AusVELS Scope & Sequence

* **∞ Handwriting ∞**

ACHIEVEMENT STANDARDS

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Foundation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** | **Level 7** | **Level 8** |
| Students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters. | Students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops.They correctly form all upper- and lower-case letters. | Students create texts that show how images support the meaning of the text. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters. | Students texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly write using consistently sized joined letters. | Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. | Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create a variety of sequenced texts for different purposes and audiences. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. | students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices oflanguage features and images are used. They create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrateunderstanding of grammar, make considered choicesfrom an expanding vocabulary, use, accurate spellingand punctuation for clarity and make and explain editorialchoices. | Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textualanalysis and other sources to express or challenge a pointof view. They create texts showing how language features,text structures, and images from other texts can be combined for effect. They create structured and coherenttexts for a range of purposes and audiences. When creating and editing texts they demonstrate understandingof grammar, use a variety of more specialised vocabulary,use accurate spelling and punctuation | Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. |

DESCRIPTORS & ELABORATIONS

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Foundation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** | **Level 7** | **Level 8** |
| Produce some lower case and upper case letters using learned letter formations * adopting correct posture and pencil grip
* learning to produce simple handwriting movements
* following clear demonstrations of how to construct each letter (for example where to start; which direction to write)
* learning to construct lower case letters and to combine these into words
* learning to construct some upper case letters
 | Write using unjoined lower case and upper case letters* using correct posture and pencil grip
* learning how each letter is constructed including where to start and the direction to follow
* writing words legibly using unjoined print script of consistent size
 | [Write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Write) legibly and with growing fluency using unjoined upper case and lower case letters* using correct pencil grip and posture
* writing sentences legibly and fluently using unjoined print script of consistent size
 | Write using joined letters that are clearly formed and consistent in size * practising how to join letters to construct a fluent handwriting style
 | Write using clearly-formed joined letters, and develop increased fluency and automaticity * using handwriting fluency with speed for a wide range of tasks
 | Develop a handwriting style that is becoming legible, fluent and automatic * using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes
 | Develop a handwriting style that is legible, fluent andautomatic and varies according to audience and purpose * using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks
 | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods |  |

AusVELS – Handwriting

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Foundation | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 |
| Correct * sitting posture
* paper position
* pencil grip
* handwriting movements
* formation of both upper & lower case letters
* starting points e.g. clockwise & anti-clockwise rotations
* directionality e.g. left to right, top to bottom
 | Correct * sitting posture
* paper position
* pencil grip
* sizing
* un-joined script
* formation of both upper & lower case letters
* starting points
* directionality
 | Correct * sitting posture
* paper position
* pencil grip
* sizing
* un-joined script

Write legibly using consistently size. | Write legibly using consistently sized joined lettersPractice how to join letters to construct a fluent handwriting style | Write using clearly formed letters.Develop increasing fluency. | Automatic handwritingUse handwriting with fluency & legibility for a wide range of purposes | Develop a handwriting style that is* legible
* efficient
* fluent
* automatic
* varies according to audience and task

A tool for a wide range of formal and informal text creation tasks | Consolidate a personal handwriting style* legible
* efficient
* fluent

