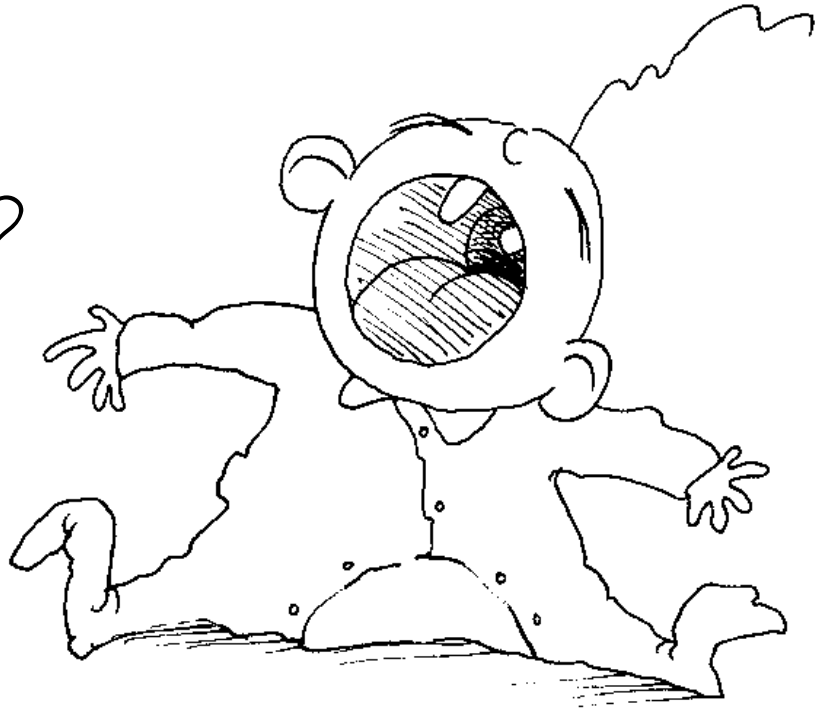
The cl__ds blew across the m__n.



Name: _____ Date: __/__/__

Write this knock knock joke in the lines below.
Check carefully that you have included all punctuation.

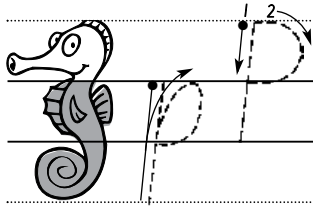
Knock, knock.
Who's there?
Boo.
Boo who?
Don't cry!



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing the knock knock joke.

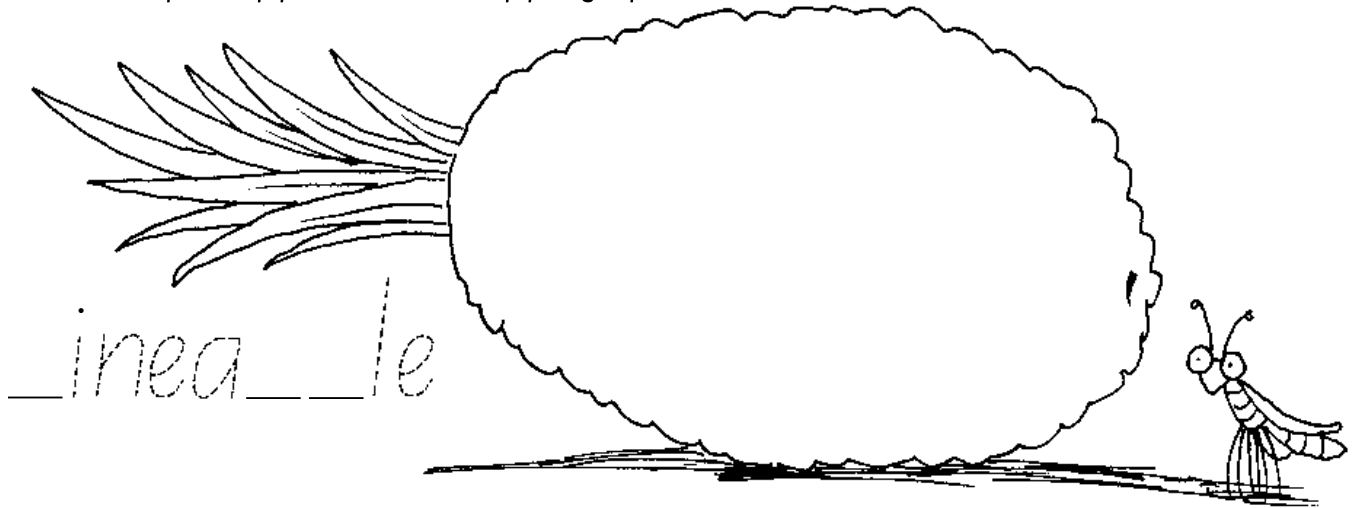
Hopping pattern Name: _____ Date: ____/____/____

p



P

Fill the pineapple with hopping patterns.



Trace and copy. Put a polka dot on top of your three best p's.

camp stamp damp

lisp crisp whisper

kept slept wept

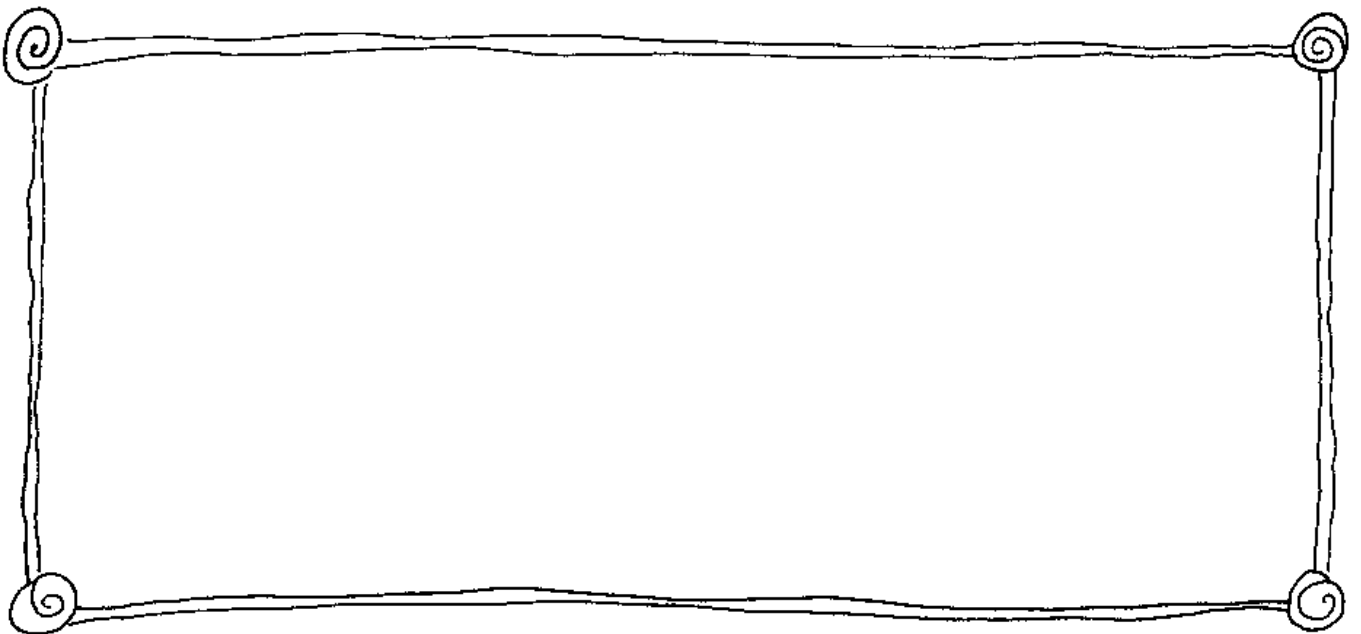
Name: _____ Date: __/__/__

Trace and copy these words. Colour the wedges in the p's. Then, in the space below, draw an office and include some of these things. Label them.

computer telephone pens

lamp paperclips printer

paper pencils pot plant



Name: _____ Date: __/__/__

Write this recipe for pancakes in the lines below.

Ingredients: 1 $\frac{1}{4}$ cups milk
1 cup plain flour 1 egg



Method:

Sift flour into bowl.

Add egg and mix.

Stir in milk.

Pour batter into hot, greased pan.

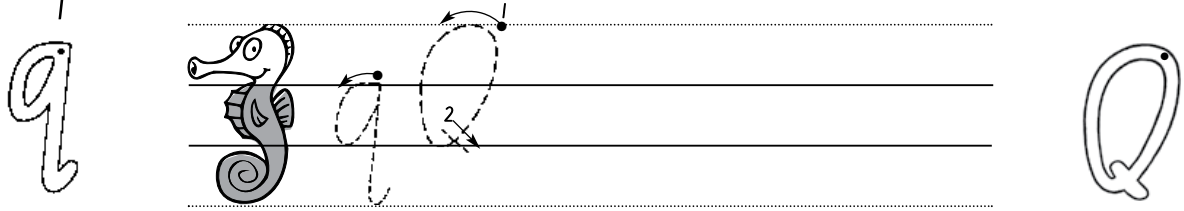
Flip and cook on other side.



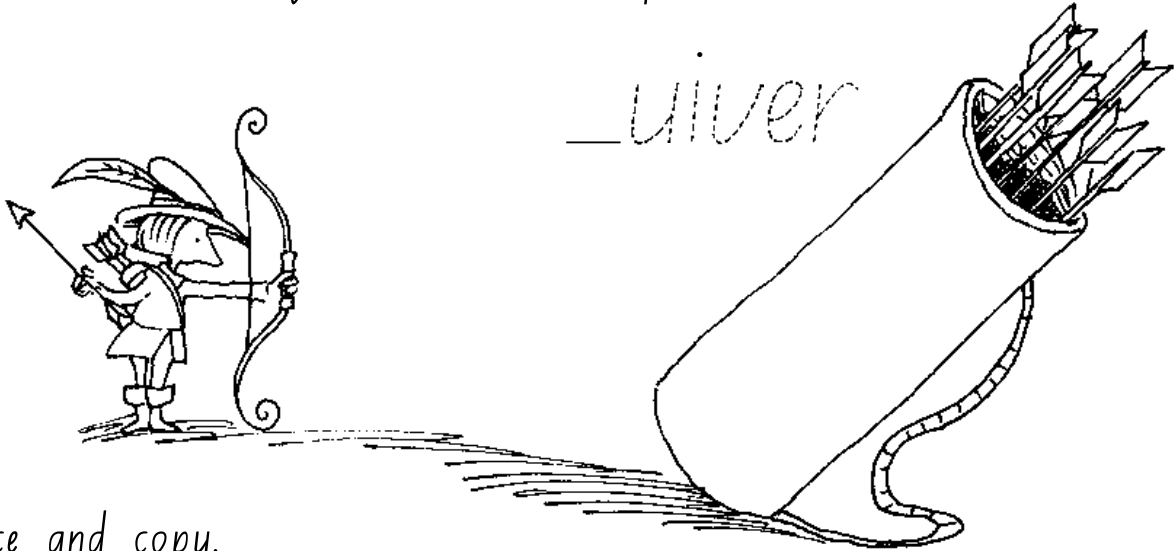
Ingredients:

Method:

Wave pattern Name: _____ Date: ____/____/____



Fill Robin Hood's quiver with wave patterns.



Trace and copy.

quay queue quest

racquet aqua aquarium

squeal squeak squeeze

Name: _____ Date: __/__/__

Sort the words into three columns.

quench quiet
quake quartet
quarter queasy
quarrel quiz
query quick quest
quince quality



qua

que

qui

Handwriting practice lines for the 'qua' column, consisting of 15 sets of three horizontal lines (top, middle, bottom) for letter formation.

Handwriting practice lines for the 'que' column, consisting of 15 sets of three horizontal lines (top, middle, bottom) for letter formation.

Handwriting practice lines for the 'qui' column, consisting of 15 sets of three horizontal lines (top, middle, bottom) for letter formation.

Name: _____ Date: __/__/__

Rewrite the sentences below. Add a question mark to the sentences that need one. Add a full stop to the other sentences.

? ? ? ?



Which duck quacked

Quincy made a cake for tea

Why is the queue so long

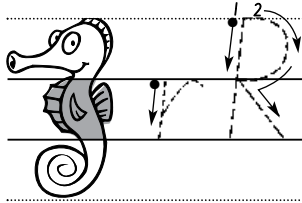
Who likes quince jelly

What will quench your thirst

Circle your best 'qu' word.

