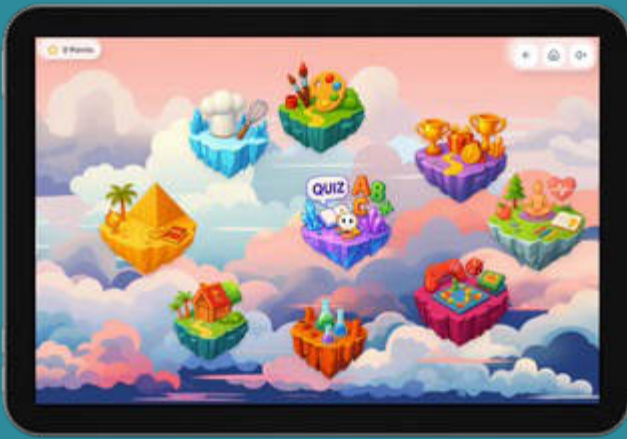


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Comfortable Writing Stamina - Year 2

Table of Contents	
Presentation: Comfortable Writing Stamina	
Teacher Guide: Purpose and Success	 2
Variant Selection and Lesson Sequence	 3
Equipment, Differentiation and Assessment	 4
Comfort and Pacing Routine Displays	 5
Worked Models	 10
Writing Stretches and Information Cards	 30
Station Activities	 60
Beginning and End Readability Rehearsal	 63
Claim Repair and Explanation	 65
Quiz: Comfortable Writing Stamina	
Assessment: Comfortable Writing Stamina	 83
Rubric: Comfortable Writing Stamina	 93



Teacher Guide: Purpose and Success

Purpose

Students maintain clear, comfortable, unjoined handwriting across short meaningful writing. They learn to plan a manageable chunk, pause before clarity drops, and compare the beginning and end. They use information cards, directions, and thank-you messages soamina is always connected to communication.

Success evidence

A student independently writes a coherent short message in the correct state handwriting family. Letters remain unjoined, size and word spaces stay readable, the ending is as clear as the beginning, and the student names a helpful self-management action. Speed is never scored.

Variant Selection and Lesson Sequence

Choose one state model

NSW and ACT use NSW Print. Victoria, Western Australia and Northern Territory use VIC print. South Australia uses SA Print. Queensland uses QLD Print. Tasmania uses TAS Print. Use only the matching variant for a learner; never ask students to copy several state models.

Five-lesson sequence

1. Set a short and readability goal
2. Warm up one insecure formation pattern
3. Write a short, sustained information card
4. Pause and address fatigue or spacing, then practise directions
5. Write an independent thank-you message and reflect

Equipment, Differentiation and Assessment

Equipment

Matching state display and worked-model pages; student and answer pages; pencils; scrap paper; optional larger guide lines; station cards; reader-feedback strips; assessment and learning-evidence rubric.

Differentiation

Support with oral rehearsal, few sentences, longer in and one secure model a time. Keep writing help separate from handwriting help. Extend the work a longer purposeful message and a specific evidence explanation, never speed scoring or premature joins.

Assessment

Use the fresh librarian thank-you message as the independent sample. Record concept and accuracy, application and procedure, reason and evidence, and transfer and communication. Answer pages are teacher references and follow each matching student page.

Comfort and Pacing Routine – NSW / ACT

Clear writing stays comfortable when we plan a short chunk, write, pause and check.

1 PLAN A SHORT CHUNK

What will I write next?

2 WRITE WITH CLEAR UNJOINED LETTERS

3 PAUSE AND RELAX YOUR HAND

4 READ THE BEGINNING AND END

CLEAR FROM START TO FINISH



Blue-tongue lizards rest in warm sun.

SHORT CHUNK THEN PAUSE



Walk past the office and turn left.

PAUSE BEFORE LETTERS BECOME CROWDED



The dog played in the garden

Comfort and readability matter more than speed.

Comfort and Pacing Routine – VIC / WA / NT



Clear writing stays comfortable when we plan a short chunk, write, pause and check.

1 PLAN A SHORT CHUNK



2 WRITE WITH CLEAR UNJOINED LETTERS



3 PAUSE AND RELAX YOUR HAND



4 READ THE BEGINNING AND END



CLEAR FROM START TO FINISH

Blue-tongue lizards rest in warm sun.

SHORT CHUNK, THEN PAUSE

Walk past the office and turn left.

PAUSE BEFORE LETTERS BECOME CROWDED

The park is fun in the sun.

Comfort and readability matter more than speed.



Comfort and Pacing Routine – SA

for Comfortable Writing Stamina



Clear writing stays comfortable when we plan a short chunk, write, pause and check.

1 PLAN A SHORT CHUNK



Think about what you want to say.

2 WRITE WITH CLEAR UNJOINED LETTERS



Use clear, unjoined letters like these.

3 PAUSE AND RELAX YOUR HAND



Take a short pause.
Reset your fingers.

4 READ THE BEGINNING AND END



Check your writing makes sense.

CLEAR FROM START TO FINISH

Blue-tongue lizards rest in warm sun.

SHORT CHUNK WITH PAUSE

Walk past the office and turn left.

PAUSE BEFORE LETTERS BECOME CROWDED

Walk past the office and turn left.



Comfort and readability matter more than speed.





Comfort and Pacing Routine – QLD

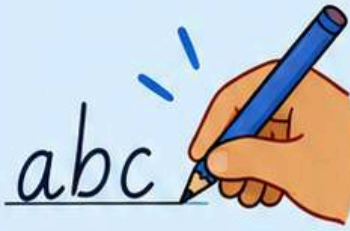


Clear writing stays comfortable when we plan a short chunk, write, pause and check.

1 PLAN A SHORT CHUNK



2 WRITE WITH CLEAR UNJOINED LETTERS



3 PAUSE AND RELAX YOUR HAND



4 READ THE BEGINNING AND END



CLEAR FROM START TO FINISH

Blue-tongue lizards rest in warm sun.



SHORT CHUNK, THEN PAUSE

Walk past the office and turn left.



PAUSE BEFORE LETTERS BECOME CROWDED

The goanna hid under the rocks near the creek.



Comfort and readability matter more than speed.



Comfort and Pacing Routine – TAS

Clear writing stays comfortable when we plan a short chunk, write, pause and check.

1 PLAN A SHORT CHUNK



2 WRITE WITH CLEAR UNJOINED LETTERS



3 PAUSE AND RELAX YOUR HAND



4 READ THE BEGINNING AND END



✓ CLEAR FROM START TO FINISH

Blue-tongue lizards rest in warm sun.

✓ SHORT CHUNK WHEN PAUSE

Walk past the office and turn left.

✗ PAUSE BEFORE LETTERS BECOME CROWDED

The birds were in the tree.



Comfort and readability
matter more than speed.





READY HANDS AND CORE WORDS



Comfortable Writing Stamina

NSW / ACT



Relax
shoulders.



Rest
feet.



Hold the pencil
gently.



Angle the paper
so the writing
hand can move.

ready

start carefully — move smoothly —
lift where the model lifts

Handwriting practice lines for the word 'ready'.

steady

start carefully — move smoothly —
lift where the model lifts

Handwriting practice lines for the word 'steady'.

pause

start carefully — move smoothly —
lift where the model lifts

Handwriting practice lines for the word 'pause'.

plan

start carefully — move smoothly —
lift where the model lifts

Handwriting practice lines for the word 'plan'.

Circle one part to rehearse
before longer writing.

a letter
shape

a

a tall letter

d

a tail letter

y

a starting
movement



a finishing
lift



Clear writing helps clear thinking.



Take your time. You're building great habits.



