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**EVALUATION
PACK**

*Oxford Handwriting for
New South Wales K-6
Third Edition*

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**HANDWRITING
FOR NEW SOUTH WALES**

THIRD EDITION

SAMANTHA DONNAN

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AVAILABLE FOR KINDERGARTEN & YEARS 1-6



A brand-new handwriting series for K–6 that delivers a phonics-aligned approach, so that students learn to write letters in the same order that they are learning to read them



Written for the NESA syllabus, *Oxford Handwriting for New South Wales* is a **brand-new** comprehensive program for K–6 that supports a phonics-aligned approach, so that students learn to write letters in the same order that they are learning to read them.

The order of letters in the year K book is aligned with the *Letters and Sounds* phonics sequence. For Years 1 and 2, the letters are grouped by shape, using words and phrases that are fully decodable. For Years 3 to 6, each book has an informative and engaging theme, and helps students learn cursive joins to improve speed and legibility.

This series is designed to introduce and develop the fundamental skills of handwriting and allow students to master a fluent, automatic style. This complete handwriting series features information and reminders for correct posture, pencil grip and paper position, as well as plenty of practice to learn accurate letter formation and keyboarding techniques. The *Oxford Handwriting* interactives on Oxford Owl allows teachers to explicitly model how to form letters from print to cursive joins.



Student Workbooks

Oxford Handwriting for New South Wales workbooks develop the building blocks of handwriting through explicit instruction. Featuring letters presented in sequenced phonics order aligned with *Letters and Sounds*, Year K reinforces the sound-to-letter connection. The workbooks for Years 1 and 2 include fully decodable words and phrases. Each year level from K through to Year 6 includes activities for students to practise accurate letter and number formation in New South Wales Foundation Style handwriting, as students move from print to cursive writing.

Teaching support and resources

For adopting schools, *Oxford Handwriting for New South Wales* gives you access to a dashboard to support front-of-class explicit instruction, including an interactive digital tool to demonstrate letter formation, speed loops and fluency joins. Digital student books, worksheets, scope and sequence charts, lesson planning for teaching both handwriting and keyboarding, and assessment and recording templates.

The scope and sequence and lesson plans provide a structured roadmap for you, allowing you to seamlessly integrate the content into your teaching plans.

What does *Oxford Handwriting* look like for Years K–2?

1 Model

For adopting schools, use the online Handwriting interactive to model the correct technique. Modelling includes how to print lower-case and capital letters, numbers and words from the *Oxford Wordlist*.



2 Practise

Students work independently in their workbooks, practising the letter formation.



Oxford Handwriting for New South Wales, Third Edition, Year 1

Oxford Handwriting for New South Wales, Third Edition, Year K

3 Consolidate

Download the activity sheets from Oxford Owl for students to do further practice.

What does *Oxford Handwriting* look like for Years 3–6?

1 Model

For adopting schools, use the online Handwriting interactive on Oxford Owl to model the correct technique. Modelling includes how to form cursive writing with speed loops and fluency joins. The demonstration words come from the Oxford Children's Language Australia Corpus.



2 Practise

Students work independently in their workbooks, practising their handwriting.



Oxford Handwriting for New South Wales, Third Edition, Year 3

Oxford Handwriting for New South Wales, Third Edition, Year 6

3 Consolidate

After each section has introduced a new skill for cursive handwriting, there is a Consolidating page, followed by an Assessment page.

Before you begin writing ...

Here are the 3Ps that will help you with your writing: posture, pencil grip and paper position. You will be reminded about these as you work through the book.



Posture

- Relax your arms.
- Sit back in your chair.
- Make sure your back is straight.
- Put your feet flat on the floor.



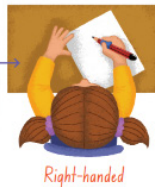
Pencil grip

Hold your pencil like this. (Not too tightly!)



Paper position

Use your non-writing hand to steady the paper.



Hand and finger warm-ups

Before you write

Crocodile snaps (whole arms)

Start with one arm straight above the head and the other extended down one side of the body. Snap the hands together, like a crocodile snapping its jaws. Repeat, but reverse the arms.



Open, shut them. (hands)



Open, shut them. Open, shut them.
Give a little clap!
Open, shut them. Open, shut them.
Lay them in your lap.
Repeat.

