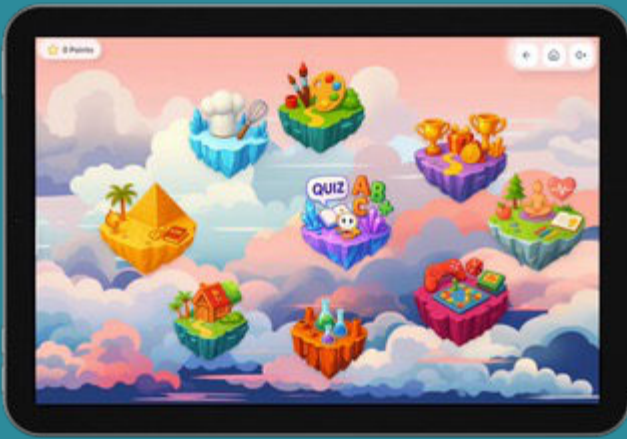


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Clear Letters, Clear Lines - Year 2

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CLEAR LETTERS, CLEAR LINES

TEACHER SELECTION INDEX

Choose one labelled section and keep that model throughout. The jurisdiction labels are the product mapping; schools may make local choices.

State or Territory	Model	Font family
NSW / ACT	Edu NSW / ACT Foundation	Foundation
VIC / WA / NT	Edu VIC WA NT Beginner	Beginner
SA	Edu SA Beginner	Beginner
QLD	Edu QLD Beginner	Beginner
TAS	Edu TAS Beginner	Beginner

Clear Letters, Clear Lines

Year 2

FIVE SHORT LESSONS

30-40 minutes with short motor and writing bursts

1 Diagnose an independent sample

Teaching

Ask students to write a short piece independently to see their current letter formation, size and alignment.

Practice

Provide time for a short, focused independent writing sample on suitable paper.

Check for understanding

Review the sample to identify strengths and a small number of next steps for this week.

2 Model relative height

Teaching

Use the selected state model on the relevant labelled variant pages to demonstrate lower case letter heights and placement.

Practice

Students copy short sequences, focusing on starting point, size and clear lines.

Check for understanding

Review and give specific feedback on relative height and alignment.

3 Practise letter contrasts

Teaching

Use the selected state model on the relevant labelled variant pages to highlight contrasting letters and their features.

Practice

Students write short sets of contrasting letters and words, slowing down to form each letter clearly.

Check for understanding

Look for accurate letter shapes and consistent alignment within words.

4 Repeat one reversal or baseline error

Teaching

Choose one reversal or baseline error from the diagnostic sample and model the correct formation using the selected state model on the relevant labelled variant pages.

Practice

Students complete targeted practice for the chosen letter or letters, using short, focused bursts.

Check for understanding

Check for improved accuracy and alignment in a few independent attempts.

5 Write a fresh caption independently

Teaching

Remind students to use what they have practised this week when writing a new caption independently.

Practice

Students write a short caption on a familiar topic using suitable paper.

Check for understanding

Review the caption for clear letters, correct relative height and consistent alignment.

Equipment: selected state model, pencil, suitable paper, optional grip or sloped surface.

ACCESS AND DIFFERENTIATION

Support:

larger guides, shorter sets, motor access adjustments and spelling support.

Core:

independent words and captions in the selected style.

Extension:

longer purposeful writing while preserving legibility. Never use speed scoring.

Record:

what the learner did independently, support used, readable relative size, baseline placement, orientation, comfort and one next step.

THREE LETTER ZONES - NSW / ACT

tall zone

body zone

baseline

tail zone

b a a d p

b rises

a stays in
the body
zone

g drops
below

Compare:
d rises, p descends.

BUILD THE ZONES

a d g

b d p q

PREVIEW

Say the zone. Air-write the movement. Write once without tracing.



MODEL WORDS

bag

big

dad

dig

pad

quick

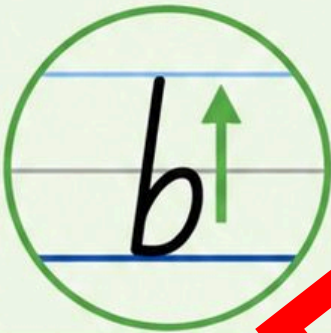
dig

quad

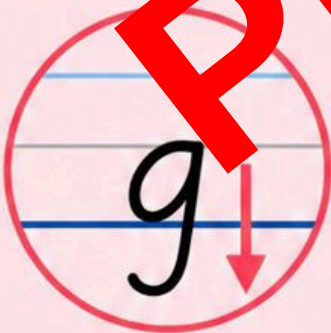
Notice the tall letters and tails.

MODEL A CAPTION

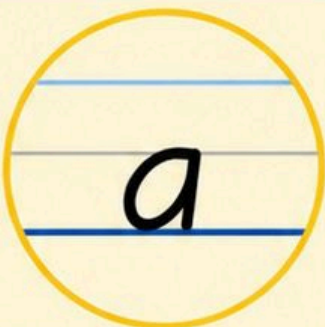
A big dog digs.



b and *d* rise



g drops below



Bodies rest on the baseline.

FRESH PURPOSEFUL WRITING

Dad packs a bag.

Use the model once. Cover it. Write the caption for a reader.
Check: direction, relative height, baseline.

PREVIEW

LETTER CONTRAST PRACTICE 1

Name: _____

Selected style: _____

Copy each word once: bag, dad, pad, dig.

Circle the ascender. Underline the descender.

bag

dad

pad

dig

One careful line is enough.



LETTER CONTRAST PRACTICE 1

Name: ANSWERS Selected style: _____

Copy each word once: bag, dad, pad, dig.

Circle the ascender. Underline the descender.

bag

dad

pad

dig

One careful line is enough.

b and d are circled in red where they rise.

p and g are underlined in red where they descend.

LETTER CONTRAST PRACTICE 2

Name: _____ Selected style: _____

Write: A big dog digs.

A big dog digs.

Use the small model once, then write again with the same looking.

PREVIEW

Check every body touches the baseline.



LETTER CONTRAST PRACTICE 2

Name: ANSWERS Selected style: _____

Write: A big dog digs.

A big dog digs.

Use the small model once, then write again with the same looking.

A big dog digs.

b and d rise; g drops below; bodies touch the baseline.

Check every body touches the baseline.

LETTER CONTRAST PRACTICE 3

Name: _____

Selected style: _____

Problem: the g tail stops at the baseline.

bag ×

Repair the word bag.

Write your own short picture caption using one tall letter and one descending letter.

LETTER CONTRAST PRACTICE 3

Name: ANSWERS

Selected style: _____

Problem: the g tail stops at the baseline.

b a g x

Repair the word bag.

b a g

Write your own short picture caption using one tall letter and one descending letter.