USEFUL WORDS FOR A WRITING STRETCH

Calm hands make clear writing.

NSW / ACT

Small steps make a big difference.



breathe

space

check

finish

garden

steps

thanks

friendly



Choose two words that need extra care.
Re-write them, then write them once without tracing.



My practice:



ONE CLEAR SENTENCE AT A TIME.

NSW / ACT

Comfortable Writing Stamina

Small steps
make big
progress. ✨



I can write
one clear
sentence.



Plan



Write



Pause

Grow

Pause, breathe,

then write

the next idea.

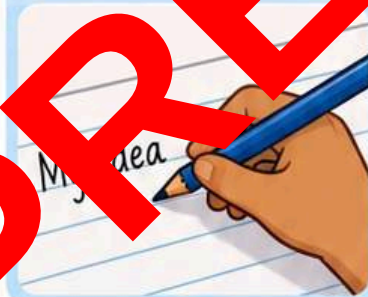
Pause, breathe, then write the next idea.

Here is how to do it:

prepare



write a short chunk



pause



check spacing and
letter shape



Write the sentence once. Stop after each slash to relax your hand.

Handwriting practice lines consisting of three sets of three horizontal lines (top solid, middle dashed, bottom solid).

Which pause helped most? _____





Write for
a real reason.

THREE MEANINGFUL WRITING PURPOSES

— NSW / ACT



Same letters.
Real writing.
Brighter ideas.

1. INFORMATION CARD

Blue-tongue lizards bask in warm places



2. DIRECTIONS

Walk past the office and turn left.

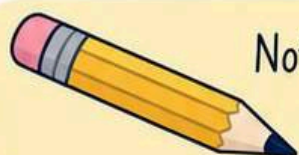


3. THANK-YOU MESSAGE

Thank you for helping our garden grow.



YOUR TURN – A NEW SENTENCE



Notice how the letters stay unjoined, the spaces stay visible
and the ending remains readable.



READY HANDS AND CORE WORDS

VIC / WA / NT

Comfortable Writing Stamina



Small steps build big skills!



Relax shoulders.



Rest feet.



Hold the pencil gently.



Angle the paper so the writing hand can move.

ready

start carefully — move smoothly — lift where the model lifts

steady

start carefully — move smoothly — lift where the model lifts

pause

start carefully — move smoothly — lift where the model lifts

plan

start carefully — move smoothly — lift where the model lifts



Circle one part to rehearse before longer writing.



Calm hands brighter ideas!

USEFUL WORDS FOR A WRITING STRETCH

VIC / WA / NT



Good writing helps my ideas grow!

Take your time.
Write clearly.



breathe

space

check

finish

garden

steps

thanks

friendly



Choose two words that need extra care.
Air-write them, then write them once without tracing.



Small steps make strong writers.



ONE CLEAR SENTENCE AT A TIME – VIC / WA / NT



Comfortable Writing Stamina
Clear ideas. Calm hands. You can do this!

Pause, breathe, / then write / the next idea.

Pause, breathe, then write the next idea.

prepare



Think about
your idea.

write a short chunk



Write a few
clear words.

pause



Breathe and
relax your hand.

check spacing and
letter shape



Make sure your
letters are clear
and have space.

Write the sentence once. Stop after each slash to relax your hand.

Which pause helped most?



➤ A clear sentence is a great next step! ➤

Calm hands
brighter ideas

THREE MEANINGFUL WRITING PURPOSES

VIC / WA / NT

The same clear handwriting can be used for different purposes.

1. INFORMATION CARD

Blue-tongue lizards bask in warm places.



2. DIRECTIONS

Walk past the office and turn left.



3. THANK-YOU MESSAGE

Thank you for helping our garden grow.



Your turn! Write a new sentence for a purpose that is important to you.

Notice how the letters stay unjoined, the spaces stay visible and the ending remains readable.



READY HANDS AND CORE WORDS — SA

Comfortable Writing Stamina



Relax shoulders.



Rest feet.



Hold the pencil gently.



Angle the paper so the writing hand can move.

ready



start carefully — move smoothly — lift where the model lifts

steady



start carefully — move smoothly — lift where the model lifts

pause



start carefully — move smoothly — lift where the model lifts

plan



start carefully — move smoothly — lift where the model lifts

Circle one part to rehearse before longer writing.

l

tall letter

a

round letter

y

tail letter

t

crossing

r

exit flick



USEFUL WORDS FOR A WRITING STRETCH



Take
your time.
You can do it!

breathe

space

check

finish

garden

steps

thanks

friendly



Which words
will I choose?

Choose two words that need extra care.
Write them, then write them once
without tracing.



My writing:

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for writing practice.

ONE CLEAR SENTENCE AT A TIME

Comfortable Writing Stamina

Pause, breathe, /

then write /

the next idea.

Pause, breathe, then write the next idea.



prepare



write a short chunk



pause



check spacing and letter shape

Write the sentence on the line. Stop after each slash to relax your hand.

Which pause helped most?



Clear writing
builds big ideas!

THREE MEANINGFUL WRITING PURPOSES



Clear writing helps us share information, give directions and express thanks.

INFORMATION CARD

Blue-tongue lizards bask in warm places.



DIRECTIONS

Walk past the office and turn left.



THANK-YOU MESSAGE

Thank you for helping our garden grow.



Notice how the letters stay unjoined, the spaces stay visible and the ending remains readable.



YOUR TURN — Write a new sentence for a real purpose.

Good ideas grow
with practice.



READY HANDS AND CORE WORDS – QLD

Relax shoulders. Rest feet. Hold the pencil gently. Angle the paper so the writing hand can move.



ready

start carefully — move smoothly — lift where the model lifts

steady

start carefully — move smoothly — lift where the model lifts

pause

start carefully — move smoothly — lift where the model lifts

plan

start carefully — move smoothly — lift where the model lifts



Circle one part to rehearse before longer writing.



USEFUL WORDS FOR A WRITING STRETCH – QLD



Clear letters help your ideas flow.
Take your time. Write with care.



breathe

space

check

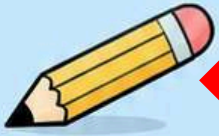
finish

garden

steps

thanks

friendly



Now write the words that need extra care.

First write them, then write them once without tracing.

My words:



ONE CLEAR SENTENCE AT A TIME

Small steps. Clear writing. You can do it.

Pause, breathe, / then write / the next idea.

Pause, breathe, then write the next idea.

prepare

Think
about
what to say.

write a short chunk

pause

Breathe.
Relax.
Then
continue.

check spacing and
letter shape

Looks clear!

Write the sentence once, stop after each slash to relax your hand.

Which pause helped most?

A clear
sentence
feels great!





THREE MEANINGFUL WRITING PURPOSES – QLD

Different reasons. Real words. Clear handwriting.

Comfortable
Writing Stamina

1. INFORMATION CARD

Blue-tongue lizards bask in warm places.



2. DIRECTIONS

Walk past the office and turn left.



3. THANK-YOU MESSAGE

Thank you for helping our garden grow.



YOUR TURN

notice how the letters stay unjoined, the spaces stay visible and the ending remains readable.

Good writing helps you share your ideas
with the people around you.



READY HANDS AND CORE WORDS – TAS

Comfortable Writing Stamina



Relax shoulders.



Rest feet.



Hold the pencil gently.



Angle the paper so the writing hand can move.

ready

start carefully — move smoothly — lift where the model lifts

steady

start carefully — move smoothly — lift where the model lifts

pause

start carefully — move smoothly — lift where the model lifts

plan

start carefully — move smoothly — lift where the model lifts

Circle one part to rehearse before longer writing.

a letter

a word

the first letter

the last letter

the middle letters



Clear writing helps my ideas grow.