Spider push-ups (fingers)

Place the fingertips together and bend and straighten the fingers while pushing the fingertips against each other.



Oxford Handwriting for New South Wales, Third Edition, Year 2

Track your progress

Find and trace each letter to match your completed pages.



Teacher note

As each letter page is completed, students trace the letter on this tracker.

I'm hiding ...
circle me when
you find me on
the pages.

Track your progress

Oxford Handwriting for New South Wales, Third Edition, Year K



How to use

Example page spreads



How to use – Year K

On each double page spread for Year K, Marlee the rainbow lorikeet is hiding. This can be used to help focus students' attention on the page. To ensure each student is on the correct page and ready for learning, ask: "Who can find where the bird who is hiding? Raise your hand when you've found it."

Featured on all K-2 workbooks: Model of lower- and upper-case letters with starting dot and directional arrows showing where to start the letter and how to form them.

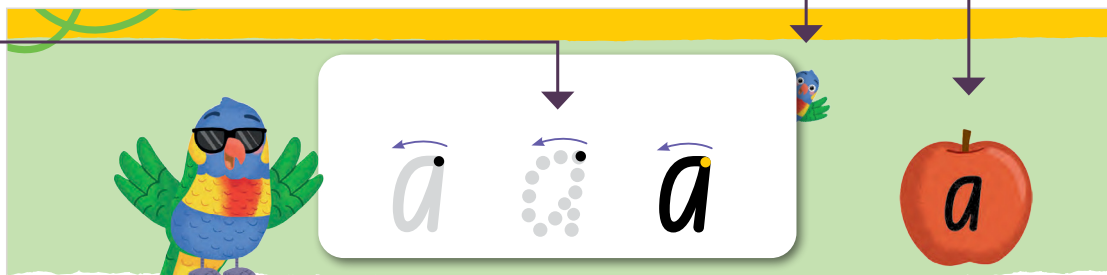
Patterns for students to practise strokes similar to the letters they are forming to develop fluency and automaticity.

TRACK: Students track the letter with their finger, saying its name or sound.

TRACE: Students use a pencil to trace the letter, saying its name or sound.

COPY: Students write the letter from a model located at the start of the line.

Featured on all K-2 workbooks: On each double-page spread, students are asked to select a letter and a word that they have formed correctly, which encourages students to look closely at their work. Self-assessment is a valuable tool for students to reflect on their learning.



Track



Trace



Copy

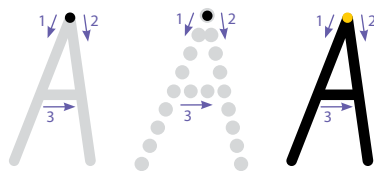


Self-assessment!

Ask students to circle their best lower-case a and upper-case A. Ask them to explain the reason for their choices to you or a classmate.

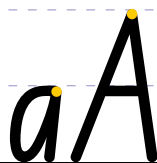
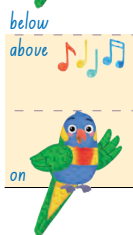


Featured on all K-2 workbooks: Lower-case and upper-case models, with an image to remember the sound of the letter

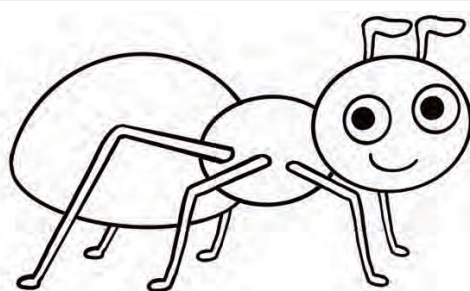
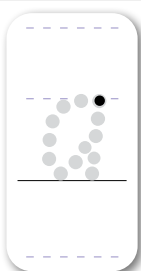


Featured on all K-2 workbooks: Directional arrows show where to start the letters and how to form them.

The numbers on the letters indicate each time the pencil is lifted to start a new stroke.



"Fast finishers" give students an opportunity to consolidate their learning at the conclusion of the lesson. Students can practise letter formation independently, and have opportunities for creative expression.



Fast finishers

Trace over the letter a, and then colour in the picture of the ant.

How to use – Year 1

Featured on all K-2 workbooks: Model of lower- and upper-case letters with starting dot and directional arrows showing where to start the letters and how to form them.