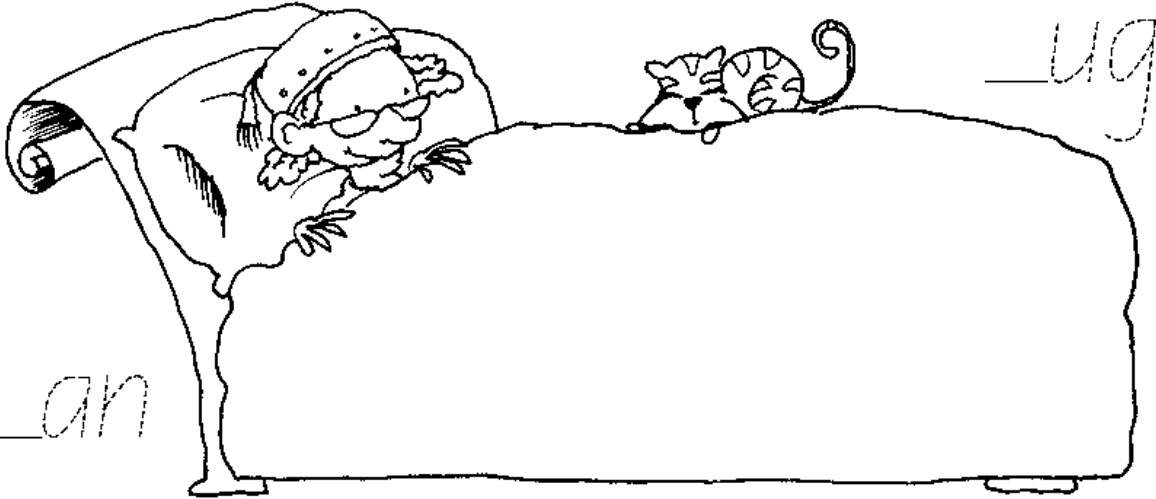
Hopping pattern Name: _____ Date: __/__/__

r



R

Fill Gran's rug with hopping patterns.



Trace and copy.

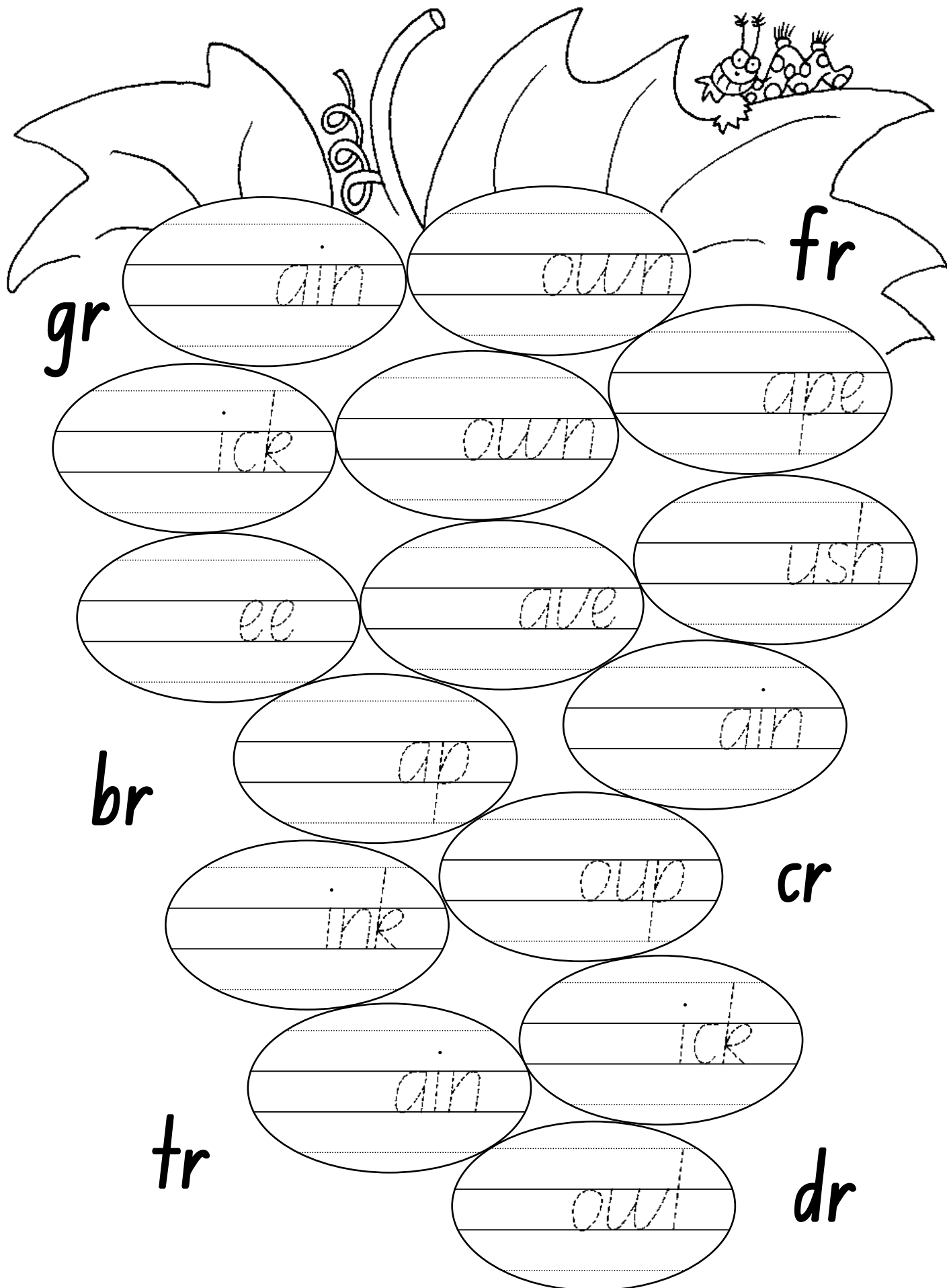
mother father brother

weather shepherd

Dr Mrs Mr Sir

Name: _____ Date: __/__/__

Use these blends to make words. Circle the (r)'s.

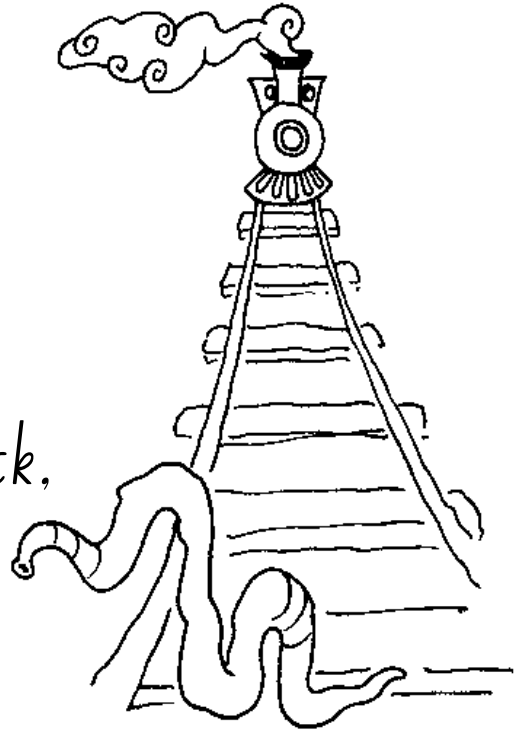


Name: _____ Date: __/__/__

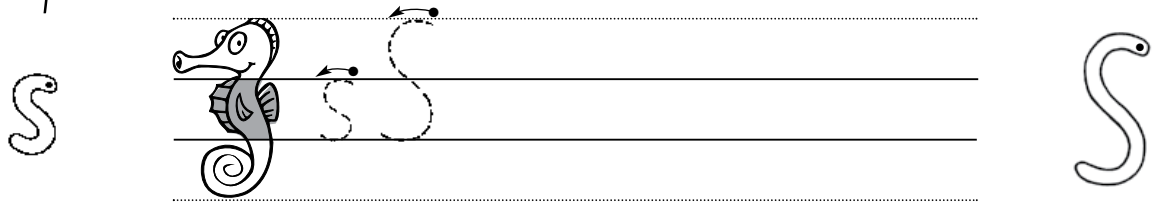
Write this rhyme in the lines below. Check carefully that you have included all punctuation.

OOEY GOOEY

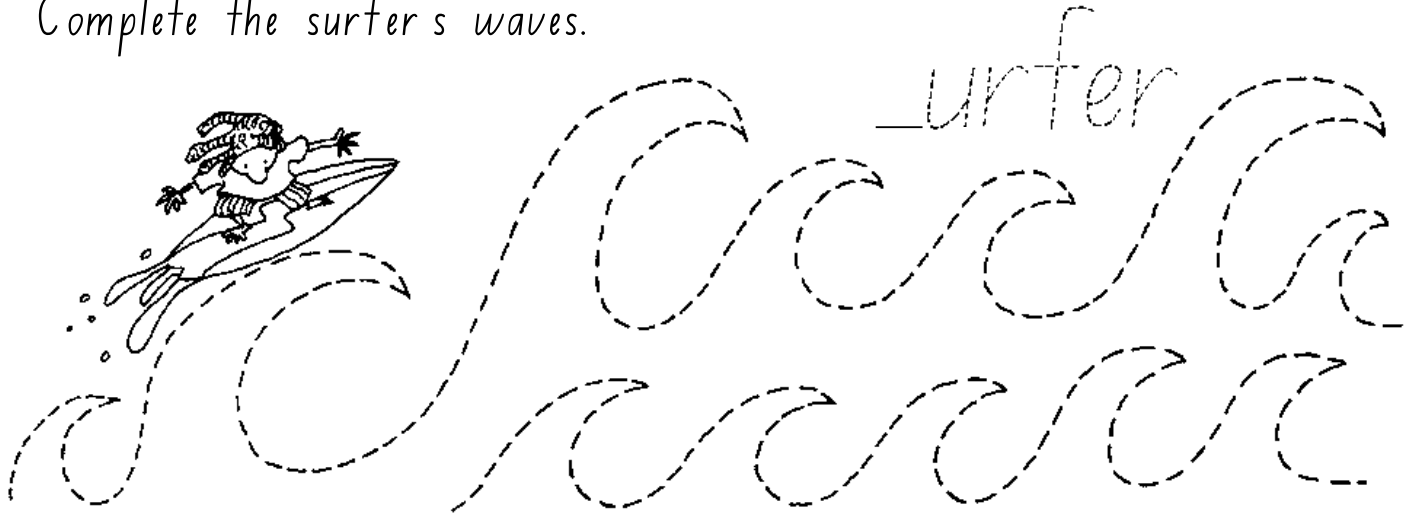
Ooey Gooey was a worm,
And what a worm was he;
He sat upon a railway track,
The train he didn't see ...
OOEY GOOEY!



Wave pattern Name: _____ Date: ____/____/____



Complete the surfer's waves.



Trace and copy. Underline your best word.

television conclusion

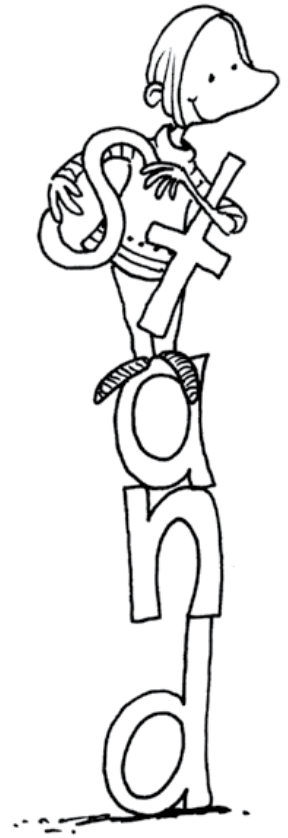
decision permission

fashion Ms Mrs Miss


Name: _____ Date: __/__/__

Build on the words given to make new words in the number of steps shown.

pit	and
↓	↓
↓	↓
splint	strand




Use the blends to make words. Underline the s's.

sw	sp	st	sh
sn			
	ort	ell	oon
ell	op	y	out

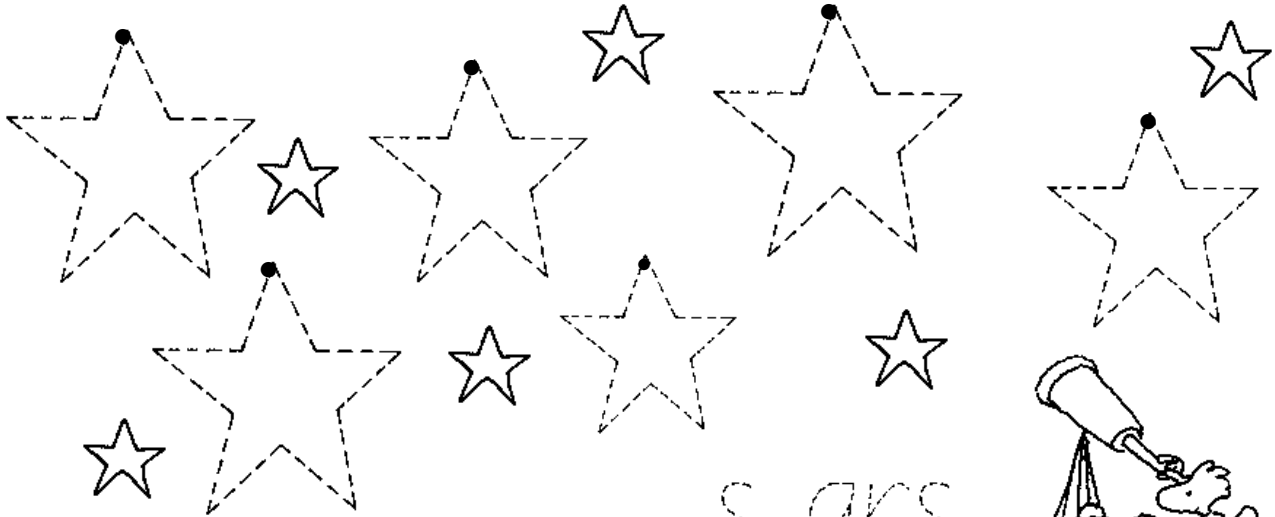
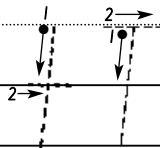
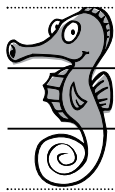
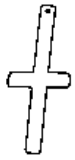
Name: _____ Date: __/__/__

Add s or es to make these words plural. Write them in the lines below. Use your favourite in a sentence.

glass dress bush shirt horse
sister dish
nurse
shell bus
sausage wasp

A simple line drawing of a horse in profile, facing left and running. The horse has a flowing mane and tail. In the foreground, there is a small, rounded bush and a single flower with a long stem. The background is plain white.[illegible]

Downstroke pattern Name: _____ Date: ____/____/____



sars



Trace and copy. Underline your best word.