USEFUL WORDS FOR A WRITING STRETCH – TAS

Comfortable Writing Stamina



Small steps
make bigger
stories.

Clear writing
helps your ideas
shine!



breathe

space

check

finish

garden

steps

thanks

friendly

Choose two words that need extra care. Air-write them,
then write them once without tracing.

Handwriting practice lines (top solid, middle dashed, bottom solid).

Ideas grow with practice.

Good
writers keep
going!

ONE CLEAR SENTENCE AT A TIME – TAS



Pause, breathe, / then write / the next idea.

Pause, breathe, then write the next idea.

prepare



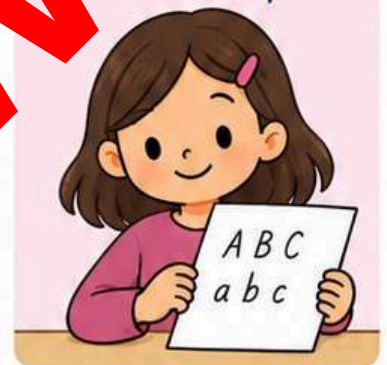
write a short chunk



pause



check spacing and letter shape



Write the sentence on / Stop after each slash to relax your hand.

Two sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Which pause helped most?



A calm hand writes clearly.



THREE MEANINGFUL WRITING PURPOSES – TAS

Comfortable Writing Stamina



Notice how the letters stay unjoined, the spaces stay visible
and the ending remains readable.

1. INFORMATION CARD

Blue-tongue lizards bask in warm places.



2. DIRECTIONS

Walk past the office and turn left.



3. THANK-YOU MESSAGE

Thank you for helping our garden grow.



4. YOUR TURN — WRITE A NEW SENTENCE

Clear words make your ideas easy to read. 

SHORT WRITING STRETCH 1



Name: _____

Look at each NSW / ACT model word. Cover it. Write it once from memory. Uncover it and mark one part to improve.

ready	_____ _____ _____
steady	_____ _____ _____
pause	_____ _____ _____
plan	_____ _____ _____
breathe	_____ _____ _____
space	_____ _____ _____
check	_____ _____ _____
finish	_____ _____ _____

Self-check:

- ☐ My letters are unjoined ☐ My spaces are easy to see ☐ My hand still feels comfortable



SHORT WRITING STRETCH 1



Name: ANSWERS

Look at each NSW / ACT model word. Cover it. Write it once from memory. Uncover it and mark one part to improve.

ready	ready	clear shape
steady	steady	visible space
pause	pause	comfortable grip
plan	plan	clear shape
breathe	breathe	visible space
space	space	comfortable grip
check	check	clear shape
finish	finish	visible space

Self-check:

- ☐ My letters are unjoined ☐ My spaces are easy to see ☐ My hand still feels comfortable



SHORT WRITING STRETCH 2 — NSW / ACT

Name: _____



Write in two short chunks. Pause at the slash.

Pause, breathe, / then write the next idea.

- (A) Write the sentence once with the model visible.

- (B) Cover the model and write: I can keep my writing clear.

At the pause I changed _____.

SHORT WRITING STRETCH 2—NSW / ACT—Answers

Name: ANSWERS



Write in two short chunks. Pause at the slash.

Pause, breathe, / then write the next idea.

- (A) Write the sentence once with the model visible.

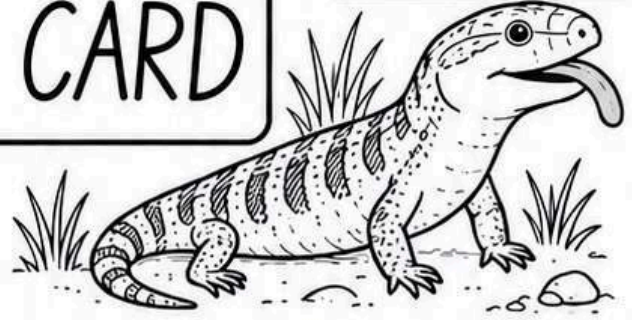
The dog was hungry, / so I gave it a snack.

- (B) Cover the model and write: I can keep my writing clear.

I can keep my writing clear.

At the pause I changed I relaxed my fingers and checked my spaces.

MINI INFORMATION CARD



Name: _____

Write a 3-4 sentence information card about blue-tongue lizards.
Write two sentences, pause and relax your hand, then finish.

Fact bank:

reptile

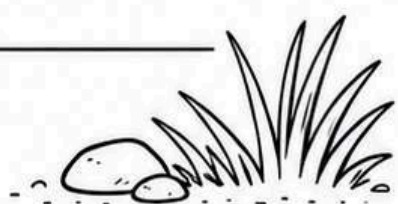
blue tongue

basks in warm places

eats insects and plants

My key words: _____

PREVIEW



Self-check:

☐

I can read my first
and last sentence

☐

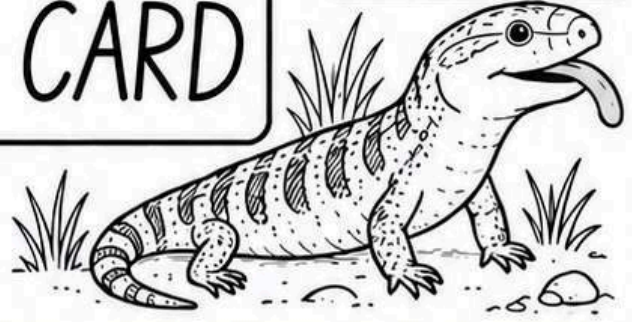
My letters stayed
unjoined

☐

I used clear spaces

MINI INFORMATION CARD

Name: ANSWERS



Write a 3-4 sentence information card about blue-tongue lizards.
Write two sentences, pause and relax your hand, then finish.

Fact bank:

reptile

blue tongue

basks in warm places

eats insects and plants

My key words: _____

ONE POSSIBLE RESPONSE

Readable first sentence

A blue-tongue lizard is a reptile.

It has a bright blue tongue.

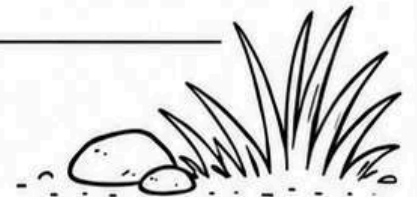
It basks in warm places.

It eats insects and plants.

Readable last sentence

↑
Unjoined letters

↑ ↑
Visible spaces



Self-check:

- ☐ I can read my first and last sentence
- ☐ My letters stayed unjoined
- ☐ I used clear spaces

SHORT WRITING STRETCH 1

VIC / WA / NT

Name: _____



Take
your time.
Write
clearly.

Look at each VIC / WA / NT model word. Cover it. Write it once from memory. Uncover it and mark one part to improve.

ready

steady

pause

plan

breathe

space

check

finish

Self-check

☐

My letters are unjoined

☐

My spaces are easy to see

☐

My hand still feels comfortable

SHORT WRITING STRETCH 1

VIC / WA / NT

Name: ANSWERS



Look at each VIC / WA / NT model word. Cover it. Write it once from memory. Uncover it and mark one part to improve.

ready ready

steady steady

pause pause

plan plan

breathe breathe

space space

check check

finish finish

Self-check



- ☒ clear shape
- ☒ visible space
- ☒ comfortable grip

SHORT WRITING STRETCH 2

VIC / WA / NT



Name: _____

Write in two short chunks. Pause at the slash.

Pause, breathe, / then write the next idea.