3Ps

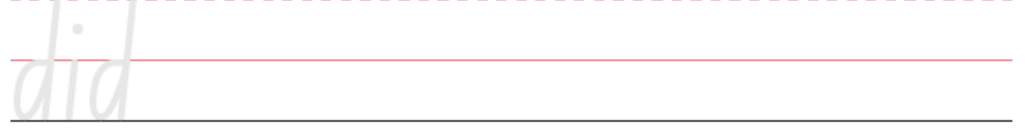
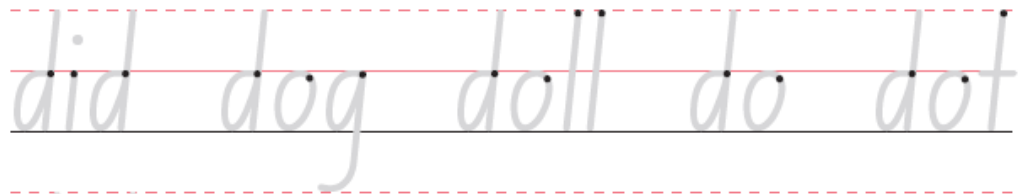
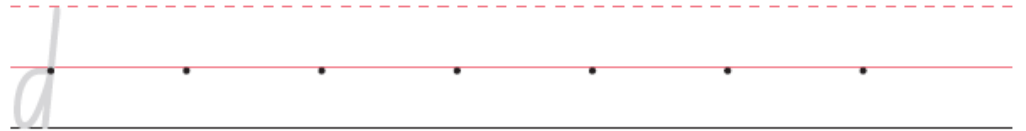
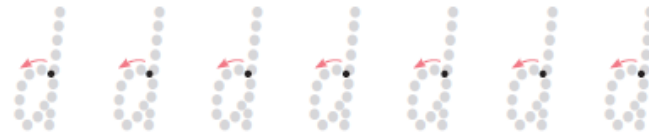
Have you checked your pencil grip,
paper position and posture?



Have you done your warm-ups?



Track, trace and copy the letters and words.



TRACK: Students track the letter with their finger, saying its name or sound.

TRACE: Students use a pencil to trace the letter, saying its name or sound.

COPY: Students write the letter from a model located at the start of the line.

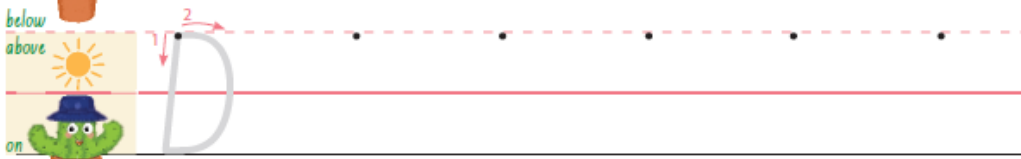
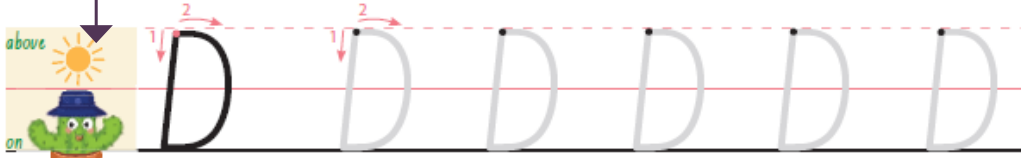
Featured on all K-2 workbooks: The baseline is a reference point for maintaining consistency in letter placement and formation.

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Tall letter group

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Featured on all K-2 workbooks: Above, on, below feature as a visual guide to letter placement and sizing.



Dad and Dan played

Dad

with the red dog.

with

Fully decodable sentences for students to copy

First word modelled in lighter grey for guidance



Self-assessment

Put a circle around your best letter and word on each page.
Explain your choice to your teacher or classmate.

Featured on all K-2 workbooks: On each double-page spread, students are asked to select a letter and a word that they have formed correctly, which encourages students to look closely at their work. Self-assessment is a valuable tool for students to reflect on their learning.

How to use – Year 2

Each page has two important reminders:
1. To check the 3Ps: posture, pencil grip and paper position
2. To warm up your fingers for writing

Featured on all K-2 workbooks: An image to remember the sound of the letter.

Featured on all K-2 workbooks: Model of lower- and upper-case letters with starting dot and directional arrows showing where to start the letters and how to form them.