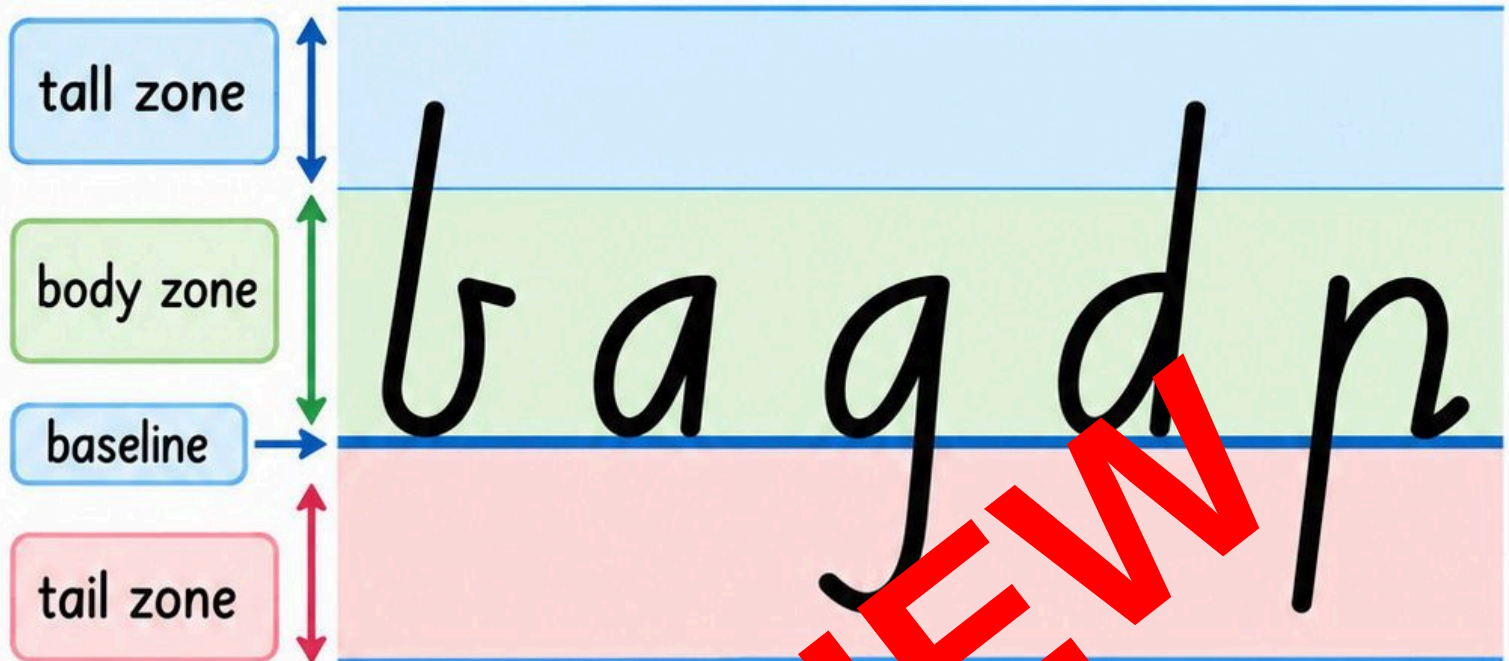
A big dog digs

Explain one repair.

The g body sits on the baseline and its tail drops below.

Accept another accurate caption and reason.

THREE LETTER ZONES - VIC / WA / NT



b

b rises

a

a stays in the
body zone

g

g drops below

d

Compare: d rises, p descends.

p

BUILD THE ZONES

a d g

b d p q

Say the zone. Air-write the movement. Write once without tracing.

MODEL WORDS

bag

dad

pad

dig

big

pig

quick

quad

Notice the tall letters and tails.

MODEL A CAPTION

A big dog digs.

b

b and d rise

g

g drops below

a

Bodies rest on the baseline.

FRESH PURPOSEFUL WRITING

Dad packs a bag.

Use the model once. Cover it. Write the caption for a reader.
Check: direction, relative height, baseline.

PREVIEW

LETTER CONTRAST PRACTICE 1

Name: _____ Selected style: _____

Copy each word once: bag, dad, pad, dig.

Circle the ascender. Underline the descender.

One careful line is enough.

bag

dad

pad

dig

PREVIEW

LETTER CONTRAST PRACTICE 1

Name: ANSWERS

Selected style: _____

Copy each word once: bag, dad, pad, dig.

Circle the ascender. Underline the descender.

One careful line is enough.

bag

dad

pad

dig

b and d are circled in red where they rise.

p and g are underlined in red where they descend.

LETTER CONTRAST PRACTICE 2

Name: _____ Selected style: _____

Write: A big dog digs.

A big dog digs.

Use the small model once, then write again without looking.

PREVIEW

Check every body touches the baseline.



LETTER CONTRAST PRACTICE 2

Name: ANSWERS Selected style: _____

Write: A big dog digs.

A big dog digs.

Use the small model once, then write again without looking.

PREVIEW

b and d rise; g drops below; bodies touch the baseline.

Check every body touches the baseline.



LETTER CONTRAST PRACTICE 3

Name: _____ Selected style: _____

Problem: the g tail stops at the baseline.

baq ×

Repair the word bag.

Write your own short picture caption using one tall letter and one descending letter.

Explain one repair.



LETTER CONTRAST PRACTICE 3

Name: ANSWERS

Selected style: _____

Problem: the g tail stops at the baseline.

bag ×

Repair the word bag.

bag

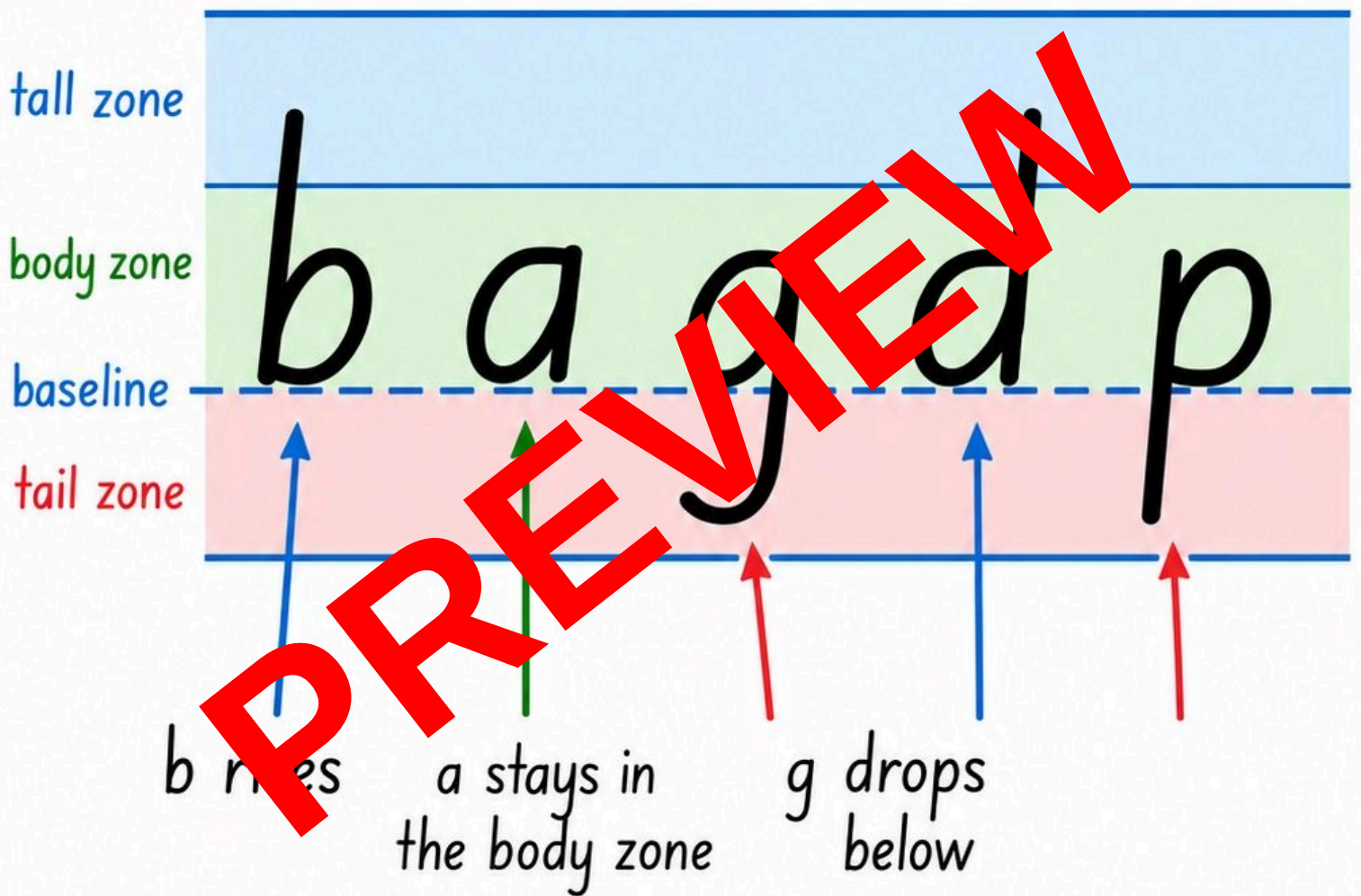
Write your own short picture caption using one tall letter and one descending letter.

A big dog dig

Explain one repair.

The g body sits on the baseline and its tail drops below.
Accept another accurate caption and reason.

THREE LETTER ZONES - SA



Compare: d rises, p descends.

BUILD THE ZONES

a d g

b d p q

Say the zone. Air-write the movement. Write once without tracing.

MODEL WORDS

bag

dad

pad

dig

big

pig

quick

quad

Notice the tall letters and tails.

MODEL A CAPTION

A big dog digs.

b d

b and d rise

g

g drops below

b i g

Bodies rest on
the baseline.

FRESH PURPOSEFUL WRITING

Dad packs a bag.