A Write the sentence once with the model visible.

B Cover the model and write: I can keep my writing clear.

At the pause I changed _____.

SHORT WRITING STRETCH 2

VIC / WA / NT



Name: ANSWERS

Write in two short chunks. Pause at the slash.

Pause, breathe, / then write the next idea.

A Write the sentence once with the model visible.

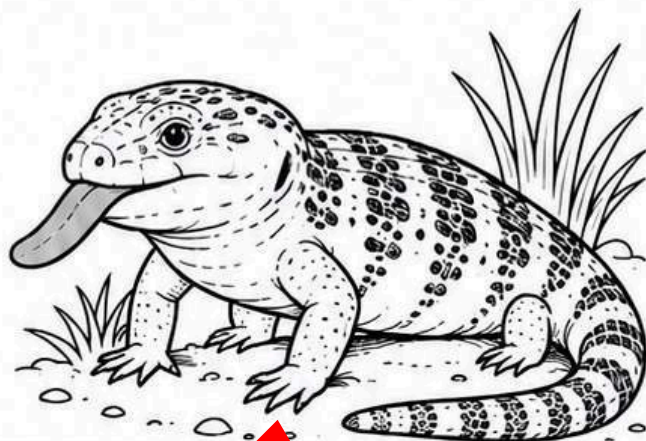
Pause, breathe, / then write the next idea.
✓ ✓ ✓ ✓ ✓ ✓ ✓

B Cover the model and write: I can keep my writing clear.

I can keep my writing clear.
✓ ✓ ✓ ✓ ✓ ✓

At the pause I changed *I relaxed my fingers and checked my spaces.*
✓ ✓ ✓ ✓

Write a 3-4 sentence information card about blue-tongue lizards. Write two sentences, pause and relax your hand, then finish.



ents insects and plants

My key words: _____

PREVIEW

☐ I can read my first and last sentence

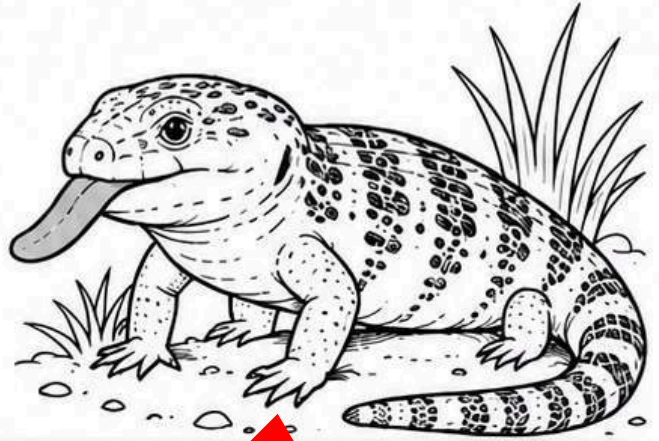
☐ My letters stayed unjoined

☐ I used clear spaces

MINI INFORMATION CARD – ANSWERS

Name: ANSWERS

Write a 3–4 sentence information card about blue-tongue lizards. Write two sentences, pause and relax your hand, then finish.



Fact bank:

reptile

blue tongue

basks in warm places

eats insects and plants

My key words: _____

ONE POSSIBLE RESPONSE

A blue-tongue lizard is a reptile.

It has a bright blue tongue.

It basks in warm places.

It eats insects and plants.

Readable first sentence

Readable last sentence

Unjoined letters

Visible spaces

Self-check:

- ☐ I can read my first and last sentence
- ☐ My letters stayed unjoined
- ☐ I used clear spaces

SHORT WRITING STRETCH 1 – SA



Take
your time.
Do your
best!

Name: _____

Look at each SA model word. Cover it. Write it once from memory. Uncover it and mark one part to improve.

ready

steady

pause

plan

breathe

space

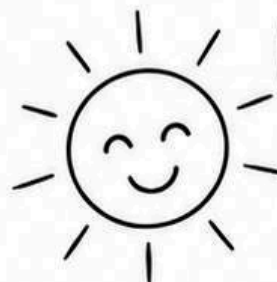
check

finish

PREVIEW

Self-check:

- ☐ My letters are unjoined
- ☐ My spaces are easy to see
- ☐ My hand still feels comfortable



Well done
for keeping
going!

SHORT WRITING STRETCH 1-SA-Answers

Name: ANSWERS



Take
your time.
Do your
best!

Look at each SA model word. Cover it. Write it once from memory. Uncover it and mark one part to improve.

ready ready

steady steady

pause pause

plan plan

breathe breathe

space space

check check

finish finish

PREVIEW

Self-check:

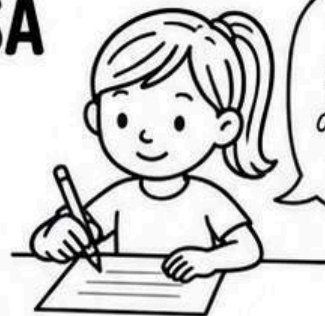
- ☐ My letters are unjoined ✓ clear shape
- ☐ My spaces are easy to see ✓ visible space
- ☐ My hand still feels comfortable ✓ comfortable grip



Well done
for keeping
going!

SHORT WRITING STRETCH 2 – SA

Name: _____



Pause
and think
about what
to write.

Write in two short chunks. Pause at the slash.

Model:

Pause, breathe, / then write the next idea.

- ① Write the sentence once with the model structure.

- ② Cover the model and write: I can keep my writing clear.

At the pause I changed _____.



A little
pause helps
a better idea.

SHORT WRITING STRETCH 2 – SA – ANSWERS

Name: ANSWERS



Pause
and think
about what
to write.

Write in two short chunks. Pause at the slash.

Model:

Pause, breathe, / then write the next idea.

- ① Write the sentence once with the model.

I can pack my bag, / then I can go to school.

- ② Cover the model and write: I can keep my writing clear.

I can keep my writing clear.

At the pause I changed I relaxed my fingers
and checked my spaces.



A little
pause helps
a better idea.

MINI INFORMATION CARD

SA

Name: _____

Write a 3–4 sentence information card about blue-tongue lizards. Write two sentences, pause and relax your hand, then finish.



Fact bank:

reptile

blue tongue

basks in warm places eats insects and plants

My key words: _____

PREVIEW

Self-check:

☐

I can read my first and last sentence

☐

My letters stayed unjoined

☐

I used clear spaces

MINI INFORMATION CARD

SA

Name: ANSWERS

Write a 3–4 sentence information card about blue-tongue lizards. Write two sentences, pause and relax your hand, then finish.



Fact bank: reptile blue tongue basks in warm places eats insects and plants

My key words: _____

ONE POSSIBLE RESPONSE

A blue-tongue lizard is a reptile.

Readable first sentence

It has a bright blue tongue.

Visible spaces

Unjoined letters

It basks in warm places.

It eats insects and plants.

Readable last sentence

Self-check:

☐

I can read my first and last sentence

☐

My letters stayed unjoined

☐

I used clear spaces

SHORT WRITING STRETCH 1 — QLD

Name: _____

Look at each QLD model word. Cover it. Write it once from memory. Uncover it and mark one part to improve.

ready

steady

pause

plan

breathe

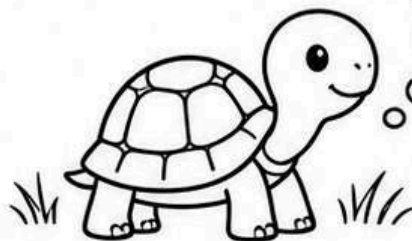
space

check

finish

Self-check:

- ☐ My letters are unjoined
- ☐ My spaces are easy to see
- ☐ My hand still feels comfortable



Take
your time.
Neat writing
grows!