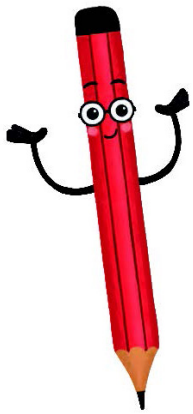
TRACE: Students use a pencil to trace the letter, saying its name or sound.

COPY: Students write the letter from a model located at the start of the line.

The header banner features a model of the letter 'm' with directional arrows and labels 'above', 'on', and 'below'. It includes a '3Ps' icon with the text 'Have you checked your posture, pencil grip and paper position?' and a 'warm-ups' icon with the text 'Have you done your warm-ups?'. An illustration of a person mowing a lawn is labeled 'mowing'.

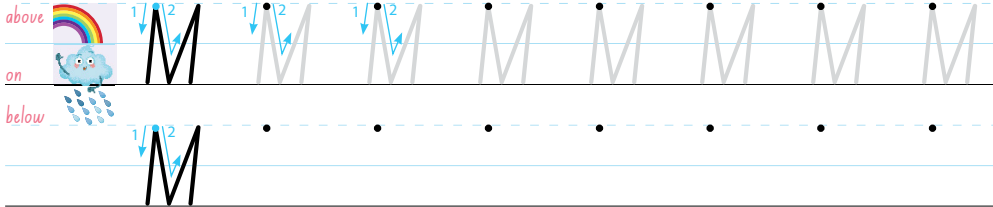
Trace and then copy the letters and words.

Handwriting practice lines for the letter 'm'. The first row shows a model 'm' with a starting dot and arrow, followed by a row of dotted 'm's for tracing. The second row shows a model 'm' with a starting dot and arrow, followed by a row of blank lines for copying. The third row contains the words 'made', 'make', and 'making' in a cursive font. The fourth row contains the word 'm' in a cursive font. The fifth row contains the words 'may', 'monkey', and 'march' in a cursive font. The sixth row contains the word 'm' in a cursive font. The seventh row contains the words 'magic', 'magical', and 'magically' in a cursive font. The eighth row contains the word 'm' in a cursive font. The ninth row contains the letters 'm n x z i a c e o s u' in a cursive font.



Letters are grouped by where the letter sits on the line.

Featured on all K-2 workbooks: Above, on, below feature as a visual guide to letter placement and sizing.



Fully decodable sentences for students to copy

Max and Malia played amazing

M

music at the school concert.

m

Opportunity for students to choose their own words from the page to practise



Choose some interesting words from the previous page and write them on the lines below.

Blank handwriting lines for writing words.

Self-assessment

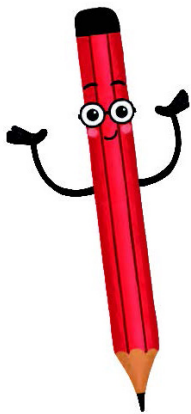
Put a circle around your best letter and word on each page. Explain your choice to your teacher or classmate.



Featured on all K-2 workbooks: On each double-page spread, students are asked to select a letter and a word that they have formed correctly, which encourages students to look closely at their work. Self-assessment is a valuable tool for students to reflect on their learning.



Opportunity for students to practise strokes by tracing over the model, followed by students writing (copying) the letters



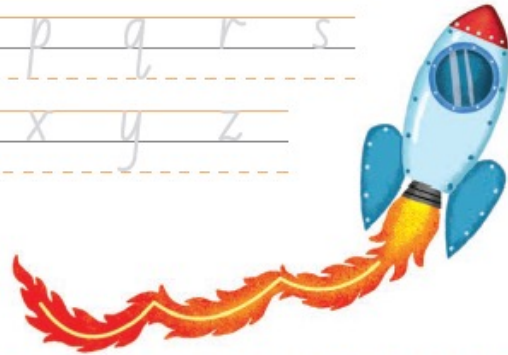
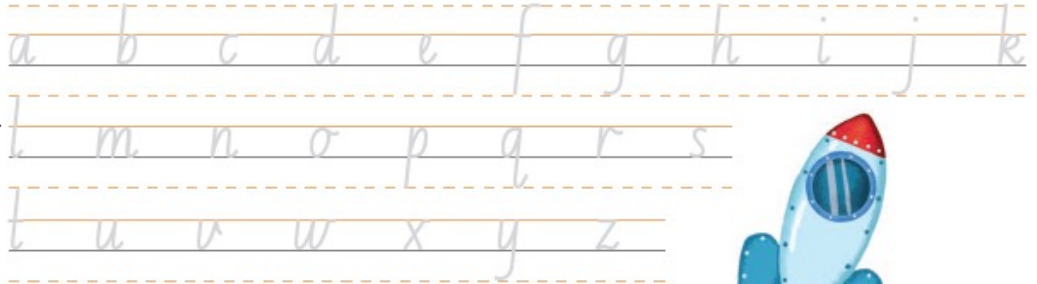
Featured on all 3–6 workbooks: Students are encouraged to choose their most accurately formed letters and words, fostering careful review of their work. Self-assessment helps with reflecting on learning and planning future steps.