Use the model once. Cover it. Write the caption to a reader.
Check: direction, relative height, baseline.

PREVIEW

LETTER CONTRAST PRACTICE 1

Name: _____ Selected style: _____

Copy each word once: bag, dad, pad, dig.
Circle the ascender. Underline the descender.

bag

dad

pad

dig

One careful line is enough.



LETTER CONTRAST PRACTICE 1

Name: ANSWERS Selected style: _____

Copy each word once: bag, dad, pad, dig.
Circle the ascender. Underline the descender.

bag

dad

pad

dig

b and d are circled in red where they rise.
p and g are underlined in red where they descend.
One careful line is enough.

LETTER CONTRAST PRACTICE 2

Name: _____ Selected style: _____

Write: A big dog digs.

A big dog digs.

Use the small model once, then write again without looking.

PREVIEW

Check every body touches the baseline.



LETTER CONTRAST PRACTICE 2

Name: ANSWERS Selected style: _____

Write: A big dog digs.

A big dog digs.

Use the small model once, then write again without looking.

A big dog digs.

PREVIEW

Check every body touches the baseline.

b and d rise; g drops below; bodies touch the baseline.

LETTER CONTRAST PRACTICE 3

Name: _____

Selected style: _____

Problem: the g tail stops at the baseline.

bag ×

Repair the word bag.

Write your own short picture caption using one tail letter and one descending letter.

Explain one repair.

LETTER CONTRAST PRACTICE 3

Name: ANSWERS

Selected style: _____

Problem: the g tail stops at the baseline.

baq x

bag

Repair the word bag.

bag

Write your own short picture caption using one tall letter and one descending letter.

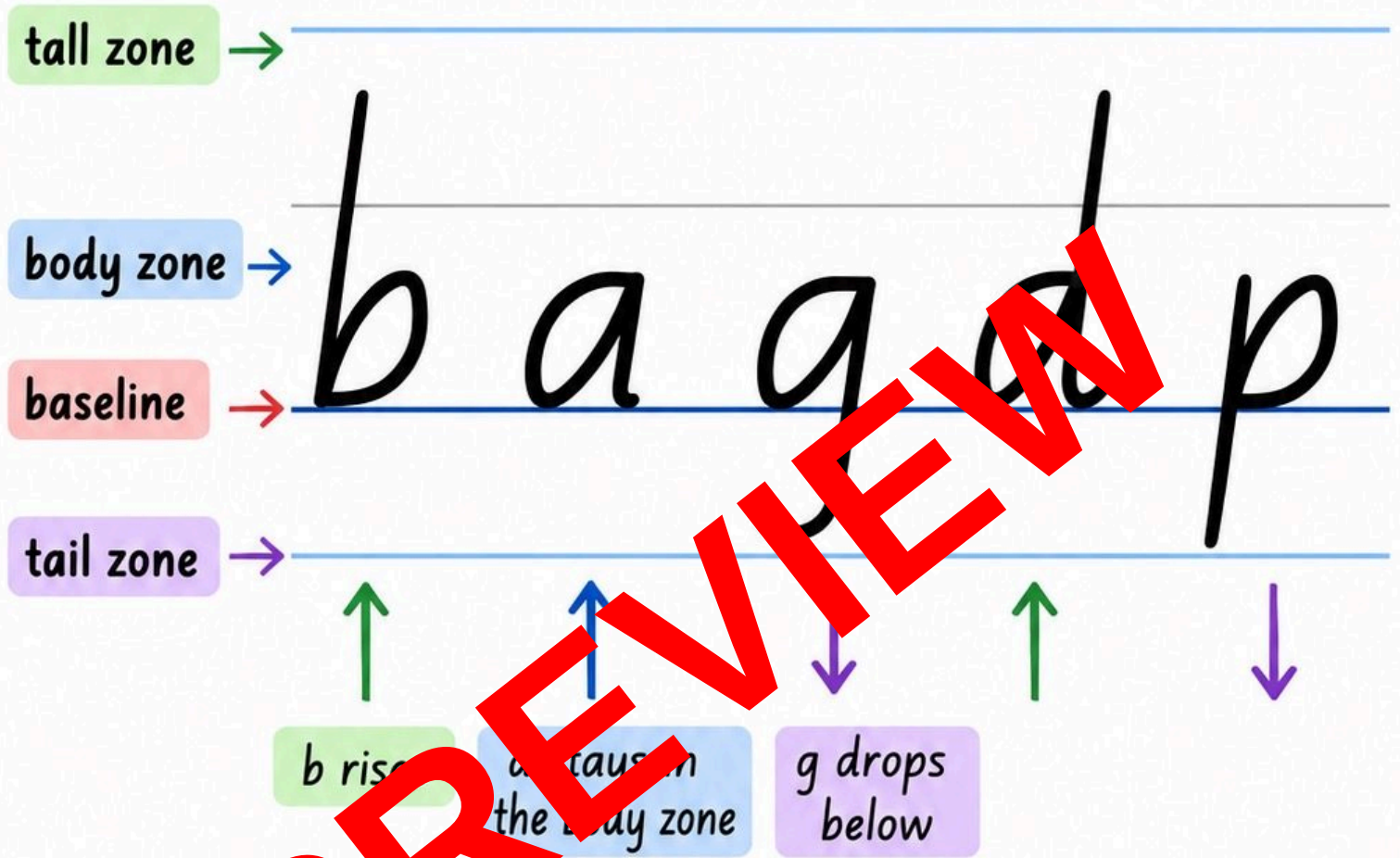
A big dog digs.

Explain one repair.

The g body sits on the baseline and its tail drops below.

Accept another accurate caption and reason.

THREE LETTER ZONES - QLD



Compare: d rises, p descends.

BUILD THE ZONES

a d g

a d g

b d p q

b d p q

Say the zone. Air-write the movement. Write once without tracing.

MODEL WORDS

bag

dad

pad

dig

big

pig

quick

quad

Notice the tall letters and tails.

MODEL A CAPTION

A big dog digs.

b ↑ *d* ↑ *b* and *d* rise

g ↓ *g* drops below

a *i* *o* *s*

Bodies rest on the baseline.

FRESH PURPOSEFUL WRITING

Dad packs a bag.

Use the model once. Cover it. Write the caption for a reader.

Check: direction, relative height, baseline.

LETTER CONTRAST PRACTICE 1

Name: _____ Selected style: _____

Copy each word once: bag, dad, pad, dig.

Circle the ascender. Underline the descender.

One careful line is enough.

bag

dad

pad

dig

PREVIEW

LETTER CONTRAST PRACTICE 1

Name: **ANSWERS** Selected style: _____

Copy each word once: bag, dad, pad, dig.

Circle the ascender. Underline the descender.

One careful line is enough.

b and d are circled in red where they rise.

p and g are underlined in red where they descend.

bag

dad

pad

dig

PREVIEW

LETTER CONTRAST PRACTICE 2

Name: _____

Selected style: _____

Write: A big dog digs.

A big dog digs.

Use the small model once, then write again without looking.

PREVIEW

Check every body touches the baseline.



LETTER CONTRAST PRACTICE 2

Name: ANSWERS

Selected style: _____

Write: A big dog digs.

A big dog digs.

Use the small model once, then write again without looking.

PREVIEW

Check every body touches the baseline.

b and d rise; g drops below; bodies touch the baseline.

LETTER CONTRAST PRACTICE 3

Name: _____

Selected style: _____

Problem: the *g* tail stops at the baseline.

bag X

Repair the word *bag*.

Write your own short picture caption using one tall letter and one descending letter.

Explain one repair.



LETTER CONTRAST PRACTICE 3

Name: ANSWERS

Selected style: _____

Problem: the *g* tail stops at the baseline.

bag X

Repair the word *bag*.

bag

Write your own short picture caption using one tall letter and one descending letter.

Sample caption: A big dog digs.

Explain one repair.

Sample reason: The g body sits on the baseline and its tail drops below.

Accept another accurate caption and reason.

THREE LETTER ZONES - TAS

tall zone

body zone

baseline

tail zone

b a g d p

b

b rises

a

a stays in the
body zone

g

g drops below

Compare: d rises, p descends.

d

p

BUILD THE ZONES

a d g

b c p q

Say the zone. Air-write the movement. Write once without tracing.

MODEL WORDS

bag

dad

pad

dig

big

pig

quick

quad

Notice the tall letters and tails.

