NSW Department of Education

English Stage 3

Instructional sequence – Handwriting and digital transcription

NSW GOVERNMENT

Contents

Handwriting and digital transcription

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

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

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

- include at least 3 explicit teaching sessions per week to develop handwriting and keyboarding skills
- provide lessons that allow students to demonstrate sustained skills when creating text with handwriting or digital transcription skills.

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

For further information, see Handwriting: Explicit handwriting instruction.

Instructions for use

The 'English Stage 3 – Instructional sequence – Handwriting and digital transcription' is a suggested sequence to support the planning of explicit, systematic and cumulative handwriting and digital transcription lessons for students in Years 5 and 6. This sequence has been designed to support students in demonstrating the outcomes:

- **EN3-HANDW-01** sustains a legible, fluent and automatic handwriting style
- **EN3-HANDW-02** selects digital technologies to suit audience and purpose to create texts.

Stage 3 content from the English K–10 Syllabus is introduced in line with the English Stage 3 scope and sequence. Content is positioned at the point of introduction to the students, and the sequence provides for repetition and consolidation of content throughout the stage. Some content points will require more emphasis and frequent repetition than others, and schools may choose to adapt this sequence based on their context and assessment data.

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

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

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

Note: as students become more confident with cursive handwriting and have mastered the size and placement of each letter, they may not need 4 guidelines. Year 5 students could use 2 guidelines. Year 6 students may just write on a baseline.

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

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

Stage 3 – Year 5

Term 1 (early)

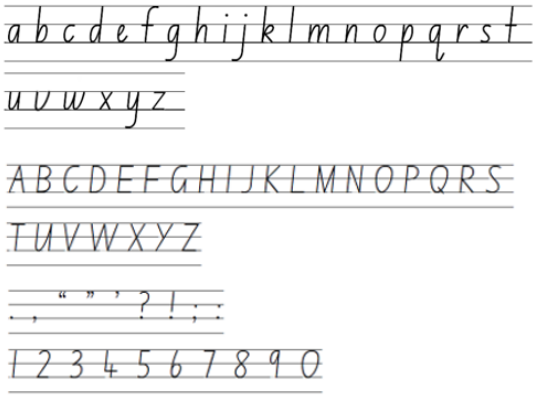
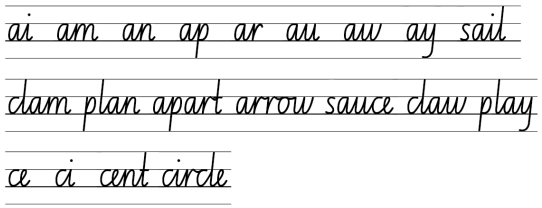
Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

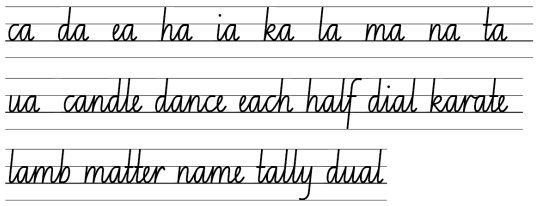
- Sustain writing with a legible, fluent and personal handwriting style across a text

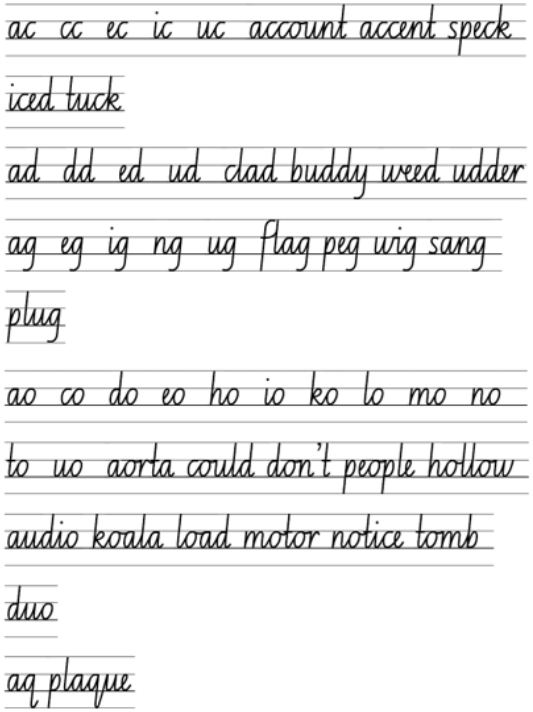
Table 1 – Term 1 (early) suggested instructional sequence for Handwriting and digital transcription

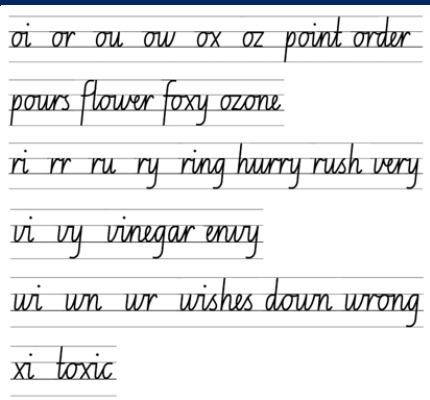
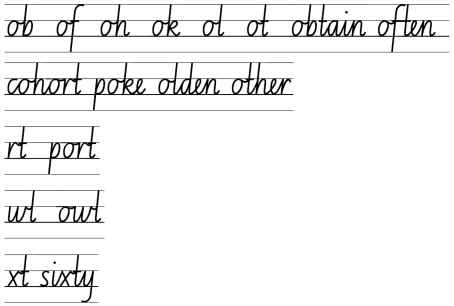
Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Revise Foundation style printing, including: • lower case letters • upper case letters • punctuation marks • numerals.	n/a	**Handwriting legibility and fluency** **Letter formations**: practise Foundation movements that form the basis of legible, fluent handwriting, including the sloped: • anticlockwise movement • clockwise ellipse movement • downstroke movement.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		**Posture**: feet are to be flat on the floor with the back of the chair supporting the hollow of the back. • The body should be upright • The writing arm should pivot from the elbow with the forearm resting on the desk. **Paper**: the non-writing hand holds the paper. This non-writing arm can take the weight to allow the writing arm to glide over the writing surface. **Pencil grip**: hold the pen(cil) between the thumb and index finger with the pen(cil) resting on the middle finger.
Cursive writing with diagonal joins to 'short' letters. 	n/a	**Handwriting legibility and fluency** Diagonal joins to short letters continue the exit hook diagonally upwards to the start of the next letter. • Most diagonal joins meet the next letter at the top of the letter's body at a 45-degree angle. • Highlight the position of the diagonal join to the letter **'e'**.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
 de di dear didn't ee ei en ey sheet either enough keys he hi help high ie in it pies insect kite ke kn keep knee le li lu lemon live lucky me mu menu music ne nu cane number te tr tw tear treat twine up un puppy under Cursive writing with diagonal joins to 'tall' letters.		This occurs lower than other diagonal joins. Diagonal joins to 'tall' letters join at line 2 (the neckline) and continue all the way to line 1 (the top line) before retracing part of the way back down and finishing the new letter. During explicit modelling, focus attention on how joins provide a quick change in direction for letters that end on a downstroke at the baseline. Emphasise the downstroke so joining movements are not overemphasised and widened.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		
Cursive writing with diagonal joins to anti-clockwise letters, including to the letters '**a**', '**c**', '**d**', '**g**', '**o**' and '**q**'. 	n/a	**Handwriting legibility and fluency** To form a join to anticlockwise letters, continue the exit hook almost up to line 2 (the neckline), then draw in the anticlockwise letter so that it neatly touches the end of the exit hook. This type of join is sometimes known as a 'backtouch' or 'drop-in' join. Pen lifts can play a significant role in increasing handwriting

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		fluency by: • reducing interruptions to handwriting • improved motor coordination • increased writing speed • improved handwriting legibility • enhanced muscle memory • less fatigue. Students may be provided with lined slope guidelines to reinforce spatial relations, including the maintaining of a consistent parallel slope between letters.
Cursive writing with horizontal joins, including those coming from the letters '**o**', '**r**', '**v**', '**w**' and '**x**' to: • 'short' letters	n/a	**Handwriting legibility and fluency** Horizontal joins are sometimes known as 'neckline joins'. There is a slight dip in a horizontal join to a short letter. When creating a horizontal join to a tall letter, it meets the tall letter at line 2 (the neckline) and continues to the top of the