Practising entry flicks

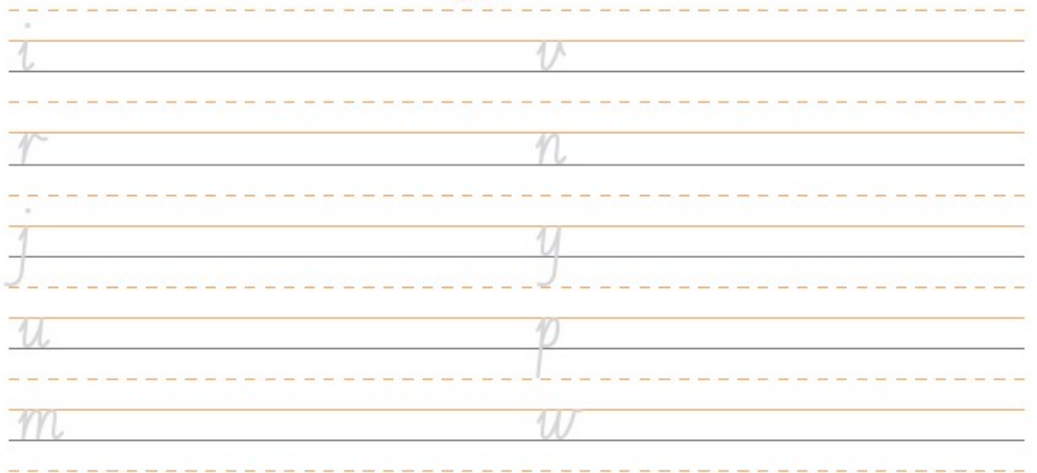
Learning intention:

To write letters with an entry flick

Trace and then add entry flicks to the letters that need them.



Trace these letters with entry and exit flicks, then write each one five times.



I am successful when I can:

- sit with my back straight
- hold the pencil correctly
- position my paper
- make my entry flick smooth rather than pointy.

The Year 3 theme explores space, and each page uses space-related vocabulary for students to practise writing, offering a diverse and enriching learning experience.

Practising diagonal joins

Learning intention:

To connect letters with a diagonal join

Can you continue the pattern without lifting your pencil?

uuuu uuuu

uuuu uuuu

Circle your best pattern!



Trace and then copy these diagonal joins. The first one is done for you.

ie
ke
le
me

ie im in ip ir

ie

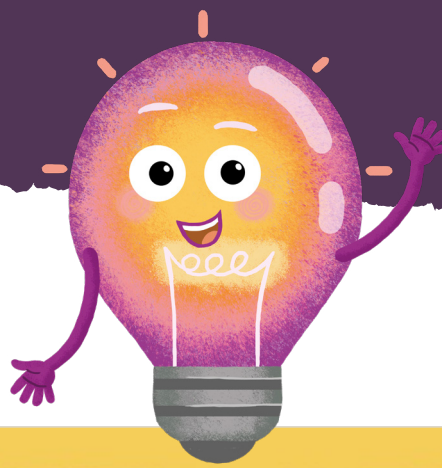
ke ki kn kr ky

le li ln lu ly

me mi mn mp my

Patterns for students to practise strokes similar to the diagonal joins they are forming to develop fluency and automaticity





Featured on all 3–6 workbooks: Learning intentions help students understand what the focus of the lesson is, and enable them to assess if they are successful.

Spacing between words



Learning intention:

To focus on the size and spacing between words

I am successful when I can:

- check my 3Ps
- make spaces even
- write letters of the same size.