MODEL A CAPTION

A big dog digs.

b

d

b and *d* rise

g

g drops below

big

Bodies rest on
the baseline.

FRESH PURPOSEFUL WRITING

Dad packs a bag.

Use the model once. Cover it. Write the caption for a reader.
Check: direction, relative height, baseline

PREVIEW

LETTER CONTRAST PRACTICE 1

Name: _____ Selected style: _____

Copy each word once: bag, dad, pad, dig.
Circle the ascender. Underline the descender.
One careful line is enough.

bag

dad

pad

dig

One careful line is enough.



LETTER CONTRAST PRACTICE 1

Name: ANSWERS Selected style: _____

Copy each word once: bag, dad, pad, dig.
Circle the ascender. Underline the descender.
One careful line is enough.

bag

dad

pad

dig

b and d are circled in red where they rise.
p and g are underlined in red where they descend.

One careful line is enough.

LETTER CONTRAST PRACTICE 2

Name: _____ Selected style: _____

Write: A big dog digs.

A big dog digs.

Use the small model once, then write again without looking.

PREVIEW

Check every body touches the baseline.



LETTER CONTRAST PRACTICE 2

Name: ANSWERS Selected style: _____

Write: A big dog digs.

A big dog digs.

Use the small model once, then write again without looking.

A big dog digs.

PREVIEW

Check every body touches the baseline.

b and d rise; g drops below; bodies touch the baseline.

LETTER CONTRAST PRACTICE 3

Name: _____ Selected style: _____

Problem: the *g* tail stops at the baseline.

bag X

Repair the word bag.

Write your own short picture caption using one tall letter and one descending letter.

Explain one repair.

LETTER CONTRAST PRACTICE 3

Name: ANSWERS Selected style: _____

Problem: the *g* tail stops at the baseline.

bag X

Repair the word bag.

bag

Write your own short picture caption using one tall letter and one descending letter.

A big dog digs.

Explain one repair.

The g body sits on the baseline and its tail drops below.

Accept another accurate caption and reason.

READER-CHECK CAPTION STATIONS

Choose one state-labelled model section.

1

**Air-write and
rehearse**



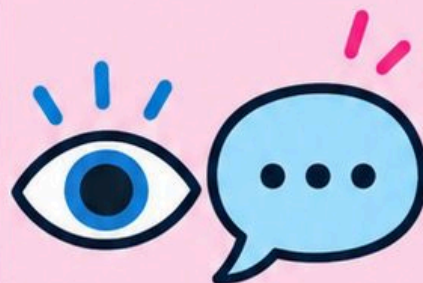
2

**Write without
the model**



3

**Ask a reader for
one specific
comment**



No speed scoring



**Feedback focus: direction,
relative height or baseline placement.**

PROMPT CARDS

A big dog digs.



Dad packs a bag.



A quick duck dips.



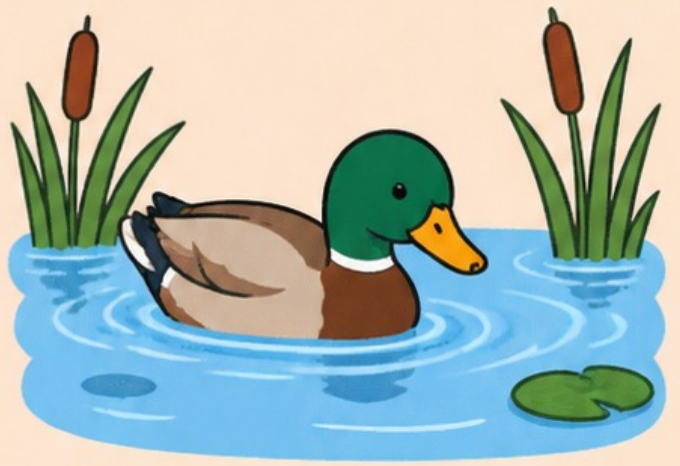
A pig digs in a garden.



The badge is in the bag.



A duck dips in a pond.





READER FEEDBACK



I could read the caption.



One letter facing the right way:



One clear tall letter or tail:



One letter resting on the baseline:



One helpful next step:



Writer: repair one letter, then rewrite the word once.



DICTATED CAPTION REHEARSAL

Name: _____ Selected style: _____

Teacher: read aloud, then cover - *A big duck digs.*

Listen. Say the words softly. Write without a model.

Handwriting practice lines (solid top and bottom lines with a dashed midline) for dictation.

PREVIEW

☐ Check direction, relative height and baseline.



DICTATED CAPTION REHEARSAL

Name: ANSWERS Selected style: _____

Teacher: read aloud, then cover - *A big duck digs.*

Listen. Say the words softly. Write without a model.

A big duck digs.

PREVIEW



Check direction, relative height and baseline.

Mark state-correct b and d as ascenders, g as a descender,
and all bodies on the baseline.

REPAIR AND EXPLAIN

Name: _____

Selected style: _____

The sample *g* tail stops at the baseline.

g a r d e n

Repair the word garden.

Write one sentence that explains the repair.

How did the repair help the reader?

PREVIEW

REPAIR AND EXPLAIN

Name: ANSWERS

Selected style: _____

The sample *g* tail stops at the baseline.

g a r d e n

Repair the word garden.

g a r d e n

Write one sentence that explains the repair.

Sample explanation: I kept the *g* body on the baseline and moved its tail into the tail zone.

Accept another accurate explanation.

How did the repair help the reader?

DICTATED CAPTION REHEARSAL

Name: _____ Selected style: _____

Teacher: read aloud, then cover -

A big duck digs.

Listen. Say the words softly. Write without a model.

PREVIEW

☐

Check direction, relative height and baseline.



DICTATED CAPTION REHEARSAL

Name: ANSWERS Selected style: _____

Teacher: read aloud, then cover -

A big duck digs.

Listen. Say the words softly. Write without a model.

A big duck digs.

PREVIEW

☐

Check direction, relative height and baseline.

Mark state-correct b and d as ascenders, g as a descender, and all bodies on the baseline.

REPAIR AND EXPLAIN

Name: _____ Selected style: _____

The sample g tail stops at the baseline.

g a r d e n

Repair the word garden.

Write one sentence that explains the repair.

How did the repair help the reader?



REPAIR AND EXPLAIN

Name: ANSWERS Selected style: _____

The sample g tail stops at the baseline.

g a r d e n

Repair the word garden.

g a r d e n

Write one sentence that explains the repair.

Sample explanation: I kept the g body on the baseline and moved its tail into the tail zone.

Accept another accurate explanation.

How did the repair help the reader?

It makes the g clear and easy to read.

DICTATED CAPTION REHEARSAL

Name: _____ Selected style: _____

Teacher: read aloud, then cover - *A big duck digs.*

A big duck digs.

Listen. Say the words softly. Write without a model.

PREVIEW

Check direction, relative height and baseline.

☐

Any support used.



DICTATED CAPTION REHEARSAL

Name: ANSWERS Selected style: _____

Teacher: read aloud, then cover - *A big duck digs.*

A big duck digs.

Listen. Say the words softly. Write without a model.

A big duck digs.

PREVIEW

Mark state-correct *b* and *d* as ascenders, *g* as a descender, and all bodies on the baseline.

Check direction, relative height and baseline.

☐

Any support used.



REPAIR AND EXPLAIN

Name: _____ Selected style: _____

The sample g tail stops at the baseline.

a a r d e n

Repair the word garden.

Write one sentence that explains the repair.

How did the repair help the reader?

REPAIR AND EXPLAIN

Name: ANSWERS Selected style: _____

The sample g tail stops at the baseline.

g a r d e n

Repair the word garden.

g a r d e n

Write one sentence that explains the repair.

Sample explanation: I kept the g body on the baseline and moved its tail into the tail zone.

Accept another accurate explanation.

How did the repair help the reader?

DICTATED CAPTION REHEARSAL

Name: _____ Selected style: _____

Teacher: read aloud, then cover - *A big duck digs.*

Listen. Say the words softly. Write without a model.

PREVIEW

☐

Check direction, relative height and baseline.



DICTATED CAPTION REHEARSAL

Name: ANSWERS Selected style: _____

Teacher: read aloud, then cover - *A big duck digs.*

Listen. Say the words softly. Write without a model.

A big duck digs.

PREVIEW

Mark state-correct b and d as ascenders, g as a descender, and all bodies on the baseline.