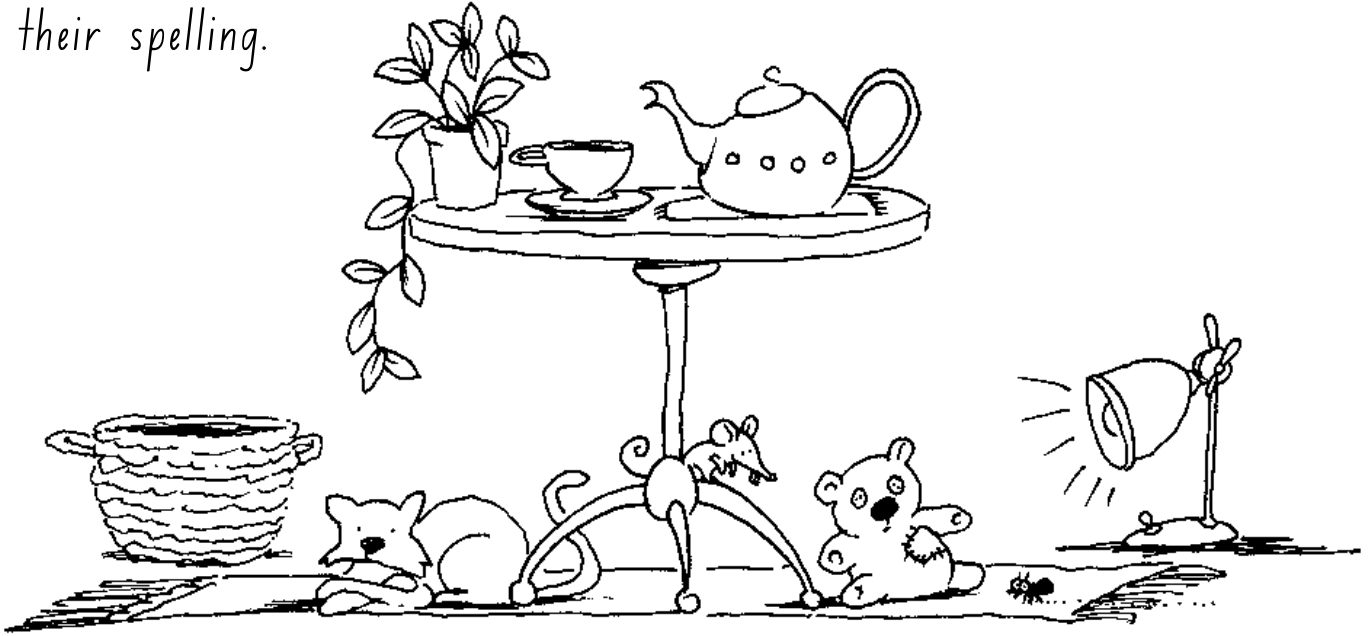
fast vast last past

dusty rusty crusty

port sort short snort

Name: _____ Date: __/__/__

Find ten things in the picture that have the letter **t** somewhere in their spelling.



Write the words here. Use two of them in a sentence.
Underline your best word.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name: _____ Date: __/__/__

Sort the words below into the right columns.

tree art trap court cart trot

train track sport skirt

start chart tram try



tr_

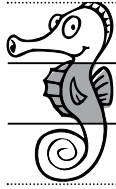
_rt

Handwriting practice lines for the 'tr' column, consisting of multiple sets of three horizontal lines (top, middle, and bottom) for letter formation.

Handwriting practice lines for the 'rt' column, consisting of multiple sets of three horizontal lines (top, middle, and bottom) for letter formation.

Wave pattern Name: _____ Date: ____/____/____

u



u

Fill the barramundi with wave patterns.



Trace and copy.

barram_undi

thumb

dumb

crumb

numb

humble

tumble

mumble

stumble

Name: _____ Date: ____/____/____

Trace and copy these words, then find them in the wonderword below.

sauce caught





because

author taught

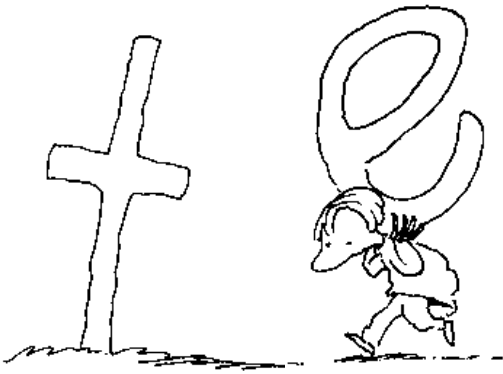
haunt laugh

pause autumn

applause

a	p	p	l	a	u	s	e	
c	h	a	a	u	t	h	o	r
h	a	u	n	t	n	e	t	c
b	e	c	a	u	s	e	a	a
r	i	d		m	a	s	u	u
u	a	p	i	n	u		g	g
l	a	u	g	h	c	k	h	h
	p	a	u	s	e	e	t	t

Name: _____ Date: __/__/__



1. Add *e* to make new words.
2. Write a sentence using two of the new words.
3. Circle your best word.

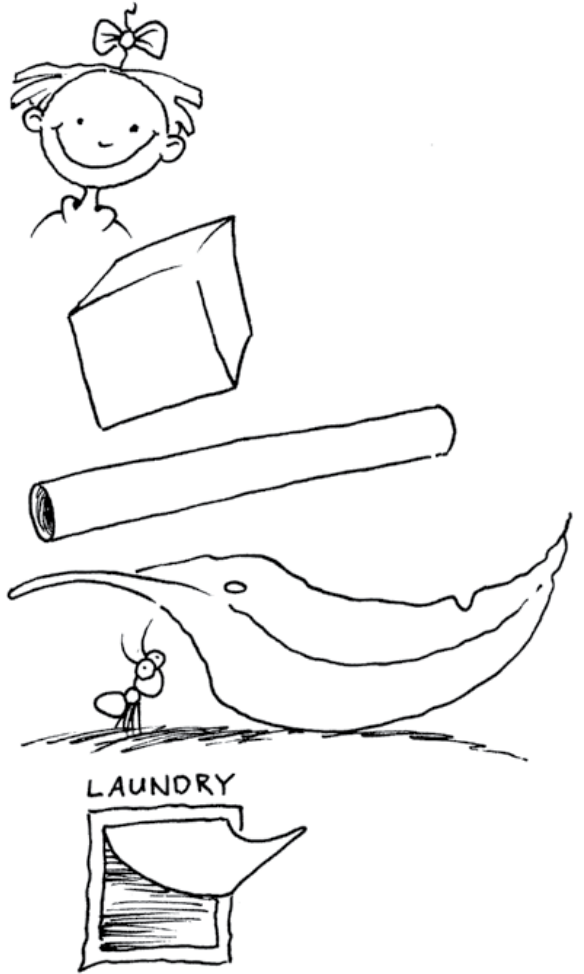
cut → cute

cub →

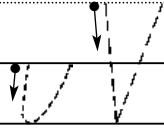
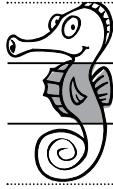
tub →

hug →

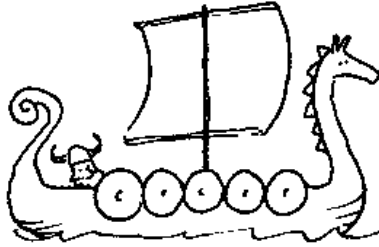
shut →



Wave pattern Name: _____ Date: __/__/__



Draw the wavy sea around the Viking longboat.



_iking

Trace and copy. Put a wavy line under your best word.

quiver

quaver

liver

favour

flavour

river

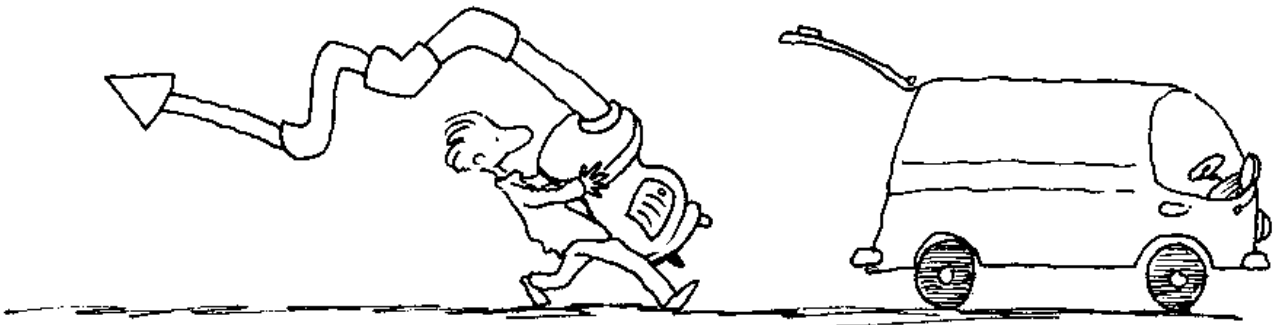
over

oven

Name: _____ Date: __/__/__

Trace and copy the sentences.

Find the five V's in each sentence. Underline them.



Leave the heavy stove

for Neville to move.

The van drove past the

vast convoy of vehicles.

Name: _____ Date: __/__/__

Trace. Say the words.

love move shove dove

wave above rove prove

stove hover cove

Rewrite the words from the list which have an **u** sound as in **mu**g.

Rewrite the words from the list which have an **oo** sound as in **mo**on.

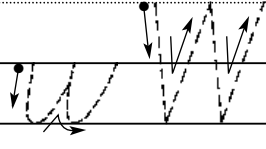
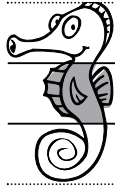
Rewrite the words from the list which have an **o** sound as in **h**ome.

Trace these patterns. Continue them.



Wave pattern Name: _____ Date: ____/____/____

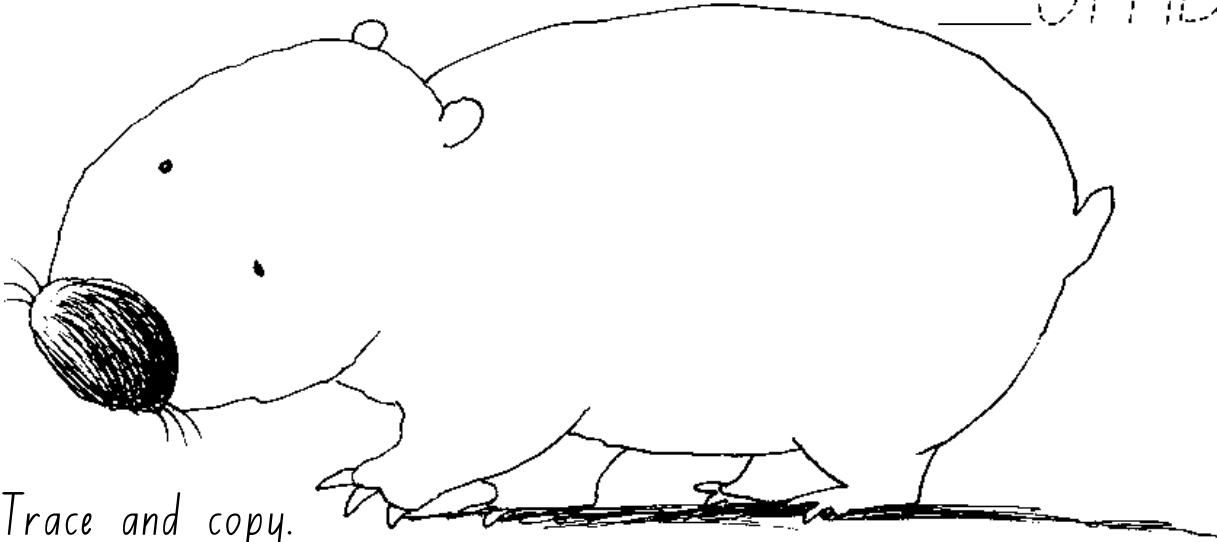
w



W

Fill the wombat with wave patterns.

ombat



Trace and copy.