Consolidate a personal handwriting style that * supports writing for extended periods of time.
 |  |
| Victorian Cursive WritingUnjoined **Paper:**Blank paper &24mm dotted thirds**Writing Implements:**Thinned barrelled crayonsB and 2B lead pencilsFelt-tipped, nylon-tipped pens | Victorian Cursive WritingUnjoined **Paper:**24mm dotted thirds**Writing Implements:**B and 2B lead pencilsFelt-tipped, nylon-tipped pens | Victorian Cursive WritingUnjoined **Paper:**18mm dotted thirds**Writing Implements:**B and 2B lead pencilsFelt-tipped, nylon-tipped pens | Victorian Cursive WritingJoined **Paper:**18mm dotted thirds**Writing Implements:**B, 2B and HB lead pencilsFelt-tipped, nylon-tipped pensIntroduction to the ball-point pen / biro. | Victorian Cursive WritingJoined **Paper:**14mm dotted thirds**Writing Implements:**B, 2B and HB lead pencilsFelt-tipped, nylon-tipped pens etc ...Ball-point pen / biros | Victorian Cursive WritingJoined **Paper:**8 or 9mm exercise books**NB: It is preferable NOT to have students**  **using dotted thirds****Writing Implements:**B, 2B and HB lead pencilsFelt-tipped, nylon-tipped pens etc ...Ball-point pen / biros | Victorian Cursive WritingJoined **Paper:**8 or 9mm exercise books**Writing Implements:**B, 2B and HB lead pencilsFelt-tipped, nylon-tipped pens etc ...Ball-point pen / biros | Victorian Cursive WritingJoined **Paper:**8 or 9mm exercise books**Writing Implements:**B, 2B and HB lead pencilsFelt-tipped, nylon-tipped pens etc ...http://4.bp.blogspot.com/-OaQh1EEOY2U/TfuR1aVueEI/AAAAAAAAAdU/39TeF47C6VY/s1600/school_clipart_boy_writting.gifBall-point pen / biros |  |
| **References:*** AusVELS English Curriculum
* The Teaching of Handwriting – Education Department of Victoria (1985)
* The Teaching of Handwriting – Education Department of Victoria (2007) REVISED EDITION
* Victorian Cursive Script

**a b c d e f g h i j k l m n o p q r s t u v w x y z*** <http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/handwriting.aspx>
 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) to explore, record and report ideas and events using familiar words and beginning writing knowledge * using image-making and beginning writing to represent characters and events in written, film and web-based texts
* using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts
* creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and including some content-specific words in spoken and written texts
* using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts
 | Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams* referring to learned knowledge of text structure and grammar when creating a new text
* applying new vocabulary appropriately in creating text
* learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events
* beginning to consider audience in designing a communication involving visual components, selecting images for maximum impact
 | [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) short imaginative, informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) using growing knowledge of [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) for familiar and some less familiar [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences), selecting print and multimodal elements appropriate to the [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) and purpose* learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events
* sequencing content according to text structure
* using appropriate simple and compound sentence to express and combine ideas
* using vocabulary, including technical vocabulary, appropriate to text type and purpose
 | Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose * using print and digital resources to gather information about a topic
* selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact
* using appropriate simple, compound and complex sentences to express and combine ideas
* using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas
 | Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features * using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose
* using appropriate simple, compound and complex sentences to express and combine ideas using grammatical features effectively including different types of verbs, adverbials and noun groups for lengthier descriptions
 | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience * using research from print and digital resources to gather and organise information for writing
* selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement
* using vocabulary, including technical vocabulary, appropriate to the type of text and purpose. Using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverbials and noun groups for lengthier descriptions
* using paragraphs to present and sequence a text
 | Plan, draft and publish imaginative, informative andpersuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience * creating informative texts for two different audiences, such as a visiting academic and a Level 3 class, that explore an aspect of biodiversity
* using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities
 | Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas * compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories
* using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments
* writing and delivering presentations with specific rhetorical devices to engage an audience
 | Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects * creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure (including the twist at the end), layers of meaning, themes, point of view and style
* combining visual and digital elements to create layers of meaning for serious and humorous purposes
 |
|  | Personal responses to ideas and experiences. | Imaginative and informative texts | Imaginative, informative and persuasive texts | Imaginative, informative and persuasive texts | Imaginative, informative and persuasive texts | Imaginative, informative and persuasive texts | Imaginative, informative and persuasive texts  | Imaginative, informative and persuasive texts |  |
| Work Samples ? |  |  |  |  |  |  |  |  |  |
| Writing Genres | Recounts | RecountsNarrative | RecountsNarrativePersuasive |  |  |  |  |  |  |
| Genre Features | Directionality & sweep return.Spacing b/t wordsLetter/sound relationshipExtended vocabularyHigh frequency words | Provide detailsSequence of ideasSequence of events |  |  |  |  |  |  |  |
| OLSEL Expectations | CharacterSetting |  |  |  |  |  |  |  |  |