☐

Check direction, relative height and baseline.



REPAIR AND EXPLAIN

Name: _____ Selected style: _____

The sample g tail stops at the baseline.

g a r d e n

Repair the word garden.

Write one sentence that explains the repair.

How did the repair help the reader?

REPAIR AND EXPLAIN

Name: ANSWERS Selected style: _____

The sample g tail stops at the baseline.

g a r d e n

Repair the word garden.

g a r d e n

Write one sentence that explains the repair.

Sample explanation: I kept the g body on the baseline and moved its tail into the tail zone.

Accept another accurate explanation.

How did the repair help the reader?

Dictated Caption Rehearsal

Name: _____

Selected style: _____

Teacher: read aloud, then cover - *A big duck digs.*

Listen. Say the words softly. Write without a model.

Handwriting practice lines (solid top and bottom lines with a dashed midline) for writing the caption.

Check direction, relative height and baseline.

☐

Dictated Caption Rehearsal

Name: ANSWERS

Selected style: _____

Teacher: read aloud, then cover - *A big duck digs.*

Listen. Say the words softly. Write without a model.

A big duck digs.

Mark state-correct b and d as ascenders, g as a descender, and all bodies on the baseline.

Check direction, relative height and baseline.



REPAIR AND EXPLAIN

Name: _____

Selected style: _____

The sample g tail stops at the baseline.

a a r d e n

Repair the word garden.

Write one sentence that explains the repair.

How did the repair help the reader?

REPAIR AND EXPLAIN

Name: ANSWERS

Selected style: _____

The sample g tail stops at the baseline.

a a r d e n

Repair the word garden.

g a r d e n

Write one sentence that explains the repair.

Sample explanation: I kept the g body on the baseline and moved its tail into the tail zone.

Accept another accurate explanation.

How did the repair help the reader?

INDEPENDENT DICTATED CAPTION

Name: _____

Selected style: _____

Teacher: read aloud twice, then cover - A quick dog digs in a pond.
Write the caption independently.

PREVIEW

Support used:

☐

No model

☐

Larger guide

☐

Spelling prompt

☐

Motor access support

Teacher observation: orientation, relative height, baseline, comfort.

INDEPENDENT DICTATED CAPTION

ANSWERS: _____ Selected style: _____

Teacher: read aloud twice, then cover - A quick dog digs in a pond.
Write the caption independently.

A quick dog digs in a pond.

PREVIEW

Support used:

☐ No model

☐ Larger guide

☐ Spelling prompt

☐ Motor access support

Teacher observation: orientation, relative height, baseline, comfort.

Target:

state-correct form and orientation; bodies on the baseline; b and d rise; q, g and p descend; readable spacing; functional comfort; record support honestly.

INDEPENDENT DICTATED CAPTION

Name: _____ Selected style: _____

Teacher: read aloud twice, then cover -
A quick dog digs in a pond.

Write the caption independently.

PREVIEW

Support used:

- ☐ No model
- ☐ Spelling prompt
- ☐ Larger guide
- ☐ Motor access support

Teacher observation: orientation, relative height, baseline, comfort.

INDEPENDENT DICTATED CAPTION

Name: ANSWERS Selected style: _____

Teacher: read aloud twice, then cover -

A quick dog digs in a pond.

Write the caption independently.

A quick dog digs in a pond.

PREVIEW

Support used:

☐ No model ☐ Spelling prompt ☐ Larger guide ☐ Motor access support

Teacher observation: orientation, relative height, baseline, comfort.

Target: state-correct form and orientation; bodies on the baseline; b and d rise; q, g and p descend; readable spacing; functional comfort; record support honestly.

INDEPENDENT DICTATED CAPTION

Name: _____ Selected style: _____

Teacher: read aloud twice, then cover -

A quick dog digs in a pond.

Write the caption independently.

PREVIEW

Support used:

☐ No model ☐ Spelling prompt ☐ Larger guide ☐ Motor access support

Teacher observation: orientation, relative height, baseline, comfort.

1. **Identify the main components of the system.** The system consists of a **client** and a **server**. The client is responsible for sending requests to the server, and the server is responsible for processing these requests and returning responses.

2. **Describe the data flow.** Data flows from the client to the server via a **network**. The client sends a request, and the server returns a response.

3. **Explain the communication protocol.** The communication protocol is a set of rules that govern the interaction between the client and the server. It defines the format of the requests and responses, the timing of the communication, and the error handling.

4. **Discuss the security considerations.** Security is a critical concern in any system. The system must ensure that the data is transmitted securely and that the client and server are authenticated.

5. **Outline the performance requirements.** The system must be able to handle a large number of requests and return responses quickly. This requires efficient algorithms and data structures.

6. **Summarize the overall architecture.** The system is a distributed system where the client and server are connected via a network. The client sends requests, and the server processes them and returns responses.

INDEPENDENT DICTATED CAPTION

Name: ANSWERS Selected style: _____

Teacher: read aloud twice, then cover -

A quick dog digs in a pond.

Write the caption independently.

A quick dog digs in a pond.

PREVIEW

Support used:

☐ No model ☐ Spelling prompt ☐ Larger guide ☐ Motor access support

Teacher observation: orientation, relative height, baseline, comfort.

Target: state-correct form and orientation; bodies on the baseline; b and d rise; q, g and p descend; readable spacing; functional comfort; record support honestly.

INDEPENDENT DICTATED CAPTION

Name: _____ Selected style: _____

Teacher: read aloud twice, then cover -

A quick dog digs in a pond.

Write the caption independently.

Handwriting practice lines with a large red diagonal watermark reading "PREVIEW".

Support used:

☐ No model ☐ Spelling prompt ☐ Larger guide ☐ Motor access support

Teacher observation: orientation, relative height, baseline, comfort.

INDEPENDENT DICTATED CAPTION

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INDEPENDENT DICTATED CAPTION

Name: _____

Selected style: _____

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INDEPENDENT DICTATED CAPTION

Name: ANSWERS

Selected style: _____

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LEARNING EVIDENCE RUBRIC

Student:

Selected style:

Evidence sample:

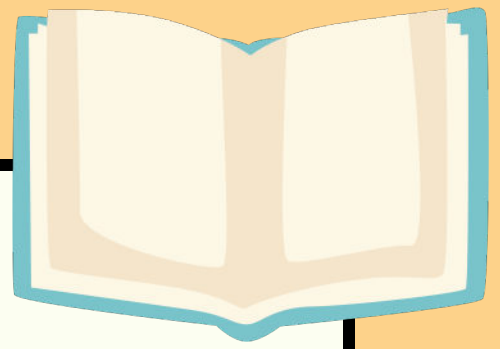
	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Inaccurate form or orientation.	Correct with model prompts; contrast insecure.	Stable correct form and orientation in a fresh caption.
Application / procedure	Cannot complete the meaningful writing task.	Completes with a model or student prompt.	Writes the caption independently with height and baseline control.
Reason / evidence	No relevant evidence; or a rule label only.	Relevant detail; the link needs a prompt.	Names specific evidence: ascender, descender, baseline or spacing.
Transfer / communication	Writing is not yet interpretable; the skill does not transfer.	Readable with support; fresh context remains insecure.	Produces a coherent readable response in a fresh matched context.

Evidence and next step:

**Clear Letters, Clear
Lines**



Our handwriting focus



We will keep letters the right way around, place them on the baseline and show clear tall body and tail lines.

Success: a reader can read the sample without guessing.

Diagnostic prompts: Which letter reaches above the body line? Which letter drops below the baseline?





Useful handwriting words

Baseline — the line where letter bottoms rest.

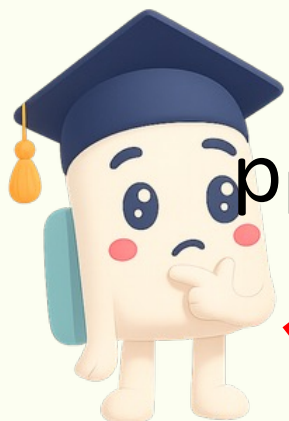
Ascender — a stroke that reaches into the tall zone.

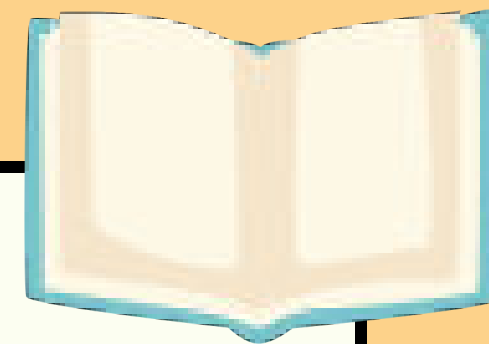
Descender — a stroke that drops into the tail zone.