swap

sweep

swift

throw

know

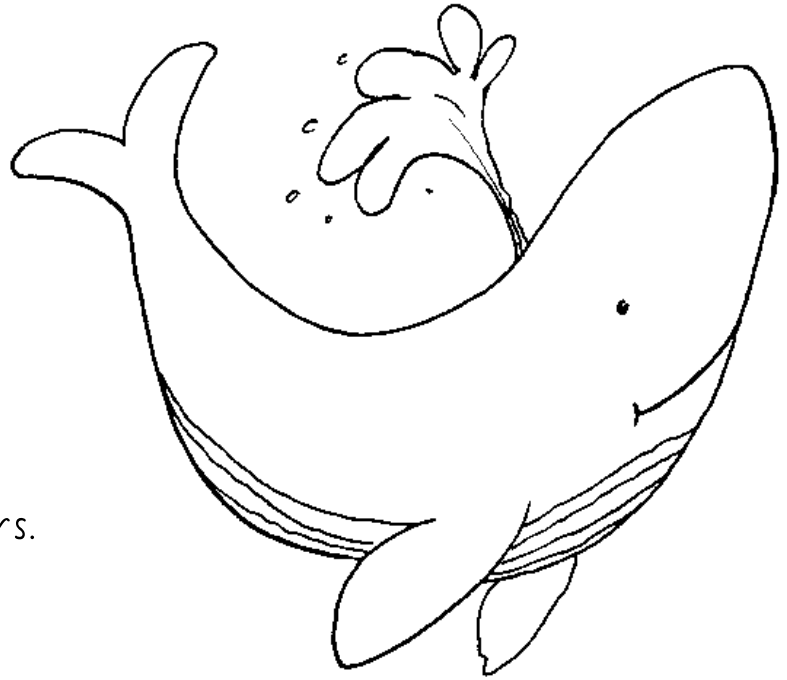
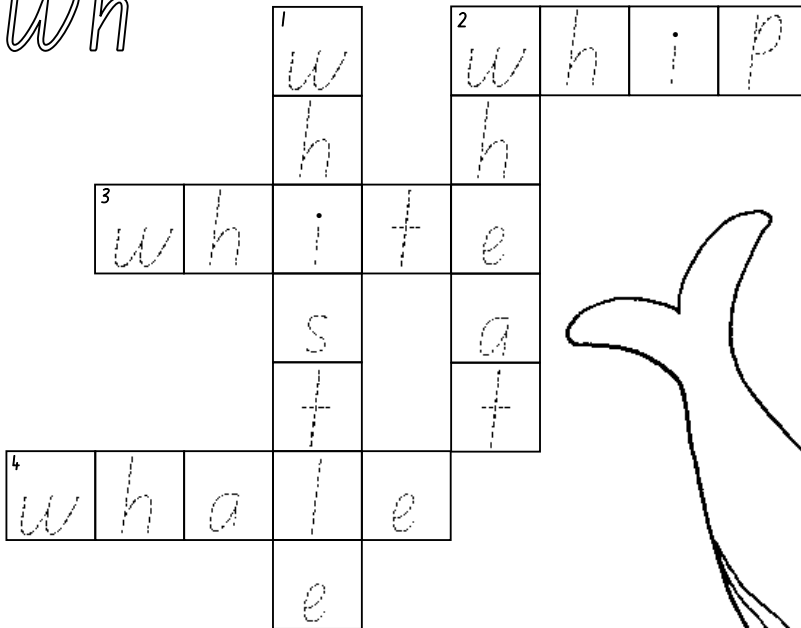
flow

window

willow

wallow

wh



Write clues for these answers.

Across

2.

3.

4.

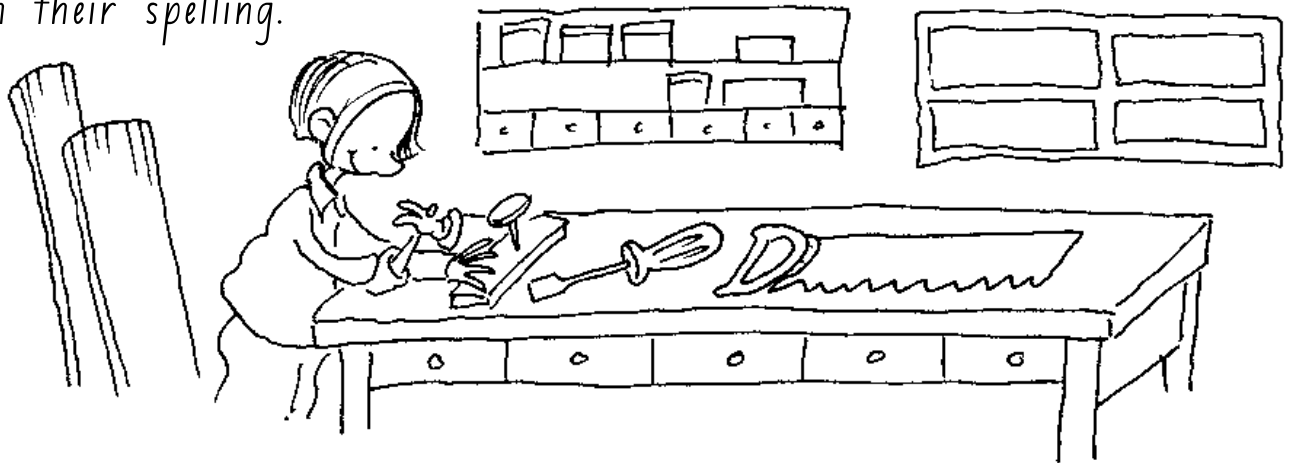
Down

1.

2.

Name: _____ Date: __/__/__

Find six things in the picture that have the letter *u* somewhere in their spelling.

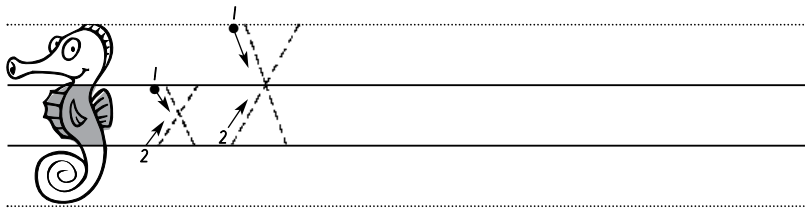


Write the words here. Colour the wedges in the *W*'s. Use three of the words in sentences. Underline your best word.

[illegible]

Downstroke pattern Name: _____ Date: ____/____/____

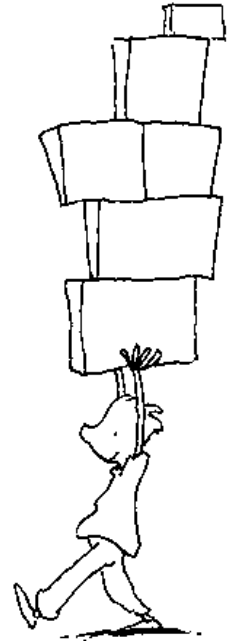
x



x

Draw six boxes. Re-trace the downstrokes in red.

bo_es



Trace and copy. Circle your best word.

wax tax Max lax axe

extra extract exact

extreme xylophone

Name: _____ Date: __/__/__

Trace and copy these words, then find them in the wonderword below.

six extreme



exclaim axe

tax coax fox

examine exit

mixture

toxic fix

e	x	a	m	i	n	e
x	f		i	s	i	x
c	o	a	x	j	6	t
l	x	t	t	a	x	r
a	x	e	u	r	s	e
i	u	x	r	f	p	m
m	w	i	e	i		e
u	k	t	o	x	i	c

Name: _____ Date: __/__/__

Write the missing words in the lines. Choose from the words below, which all contain the letter X.

exclamation six sixty
sixteen extremely examine



To look at something carefully is to _____ it.

Three number words which contain the letter X are _____

If you win six thousand dollars, you are _____

lucky!

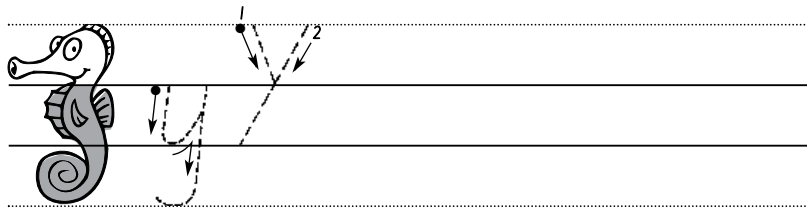
What is this called? !

mark

Write three words which rhyme with packs. Don't forget that each one must have an X.

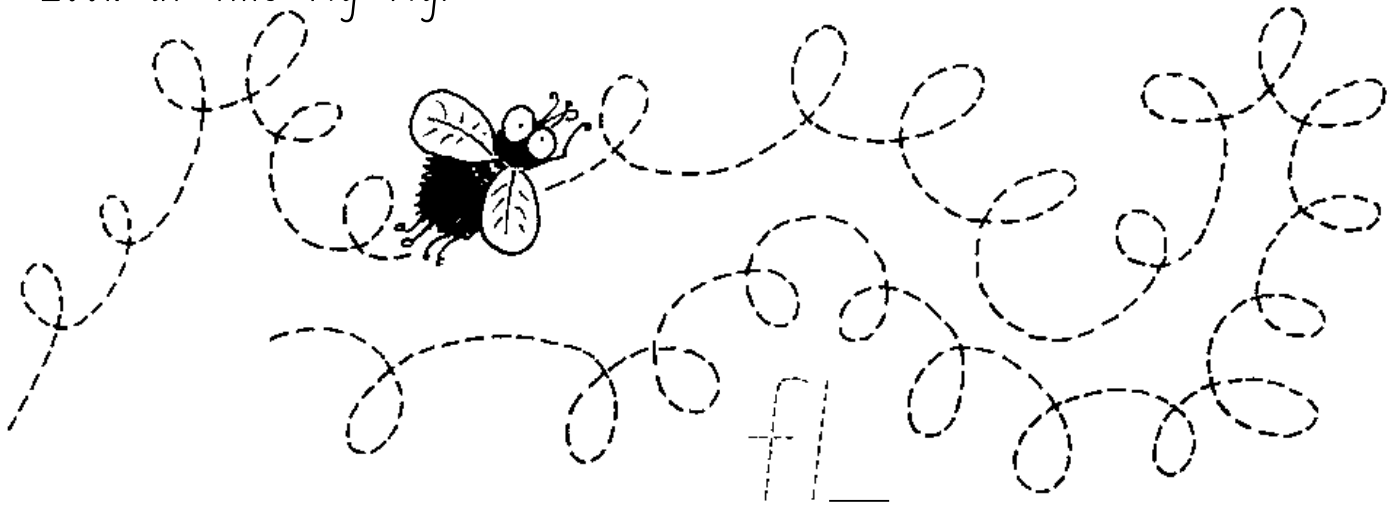
Wave pattern Name: _____ Date: ____/____/____

y



Y

Look at this fly fly!



Trace and copy.

boy joy toy coy


annoy enjoy destroy

royal loyal voyage

Date: ___/___/___

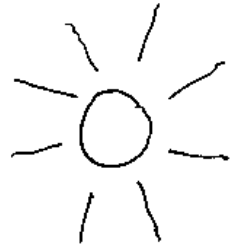
Make new words. Write them below.

Mon
Tues
Wednes



day

spr
 str
 tr \rightarrow ay



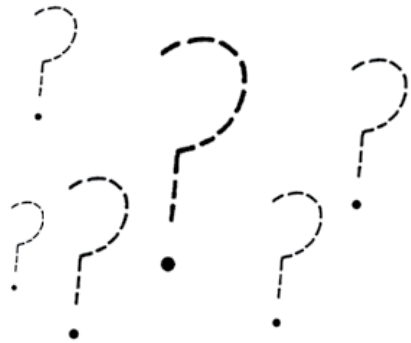
A diagram illustrating the formation of the word "ay". On the left, the letters "d", "m", "w", and "pl" are listed vertically. On the right, the letters "ay" are written. Four lines connect each of the letters "d", "m", "w", and "pl" to the "ay" on the right. Above the "ay" is a small, faint drawing of a person's head and shoulders.

This image shows a blank sheet of handwriting practice paper. It is divided into three vertical columns by two faint vertical lines. Each column contains four identical sets of horizontal lines. Each set consists of three lines: a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement. The entire page is otherwise blank, with no text or other markings.

✓ Tick your best word.

Name: _____ Date: __/__/__

Who, what, when, where and why are all words used to start questions. Copy these questions. Don't forget the question mark. Colour the wedges in the y's.



Who is always home by four?

What day was it yesterday?

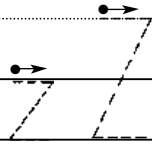
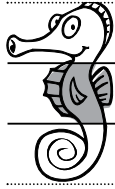
When will your family arrive?

Where is the heavy box?

Why are you yelling?