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
 oi or ou ow ox oz point order pours flower foxy ozone ri rr ru ry ring hurry rush very vi vy vinegar envy wi wn wr wishes down wrong xi toxic • 'tall' letters  ob of oh ok ol ot obtain often cohort poke olden other rt port wt owt xt sixty		letter before it is retraced back down.
Cursive writing with horizontal joins to anti-clockwise letters, including from the letters '**o**', '**r**', '**v**', '**w**', '**x**' to the letters '**a**', '**c**', '**d**', '**g**' and '**o**'.	n/a	**Handwriting legibility and fluency** Continue to revise the pen(cil) lift and drop with anticlockwise letters and its impact on improving writing stamina.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		

Term 1 (late)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Sustain writing with a legible, fluent and personal handwriting style across a text

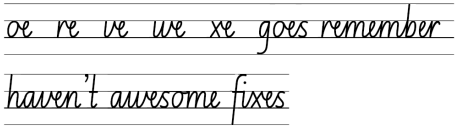
Software functionalities and typing

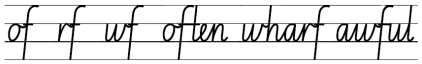
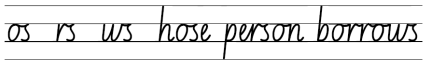
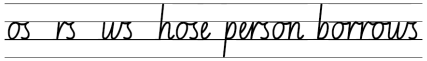
EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

- Understand that the position of the device in relation to the user can affect posture and glare
- Navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols

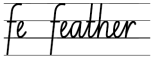
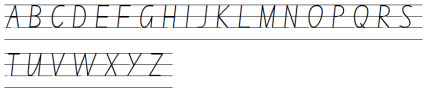
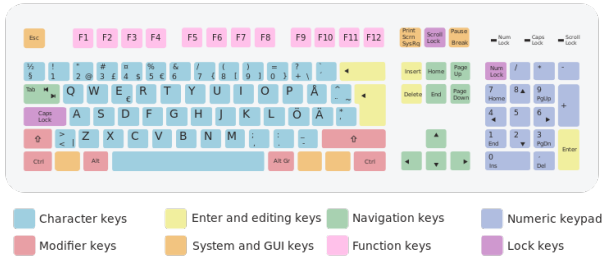
Table 2 – Term 1 (late) suggested instructional sequence for Handwriting and digital transcription

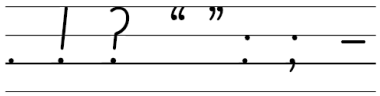
Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Position a device to reduce glare.	**Software functionalities and typing** Review setting up a device to reduce glare. Strategies for this can include: • angle the screen to minimise reflections from overhead

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		lights or windows • position the device perpendicular to the primary source of light • use an anti-glare screen protector or adjust the device's screen settings to reduce brightness • consider using curtains or blinds to control natural light if it causes glare on the screen • place the device at eye level to reduce the need to tilt the screen, which can create glare.
Cursive writing with tricky horizontal joins to the letters '**e**', '**f**' and '**s**'. • Horizontal joins to the letter '**e**'  • Horizontal joins to the letter '**f**'	n/a	**Handwriting legibility and fluency** Revise forming horizontal joins to the letters '**e**', '**f**' and '**s**'. • Horizontal joins to the letter '**e**' need the exit to dip a little lower to allow the '**e**' to form from its usual starting point • Horizontal joins to the letter '**f**' meet the letter near the neckline (or line 2). The crossbar is added last. • Horizontal joins to the letter '**s**' need some retracing at

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
 • Horizontal joins to the letter '**s**' (speed cursive '**s**')  • (cursive '**s**') 		the top of the letter. **Note**: examples with and without speed cursive '**s**' are provided.
n/a	Position a device in relation to the user to improve posture.	**Software functionalities and typing** Revise device positioning to reduce glare. Develop habits to ensure correct posture when using a device, including: • tables and chairs should be at an appropriate height so that feet can be placed flat on the floor and knees at a 90-degree angle

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• the chair should be close to the table so that the keyboard can be reached easily with the forearms supported • the mouse should be to the left or right of the keyboard, placed far enough forward that the forearm is supported • sit upright with a straight back and shoulders relaxed.
Cursive writing with letters that do not join. • letters that finish in a clockwise direction, including '**b**', '**g**', '**j**', '**p**', '**s**' and '**y**'	Keyboard layout including the **home**, **top** and **bottom rows**.	**Handwriting legibility and fluency** Letters that finish in a clockwise direction do not join. This includes speed cursive '**s**'. The letter '**f**' does not join to the letter '**e**'. Capital letters do not join. **Software functionalities and typing**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
 • the letter '**f**' to the letter '**e**'  • capital letters 		 'ISO keyboard layout (105 keys) with FI engravings' by Jorazon is licensed under CC BY-SA 3.0. Revise the **home**, **top** and **bottom row** on a keyboard. To support typing accuracy and efficiency, highlight strategies including: • using a 'light touch' with a smooth and rhythmic typing motion • returning to the 'basic position' after each keystroke • coordinating both left and right hands and fingers simultaneously when practising.
Sustain cursive writing across longer	Navigate the keyboard with efficiency	**Handwriting legibility and fluency**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
passages that contain punctuation, including: • full stops • exclamation marks • question marks • quotation marks • colons • semi colons • dash 	and accuracy when typing words, numerals, punctuation and other symbols.	Gradually increase passage length as students become more comfortable with cursive writing. Students can monitor their progress and ability to sustain legible handwriting. Discuss the need to practise cursive writing regularly to build muscle memory and fluency. Continue to develop correct placement and formation of punctuation marks, including: • **Exclamation marks** and **questions marks** are full height. They are the same height as capital letters. • **Speech marks** and **apostrophes** are positioned to rest below the top line (line 1). • **Colons** and **semi colons** are positioned between line 2 and the baseline (line 3). **Software functionalities and typing** Provide opportunities for students to type passages that include numerals, punctuation and symbols. This may include revision of:

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• typing numerals using the numeral row and the numeric keypad • use of punctuation and symbols, including those that require the use of the **shift key** • inserting symbols that are accessed through the **Insert > Symbol** menu.

Term 2 (early)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

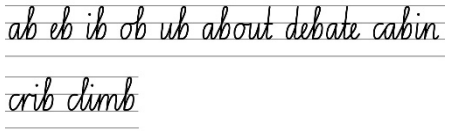
- Sustain writing with a legible, fluent and personal handwriting style across a text
- Adjust handwriting style to suit writing purpose

Software functionalities and typing

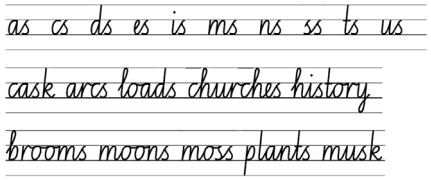
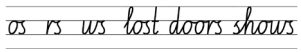
EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

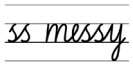
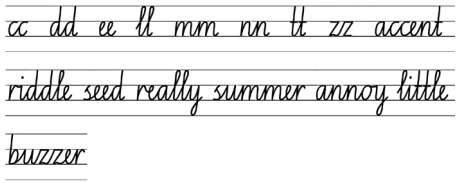
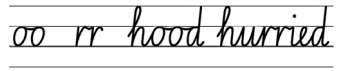
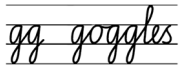
- Navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols

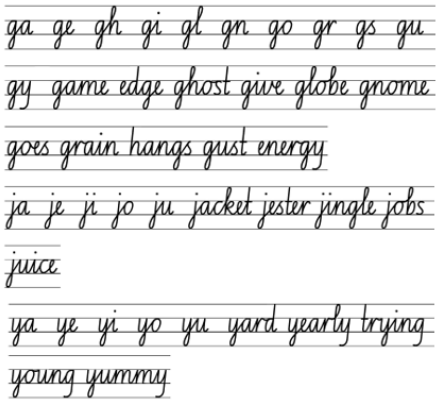
Table 3 – Term 2 (early) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Cursive loop joins with ascenders, including the letters '**b**', '**h**', '**k**' and '**l**'.  	n/a	**Handwriting legibility and fluency** Cursive loops to 'tall' letters (ascenders) are used so that there is no retracing needed. This makes joining faster because there is less to retrace.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		When adding a speed loop, the loop crosses at the 'neckline' (line 2). Using cursive loops can support sustaining writing for longer periods. **Note**: ensure that students are fluent in NSW Foundation Style cursive before beginning a cursive looped style.
Identify how handwriting style can be adjusted to suit writing purpose.	Keyboard layout and functions to type texts with punctuation and symbols.	**Handwriting legibility and fluency** Show examples of different handwriting styles appropriate for various purposes. For example, demonstrate a neat and consistent style for creating a diagram, and a more creative or expressive style for personal journaling. Students search for real-word examples of writing styles in different contexts. Discuss how the style suits the intended purpose and audience. Create a display to show variations. **Software functionalities and typing** Review the dual purpose of the shift key and how it is used for

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		both capital letters and punctuation purposes: **!**, **( )**, **{ }**, **:**, **“ “ ?** Explore how some symbols are typed using the shift key: **@, $**, **&**, **+**, **#**, **%** Provide students opportunities to experiment with using the shift key to type texts with punctuation and symbols.
Cursive letters and words with the modified letter ‘**s**’, including: • diagonal joins  • horizontal joins  • double ‘**s**’	n/a	**Handwriting legibility and fluency** When joining to the letter ‘**s**’, the shape can be modified so there is less to retrace. Words beginning with the letter ‘**s**’ do not need to be written as the modified formation. When writing double ‘**s**’, always make them the same style. **Note**: cursive loops at the start and end of words are a stylistic choice.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		
Cursive letters and words with double letters that use: • a diagonal join, including '**cc**', '**dd**', '**ee**', '**ll**', '**mm**', '**nn**', '**tt**' and '**zz**'  • a horizontal join, including '**oo**' and '**rr**'  • joins below the baseline, including '**gg**'. 	Keyboard layout and functions to type texts with punctuation and symbols.	**Handwriting legibility and fluency** When writing double letters, it is important they both have the same formation, size and slope. Review keeping the join between double letters short. Review the importance of appropriate writing pressure to reduce hand fatigue or to have writing that is faint or illegible. Lesson warm-up activities could include: • gradual pressure activities where students draw lines that transition from thin to thick • practising shading boxes with varying pressure. **Software functionalities and typing** On the keyboard, a single key can produce 2 different types of punctuation marks. The shift key is what you use to select which punctuation appears. For instance, the same key can create either a forward slash **/** or a question mark **?** when you

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		press it with or without the shift key. Similarly, the shift key determines whether you type a semicolon **;** or a colon **:**, a single quotation mark **‘** or a double quotation mark **“**, and square brackets **[ ]** or curly braces **{ }.** Provide students with sentences to type that require using or not using the shift key to create the correct punctuation marks.
Cursive loop joins to descenders, including from the letters, ‘**g**’, ‘**j**’ and ‘**y**’.  	n/a	**Handwriting legibility and fluency** Cursive loops below the baseline can make writing more fluent and more attractive. When adding a cursive loop, the loop crosses at the baseline. Discuss how the use of cursive loops improves fluent and sustained writing. A speed loop is not needed if ‘**g**’, ‘**j**’ or ‘**y**’ is at the end of the word. Guide students to evaluate their own handwriting after practising. For example, asking them to circle loops they believe are formed well.

Term 2 (late)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Sustain writing with a legible, fluent and personal handwriting style across a text
- Adjust handwriting style to suit writing purpose

Software functionalities and typing

EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

- Reflect on and monitor typing accuracy and rate according to goals and given criteria

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Cursive writing with baseline joins from letters that finish in a clockwise direction, including the clockwise letters '**b**', '**p**' and '**s**'.	n/a	**Handwriting legibility and fluency** When creating a join from an anticlockwise letter at the baseline, retrace the bottom part of the letter so that a diagonal

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		baseline join to the next letter can be used. Using a baseline join can improve writing fluency and support efficiency.
n/a	Set goals to support typing accuracy and rate.	**Software functionalities and typing** When setting goals for typing, there are 2 main areas that are used to measure performance. These are:

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• **words-per-minute** (WPM) or typing rate • **accuracy** or the number of characters typed correctly. A common measure of typing rate is WPM. However, typing accuracy should be balanced with speed. Support students to develop an understanding of how typing accuracy is valued over typing speed. Students determine their baseline typing accuracy and rate through a 'one minute type' using a teacher assigned passage to type. Students calculate: • **rate**: number of words typed per minute (WPM) • **accuracy:** number of words accurately typed **Note:** a range of online typing programs can also provide this data.
Identify how handwriting style can be adjusted when writing information in a	Set goals to support typing accuracy and rate.	**Handwriting legibility and fluency** Consider how the size and style of writing may need to be

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
table or chart, including with numerals.		adjusted when taking notes or writing inside a table. To write in straight lines, support visualising as a strategy. Using dot-points may also assist legibility. **Software functionalities and typing** Provide a sample goal for typing accuracy and rate. This may involve typing at a certain speed (for example, 35 words WPM) with a low error rate (for example, 98% accuracy). From analysis of their baseline data gathered in a previous lesson, students develop individual **SMART goals** for typing accuracy and rate. Use guiding questions to facilitate students to reflect on their individual SMART goal: • **Specific (S):** What area of typing do I need to improve on? • **Measurable (M):** How will measure my progress toward the typing goal? Is this effective?

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• **Achievable (A):** What resources and support do I need to work toward this typing goal? • **Relevant (R):** Is this typing goal relevant to my learning and future? • **Time-bound (T)**: How long do I need to achieve this goal?
Identify how handwriting style can be adjusted to suit writing purpose, including when to use foundation or cursive print.	Work towards goals to support typing accuracy and rate.	**Handwriting legibility and fluency** Provide students with a range of scenarios that require them to determine the type of writing that would be most appropriate. Consider elements such as audience, purpose and time to complete the task. **Software functionalities and typing** Students continue to work towards typing goals.
Consolidate Term 2 content		

Term 3 (early)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Sustain writing with a legible, fluent and personal handwriting style across a text
- Use handwriting efficiently in formal and informal situations

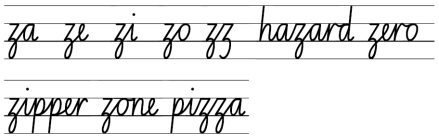
Software functionalities and typing

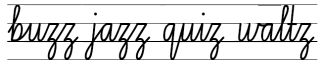
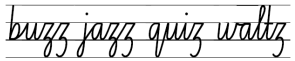
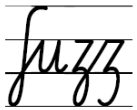
EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

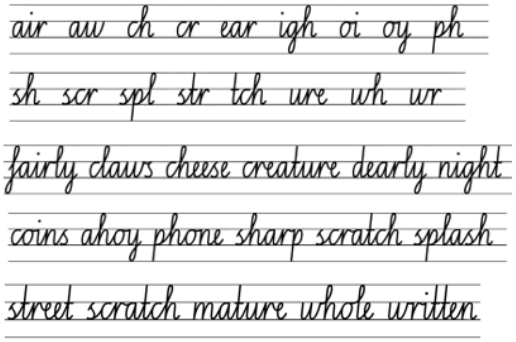
- Navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols
- Reflect on and monitor typing accuracy and rate according to goals and given criteria

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Strategies that build on typing accuracy and rate.	**Software functionalities and typing** Review strategies that can improve typing accuracy and rate,