Spacing — the clear gap between words.

Fluency — writing with efficient, comfortable movement.

Prerequisite: use secure unjoined letter forms and leave readable word spaces.





Three letter zones

Top line — the highest guide for tall letters.

Body line — the top of most lower-case letter bodies.

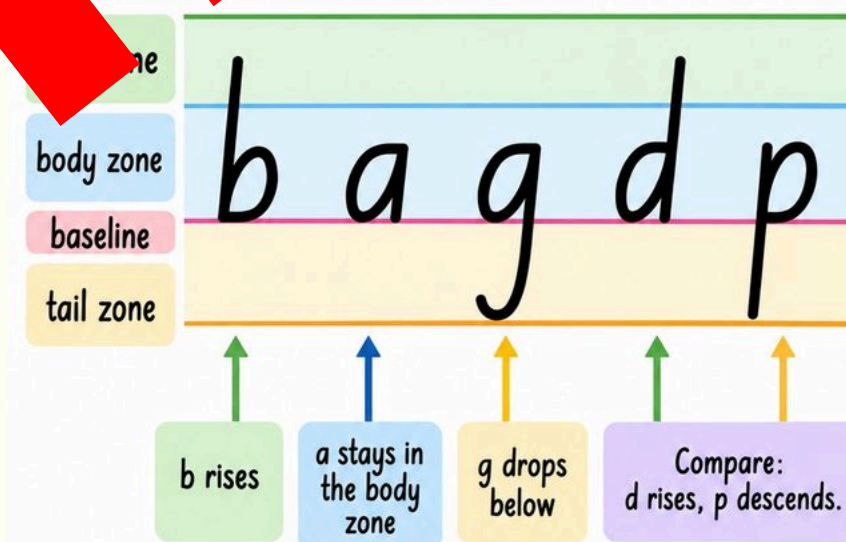
Baseline — where each letter body rests.

Tail zone — the space below the baseline for descenders.



Choose and keep using the labelled state model for your

THREE LETTER ZONES - NSW / ACT





Model word: bag

Think aloud: b rises into the tall zone, a sits on the middle line, and g sits on the baseline before its tail drops below.

Point to each feature as you say it. Then air-write the word once.

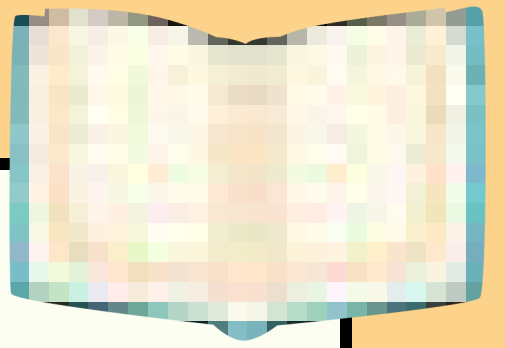


Contrast: bad and bag

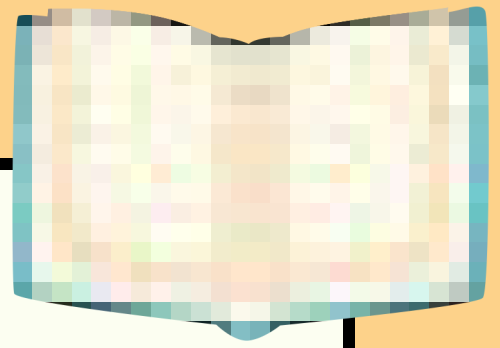
d rises into the tall zone. g rises into the tall zone.

In both words every letter sits on the baseline.

What changed? Name the initial letter and the zone it enters.



Guided decision pack



Pause before writing.

Which letter descends?

Which letter rises?

Does every body touch the baseline?



Explain your prediction, then write the word once in your selected state style.

Guided answer pack

p descends below the baseline. d rises above the body zone. a stays in the body zone.

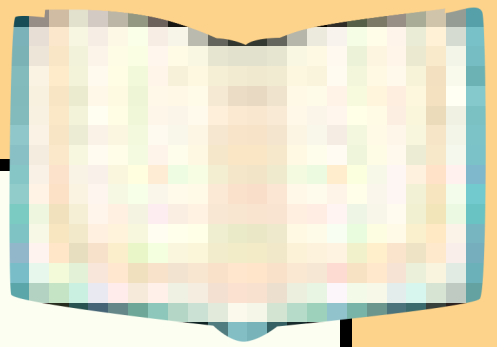
The body of every letter rests on the baseline. Check the selected state model for exact orientation and movement.



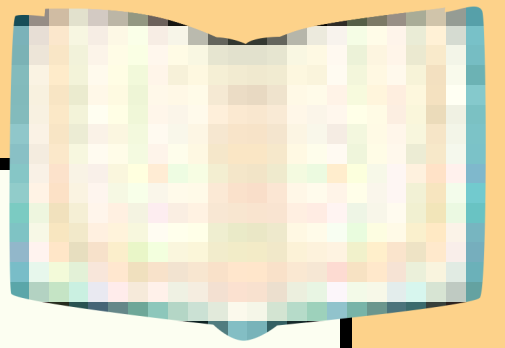
Fresh model: quick

q descends, the body letters stay in the middle zone, and l reaches the tall zone.

Air-write once. Then write without tracing and compare only the target features.



A complete caption-station return

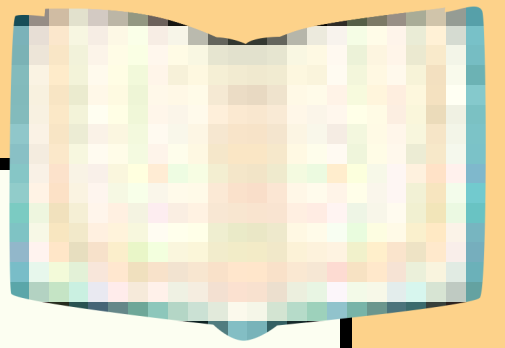


1. Rehearse the material in the air.
2. Put the model away and write.
3. Ask a reader for a specific comment.

Feedback names a station, relative height or baseline placement. There is no speed score.



Independent station challenge



Write: A big log as.

Use the selected state style. Then explain your choice using baseline, ascender or descender.

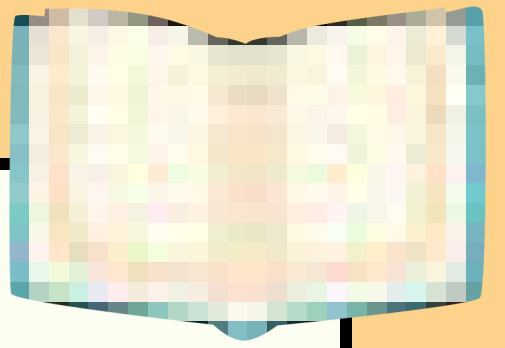
A useful explanation names an exact letter and the feature it shows.



Repairing a baseline error

Misconception: the g tail stops at the baseline or the b/d direction is reversed.

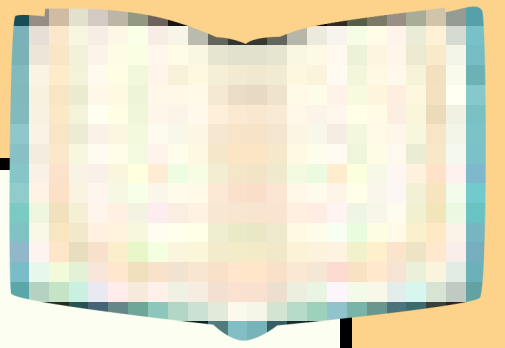
Repair one letter only. Name the exact feature changed, then rewrite the word on independently.



Fresh transfer caption

Teacher dictates: and picks a

Write without looking at a model. Then check only relative height, orientation and baseline placement. Circle one successful letter.