Downstroke pattern Name: _____ Date: ____/____/____

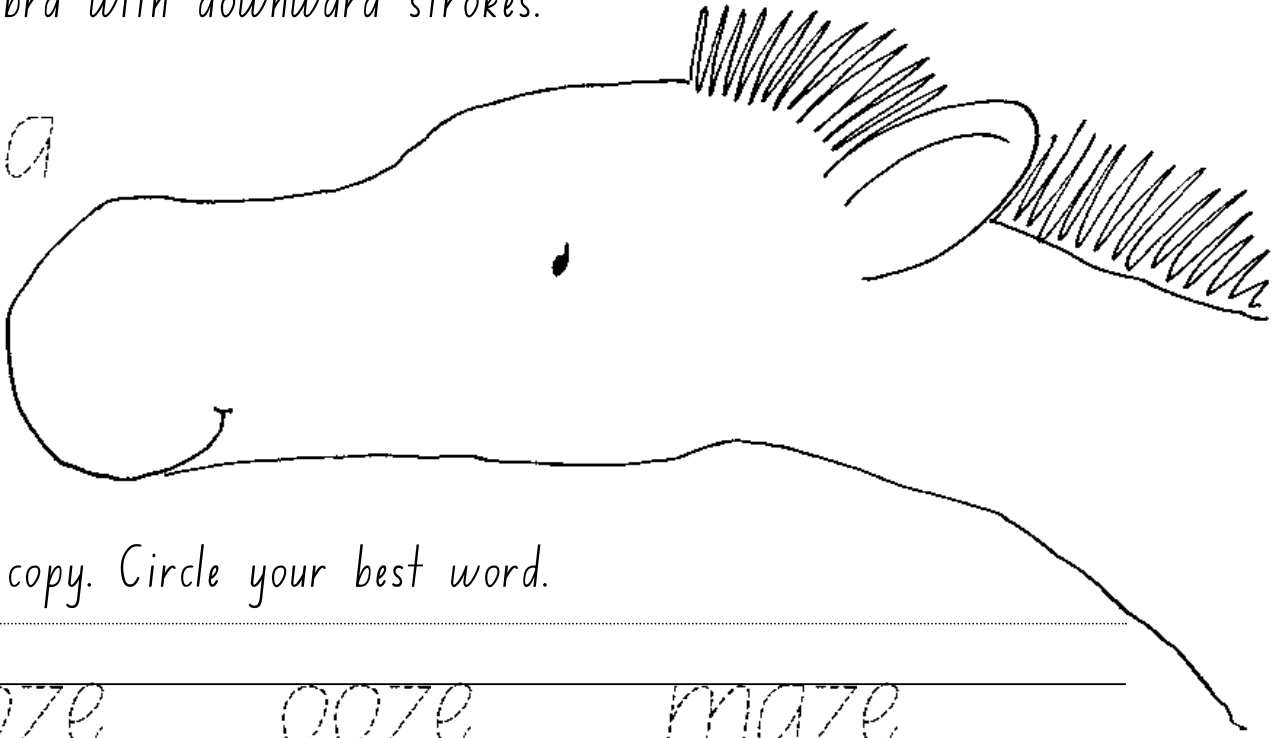
z



Z

Fill the zebra with downward strokes.

_ebra



Trace and copy. Circle your best word.

snooze

ooze

maze

lazy

doze

zipper

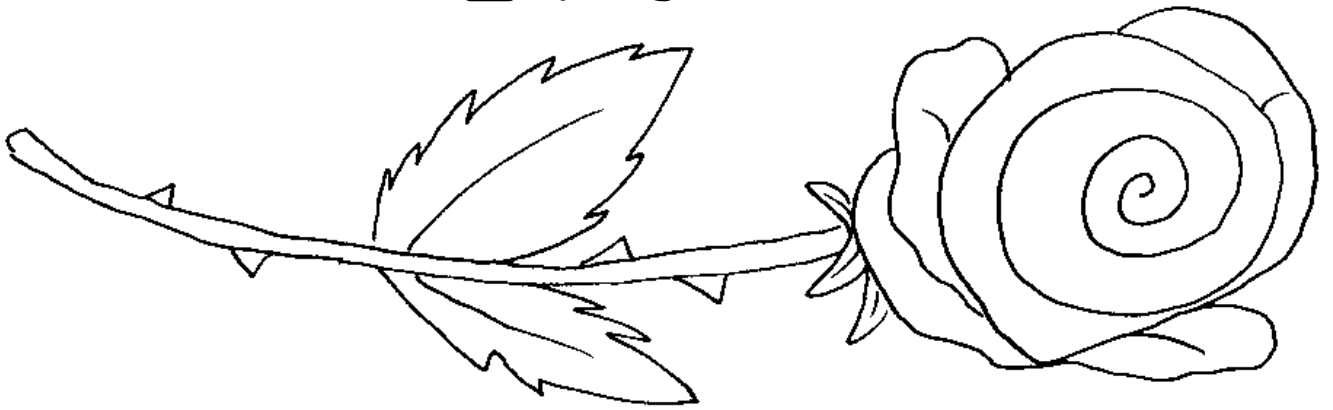
zoom

zap

zucchini

Name: _____ Date: ____/____/____

Z or S ?



la_e

Li_

bow_

day_

M_

co_y

stay_

bu_y

do_e

rai_e

vi_it

fro_e

ga_e

bu_

goe_

no_e

doe_

mow_

fi_

pu_le

ro_e

hi_

no_e

toe_

Name: _____ Date: __/__/__

You will need to research to find out the answers to the questions.

Zimbabwe zither

zitch Zaire zinnia

Zambia New Zealand

What is another name for zero? Write both words below.

Which three words are place names for countries found in Africa?

The kiwi is a native bird of which country?

Which word is the name of a flower?

On the back of this sheet, draw a cartoon person asleep.
What would be written in a speech bubble to show they are asleep?

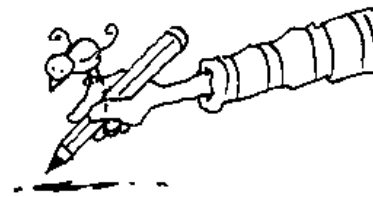
Name: _____ Date: __/__/__

0 1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

30 40 50 60 70 80 90

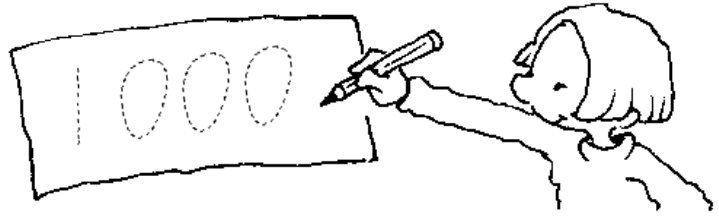
Fill in the missing numbers from the hundreds board.
Try to make all your numbers the same size.



1	2	3							10
		13	14						20
				25					
					36				
						47			
							58		
								69	
									80
81									
	92								

Name: _____ Date: __/__/__

Trace these numbers and
then practise writing them.



10

100

1000

10 000

100 000

Trace and copy these number words.

ten

one hundred

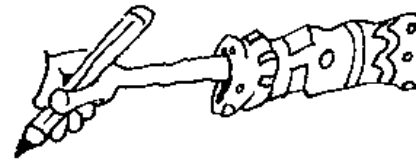
one thousand

ten thousand

Name: _____ Date: __/__/__

Trace the numerals and number words.

Copy the words one to ten.



1 one

11 eleven

2 two

12 twelve

3 three

13 thirteen

4 four

14 fourteen

5 five

15 fifteen

6 six

16 sixteen

7 seven

17 seventeen

8 eight

18 eighteen

9 nine

19 nineteen

10 ten

20 twenty

Name: _____ Date: __/__/__

Trace and copy the numerals
and number words.



0 zero

10 ten

20 twenty

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

Name: _____ Date: __/__/__

Fill in the numerals that are missing.

1 _ 3 4 _ _ 7 _ 9 10

Trace the numerals. Write the number word next to the numeral.

11 eleven

12

13

14

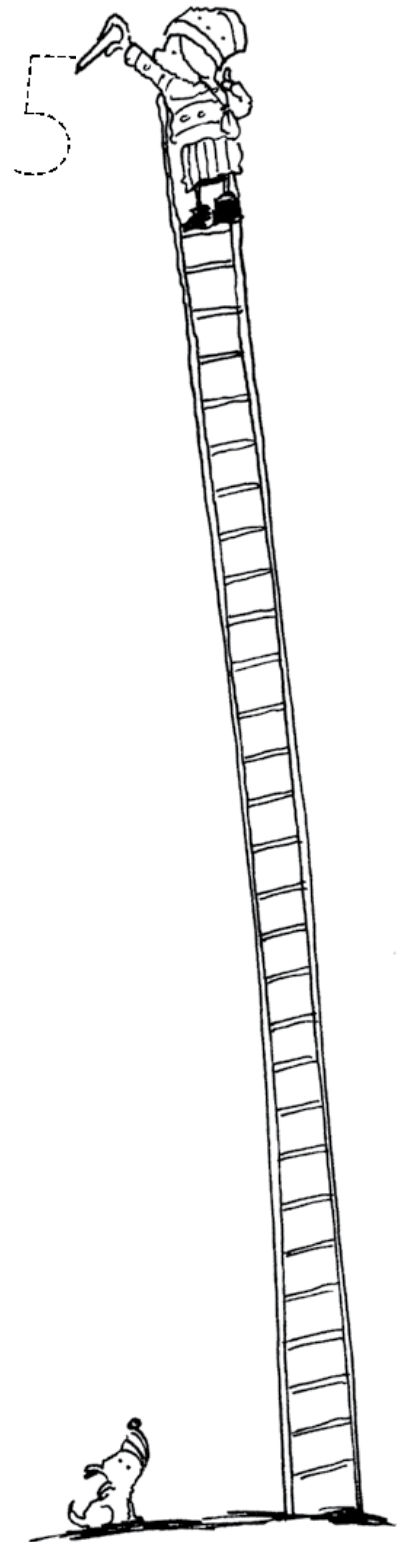
15

16

17

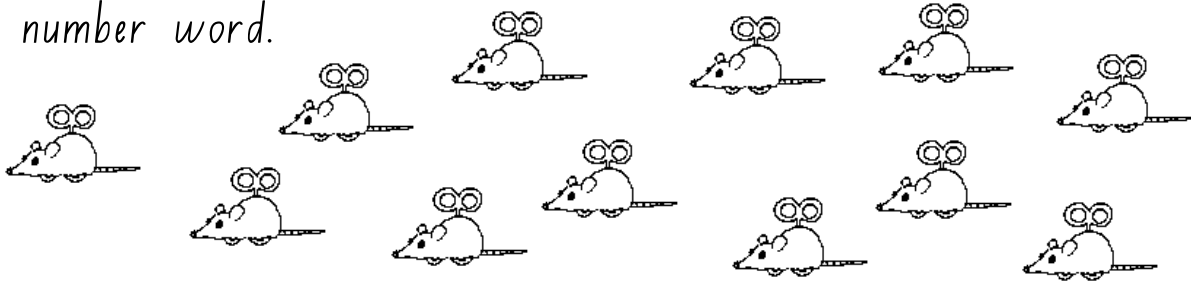
18

19

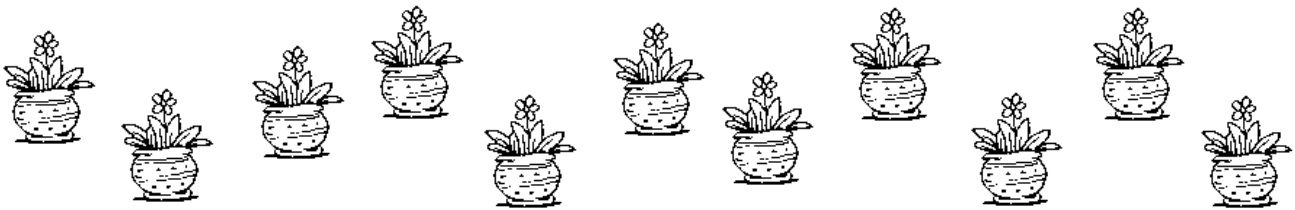


Name: _____ Date: __/__/__

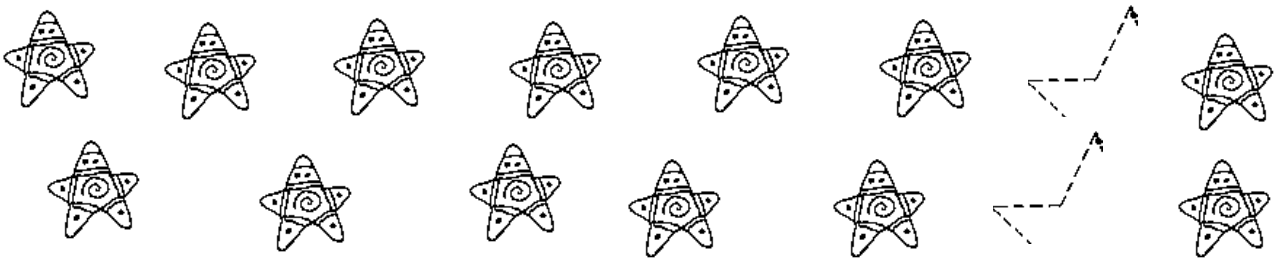
Count the objects. Write how many there are, as a numeral and as a number word.



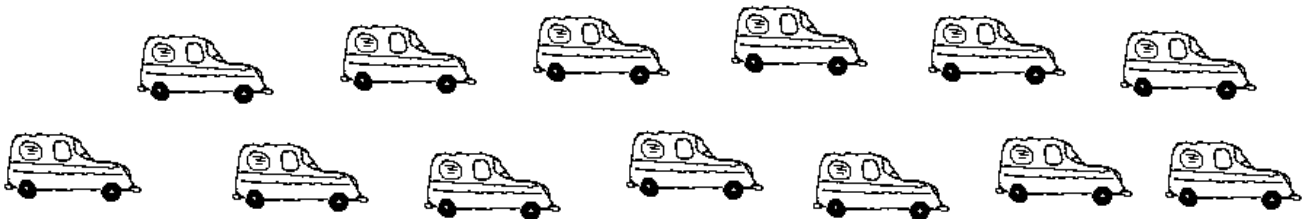
.....