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		including: • correct hand and finger positions for touch typing (ASDF for the left hand and JKL; for the right hand) • correct typing posture, with a straight back and wrists floating just above the keyboard • ensuring the typing environment is free from clutter and distractions. Students will continue to use these as a focus when developing typing skills across the rest of the unit.
Speed loops from the modified letter '**z**', including: • at the beginning and middle of a word 	n/a	**Handwriting legibility and fluency** • The letter '**z**' can be modified to have a descender.  • A speed loop can be added to the modified letter '**z**'. This modifies its shape so that it has a descender.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
• at the **end** of a word — with cursive loop  — without cursive loop 		 • A speed loop is optional when the modified letter '**z**' is written at the end of a word. 
Sustain writing of texts that are of increasing length.	n/a	**Handwriting legibility and fluency** Provide students with a passage. Students rewrite the passage using different handwriting styles. For example, Foundation style and cursive. Reflect on which styles supported legibility, efficiency and fluency.
Review ascender and descender cursive loops.	Keyboard layout including the **home, top** and **bottom row**. Reflect on progress of goals that build on typing accuracy and rate.	**Handwriting legibility and fluency** Revise taught ascender and descender cursive loops. Provide students with common digraphs and trigraphs to write prior to copying a passage. This will support writing speed and

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		fluency. **Software functionalities and typing** Revise the **home**, **top** and **bottom row** on a keyboard. Reinforce students using a 'light touch' with a smooth and rhythmic typing motion. Provide students with opportunities to navigate the keyboard with efficiency and accuracy during timed typing. Students can use these opportunities to record progress toward their SMART typing goal.
Sustain writing for formal purposes.	Reflect on progress of goals that build on typing accuracy and rate.	**Handwriting legibility and fluency** Provide the opportunity to write a 'published' piece of writing that maintains a formal style of handwriting. This may include the use of headings and subheadings, diagrams, captions, and labels. Students self-assess their writing and identify areas for ongoing development. **Software functionalities and typing**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		Complete typing test to determine WPM and accuracy. Students reflect on their progress and adjust their goals.

Term 3 (late)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Sustain writing with a legible, fluent and personal handwriting style across a text
- Use handwriting efficiently in formal and informal situations

Software functionalities and typing

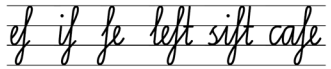
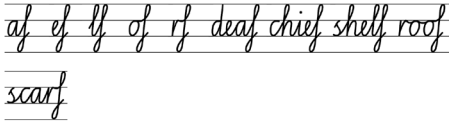
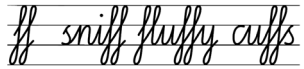
EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

- Use taught shortcut functions on digital tools to facilitate text creation
- Reflect on and monitor typing accuracy and rate according to goals and given criteria

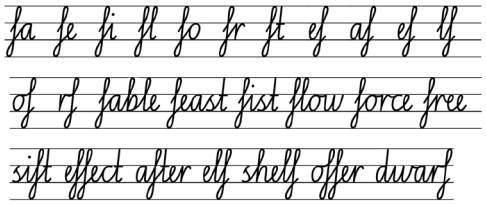
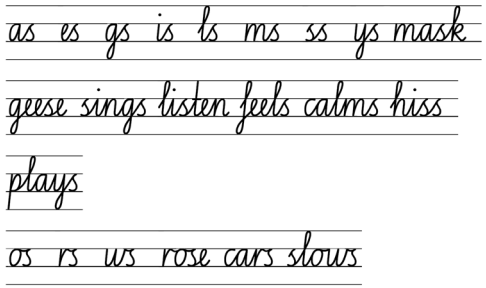
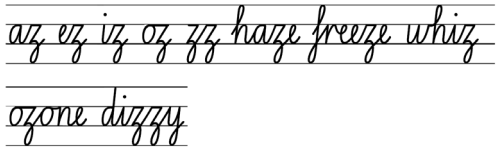
Table 6 – Term 3 (late) suggested instructional sequence for Handwriting and digital transcription

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Use taught shortcut functions on digital tools to enhance typing efficiency.	**Software functionalities and typing** The purpose of shortcut functions in digital tools is to enhance efficiency. They allow the user to perform actions or access features with fewer steps. By providing shortcuts for frequently used functions, this can reduce the need for repetitive mouse clicks or touchscreen interactions and increase typing efficiency. Review basic shortcut functions, including **Ctrl+X (Cut), Ctrl+C (Copy)** and **Ctrl+V (Paste)**. Introduce shortcut functions: • **Find (Ctrl+F):** allows search for a specific text or elements within a document or on a webpage quickly • **Undo (Ctrl+Z):** reverses the most recent action performed, allowing for correction of mistakes or unintended changes

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• **Redo (Ctrl+Y):** reapplies an action that was previously undone, restoring changes that were mistakenly reversed.
Sustain writing for formal purposes.	Monitor progress of goals that build on typing accuracy and rate.	**Handwriting legibility and fluency** Students use cursive or cursive looped handwriting in a formal situation. For example, letter writing and invitations. This may include the use of calligraphy. **Software functionalities and typing** Students continue to monitor their SMART typing goal.
Sustain writing, including with the advanced speed cursive letter '**f**'. • at the **start** of a word  	Use taught shortcut functions on digital tools to enhance typing efficiency.	**Handwriting legibility and fluency** Discuss how writing fluency can be improved with the use of cursive loops. It can also be used to develop a distinctive handwriting style. Model and support students to use loops for the letter '**f**'. There are several ways to teach speed loops to and from the letter '**f**',

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
• in the **middle** of a word  • at the **end** of a word  • double '**f**' 		including: • When the letter '**f**' is at the start of a word, use a descender loop with no crossbar. For example:  • When the letter '**f**' is in the middle of a word, both an ascender and descender loop can be used. No crossbar is needed. For example:  • When the letter '**f**' is at the end of a word, an ascender loop with a crossbar can be used. For example:  **Note**: an advanced speed cursive letter '**f**' uses an ascender

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		and descender loop regardless of its position in a word. This style has been adopted throughout the remainder of this sequence. **Software functionalities and typing** Students apply taught shortcut functions to typing practice sessions and when creating digital texts. Guide students to reflect on their SMART typing goal and how using shortcut functions can assist with progress toward their goal. Introduce the following shortcut functions: • **Save (Ctrl + S):** takes the user to save options • **Print (Ctrl + P):** takes the user to the print options.
Review the use of modified letters when writing sustained texts, including with: • modified '**f**'	Use taught shortcut functions on digital tools to enhance typing efficiency.	**Handwriting legibility and fluency** Highlight how modified letters are used so letters can join more easily.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
 • modified '**s**'  • modified '**z**' 	Monitor progress of goals that build on typing accuracy and rate.	Focus on developing consistency with the slope, spacing and size of letters. **Software functionalities and typing** Review previously taught shortcut functions. Reflect with students how they enhance typing efficiency. Introduce the following shortcut functions: • **Select All (Ctrl + A):** selects all text or content, allowing for a format change or action to the selected area • **Bold (Ctrl + B):** makes selected text or the text at the cursor point bold • **Italicise (Ctrl + I):** applies italic formatting to selected text or text at the cursor point • **Underline (Ctrl + U):** underlines selected text or text at the cursor point. Revise SMART goals for typing accuracy and rate. Continue

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		developing skills through short, frequent opportunities for practice.
Consolidate Term 3 content		

Term 4 (early)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Sustain writing with a legible, fluent and personal handwriting style across a text
- Use handwriting efficiently in formal and informal situations

Software functionalities and typing

EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

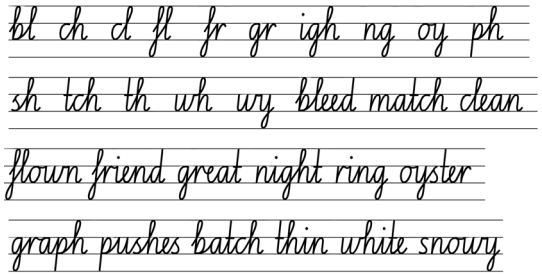
- Use taught shortcut functions on digital tools to facilitate text creation
- Evaluate and select applications and tools to create text to suit audience and purpose
- Reflect on and monitor typing accuracy and rate according to goals and given criteria