SHORT WRITING STRETCH 1 — QLD — ANSWERS

Name: ANSWERS

Look at each QLD model word. Cover it. Write it once from memory. Uncover it and mark one part to improve.

ready	ready
steady	steady
pause	pause
plan	plan
breathe	breathe
space	space
check	check
finish	finish

Self-check:

- ☐ My letters are unjoined
- ☐ My spaces are easy to see
- ☐ My hand still feels comfortable

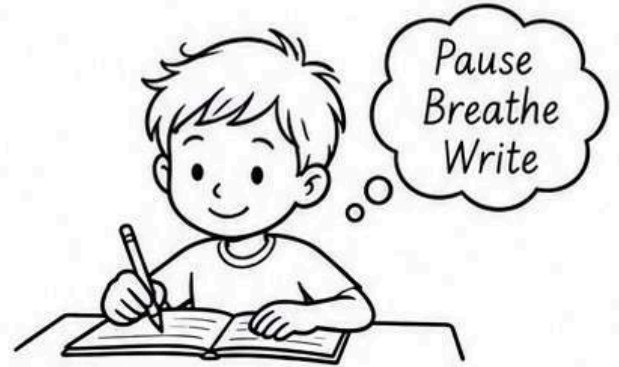
- ✓ clear shape
- ✓ visible space
- ✓ comfortable grip



Take
your time.
Neat writing
grows!

SHORT WRITING STRETCH 2 — QLD

Name: _____



Write in two short chunks. Pause at the slash.

Pause, breathe, / then write the next idea.

A Write the sentence once with the model visible.

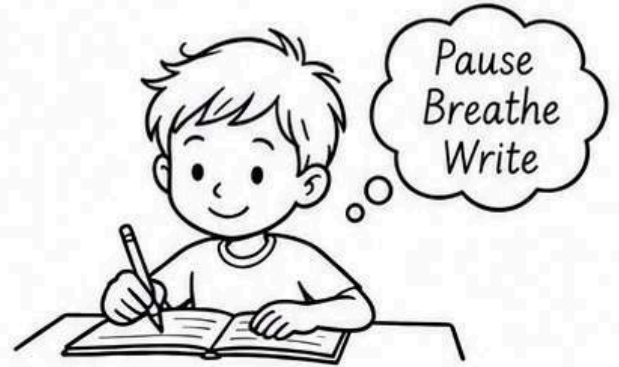
B Cover the model and write. I can keep my writing clear.

At the pause I changed _____.



SHORT WRITING STRETCH 2 – QLD – ANSWERS

Name: ANSWERS



Write in two short chunks. Pause at the slash.

Pause, breathe, / then write the next idea.

- A** Write the sentence once with the model visible.

Pause, breathe, then write the next idea. ✓

- B** Cover the model and write. I can keep my writing clear.

I can keep my writing clear. ✓

At the pause I changed _____.

I relaxed my fingers and checked my spaces. ✓



Small
pauses
help
big ideas.

~~ats insects and plants~~

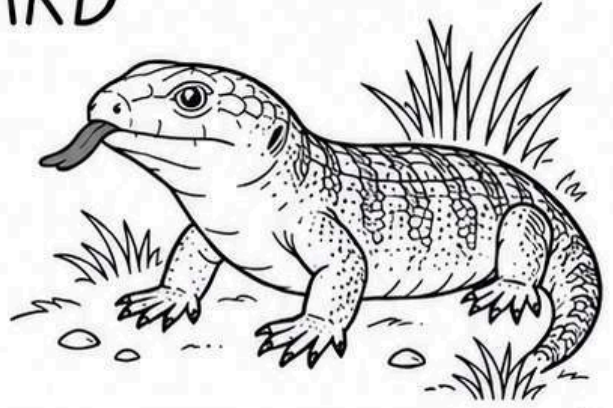
PREVIEW

I used clear spaces

MINI INFORMATION CARD

Name: ANSWERS

Write a 3-4 sentence information card about blue-tongue lizards. Write two sentences, pause and relax your hand, then finish.



Fact bank:

reptile

blue tongue

basks in warm places

eats insects and plants

My key words: _____

My information card:

ONE POSSIBLE RESPONSE

A blue-tongue lizard is a reptile.

It has a bright blue tongue.

It basks in warm places.

It eats insects and plants.

These are unjoined letters.

There are visible spaces between words.

Self-check:

☐

I can read my first and last sentence

☐

My letters stayed unjoined

☐

I used clear spaces

SHORT WRITING STRETCH 1 – TAS

Name: _____

Look at each TAS model word. Cover it. Write it once from memory. Uncover it and mark one part to improve.



ready

steady

pause

plan

breathe

space

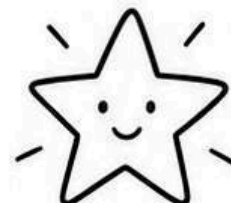
check

finish

PREVIEW

Self-check:

- ☐ My letters are unjoined
- ☐ My spaces are easy to see
- ☐ My hand still feels comfortable

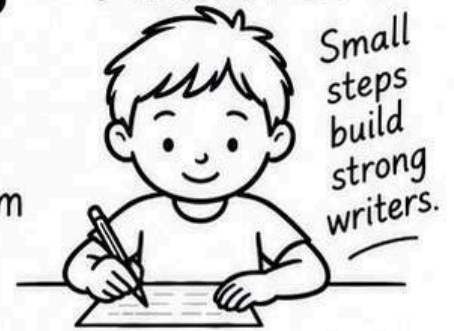


Keep going!

SHORT WRITING STRETCH 1 – TAS – Answers

Name: ANSWERS

Look at each TAS model word. Cover it. Write it once from memory. Uncover it and mark one part to improve.



ready ready

steady steady

pause pause

plan plan

breathe breathe

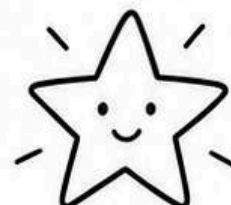
space space

check check

finish finish

Self-check:

- ☒ clear shape
- ☒ visible space
- ☒ comfortable grip



Keep going!

SHORT WRITING STRETCH 2 — TAS

Pause
Breathe
Write
Clearly

Name: _____



Write in two short chunks. Pause at the slash.

Model:

Pause, breathe, / then write the next idea.

A. Write the sentence once with the model visible.

B. Cover the model and write: I can keep my writing clear.

At the pause I changed _____.



Small
steps
build
big writers.

SHORT WRITING STRETCH 2 – TAS – ANSWERS

Pause
Breathe
Write
Clearly

Name: ANSWERS



Write in two short chunks. Pause at the slash.

Model:

Pause, breathe, / then write the next idea.

A. Write the sentence once with the model visible.

Pause, breathe, / then write the next idea.

✓ ✓ ✓ ✓ ✓ ✓ ✓

B. Cover the model and write. I can keep my writing clear.

I can keep my writing clear.

✓ ✓ ✓ ✓ ✓

At the pause I changed I relaxed my fingers and checked my spaces.