.....



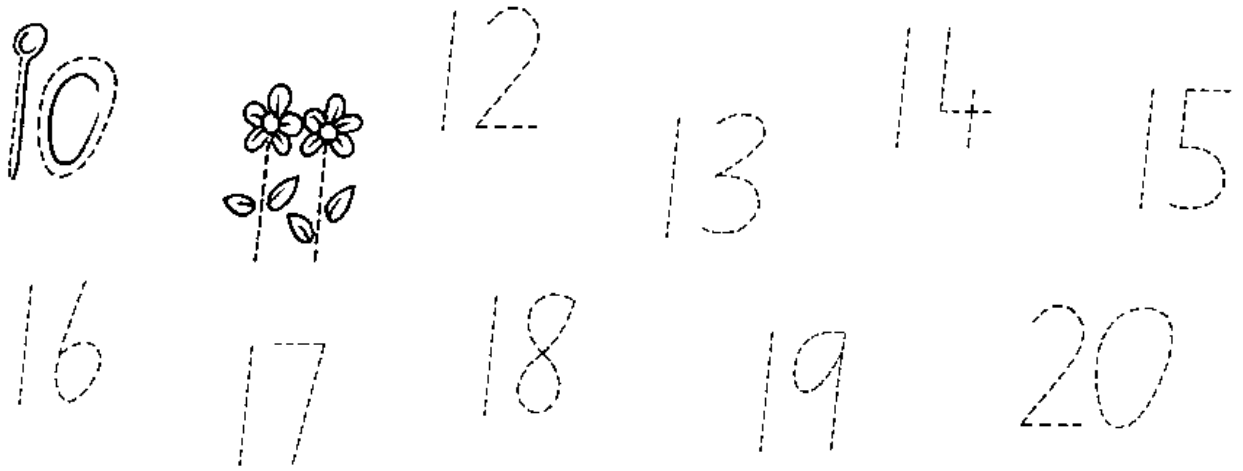
.....



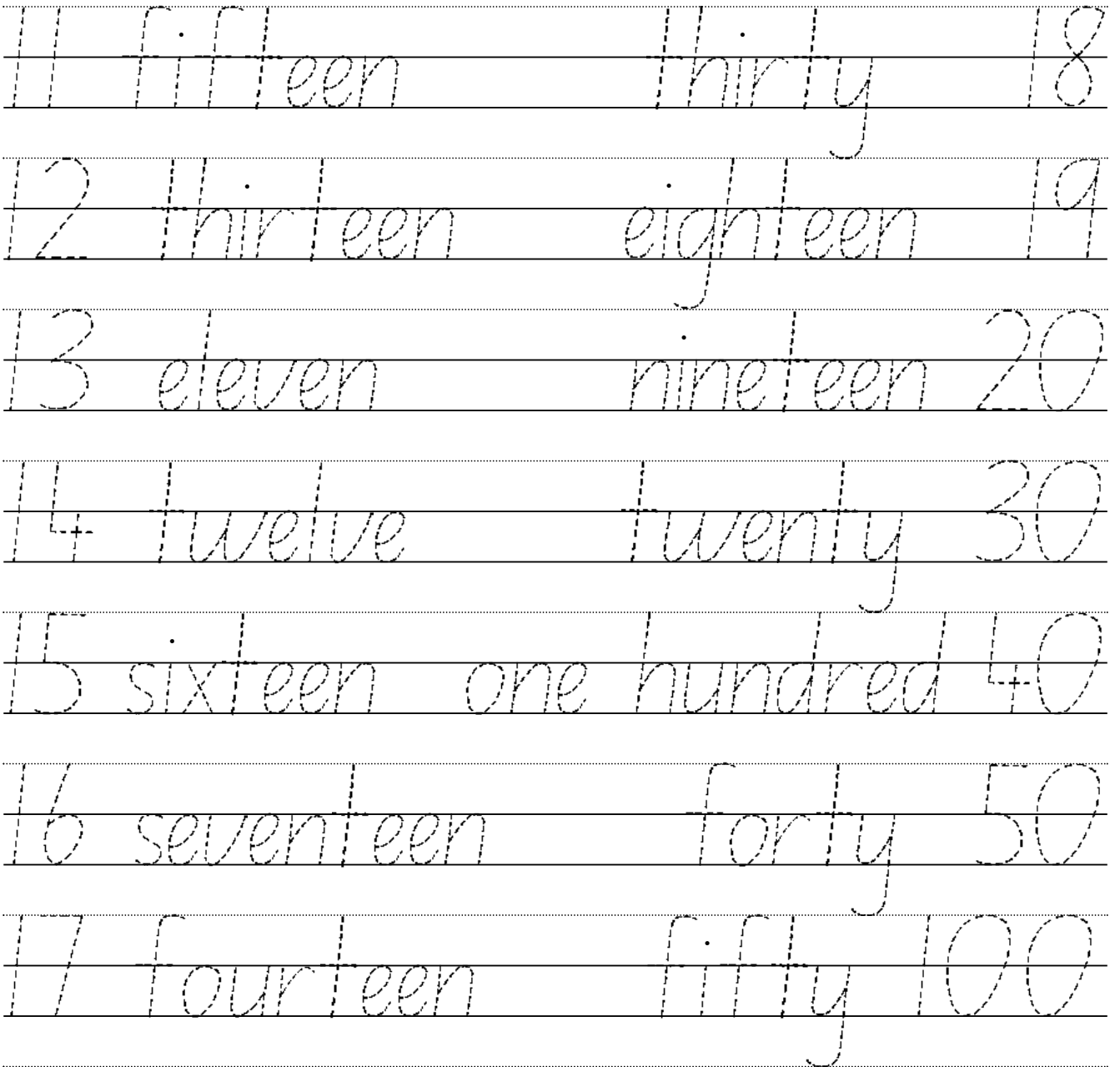
.....

Name: _____ Date: __/__/__

Can you turn these numerals into something interesting?



Trace. Match the numeral to the number word.



USING COMPUTERS

This unit on computer skills has been designed to cover the computer skills element of outcome EN1-HANDW-01 Uses a legible, fluent and automatic handwriting 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/hard drive, monitor or screen, keyboard, mouse, laptop, iPad, tablet. (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 116. 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

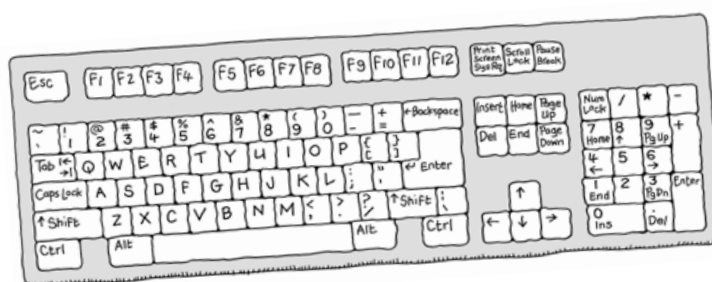
The activities below are designed to familiarise students with the layout of a keyboard. Letter and numeral key recognition was explored in the Kindergarten and Year 1 Teacher Resource Books, and some function keys were also introduced. The activities which follow revise this knowledge, and also introduce new functions and skills.

BLM pages 114 and 115 features two computer keyboards. By this stage, students are much more familiar with a computer keyboard, and can translate what they see on the actual keyboard to a pictorial representation of one. Therefore, one of the keyboards on this BLM has blank keys. The students themselves will be filling in the details. The keyboard diagrams can be enlarged or used at original size by individual students in a one-to-one, group or whole class lesson. Note that 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.

Revising the function keys

(Students will need copies of the keyboard with blank keys from BLM page 115.)

- ② Write in the letters of the home row with a red pencil.
- ② Put a small green dot on each of the letters of the home row that would have a raised bump.
- ② Label
 - the two shift keys
 - the caps lock key
 - the enter/return key
 - the backspace (PC) or delete (Mac) key
 - the space bar
 - the four arrow keys.



The punctuation keys

(Students will need copies of the keyboard with labelled keys from BLM page 114.)

Locate and colour these keys:

- ② exclamation mark — colour it green
- ② full stop — colour it red
- ② comma — colour it blue
- ② question mark — colour it yellow
- ② the two round bracket keys — colour them purple
- ② speech marks — colour it pink.

The numeral/symbol keys

(Students will need copies of the keyboard with blank keys from BLM page 115.)

- ② Write the numerals on the correct keys.
- ② All the numeral keys have a symbol above them. If you want to use the symbol above the numeral, you must press the shift key as you press the symbol key. The symbols cannot be made by using the caps lock key. Colour the shift keys green.

- ② Add any symbols you know above the correct numeral.

Using the labelled keyboard on BLM page 114 as reference, help students fill in the other symbols above the numerals which are accessed by using the shift key.

Right- and left-hand keys

(Students will need copies of the keyboard with labelled keys from BLM page 114.)

- ② On the keyboard diagram, use a ruler to draw a line down between the 5 and 6, the T and Y, the G and H and the B and N.
- ② Colour green all the letters and numerals you type with your left hand.
- ② Colour purple all the letters and numerals you type with your right hand.
- ② If left-hand keys are coloured green and right-hand keys are coloured purple, what colour would you use for these keys: caps lock, enter/return, backspace/delete, the shift keys? Colour them appropriately.

THE TASK CARDS

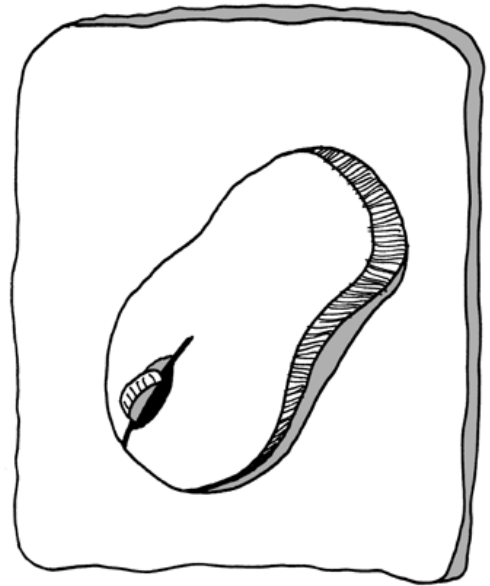
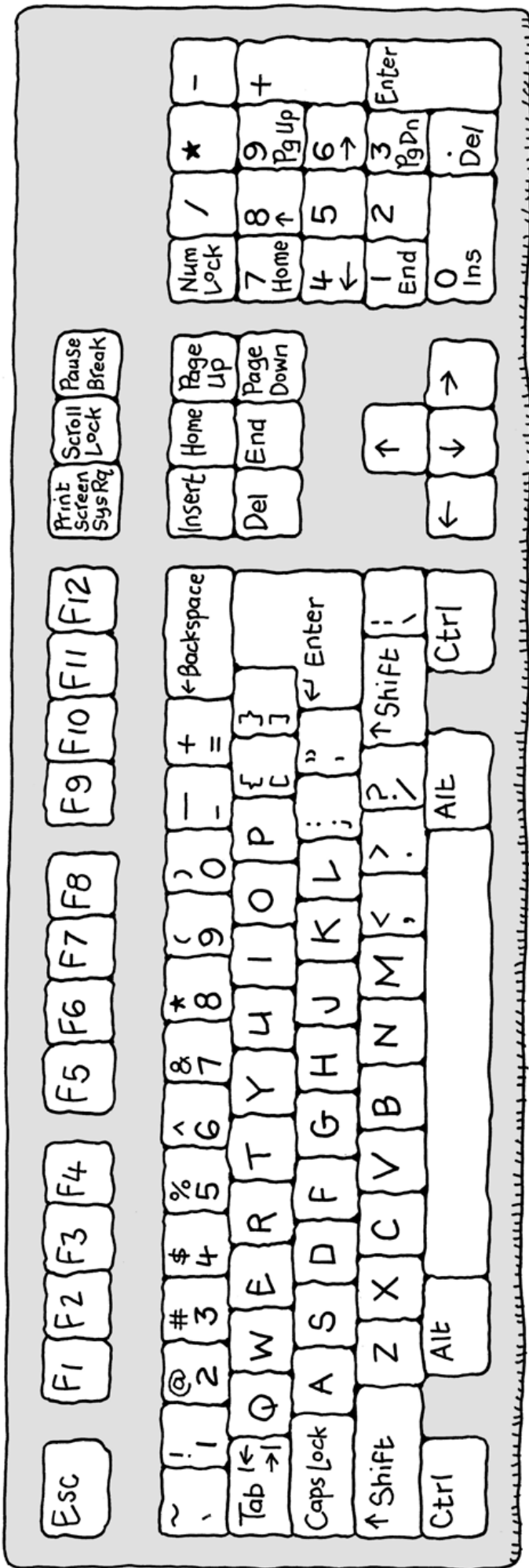
The task cards on BLM pages 118-127 can be printed onto card and laminated. They are designed to be used by individual students or student pairs. Some of the task cards have a self-assessment component, and answers have been included on BLM pages 128-129. These can be copied, cut out and stuck to the back of the relevant task cards.