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Revision of taught shortcut functions	**Software functionalities and typing**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
	and navigating multiple tabs.	Review taught shortcut functions. Introduce closing a tab and moving between **tabs** on a digital device. Explore with students when it is required to have multiple tabs open and demonstrate how to move from web browser tabs to document tabs. Practise copying and pasting images using shortcut functions, moving between tabs.
Sustain legibility and fluency with extended texts.	n/a	**Handwriting legibility and fluency** Practise maintaining consistent spacing to support legibility. Gradually increase the length of passages to improve fluency. Provide individual or small group assistance to students to target identified needs.
Select and use handwriting styles in a range of contexts.	Select appropriate applications and tools to suit audience and purpose.	**Handwriting legibility and fluency** Continue to explore the use of more advanced handwriting styles, including calligraphy, in a range of contexts. Consider how handwriting can be viewed as an artform as well as a

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		functional skill. **Software functionalities and typing** Selecting appropriate digital applications and tools for a specific audience and purpose involves careful consideration of the task and features offered by the available software options. Explore with students known digital applications and tools, identifying the types of purposes and audiences they best meet the needs of. For example: • word-processing software • speech-to-text and text-to-speech software • audio or videoing recording software • presentation software.
Review ascender and descender cursive loops.	Monitor progress of goals that build on typing accuracy and rate.	**Handwriting legibility and fluency** Revise taught ascender and descender cursive loops. Provide

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		students with common digraphs and trigraphs to write prior to copying a passage. This will support writing speed and fluency. **Software functionalities and typing** Revise SMART goals for typing accuracy and rate. Continue developing skills through short, frequent opportunities for practice.
n/a	Select speech-to-text software to suit audience and purpose.	**Software functionalities and typing** Explain what speech-to-text software is and why it is useful. Demonstrate how to access software and use on various devices and platforms. The dictate function in Microsoft Word can be used. Model speaking clearly while dictating text to ensure an accurate transcription. Teach commands like ‘full stop’, ‘comma’, or ‘new paragraph’ to add punctuation and structure. Provide opportunities for students to practise dictating sentences, paragraphs or short stories using speech

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		recognition software.

Term 4 (late)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Use handwriting efficiently in formal and informal situations
- Sustain writing with a legible, fluent and personal handwriting style across a text

Software functionalities and typing

EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

- Evaluate and select applications and tools to create text to suit audience and purpose
- Reflect on and monitor typing accuracy and rate according to goals and given criteria

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Sustain writing with the correct placement of punctuation when only a baseline is provided.	Monitor progress of goals that build on typing accuracy and rate.	**Handwriting legibility and fluency** Students may be transitioned to writing extended texts with only the baseline. Model the correct placement of letters and ensure punctuation marks are well formed and are consistent. Encourage students to evaluate their own handwriting after practising. **Software functionalities and typing** Review students' typing goals from previous units. Students adjust goals if needed and continue working towards new goals. Support students by providing timely feedback on: • typing posture • touch typing technique, focusing on correct hand and finger placement • efficient use of shortcuts.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Use an informal writing style when taking notes.	Select appropriate presentation software to suit audience and purpose.	**Handwriting legibility and fluency** Discuss the importance of legibility even when writing in informal contexts. Provide multiple opportunities for students to practise skills in a range of settings. Students evaluate their writing based on fluency, appropriateness of speed (to context) and readability to self and others. **Software functionalities and typing** Review the importance of selecting applications and tools that suit a specific audience and purpose. Guide students to select an appropriate presentation software to publish work or complete project-based learning. For example: Microsoft PowerPoint, Google Slides, Microsoft Word, Google Docs, Seesaw, Prezi, Canva for Education.
n/a	Select appropriate presentation software to suit audience and	**Software functionalities and typing** Students continue to develop and finalise their

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
	purpose.	presentations using their chosen presentation software. Students can share this with the class.
Sustaining a legible, fluent and personal handwriting style.	Evaluate progress of goals that build on typing accuracy and rate.	**Handwriting legibility and fluency** Revise cursive looped style. Students write a passage from the mentor or supporting text. Encourage students to evaluate their own handwriting after practising and identify personal, stylistic choices they have developed over time. **Software functionalities and typing** Students evaluate their SMART typing goal, using the following guiding questions: • What were my most significant achievements? • What did I gain from working toward this goal? • How did this goal impact my typing accuracy and rate?

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• What would I do differently if I were to set a similar goal in the future?
Consolidate Term 4 content		

Stage 3 – Year 6

Term 1 (early)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Sustain writing with a legible, fluent and personal handwriting style across a text

Software functionalities and typing

EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

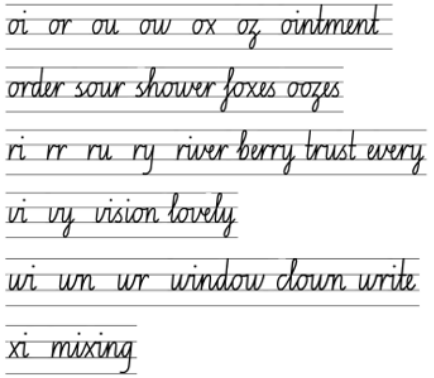
- Understand that the position of the device in relation to the user can affect posture and glare

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

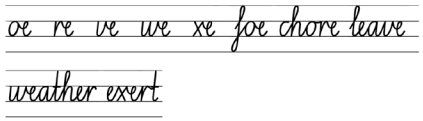
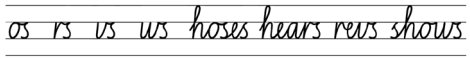
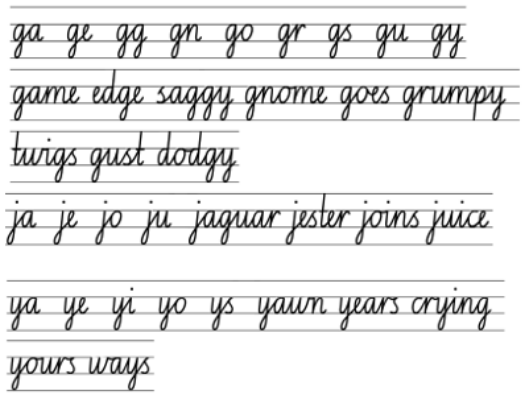
Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Sustain legible, fluent and personal handwriting style with diagonal joins to: • ‘short’ letters  ae ai am an ap ar aw ax ay az pain tame cane ape dark saw tax say faze ce ci or cu cy cent circus crimp cute cycle de di dr du dy dent dip drip dual handy ee ei em en ep er ew ex ey seep being tempt tent keep error dewy he hi hu hy help hint hunt shy ie im in ip ir ix iz pie slim spin skip dirt six fizzy	n/a	**Handwriting legibility and fluency** • Diagonal joins come from letters with exits near the baseline, including ‘**a**’, ‘**c**’, ‘**d**’, ‘**e**’, ‘**h**’, ‘**i**’, ‘**k**’, ‘**l**’, ‘**m**’, ‘**n**’, ‘**t**’, ‘**u**’ and ‘**z**’. • Diagonal joins to short letters — continue the exit hook diagonally upwards to the start of the next letter — most diagonal joins meet the next letter at the top of the letter’s body at a 45-degree angle. • When a diagonal join meets the letter ‘**s**’, the letter shape may stay the same or change to the speed cursive alternative. • Diagonal joins to ‘tall’ letters — loops can be used with tall letters so that the top of the letter does not need to be retraced