Tip!

Looking at these sound waves, you can see spaces. There is also a space bar on the keyboard. We need spaces in sound, in our typing and in our writing to make sense of things.



Rewrite this passage, using even spaces between the words.

When words are too close together or too

far apart, it makes the writing difficult to

read. The spaces between words need to be even, and letters must

be of the same size. When words are spaced evenly and letters

are of the same size, the writing is much easier to read.



Featured on all 3–6 workbooks: Students are encouraged to choose their most accurately formed letters and words, fostering careful review of their work. Self-assessment helps with reflecting on learning and planning future steps.

Self-assessment



Assess how you are going with the size and spacing between words.



- I need some more practice
- I'm making progress
- I've got it!

Teacher comment

The Year 4 theme is innovators and inventions. Each double-page spread uses vocabulary for students to practise writing and improve speed and automaticity. The text includes information from cross-curricular subjects offering diverse and enriching learning experiences.

Copy this passage, keeping a consistent size and even spaces between the words.

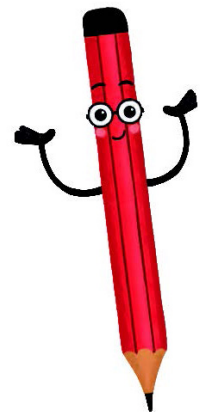
Professor Fiona Wood is a British-born Australian plastic surgeon and burns specialist who lives in Perth. Professor Wood and her co-inventor, Marie Stoner, invented "spray-on skin" to help people with burns. This technique was a world first and has saved the lives of thousands of people who have suffered severe burns. In 2005 Fiona Wood was named Australian of the Year.



Practise writing these words with the correct size and spacing.

holidays golf jet Peter computer collaborate
telephone quietly Frankie inventor surgery

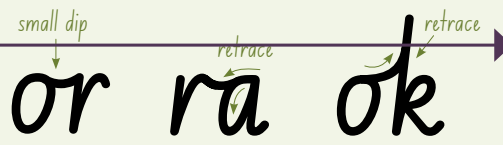
COPY: Students practise their cursive handwriting.





Characters for each year level help with reminders, notes and advice along the way.

Horizontal joins



Learning intention:
To use horizontal joins for o, r, u, w and x

Horizontal joins are made from letters that finish near the top.

Practise these horizontal joins.

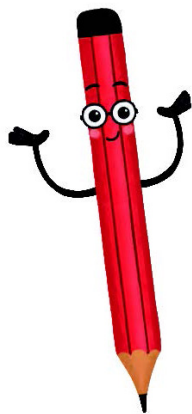
oi om on op or ot ou ov ow ox rb ri rm rn
 ru rv rw va vi vo wi wa wn wo xi xp
 outings boost workout development explore exciting crucial

Word building!

Build three or more words from the base words, choosing the right suffixes from below. The first one is done for you.
 -ment, -ed, -ing, -able, -y, -ive, -ion



Don't forget: we usually drop the e at the end of words when adding a suffix.



	excite	excitement	excited	exciting
discover				
participate				
engage				
interact				
cooperate				
coordinate				
enjoy				

Year 5 theme is sport and health, which includes cross-curricular information and offers diverse and enriching learning experiences.

Assessment: Fluency and legibility

Copy the text below, focusing on your size, spacing and slope.

Softball is a team sport that involves two opposing teams hitting a pitched ball

and running around a series of bases to reach home plate. A run is scored when

a baserunner safely touches all three bases and reaches home plate. Each team

has nine players, each of whom gets a turn to bat and to field. Softball is a sport

played by all ages and skill levels throughout

Australia. Softball is similar to baseball, but

the field is smaller, the ball is bigger and only

underhand pitches are allowed.

Teacher feedback

Fine motor skills task: Select two of your favourite pictures and sketch them in the box below.



Practise your keyboarding skills by typing this passage.

Featured on all 3–6 workbooks: The baseline is a reference point for maintaining consistency in letter placement and formation.

Featured on all 3–6 workbooks: Opportunities to draw or colour in encourage creativity and fine motor skills to help with handwriting.

Keyboard symbols act as a reminder to practise keyboarding, which is as essential as learning to handwrite fluently.

How to use – Year 6



Featured on all 3–6 workbooks: Characters give tips on how to form letters to move from print to cursive.