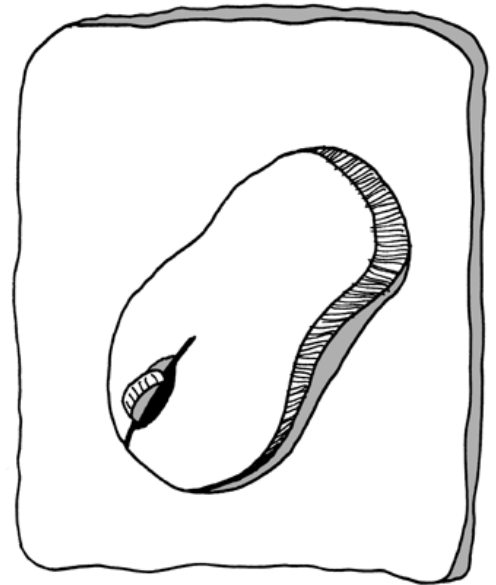
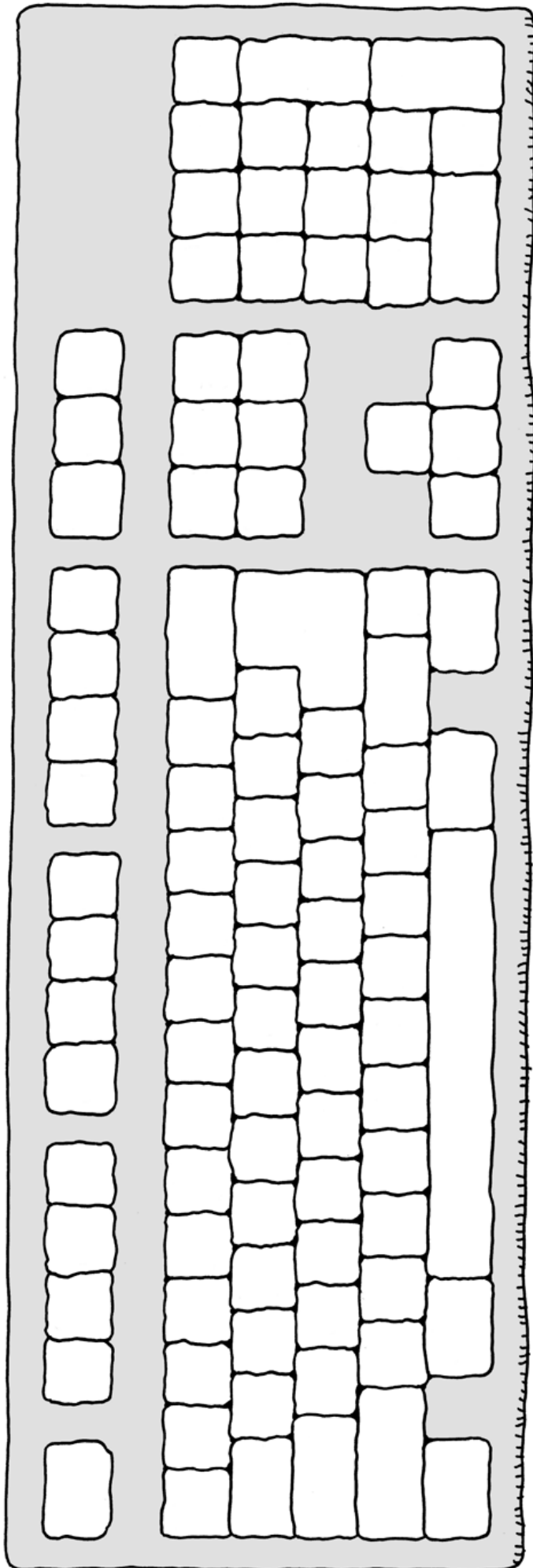
The activities are designed to help students familiarise themselves with the keyboard and its functions, learn good keyboarding practices and begin to develop typing skills. It is assumed that the students have prior knowledge and the skills for turning the computer on, finding the appropriate word processing 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 for themselves. You may also need to select an appropriate font and font size until students are able to do this.

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.

COMPUTER SKILLS CHECKLIST

The Content suggestions for Outcome EN1-HANDW-01 have been used as the basis of the computer skills checklist on BLM page 130. 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.

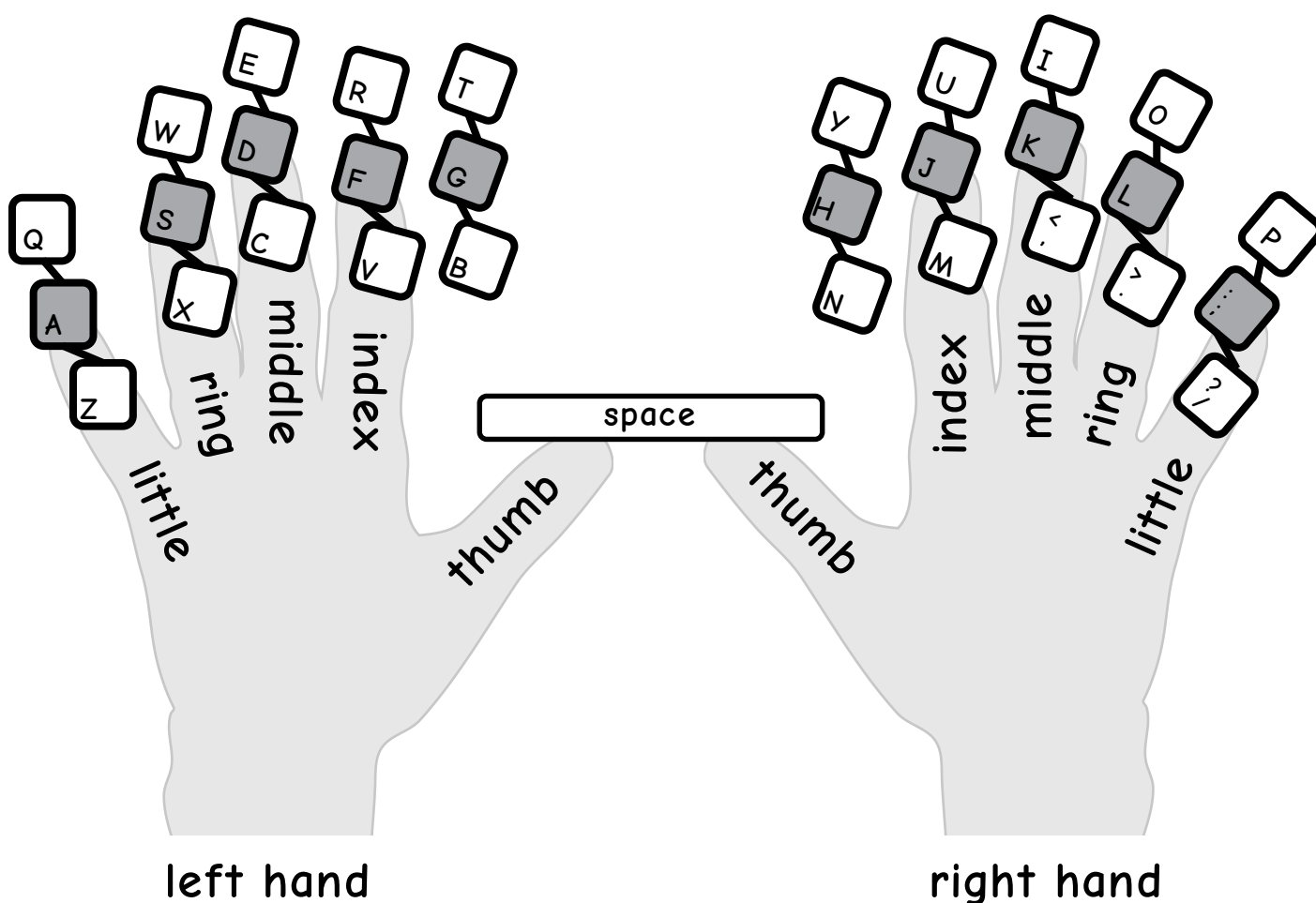
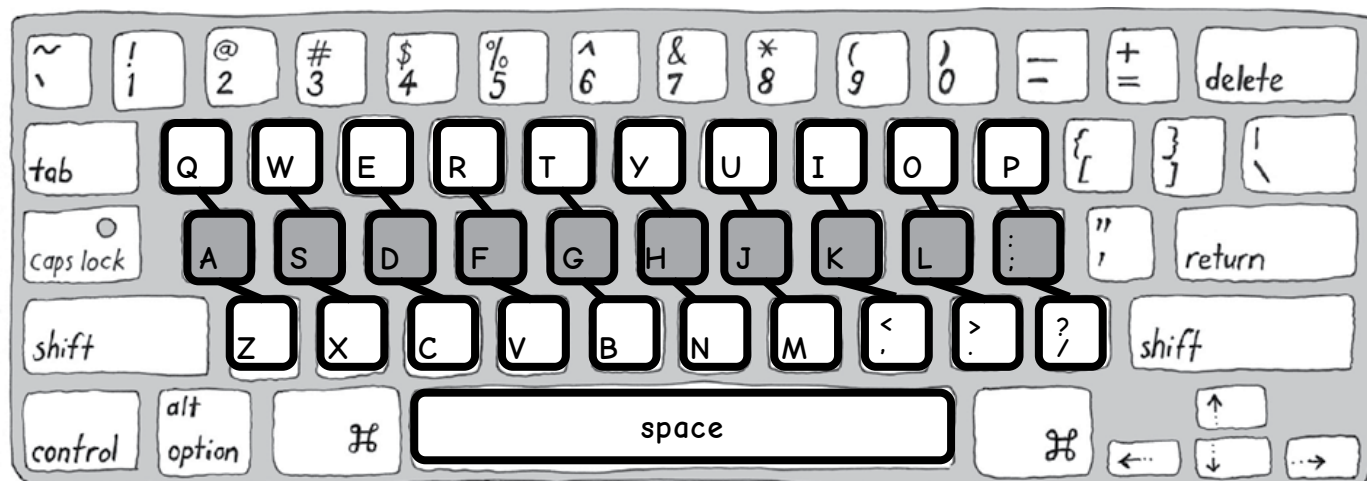




How to sit at the computer



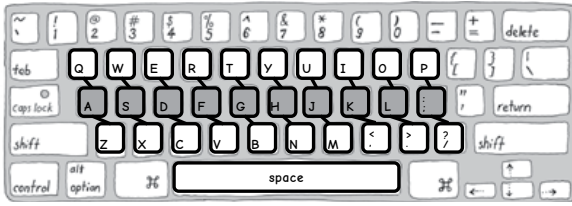
Go through this checklist with students before they begin work at the computer, and assist them in making any necessary adjustments. Encourage students to get into the habit of checking their own posture when they use a computer.



Task Card 1

Using the Index Fingers

1. Place your fingers on the home row keys.



Type these letter patterns using your **index fingers**.

f f f f j j j j f f f f j j j j
f f j j f f j j f f j j f f j j
j f j f j f j f j f j f j f



2. Make up your own patterns using **f** and **j**.
3. Keep your other fingers on the home row.
Type this pattern by reaching with your left index finger.

r t g b v

4. Type this pattern by reaching with your right index finger.

y u h n m


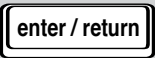
5. Make up patterns using these letters. Here are two to get you started.

r r t t y y u u r r t t y y u u

t g b y h n t g b y h n

6. **Save** your work.
Type a useful file name such as **Index Finger Practice**.

Remember!

- try not to look at the keyboard
- press the  with your **thumb** to make a space between the groups of letters
- press the  key with your **right hand little finger** to start a new line.

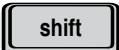
Task Card 2

Index Finger and Shift Key

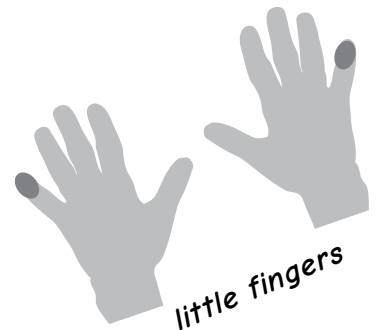
1. Place your fingers on the home row keys.



Type these letter patterns using your index fingers. S-t-r-e-t-c-h to type **r**, **t**, **y** and **u**.

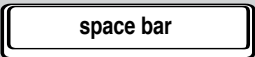
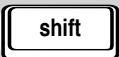
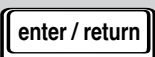
Really tricky! See if you can use your little finger to press the correct  key.

ff FF ff FF	jj JJ jj JJ
gg GG gg GG	hh HH hh HH
rr RR rr RR	uu UU uu UU
tt TT tt TT	yy YY yy YY
vv VV vv VV	mm MM mm MM
bb BB bb BB	nn NN nn NN



2. Make up your own patterns.
Use only the keys you press with your index fingers.
Use the key to make some of them capitals.
3. **Save** your work.
Type a useful file name such as
Index Finger and Shift Key.

Remember!

- try not to look at the keyboard
- press the  with your **thumb** to make a space
- press the  key with the **closest little finger** to make a capital letter
- press the  key with your **right hand little finger** to start a new line.