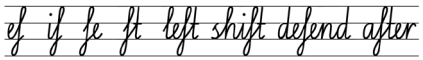
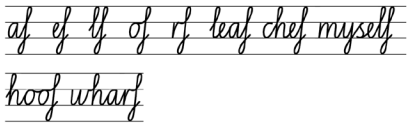
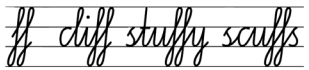
Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
 ke ki kn ky keep kite knee sky le li lm lu ly leap line elm lunch happily me mi mm mn mp mu my time mime yummy hymn jump must myself ne ni nn np nu ny mine nine sunny input nut rainy te ti tn tr tu tw ty ten time trail turn twin plenty ue ui um un up ur uy uz due quit hum hunt cup blur buy buzz ze zi zy size zip dizzy • ‘tall’ letters		— loops cross the letter at the ascender (or neckline) — the tall letters ‘**d’** and ‘**t’** do not usually include a loop. • Personal stylistic choices may be included in different contexts, such as the use of cursive loops. • Letter shapes and spacing should be even. Every letter can be formed within a parallelogram which tilts slightly to the right. • Students may only require the baseline when practising handwriting skills. • It may be more appropriate for some students to consolidate a cursive handwriting style rather than introducing a cursive looped style.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		
Revise horizontal joins to: • ‘short’ letters	Position a device for best use to avoid glare and postural issues.	**Handwriting legibility and fluency** • The letters ‘**o**’, ‘**r**’, ‘**v**’, ‘**w**’ and ‘**x**’ join on line 2 (or the neckline) • There is a slight dip in a horizontal join to a ‘short’ letter.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
 oi or ou ow ox oz ointment order sour shower foxes oozes ri rr ru ry river berry trust every vi vy vision lovely wi wn wr window clown write xi mixing • 'tall' letters ob of oh ok ol ot obtain often cohort bloke folding other rt forty wl bowling xt sixteen		• When forming a horizontal join to a 'tall' letter, the join is just below the neckline. If the letter has a cursive loop, it begins at the neckline. Encourage students to evaluate their own handwriting after practising. For example, asking them to circle well-formed horizontal joins that are consistent in size, spacing and slope. **Software functionalities and typing** To achieve better posture and reduce glare when using electronic devices, consider: • **Ergonomic setup**: adjust the screen height and angle to eye level and maintain a comfortable distance from the screen to minimise strain on your neck and shoulders. • **External accessories**: use an external keyboard and mouse for laptops and ensure the chair and desk are at the right height to promote good posture. • **Lighting control**: create a well-lit workspace with indirect lighting, use anti-glare screen protectors, and

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		position your screen away from direct light sources. **Note**: tailor the teaching of this content point to the technology available in your school context.
Revise horizontal joins to anticlockwise letters, including to the letters '**a**', '**c**', '**d**', '**g**', '**o**' and '**q**'.  Horizontal joins to tricky letters, including to:	n/a	**Handwriting legibility and fluency** • When a horizontal join is made to an anti-clockwise letter, the top of the letter is retraced to join the previous letter • When a horizontal join is made to the letter '**e**', the exit dip needs to be dropped lower to start the entry to the letter in its usual position • When writing the letter '**s'**, the formation and join can change depending on its position in a word. It can have a diagonal join, a horizontal join or no join.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
• the letter '**e**'  • the letter '**s**'  		
Revise cursive loops below the baseline (descenders), including from the letters '**g**', '**j**' and '**y**'.  	n/a	**Handwriting legibility and fluency** Baseline loops for letters with descenders can increase fluency and add to a personal writing style. The loop on the descender crosses at the baseline and joins the letter in its usual position.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Sustain writing, including with the advanced speed cursive letter '**f**'. • at the **start** of a word  • in the **middle** of a word  • at the **end** of a word  • double '**f**' 	Understand that the position of the device in relation to the user can affect posture and glare.	**Handwriting legibility and fluency** • The use of ascender and descender loops for the letter '**f**' can support fluency and developing a distinctive personal handwriting style. **Software functionalities and typing** Revise setting up a device to reduce glare. Consider: • ergonomic setup • external accessories • lighting control • screen size and resolution.

Term 1 (late)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Sustain writing with a legible, fluent and personal handwriting style across a text

Software functionalities and typing

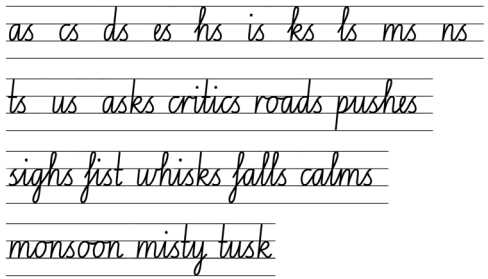
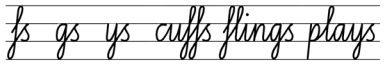
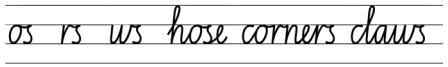
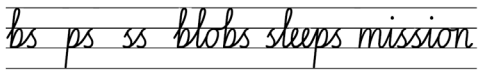
EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

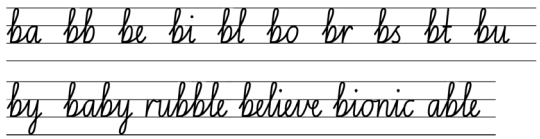
- Navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols
- Understand that the position of the device in relation to the user can affect posture and glare

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Understand that the position of the device in relation to the user can affect posture and glare. Navigate the keyboard with efficiency	**Software functionalities and typing** Students type key vocabulary or passages from the mentor and or supporting texts to revise device positioning to support posture. Students consider:

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
	and accuracy when typing words, numerals, punctuation and other symbols.	• ergonomic setup • external accessories • lighting control. Students develop touch typing skills to improve their navigation of the keyboard to type with accuracy and efficiency. Students can: • familiarise themselves with the layout of the keyboard • focus on typing accurately rather than quickly, knowing that speed will naturally improve as accuracy increases • try typing without looking at the screen but listen for the sound of each keystroke to reinforce muscle memory.
Sustain a legible, fluent and personal writing style across a text with words containing joins to modified letter '**s**', including:	n/a	**Handwriting legibility and fluency** When a diagonal join meets the letter '**s**', the letter shape may stay the same or change to the speed cursive

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
• diagonal joins  • diagonal joins from below the baseline  • horizontal joins  • baseline joins, including double '**s**' 		alternative. When a horizontal join meets the letter '**s**', the top of the letter needs to be retraced a little. When writing double '**s**', the same formation is used for both letters. Students write a passage from the mentor or supporting text. Encourage students to evaluate their own handwriting after practising. For example, asking them to circle double **'s**' joins they believe are formed well.
n/a	Navigate the keyboard with efficiency and accuracy when typing words,	**Software functionalities and typing**

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
	numerals, punctuation and other symbols.	Revise that symbols are typed using the shift key. For example: **!, ?, $, @, &, “ ”, +, =, −, ×, 1, 2, 3** Students could practise touch typing: • a passage from the mentor or supporting text • an email • symbols and numerals from a mathematics lesson. **Note**: to increase efficiency, students hold the ‘shift’ key and select an appropriate symbol, hit the space bar and repeat.
Sustain a legible, fluent and personal writing style across a text with words containing bottom-up joins.  	Navigate the keyboard with accuracy and efficiency.	**Handwriting legibility and fluency** Bottom-up diagonal joins come from letters that finish in a clockwise direction, including ‘**b**’, ‘**p**’ and ‘**s**’. Bottom-up joins can increase fluency because they do not require a pencil lift. Revise the formation and placement of punctuation and

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		symbols. For example, **‘ ’**, **!**, **?**, **&**, **+**, **=**. **Software functionalities and typing** Revise strategies to develop touch typing skills. For example, students can: • familiarise themselves with the layout of the keyboard • focus on typing accurately rather than quickly, knowing that speed will naturally improve as accuracy increases • try typing without looking at the screen but listen for the sound of each keystroke to reinforce muscle memory. Students practise touch typing and using correct finger placement, to type symbols and words to increase efficiency. • To increase efficiency, students hold the **shift** key and select an appropriate symbol, hit the **space bar** and repeat.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• Ensure device or screen monitors are placed so the top is at eye level. • Students practise at tables and chairs supporting ergonomic device use.
Consolidate Term 1 content		

Term 2 (early)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

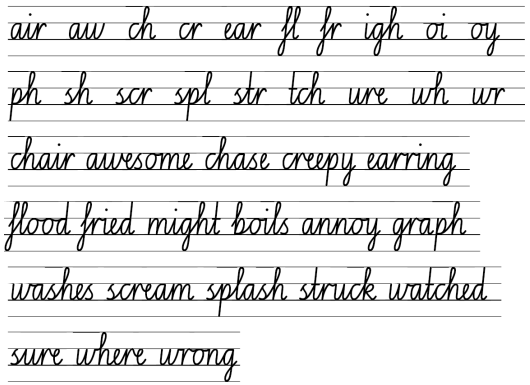
- Sustain writing with a legible, fluent and personal handwriting style across a text
- Adjust handwriting style to suit writing purpose