✓ ✓ ✓ ✓ ✓ ✓ ✓

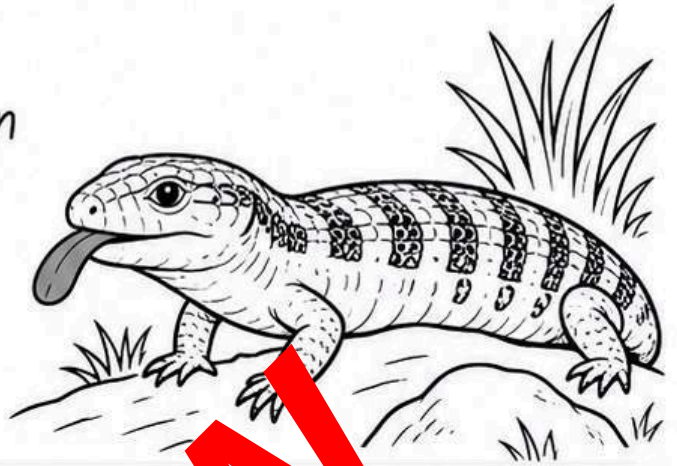


Small
steps
build
big writers.

MINI INFORMATION CARD — TAS

Name: _____

Write a 3–4 sentence information card about blue-tongue lizards. Write two sentences, pause and relax your hand, then finish.



Fact bank:

reptile

blue tongue

basks in warm places

eats insects and plants

My key words: _____

PREVIEW

Self-check:

☐

I can read my first and last sentence

☐

My letters stayed unjoined

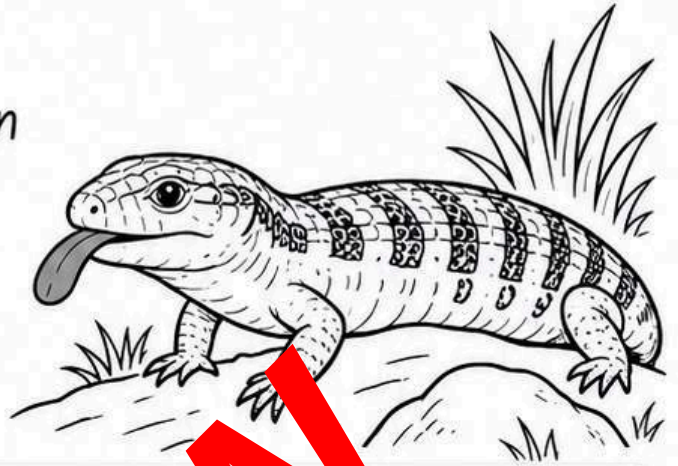
☐

I used clear spaces

MINI INFORMATION CARD — TAS

Name: ANSWERS

Write a 3–4 sentence information card about blue-tongue lizards.
Write two sentences, pause and relax your hand, then finish.



Fact bank:

reptile

blue tongue

basks in warm places

eats insects and plants

My key words: _____

ONE POSSIBLE RESPONSE

A blue-tongued lizard is a reptile.

Readable
first sentence

It has a bright blue tongue.

Unjoined
letters

It basks in warm places.

It eats insects and plants.

Readable
last sentence

Visible spaces

Self-check:

☐

I can read my first
and last sentence

☐

My letters stayed
unjoined

☐

I used clear spaces

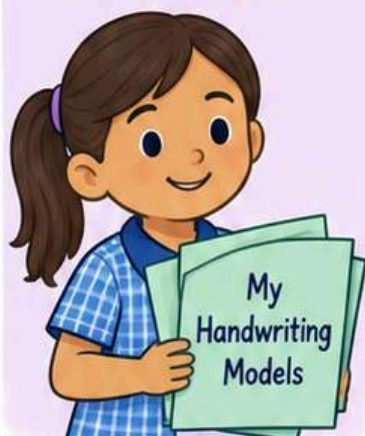
STATION 1 – AIR WRITE AND REHEARSE

Stronger letters. More confident writing.

Small steps make a big difference!

1

Choose your own state-labelled model pages.



2

Pick two words that need extra care.



3

Air-write each word slowly with your whole arm.



4

Write each word once on scrap paper, then check the state model.



! Rehearse only the insecure pattern. Do not restart the whole alphabet.

My practice words

Write the two words you chose.

1

2

Check with your state model.



Look.
Compare.
Improve.

Teacher observation

Date: _____

- ☐ Uses whole-arm movement for air-writing.
- ☐ Focuses on the chosen words.
- ☐ Forms letters clearly and checks with the state model.

Notes:

Practice today for brighter tomorrow!

Comfortable Writing Stamina

Clear letters help big ideas

STATION 2 – PLAN, PAUSE, WRITE

Choose a purpose, plan your ideas, then write a short, meaningful message.



MINI INFORMATION CARD



wombat	forest
lives	leaves
nocturnal	strong

DIRECTIONS



turn	right
straight	past
left	park

THANK-YOU MESSAGE



kind	friend
help	support
great	thank you

STEPS



Keep letters unjoined and readable. This is not a race.

My writing:

Handwriting practice lines for the 'My writing:' section.



STATION 3 — READER FEEDBACK



We help each other make our writing clear and comfortable to read.

Reader steps

-  Read the beginning.
-  Read the end.
-  Point to one clear feature.
-  Name one useful next step.



Better writers help each other!



Useful feedback stems

I can read...

Your writing stayed clear when...

One next step is...

Writer's next step

Choose the helpful change and try it in a fresh sentence.



Feedback is about readability and comfort, not speed.



Cut out the feedback strips. Use them when you talk with your partner.



I can read...



Your writing stayed clear when...

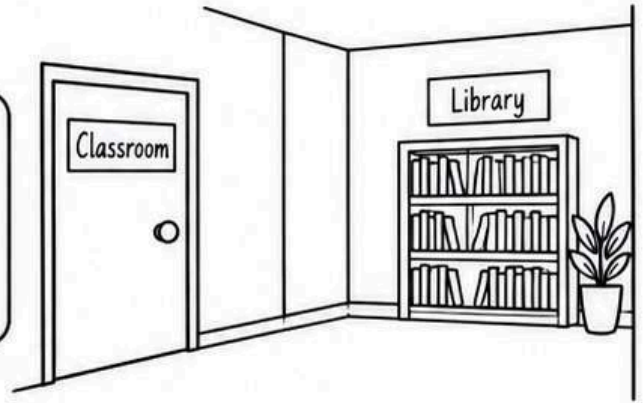


One next step is...

BEGINNING AND END READABILITY REHEARSAL – NSW / ACT

Name: _____

Write directions from the classroom door to the library. Write the first two steps, pause, then write the last two steps.



Direction bank:

walk past turn left turn right beside across from

BEGINNING

1. _____
2. _____

END

3. _____
4. _____

Circle one: My ending is CLEARER / ABOUT THE SAME / HARDER TO READ than my beginning.

At the beginning I notice _____.

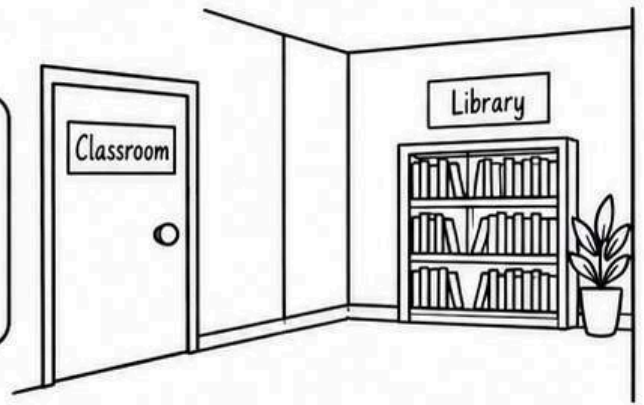
At the end I notice _____.



BEGINNING AND END READABILITY REHEARSAL – NSW / ACT – ANSWERS

Name: ANSWERS

Write directions from the classroom door to the library. Write the first two steps, pause, then write the last two steps.