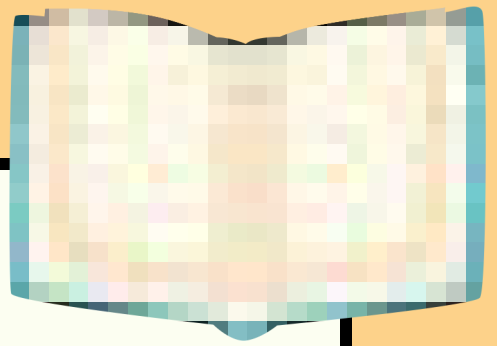
One target, three routes

Support – use larger guides and simpler texts.

Core – write the words and captions independently.

Extension – write one long, purposeful caption while preserving legibility.

All routes keep the same orientation, relative-height and baseline target. No speed scoring.



Independent assessment

Teacher dictates: A quick dictation.

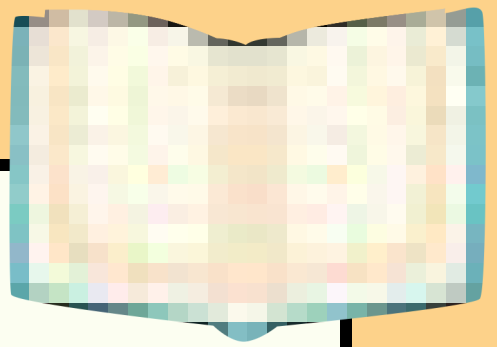
Put model pages away. Record any spelling prompt, larger guide or motor access support honestly. Support access without reducing the handwriting target.



Evidence and next step

Student: identify one successful letter and the next action.

Teacher: record what the student did independently, the support used, and the smallest useful next step. Use observable evidence rather than an effort or neatness grade.

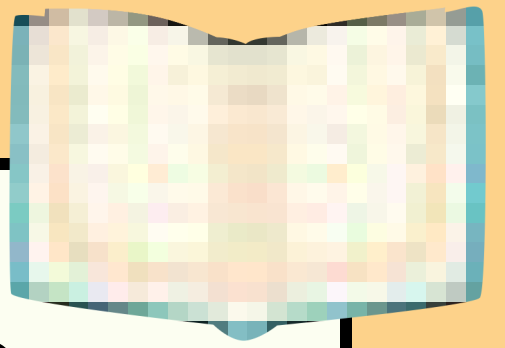


Clear letters support the reader

Accurate orientation, relative height and baseline placement make unjoined writing easier to read.

The unit evidence is an independent meaningful caption, not a tracing total.

Functional effort and readable spacing matter.





Well done!

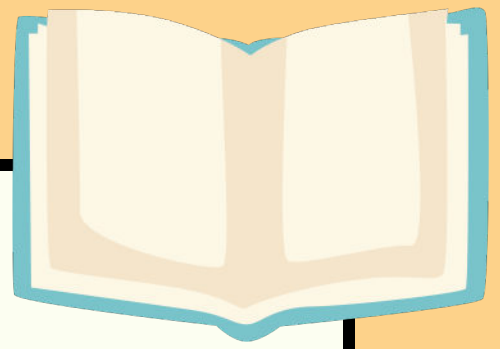
Keep each letter facing the right way
and anchored to its line.



PREVIEW

Clear Letters, Clear Lines Quiz





Question 1

In bag, what does the b show?

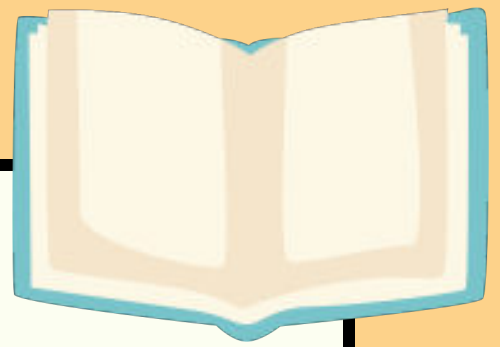
A. Ascender

B. Descender

C. Body-only letter



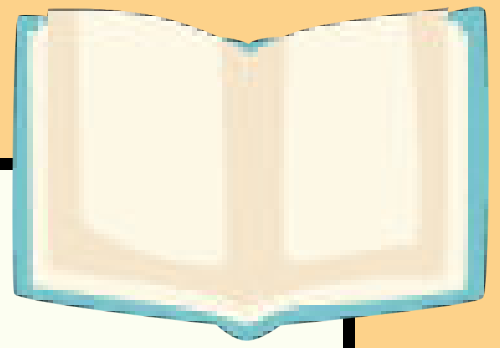
Answer 1



Ascender. The b rises above the body line while its body rests on the baseline.



Question 2



Compare bad and best. Which financial year reaches above or below the baseline?



Answer 2

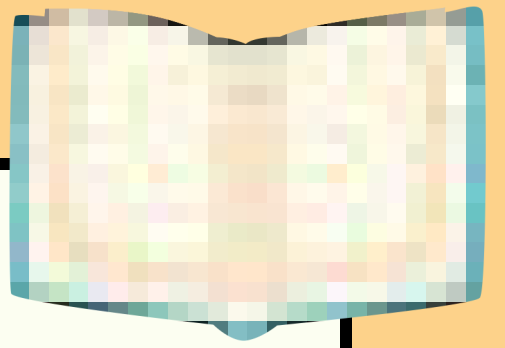


d rises into the tall zone and drops into the tail zone. Both bodies sit on the baseline.



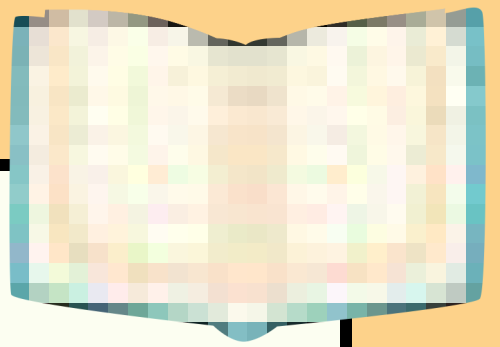
Question 3

Write pad on ruled paper. Underline the letter that descends and circle the letter that rises.



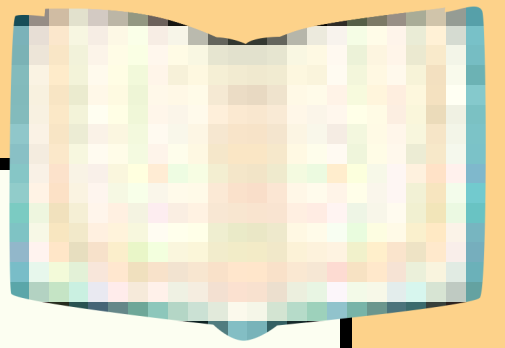
Answer 3

Underline p and circle credit state-ect unjoined forms with bodies
on the baseline.



Question 11

Which feature must stay the same when big becomes pig?



Answer 4

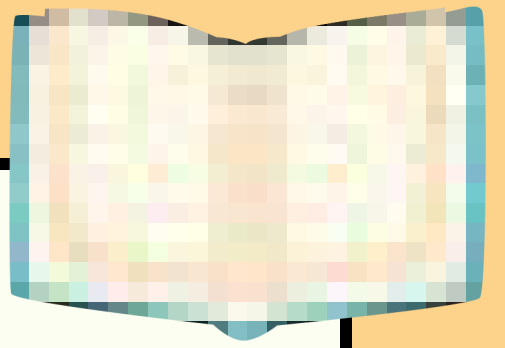
Each body stays on the baseline and keeps the selected state proportions.

The first letter changes from an ascender to a descender.



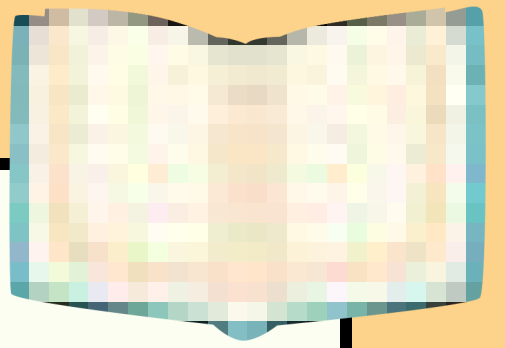
Question 5

Change bad to mag. What one height condition changes?



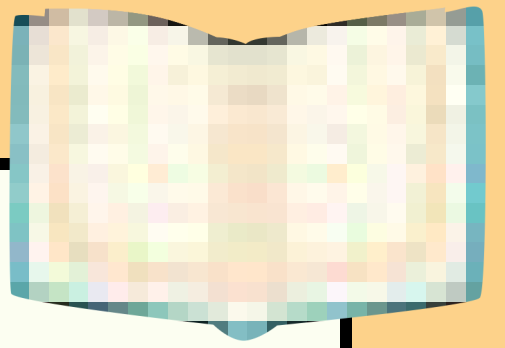
Answer 5

The final letter changes from an ascender to a descender. The body zone and baseline remain stable.