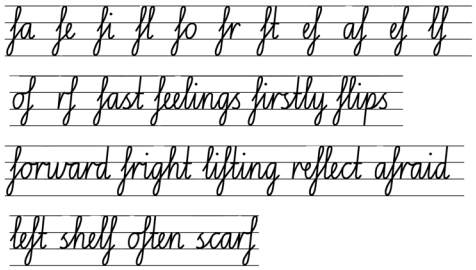
Software functionalities and typing

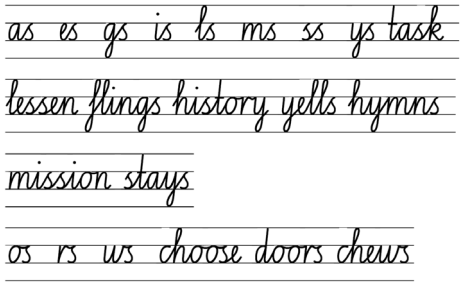
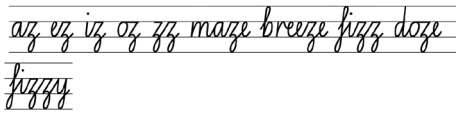
EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

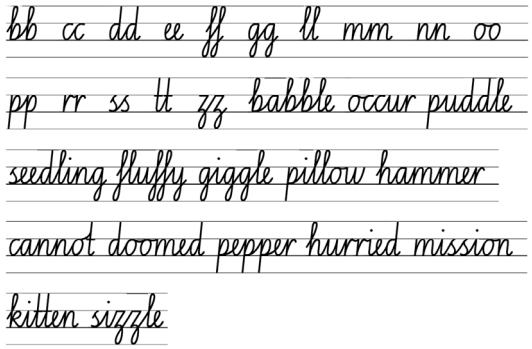
- Navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Sustain a legible, fluent and personal writing style across a text with common letter patterns.  air aw ch or ear ff fr igh oi oy ph sh scr spl str tch ure wh wr chair awesome chase creepy earring flood fried might boils annoy graph washes scream splash struck watched sure where wrong	n/a	**Handwriting legibility and fluency** Enable students with established cursive handwriting to experiment developing a personal handwriting style. A cursive looped style may be adopted in their handwriting. Students write a passage from the mentor and or supporting text. Encourage students to evaluate their own handwriting after practising.
n/a	Navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols.	**Software functionalities and typing** Learning to type efficiently on the **English QWERTY keyboard** is an essential skill for students. The QWERTY Keyboard (English) includes the standard Latin alphabet, numerals and common punctuation marks. Skills for students to develop efficiency and accuracy when

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		using the QWERTY keyboard include: • key placement and layout • home row positioning • touch typing • keyboard shortcuts.
Review the use of modified letters when writing sustained texts, including with: • modified '**f**'  • modified '**s**'	n/a	**Handwriting legibility and fluency** Highlight how modified letters are used so letters can join more easily. Focus on developing consistency with the slope, spacing and size of letters.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
 • modified '**z**' 		
Sustain legible, fluent and personal handwriting style with double letter joins, including: '**bb**', '**cc**', '**dd**', '**ee**', '**ff**', '**gg**', '**ll**', '**mm**', '**nn**', '**oo**', '**pp**', '**rr**', '**ss**', '**tt**', '**zz**'.	Navigate the keyboard with accuracy and efficiency.	**Handwriting legibility and fluency** Review when writing double letters, it is important they both have the same formation, size and slope. Review keeping the join between double letters short. Review the importance of appropriate writing pressure to reduce hand fatigue or to have writing that is faint or illegible. Lesson warm-up activities could include: • gradual pressure activities where students draw lines

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		that transition from thin to thick • practising shading boxes with varying pressure. **Software functionalities and typing** Revise strategies to develop touch typing skills. Students practise touch typing using school-based digital devices.
n/a	Navigate a keyboard with efficiency and accuracy to publish writing.	**Software functionalities and typing** Revise keyboard functions for typing punctuation, symbols and basic keyboard shortcuts (see Year 5 content). Students publish a piece of writing, that is drafted in written form, using digital software that is appropriate to their audience and purpose. Remind students to use taught touch typing skills for efficiency.

Term 2 (late)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Sustain writing with a legible, fluent and personal handwriting style across a text
- Adjust handwriting style to suit writing purpose

Software functionalities and typing

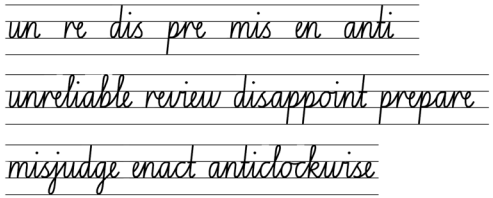
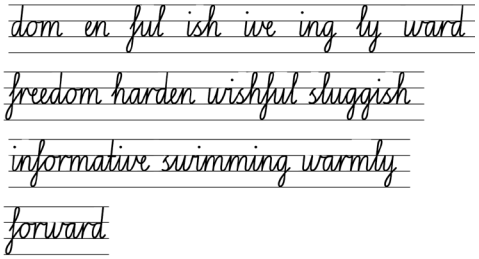
EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

- Reflect on and monitor typing accuracy and rate according to goals and given criteria
- Navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Reflect on and monitor typing accuracy and rate to set goals.	**Software functionalities and typing** Revise the 2 main areas that are used to measure typing

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		performance: • **words-per-minute** (WPM) or typing rate • **accuracy** or the number of characters typed correctly. Students complete a typing test to determine WPM and accuracy. **Note**: online typing programs can also provide this data. Students work with peers to co-construct a success criteria for typing accuracy and rate. Success criteria may involve typing at a certain speed (for example, 35 words WPM) with a low error rate (for example, 98% accuracy).
Sustain legible, fluent and personal handwriting style with words that contain an affix. • words with a **prefix**	n/a	**Handwriting legibility and fluency** Provide students with common prefixes and suffixes to write prior to copying a passage. This will support writing speed and fluency through developing muscle memory.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
 • words with a **suffix** 		
Adapts handwriting style to adjust to writing purpose, alternating between foundation or cursive print.	Set goals to support typing accuracy and rate. Navigate the keyboard for intended efficiency and accuracy**.**	**Handwriting legibility and fluency** Provide students with a range of scenarios that require them to determine the type of writing that would be most appropriate. Consider when it is required to convert between using Foundation printing and cursive. Dictate sentences for students to scribe, alternating between Foundation print and cursive.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		Software functionalities and typing Students refer to the co-constructed success criteria for typing accuracy and rate created with peers. From analysis of their baseline data, students develop an expanded SMART goal for typing accuracy and rate. For example: • **Specific (S):** clarify the goal in detail to specify the component of typing fluency they are focusing on. • **Measurable (M):** define how the typing goal will be tracked and progress monitored. • **Achievable (A):** identify potential obstacles and ways to overcome these. • **Relevant (R):** explain how the typing goal aligns to their digital technologies growth. • **Time-bound (T):** determine a start date and a deadline for accomplishing the typing goal.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		Students create ‘I can’ statements to accompany each section of their SMART typing goal.
Adjusts handwriting style to clearly label maps and diagrams, using Foundation print.	Work towards goals to support typing accuracy and rate. Navigate the keyboard with efficiency to improve accuracy and rate.	**Handwriting legibility and fluency** Explore the purpose of labels on maps and diagrams. Discuss how clear, legible print is required to ensure labels are easily accessible to the reader. Provide students with a range of maps and diagrams to label using Foundation print. **Software functionalities and typing** Support students to monitor and track their progress towards their expanded SMART typing goal. Demonstrate tracking tools and spreadsheets that could be used to indicate areas of success and possible revision. Support students to use touch typing in real-life contexts, such as taking notes and publishing writing.
Consolidate Term 2 content		

Term 3 (early)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Use handwriting efficiently in formal and informal situations
- Adjust handwriting style to suit writing purpose

Software functionalities and typing

EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

- Use taught shortcut functions on digital tools to facilitate text creation
- Reflect on and monitor typing accuracy and rate according to goals and given criteria