Content supports cross-curricular content, such as grammar, science, health and geography. Here a word-building task helps with vocabulary building and morphological knowledge.

Featured on all 3–6 workbooks: Opportunities to draw or colour in encourage creativity and fine motor skills to help with handwriting.

Word-building task

Practise your fluency joins as you write the different forms of each word below. The first one is done for you.



Tip!

Remember that we usually drop the e before adding a suffix.

Base verb	Suffix -ed	Suffix -ing	Noun
protect	protected	protecting	protection
adapt			
interact			
conserve			
interfere			
reduce			
preserve			

Fine motor skills task: Help Cooper through the jungle maze to find the toucan. Be careful not to touch the edges or lift your pen.



The year 6 theme is the environment, and each page uses relevant vocabulary to practise writing to build speed and automaticity. The material includes cross-curricular information from subjects like poetry, geography, and study skills like note taking.

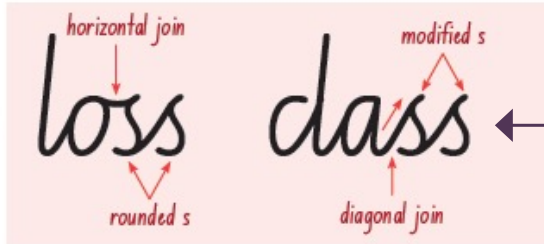
Fluency joins with double s

Learning intention:

To make a double s with the first s the same as the second

I am successful when I can:

- sit with my back straight
- hold my pen correctly
- position my paper
- use fluency joins with double s.



Featured on all 3–6 workbooks: Models of different letters and joins are matched to the updated NESA syllabus.



Tip!

When joining double s using a fluency join, the shape of the second s should match the first. A modified double s is used after diagonal or horizontal joins.

Practise your fluency joins with double s as you copy the words below. Notice that the double s looks different when there is a horizontal join before it.

mossy possible process across gloss toss blossom grass

bliss less asset necessary success discuss essential albatross

Featured on all 3–6 workbooks: The baseline is a reference point for maintaining consistency in letter placement and formation.

Practise your fluency joins with double s as you copy the sentences below.

Successful wildlife habitats require careful management, ensuring that people don't interfere with resources for species. These include shelter, food and water. It is necessary to limit human interaction so that nature can thrive!



Self-assessment

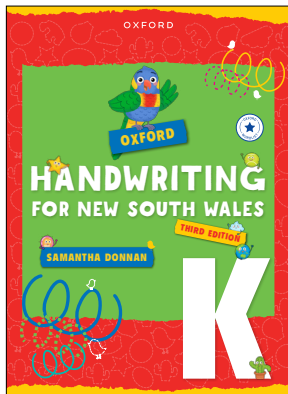
Draw a star next to your best writing.



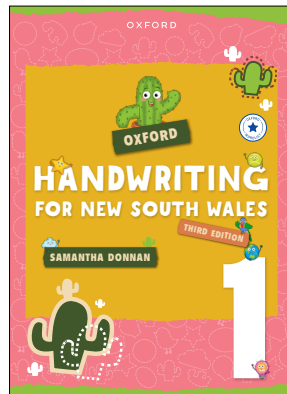
Practise your keyboarding skills by typing this passage.

Keyboard symbols act as a reminder to practise keyboarding, which is as essential as learning to handwrite fluently.

OXFORD HANDWRITING FOR NEW SOUTH WALES 3E



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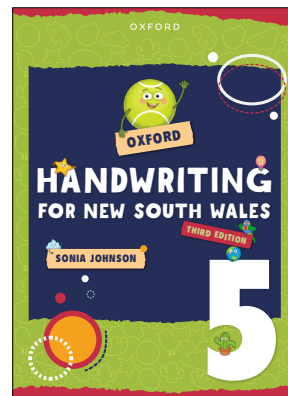
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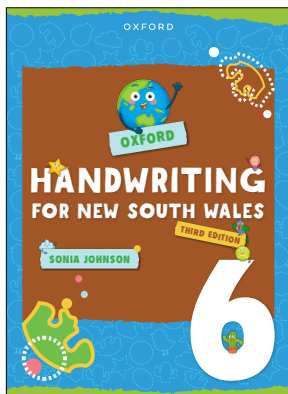
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