Task Card 3

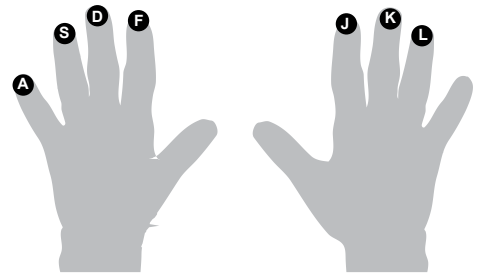
Home Row

1. Place your fingers on the home row keys.



Type these letter patterns using the correct fingers.

ffff jjjj ffff jjjj
dddd kkkk dddd kkkk
ssss llll ssss llll
aaaa ; ; ; ; aaaa ; ; ; ;



home row fingers

2. Type these letter patterns using the correct fingers.

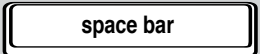

ffff dddd ssss aaaa
jjjj kkkk llll ; ; ; ;

3. Type this pattern without looking!

ffjj ddkk ssll aa ; ;

4. Make up your own patterns.
Use only the keys on the home row.
5. **Save** your work.
Type a useful file name such as **Home Row Practice**.

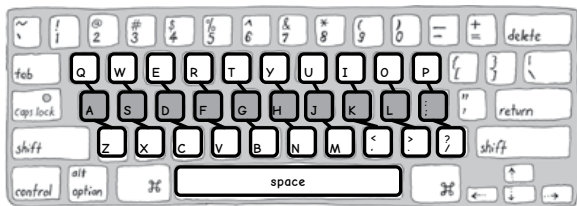
Remember!

- try not to look at the keyboard
- try to use the correct fingers for each key
- press the  with your **thumb** to make a space
- press the  key with your **right hand little finger** to start a new line.

Task Card 4

Typing with Two Hands

1. Place your fingers on the home row keys.



Type these two-letter words using the correct fingers on both hands:

go me do so us is ma an it if

2. Type these three-letter words using the correct fingers on both hands:

pot got hot lot dot cot

pig jig big dig rig wig

sap hap cap lap map nap

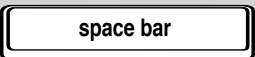
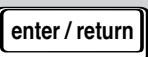
3. Each of the four-letter words below uses two keys you type with your left hand and two you type with your right hand. Type them using the correct fingers on both hands:

wish sold neck park kite

What other four-letter words have two keys from each side of the keyboard? Type them now.

4. **Save** your work.
Type a useful file name such as **Typing with Two Hands**.

Remember!

- try not to look at the keyboard
- try to use the correct fingers for each key
- press the  with your **thumb** to make a space
- press the  key with your **right hand little finger** to start a new line.

Task Card 5

Numerals and Symbols

1. Place your fingers on the home row keys. Stretch up and type the numerals from 1 to 5 using your **left** hand fingers.


111 222 333 444 555

2. Stretch up and type the numerals from 6 through to 9 and then 0 using your **right** hand fingers.

666 777 888 999 000

3. Hold the **right**  key with your **right little finger**. Type these symbols:

!!! @@@ ### \$\$\$ %%%

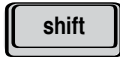
4. Hold the **left**  key with your **left little finger**. Type these symbols:

^^^ &&& * ((()))**

5. There are lots more symbols on the right side of the keyboard. Find and type these symbols:

=== +++ == +

[[[{{{]]] }}}

6. Type these text emojis. Use the  keys to type symbols on the top of a key.

(*_*) (-_-) zzZ >^..^< @(*o*)@

: -) : - (~ : o : {) 0 -) > = (

7. Create your own text emojis using symbols.
8. **Save** your work.
Type a useful file name such as **Numerals and Symbols**.

Task Card 6

Numerals and Symbols in Sentences

1. Type the sentences below:

I ate 13 chocolate biscuits! Can you?

My Cat, Josie, caught 4 mice today.

Our plane to Fiji leaves at 3 o'clock.

My favourite book is 'Drama Llama'.

2. Type some sentences of your own.

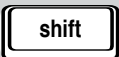
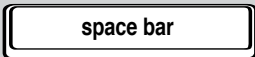

CHALLENGE: Include one or more of these numerals and symbols in your sentence:

sentence	numerals	symbols
1	3 5 8	+ = .
2	1 7 9	, ? .
3	9	() !
4	2 4 6 8	, . \$
5	1 2 3 4	, / .

3. **Save** your work.

Type a useful file name such as **Numerals and Symbols 2**.

Remember!

- try to use both hands to type the keys you need
- use the  key to make capital letters or the symbols at the top of a key
- use your **little fingers** for the shift keys
- press the  with your **thumb** to make a space
- press the  key two times to make a double line space between sentences.

Task Card 7

Using Symbols and Signs

1. Type the sentences below:

Claire likes books about horses

Is Japi good at Minecraft

It's nearly seven o'clock

When can we go

Eva bought a cake candles and a card

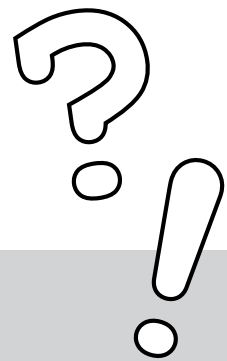
Dominic screamed There's a snake

What time is it asked Tran

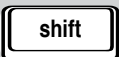
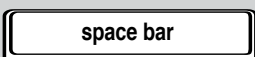
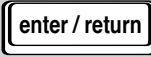
Hey Eli it's recess yelled Mia



2. Go back and add a full stop, question mark or an exclamation mark to each sentence. Some of the sentences may need speech marks or commas as well.
3. **Save** your work.
Type a useful file name such as **Using Symbols and Signs**



Remember!

- try to use both hands to type the keys you need
- use the  key to make capital letters or the symbols at the top of a key
- use your **little fingers** for the shift keys
- press the  with your **thumb** to make a space
- press the  key two times to make a double line space between sentences.

Task Card 8

Correcting Mistakes / Editing


1. Read the rhyme below. Can you find the four words that have been spelt incorrectly?

Peter, Peter, punkin eater,

Had a wife and couldn't keap her.

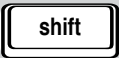

Put her in a pumpkin shell.

And their he kempt her very well.

2. Type the rhyme as it is. Use the arrow keys  to move where the first mistake is.
3. Check to see if you have a **backspace** or **delete key** on your keyboard. If you have both, use the **backspace** key. Press the **backspace** or **delete key** to delete the letter that is wrong. This key gets rid of letters behind the cursor.
4. Type in the other correct letters. Check your work against the answers on the back of the card.
5. Type a rhyme you know or write your own. Check it for mistakes. Use the **cursor** and **backspace** or **delete** keys to correct any mistakes.
6. **CHALLENGE:** If your keyboard has backspace AND a delete key can you discover how they are different?
7. **Save** your work.
Type a useful file name such as **Editing**.



Remember!

- try to use both hands to type the keys you need
- use the  key to make capital letters or top symbols
- use your **little fingers** for the shift keys
- use the  keys to move your cursor
- use the backspace or delete key to delete letters behind the cursor.

Task Card 9

Editing

1. The sentences in the box have a LOT of mistakes! Retype them and fix all the mistakes. This is called editing. When you have finished, go back and check your editing. You might have missed some mistakes the first time.

Everyone seems to like ice-cream, except me. if you go shopping at the suppermarket, you will see lots of peple buying ice-cream. What do they give children at birthday parties? Ice-cream! What do you see people eating at the movies Ice-cream But what do I like to eat chocolate cake!

2. Check your edited piece of writing against the answer on the back of this card.
3. Now, type out one of your own pieces of writing. Check it for errors and edit it as you go.
4. **Save** your work.
Type a useful file name such as **Editing**.

Editing checklist:

Spaces:

- ☐ A space between each word
- ☐ A space between each full stop and the start of a new sentence

Spelling:

- ☐ Correct spelling

Punctuation:

- ☐ Capital letters
- ☐ Fullstops
- ☐ Commas
- ☐ Question marks
- ☐ Exclamation marks
- ☐ Speech marks

Task Card 10

Fun with the Keyboard!

1. Look! All of these messages are in code!

A) 23,8,1,20 9,19 25,15,21,18 14,1,13,5?

B) 8,15,23 15,12,4 1,18,5 25,15,21?

C) 23,8,1,20 8,1,22,5 25,15,21 7,15,20
6,15,18 12,21,14,3,8 20,15,4,1,25?

2. Place your fingers on the home row keys. Now, without looking at any of the keys, type the letter that matches the number in the code below.

So in message A), the first number is 23, so type **W**. The second number is 8, so type **H**.

If the message asks you a question, type your answer underneath.

1 = A 8 = H 15 = O 22 = V

2 = B 9 = I 16 = P 23 = W

3 = C 10 = J 17 = Q 24 = X

4 = D 11 = K 18 = R 25 = Y

5 = E 12 = L 19 = S 26 = Z

6 = F 13 = M 20 = T

7 = G 14 = N 21 = U

3. Check your work against the answers on the back of this card.
4. Make up a coded message for a friend to solve. Try it out first, to check that it works.
5. **Save** your work.
Type a useful file name such as **Typing Code**.



Teachers — print these answers, cut them out and stick them on the backs of the relevant task cards. Students can use them to self-evaluate their work once they have completed the activity on the front of the card.



Answers to Task Card 7

Claire likes books about horses.

Is Japi good at Minecraft?

It's nearly seven o'clock.

When can we go?

Eva bought a cake, candles and a card.

Dominic screamed, 'There's a snake!'

'What time is it?' asked Tran.

'Hey Eli, it's recess!' yelled Mia.



Answer to Task Card 8

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her.
Put her in a pumpkin shell,
And there he kept her very well.



Answer to Task Card 9

Everyone seems to like ice-cream, except me. If you go shopping at the supermarket, you will see lots of people buying ice-cream. What do they give children at birthday parties? Ice-cream! What do you see people eating at the movies? Ice-cream! But what do I like to eat? Chocolate cake!

Teachers — print these answers, cut them out and stick them on the backs of the relevant task cards. Students can use them to self-evaluate their work once they have completed the activity on the front of the card.



Answers to Task Card 10

1 = A	8 = H	15 = O	22 = V
2 = B	9 = I	16 = P	23 = W
3 = C	10 = J	17 = Q	24 = X
4 = D	11 = K	18 = R	25 = Y
5 = E	12 = L	19 = S	26 = Z
6 = F	13 = M	20 = T	
7 = G	14 = N	21 = U	

A) 23,8,1,20 9,19 25,15,21,18 14,1,13,5?
WHAT IS YOUR NAME?

B) 8,15,23 15,12,4 1,18,5 25,15,21?
HOW OLD ARE YOU?

C) 23,8,1,20 8,1,22,5 25,15,21 7,15,20
WHAT HAVE YOU GOT

6,15,18 12,21,14,3,8 20,15,4,1,25?
FOR LUNCH TODAY?

Don't forget to type the answers to the questions!

CHALLENGE: When you have typed your answers, can you change them into the code? For example, if you are eight years old, type **5,9,7,8,20**



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
<ul style="list-style-type: none">☉ Accurately uses computer terminology eg. keyboard, screen, cursor, mouse, space bar, save, save as, delete, open, print, menu.☉ Types words, numerals and sentences without assistance.☉ Types short words.☉ Types up to 5 familiar words per minute.☉ Recognises and uses keys to show more complex punctuation when creating digital texts.☉ Uses word-processing functions when editing digital texts eg. space bar, shift key, caps lock, backspace or delete key, arrows or mouse.☉☉☉☉		

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.



- 🌀 ideas for lesson warm-ups
- 🌀 over 100 blackline masters, including three practice pages for each letter
- 🌀 tracking, tracing and independent writing activities for lower- and upper-case letters
- 🌀 letter practice using clusters of words which are linked by theme, have a similar phonic pattern, or are often found in Year 2 spelling lists
- 🌀 practice of numerals, number words and punctuation
- 🌀 fun puzzles and sorting activities that incorporate handwriting practice
- 🌀 a focus on reducing students' reliance on scaffolds and increased student responsibility for producing handwriting of consistent size, shape, spacing and slope.

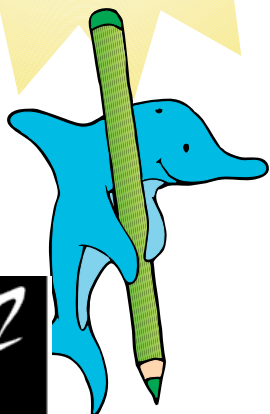
THE YEAR 2 TEACHER RESOURCE BOOK FEATURES:




ALSO
AVAILABLE!
TARGETING
HANDWRITING
STUDENT BOOK—
year 2

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

The Year 2 Student Book focuses on lower- and upper-case letters, letters in words and sentences, numerals and punctuation. Some patterning exercises are included, to refresh students' memories, and an assessment page is featured at the end of each section. There are two pages of tracing, tracking and independent writing exercises for each letter, and the seahorse character is featured on some sets of lines only, as the handwriting scaffolding is slowly removed. Students trace and copy words that have a common phonic element or are commonly found in Year 2 spelling lists, and also trace and copy sentences containing the focus letter. Self-assessment exercises are included.



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

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

PASCAL
PRESS