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Sustains handwriting to produce long passages of writing with punctuation.	Monitor progress of goals that build on typing accuracy and rate.	**Handwriting legibility and fluency** Review formation of basic punctuation marks and identify their purpose in written texts. Students copy long passages from a

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		mentor text which contain a range of punctuation, focusing on handwriting stamina and efficiency. **Software functionalities and typing** Review strategies that can improve typing accuracy and rate, including: • correct hand and finger positions for touch typing (ASDF for the left hand and JKL; for the right hand) • correct typing posture, with a straight back and wrists floating just above the keyboard • ensuring the typing environment is free from clutter and distractions. Students will continue to use these as a focus when developing typing skills across the rest of the unit.
n/a	Monitor progress of goals that build on typing accuracy and rate.	**Software functionalities and typing** Students review their baseline data for WPM and accuracy. Support students to analyse their expanded SMART typing

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		goal and 'I can' statements with their existing tracking tool. Make revisions as required. **Note**: students can create a new expanded SMART goal and 'I can' statements.
Uses handwriting efficiently in formal and informal situations, adjusting letter size to suit audience and purpose.	n/a	**Handwriting legibility and fluency** When creating texts, the size of words and letters can be adjusted to suit the purpose and audience. Discuss with students the most appropriate letter sizes to use for a variety of formal and informal purposes. For example: • in formal letters, the size of the words should generally be standard and uniform throughout • informal letters or communication allow for more flexibility in word size. Words can be written in larger or bolder letters for emphasis, humour or a casual tone.
n/a	Use shortcut functions on digital tools to enhance typing efficiency. Monitor progress of goals that build on	**Software functionalities and typing** Students apply taught shortcut functions **Ctrl+X (Cut), Ctrl+C (Copy), Ctrl+V (Paste), Ctrl+F (Find), Ctrl+Z (Undo)** and

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
	typing accuracy and rate.	**Ctrl+Y (Redo)**. Guide students to reflect on their expanded SMART typing goal and how using shortcut functions can assist with progress toward their goal and 'I can' statements.
Uses handwriting efficiently in formal situations to publish texts.	n/a	**Handwriting legibility and fluency** Students adjust handwriting to suit writing purpose. For example, formal handwriting for a published text or using informal handwriting when planning a text. Focus on: • consistent size and space of letters and words • speed and control when joining letters.

Term 3 (late)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Use handwriting efficiently in formal and informal situations
- Adjust handwriting style to suit writing purpose

Software functionalities and typing

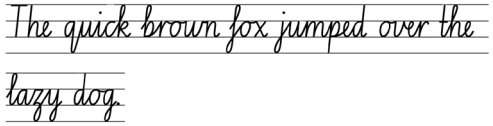
EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

- Evaluate and select applications and tools to create text to suit audience and purpose
- Reflect on and monitor typing accuracy and rate according to goals and given criteria
- Use taught shortcut functions on digital tools to facilitate text creation

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Evaluate and explore appropriate applications and tools to suit audience and text purpose.	**Software functionalities and typing** Revise known digital applications and tools that could be used for a specific audience and purpose. For example: • Microsoft software: Word, PowerPoint • Apple software: Notes, Pages, Keynote, iMovie • Google software: Docs, Slides • Canva for Education • audio or video recording software • speech-to-text and text-to-speech software • presentation software.
Uses handwriting efficiently when note taking.	n/a	**Handwriting legibility and fluency** Students adjust handwriting to suit writing purpose of note

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		taking. Provide students with note-taking proformas to record key information. Guide students to understand the parameters of note taking on a given template and how handwriting style needs to be adjusted to ensure writing fits.
n/a	Select appropriate software to suit audience and text purpose. Use shortcut functions on digital tools to enhance typing efficiency.	**Software functionalities and typing** Students select and use digital applications or software appropriate to a particular audience and text purpose. Students evaluate how the selected application suits the purpose of the text. Revise taught shortcut functions to enhance typing practice sessions and when creating texts. Students use known shortcut functions to improve their typing efficiency when creating a digital text using appropriate software.
Sustain legible, fluent and personal handwriting style with words that contain an affix.	Monitor progress of goals that build on typing accuracy and rate.	**Handwriting legibility and fluency** Building muscle memory can support the development of a

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		fluent and efficient writing style. Provide students with the one passage to copy numerous times. Discuss how the flow of writing improved over time. Consider the implications for a variety of writing contexts. **Software functionalities and typing** Students complete a typing test to determine WPM and accuracy. **Note**: online typing programs can also provide this data. Support students to analyse their expanded SMART goal and 'I can' statements with their existing tracking tool. Make revisions as required.
Consolidate Term 3 content		

Term 4 (early)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Sustain writing with a legible, fluent and personal handwriting style across a text
- Adjust handwriting style to suit writing purpose

Software functionalities and typing

EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

- Evaluate and select applications and tools to create text to suit audience and purpose

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Select appropriate multimodal features to suit audience and purpose.	**Software functionalities and typing** Students use appropriate digital software to create a text with multimodal features. Multimodal features could include:

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• text • images • icons • audio • graphics. Students evaluate how the selected features suit the purpose of the text.
Sustain writing with a legible, fluent and personal handwriting style when writing longer passages.	n/a	**Handwriting legibility and fluency** Writing long passages by hand can be challenging, but with the right techniques, students can sustain their handwriting without experiencing fatigue or discomfort by: • choosing a comfortable pen(cil) • maintaining proper posture • appropriate hand position and grip

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• consistent letter size and spacing • taking short breaks every 20–25 minutes.
Adjust handwriting style to suit the formal purpose of calligraphy.	n/a	**Handwriting legibility and fluency** Students experiment using calligraphy to create written texts.
n/a	Select appropriate digital communication software to suit audience and purpose.	**Software functionalities and typing** Students use an email function to create an email that suits the purpose of requesting information from another person in a polite and professional manner. Explore common email etiquette to suit genre, audience and purpose: • concise subject line • begin the email with a polite greeting • keep the message clear and focused • use proper grammar and spelling • avoid writing in capital letters

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		• consider tone and how your words may be interpreted.
Adjust handwriting style to suit the informal purpose of alternate fonts.	n/a	**Handwriting legibility and fluency** Students experiment using alternate fonts to create written texts. For example: • decorative writing for headings • italics or bolded letters for labels.

Term 4 (late)

Handwriting legibility and fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

- Sustain writing with a legible, fluent and personal handwriting style across a text
- Adjust handwriting style to suit writing purpose

Software functionalities and typing

EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts

- Evaluate and select applications and tools to create text to suit audience and purpose

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

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
n/a	Select appropriate information sourcing software to suit audience and purpose.	**Software functionalities and typing** Students use online tools to create a survey that suits the purpose of collecting data on a specific topic or area. For

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		example: • Google Forms • Microsoft Forms. Students evaluate how their selected application suited the purpose of the text.
Adjust handwriting style to develop own personal signature.	n/a	**Handwriting legibility and fluency** Students experiment and develop a personal signature. Students may use a combination of handwriting styles such as, printed, cursive, joins.
n/a	Select appropriate data representation software to suit audience and purpose.	**Software functionalities and typing** Students use spreadsheet software to create a text that suits the purpose of representing data on a specific topic or area. Students evaluate how their selected application suits the purpose of the text.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
Sustain own handwriting style to use across a text.	Select appropriate typography tools to suit audience and purpose.	**Handwriting legibility and fluency** Students experiment with selecting their own personal handwriting style to use across a text. Provide students with a passage. Students rewrite the passage using different handwriting styles. For example, Foundation style and cursive. Facilitate students to reflect on which styles supported legibility, efficiency and fluency. **Software functionalities and typing** Students select the appropriate tools to create texts using typography. Typography is arranging text to make it legible, clear and visually appealing. For example: • text effects: shadow, reflection and glow • font colour, bold, italic and underline • alignment: line spacing and letter spacing.

Handwriting legibility and fluency	Software functionalities and typing	Supporting information for teachers
		Students evaluate how the selected tools suited the purpose of the text.
Consolidate Term 4 content		

References

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

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