Direction bank:

walk past turn left turn right beside across from

BEGINNING

1. Walk past the office.

2. Turn left at the hall

END

3. Walk beside the art room.

4. The library is across from the garden.

Circle one: My ending is CLEARER / ABOUT THE SAME / HARDER TO READ than my beginning.

At the beginning I notice The letters are clear and unjoined.

At the end I notice The spaces and letter size stay readable.



Name: _____

REPAIR THE FLUENCY CLAIM — NSW / ACT



I wrote more words, so my handwriting became more fluent.

1. Why does this claim need repair?

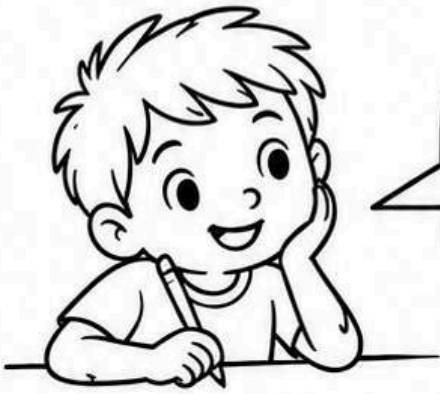
2. Rewrite the claim so it uses readability and comfort evidence.

Write a short thank-you message to the school gardener. Pause once.
Then compare your first and last line.



The change that helped me most was _____

REPAIR THE FLUENCY CLAIM — NSW / ACT



I wrote more words, so my handwriting became more fluent.

1. Why does this claim need repair?

More words alone do not prove fluency. We need evidence that the writing stayed readable and comfortable.

2. Rewrite the claim so it uses readability and comfort evidence.

My writing became more fluent because the first and last lines stayed readable and I used a helpful pause.

Write a short thank-you message to the school gardener. Pause once. Then compare your first and last line.

Thank you for keeping our school garden so tidy. It makes our school look beautiful and gives us a nice place to play.

(Other accurate messages are accepted.)

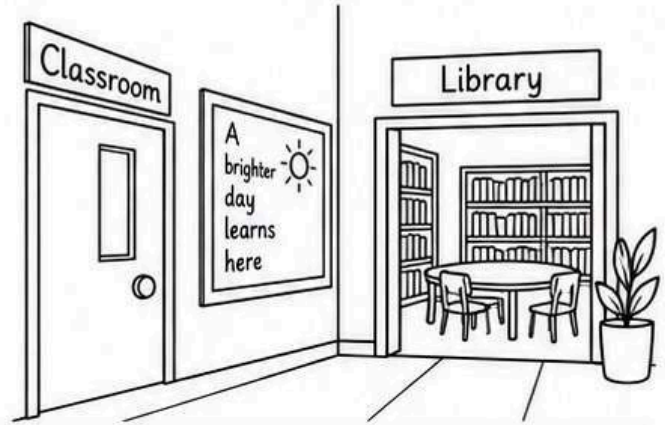


The change that helped me most was _____

BEGINNING AND END READABILITY REHEARSAL – VIC / WA / NT

Name: _____

Write directions from the classroom door to the library. Write the first two steps, pause, then write the last two steps.



Direction bank:

walk past

turn left

turn right

be

across from

BEGINNING

1. _____

2. _____

END

3. _____

4. _____

Circle one: My ending is CLEARER / ABOUT THE SAME / HARDER TO READ than my beginning.

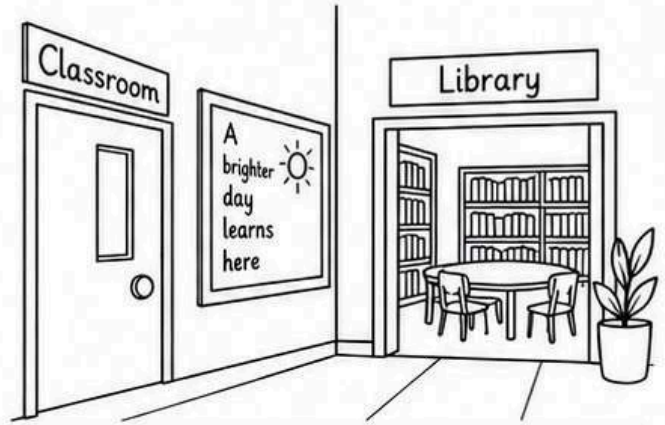
At the beginning I notice _____.

At the end I notice _____.

BEGINNING AND END READABILITY REHEARSAL – VIC / WA / NT – ANSWERS

Name: ANSWERS

Write directions from the classroom door to the library. Write the first two steps, pause, then write the last two steps.



Direction bank:

walk past

turn left

turn right

beside

across from

BEGINNING

1. Walk past the office.

2. Turn left at the hall.

END

3. Walk beside the art room.

4. The library is across from the garden.

Circle one: My ending is CLEARER / ABOUT THE SAME / HARDER TO READ than my beginning.

At the beginning I notice The letters are clear and unjoined.

At the end I notice The spaces and letter size stay readable.

ONE POSSIBLE RESPONSE

REPAIR THE FLUENCY CLAIM — VIC / WA / NT

Name: _____

I wrote more words, so my handwriting became more fluent.



1. Why does this claim need repair?

2. Rewrite the claim so it uses readability and comfort evidence.

Write a short thank you message to the school gardener.
Pause once. Then compare your first and last line.



The change that helped me most was _____.

REPAIR THE FLUENCY CLAIM — VIC / WA / NT

Name: ANSWERS

I wrote more words, so my handwriting became more fluent.



1. Why does this claim need repair?

More words alone do not prove fluency. We need evidence that the writing stayed readable and comfortable.

2. Rewrite the claim so it uses readability and comfort evidence.

My writing became more fluent because the first and last lines stayed readable and I used a helpful pause.

Write a short thank-you message to the school gardener. Pause once. Then compare your first and last line.



Thank you for keeping our school garden neat and green.

The flowers make our school a happier place.

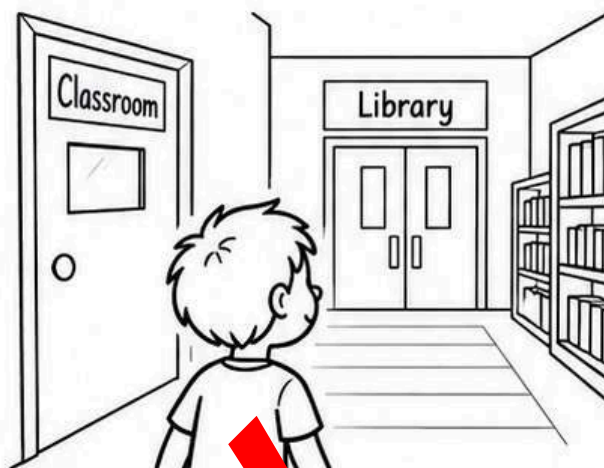
(Other accurate thank-you messages are accepted.)

The change that helped me most was _____.

BEGINNING AND END READABILITY REHEARSAL — SA

Name: _____

Write directions from the classroom door to the library. Write the first two steps, pause, then write the last two steps.



Direction bank:

walk past turn left turn right to side across from

BEGINNING

1. _____

2. _____

END

3. _____

4. _____

Circle one: My ending is CLEARER / ABOUT THE SAME / HARDER TO READ than my beginning.

At the beginning I notice _____.

At the end I notice _____.

