



# English curriculum resource - handwriting

The Western Australian Curriculum: English describes how handwriting should progress across year levels. It also describes the expectations of teachers.

The Western Australian Curriculum: English – Literacy strand articulates the handwriting content for each year.

## WA Curriculum requirements

The curriculum describes a progression of students' handwriting skills from unjoined letters in the early years to fluently and automatically writing clearly formed, joined letters in Year 3 onwards.

### Pre-primary

Handwriting development is linked to fine-motor skill development. Children will be at different stages of development in their fine-motor skills, ability to use and hold tools and perform different movement patterns.

Summary	Paper	Writing tools	Content description
<p>Children need the opportunity to engage with a range of different activities to develop their:</p> <ul style="list-style-type: none"> <li>• fine motor skills</li> <li>• hand-eye coordination</li> <li>• ability to recognise detail in visual images and spatial awareness and orientation.</li> </ul> <p>Provide a wide range of opportunities for children to:</p> <ul style="list-style-type: none"> <li>• engage with pre-writing activities such as copying, tracing, painting, manipulating materials, produce and explore various scribbles and patterns in a variety of settings and tools</li> <li>• experiment with print and symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Blank</li> <li>• Folded newsprint</li> <li>• Dotted thirds</li> </ul>	<ul style="list-style-type: none"> <li>• 2B and B pencils</li> <li>• Felt-tipped pens</li> <li>• Crayons</li> <li>• Triangle pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Form most lower and upper-case letters using learnt letter formations and correct starting points and directionality.</li> </ul>

<ul style="list-style-type: none"> <li>learn correct letter shapes following the suggested sequence of movement</li> <li>develop awareness of the terms and concepts relating to written and printed material. Such as spaces, words, letter, direction, position, upper and lowercase letters, letter names and sounds</li> <li>develop a visual memory of letter shapes.</li> </ul>			
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## Year 1

As students develop the ability to recognise and form letters, they need opportunities to consolidate their handwriting skills.

Summary	Paper	Writing tools	Content description
<p>Students will continue to:</p> <ul style="list-style-type: none"> <li>learn correct letter shapes following the suggested sequence of movement</li> <li>develop awareness of the terms and concepts relating to written and printed material. Such as spaces, words, letter, direction, position, upper and lowercase letters</li> <li>identify and correctly form the 26 lowercase and uppercase letters</li> <li>write every day to consolidate and refine handwriting skills</li> <li>develop sufficient legibility and fluency to enable them to focus on the message, form and purpose of the writing</li> <li>develop understanding of the purposes of legible writing.</li> </ul>	<ul style="list-style-type: none"> <li>Blank paper</li> <li>Dotted thirds</li> </ul>	<ul style="list-style-type: none"> <li>HB, 2B and B pencils</li> <li>Felt-tipped pens</li> </ul>	<ul style="list-style-type: none"> <li>Write words using unjoined lower and uppercase letters.</li> </ul>

## Year 2

Summary	Paper	Writing tools	Content description
<p>Provide opportunities for students to:</p> <ul style="list-style-type: none"> <li>• write every day to consolidate and refine handwriting skills</li> <li>• practise and consolidate the 26 lowercase and uppercase letters</li> <li>• write with consistent size, spacing, proportion and alignment of letters</li> <li>• develop sufficient legibility and fluency to enable them to focus on the message, form and purpose of the writing</li> <li>• develop understanding of the purposes of legible writing.</li> </ul>	• Dotted thirds	<ul style="list-style-type: none"> <li>• HB, 2B and B pencils</li> <li>• Felt-tipped pens</li> </ul>	<ul style="list-style-type: none"> <li>• Write words legibly and with growing fluency using unjoined uppercase and lowercase letters.</li> </ul>

## Year 3

Provide opportunities for students to learn to write using joined letters.

Summary	Paper	Writing tools	Content description
<p>Students will:</p> <ul style="list-style-type: none"> <li>• consolidate correct formation of letters with consistent slope, size, spacing and letter alignment</li> <li>• practise joining techniques</li> <li>• practise joining letters to develop a fluent style</li> <li>• develop sufficient legibility and fluency to enable them to focus on the message, form and purpose of the writing</li> <li>• develop understanding of the</li> </ul>	• Dotted thirds	<ul style="list-style-type: none"> <li>• HB, 2B and B pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Write using joined letters that are clearly formed and consistent in size.</li> </ul>

purposes of legible writing.			
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## Years 4 to 10

Provide opportunities for students to develop handwriting that is fluent, legible and automatic.

Summary	Paper	Writing tools	Content description
<p>Support students to:</p> <ul style="list-style-type: none"> <li>• consolidate correct formation of letters with consistent slope, size, spacing and letter alignment</li> <li>• consolidate joining letters to develop a fluent style</li> <li>• use speed loops when joining techniques are established</li> <li>• use strategies to assess their own technique and style</li> <li>• develop a personalised style which is legible, fluent, durable and aesthetically pleasing (once students are writing using clearly formed joined letters with increased fluency and automaticity).</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4 use 14mm ruled paper</li> <li>• Years 5 to 7 use 8 or 9mm ruled paper</li> </ul>	<ul style="list-style-type: none"> <li>• HB pencils</li> <li>• Biros (pens)</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4: Write words using clearly formed joined letters, with developing fluency and automaticity.</li> <li>• Year 5: Develop a handwriting style that is becoming legible, fluent and automatic.</li> <li>• Year 6: Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose.</li> <li>• Year 7: Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods.</li> <li>• Year 8 to 10: Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended</li> </ul>

			periods in relevant required contexts.
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