Question 6

A writer stops the g tail at the baseline. What is the error, and how should it be repaired?



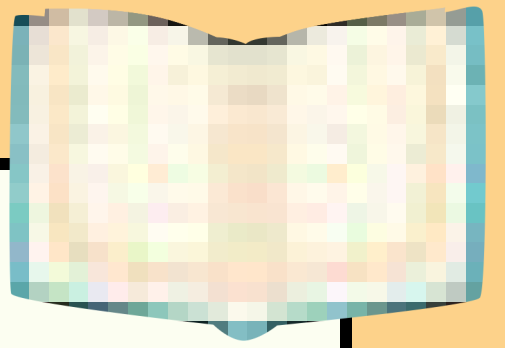
Answer 6

The descender is missing. Keep the g on the baseline and extend its stem to the correct tail into the tail zone.



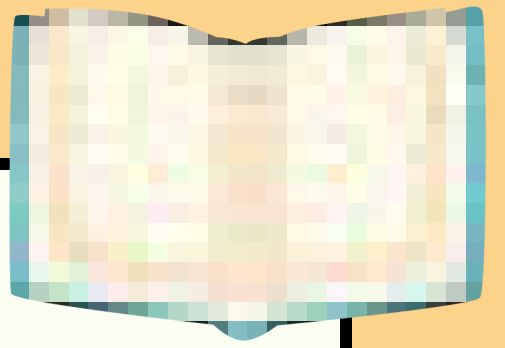
Question 7

Complete one caption rotation turn with A big dog digs. What feedback should the reader give?



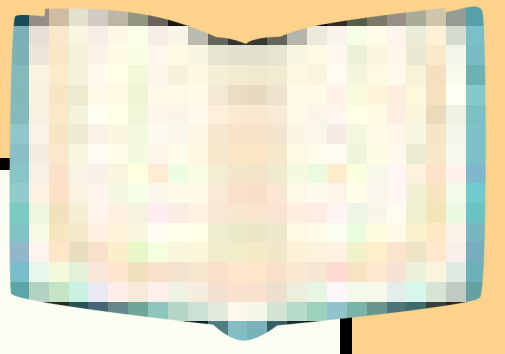
Answer 7

One specific comment about orientation, relative height or baseline placement, supported by an exact letter example.



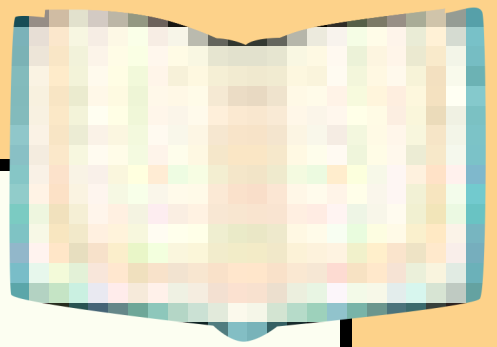
Question 8

Compare dad and road. Name one similarity and one difference.



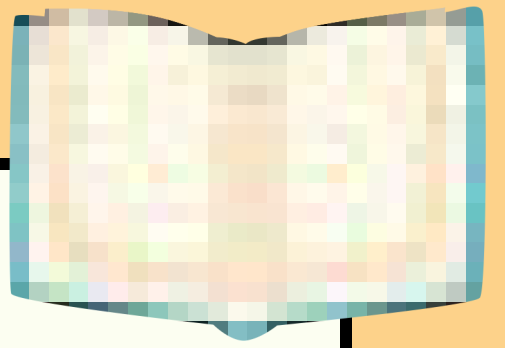
Answer 8

Both use a in the body. One and d as ascender. p descends while the first d rises.



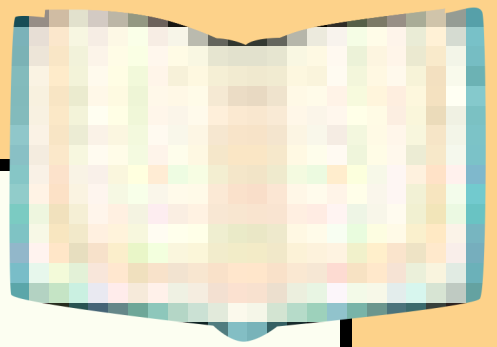
Question a

Write Dad packs a bag without a map. Which checks do you make
before handing it to a reader?



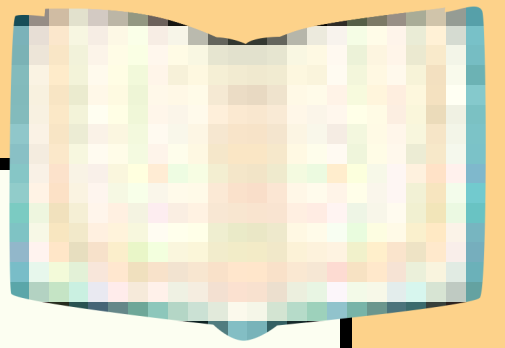
Answer a

Check letter direction. Uppercases on the baseline, tall letters above the body zone and tails below the baseline.



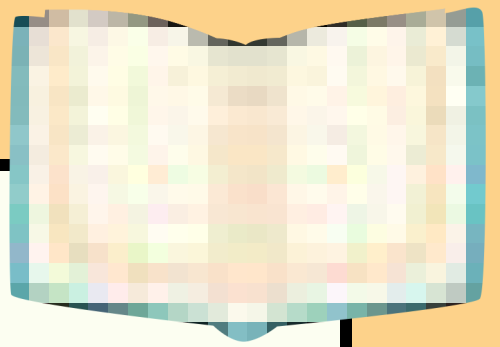
Question 10

Give one exact piece of evidence that your answer to Question 9 is readable.



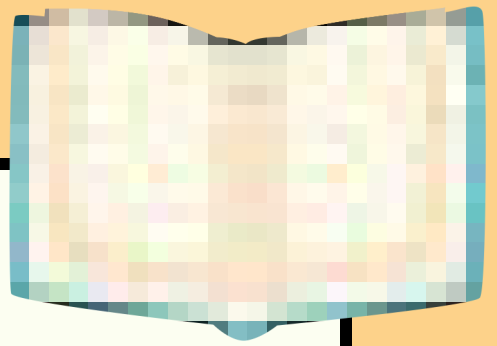
Answer 10

Accept a specific letter-based observation, such as: The g body rests on the bowl and its tail drops below it.



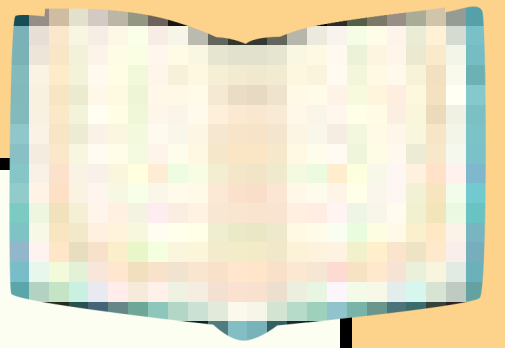
Question II

Claim: More tracing always means more fluent handwriting. Is the claim reliable?



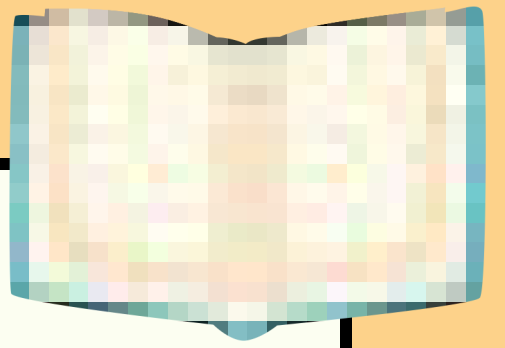
Answer II

No. Independent meaningful writing provides stronger evidence. Tracing can support a movement but it does not prove transfer or functional comfort.



Question 12

Apply the final success criterion to a hash caption. What is your next
action if one letter is unclear?



Answer 12

Identify the exact feature compared with the selected state model, repair that letter and rewrite the word once independently. Accept another specific justified action.





Well done!

Clear size, direction and line
placement help every reader.



PREVIEW