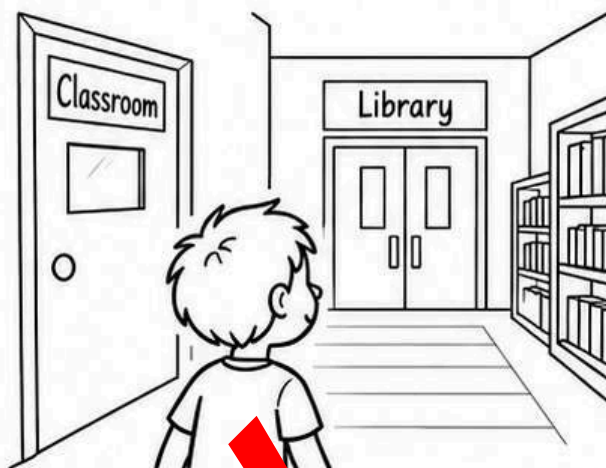
Clear letters help everyone understand.



BEGINNING AND END READABILITY REHEARSAL — SA — ANSWERS

Name: ANSWERS

Write directions from the classroom door to the library. Write the first two steps, pause, then write the last two steps.



Direction bank:

walk past turn left turn right beside across from

BEGINNING

1. Walk past the office.

2. Turn left at the hall.

END

3. walk beside the art room.

4. The library is across from the garden.

Circle one: My ending is CLEARER / ABOUT THE SAME / HARDER TO READ than my beginning.

At the beginning I notice The letters are clear and unjoined.

At the end I notice The spaces and letter size stay readable.

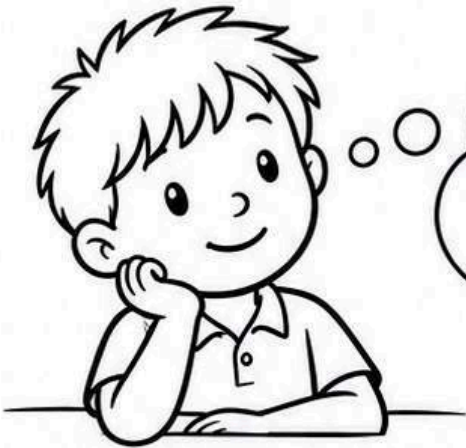
ONE POSSIBLE RESPONSE

Clear letters help everyone understand.



Name: _____

REPAIR THE FLUENCY CLAIM – SA



I wrote more words, so my handwriting became more fluent.

1. Why does this claim need repair?

2. Rewrite the claim so it uses readability and comfort evidence.

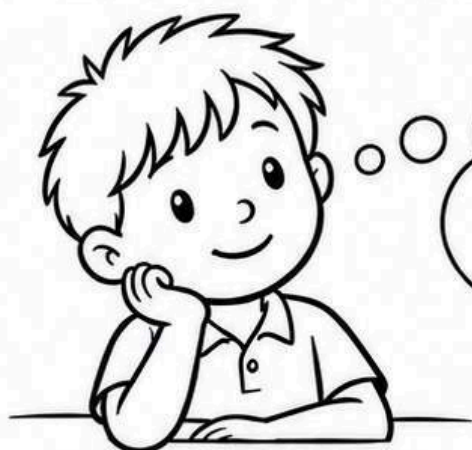
Write a short thank-you message to the school gardener.
Pause once. Then compare your first and last line.



The change that helped me most was _____

Name: **ANSWERS**

REPAIR THE FLUENCY CLAIM – SA



I wrote more words, so my handwriting became more fluent.

1. Why does this claim need repair?

More words alone do not prove fluency. We need evidence that the writing stayed readable and comfortable.

2. Rewrite the claim so it uses readability and comfort evidence.

My writing became more fluent because the first and last lines stayed readable and I used a helpful pause.

Write a short thank-you message to the school gardener.
Pause once. Then compare your first and last line.

Thank you for keeping our school garden green and colourful. It makes our school a happier place!

(Other accurate messages are accepted.)

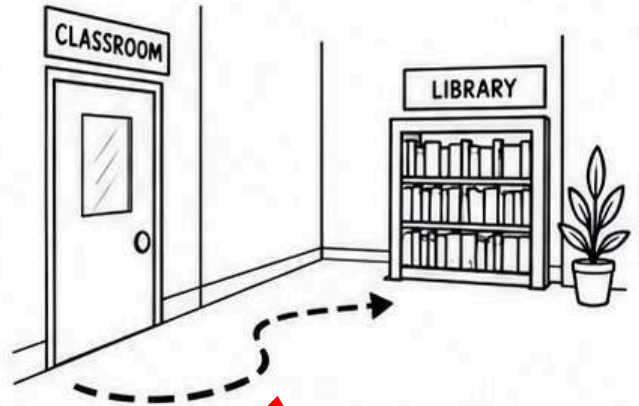


The change that helped me most was _____

BEGINNING AND END READABILITY REHEARSAL — QLD

Name: _____

Write directions from the classroom door to the library. Write the first two steps, pause, then write the last two steps.



Direction bank:

walk past

turn left

turn right

beside

across from

BEGINNING

1. _____

2. _____

END

3. _____

4. _____

Circle one: My ending is CLEARER / ABOUT THE SAME / HARDER TO READ than my beginning.

At the beginning I notice _____

At the end I notice _____

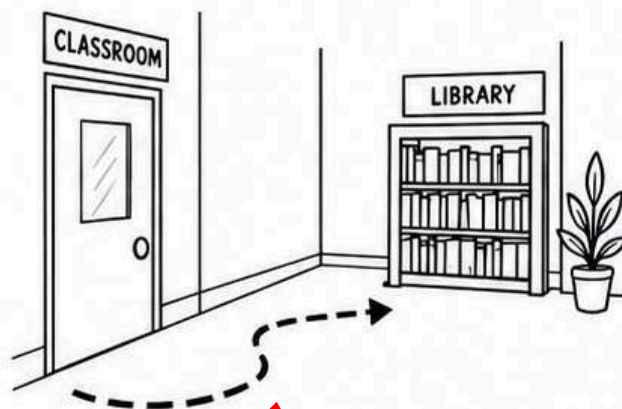


You've got this!

BEGINNING AND END READABILITY REHEARSAL — QLD — ANSWERS

Name: ANSWERS

Write directions from the classroom door to the library. Write the first two steps, pause, then write the last two steps.



Direction bank:

walk past

turn left

turn right

beside

across from

BEGINNING

1. Walk past the office.

2. Turn left at the hall.

END

3. Walk beside the art room.

4. The library is across from the garden.

Circle one: My ending is CLEARER / ABOUT THE SAME / HARDER TO READ than my beginning.

At the beginning I notice The letters are clear and unjoined.

At the end I notice The spaces and letter size stay readable.

ONE POSSIBLE RESPONSE



You've got this!

REPAIR THE FLUENCY CLAIM — QLD

Name: _____

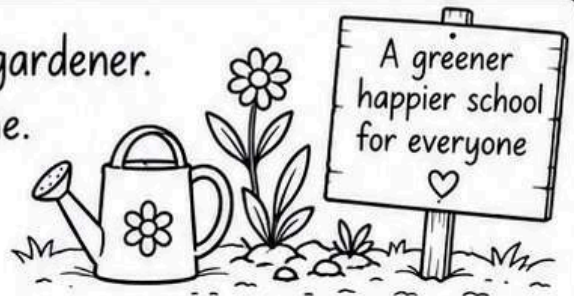
I wrote more words,
so my handwriting
became more fluent.



1 Why does this claim need repair?

2 Rewrite the claim so it uses readability and comfort evidence.

Write a short thank-you message to the school gardener.
Pause once when you compare your first and last line.



The change that helped me most was _____.

REPAIR THE FLUENCY CLAIM – QLD – ANSWERS

Name: ANSWERS

I wrote more words,
so my handwriting
became more fluent.



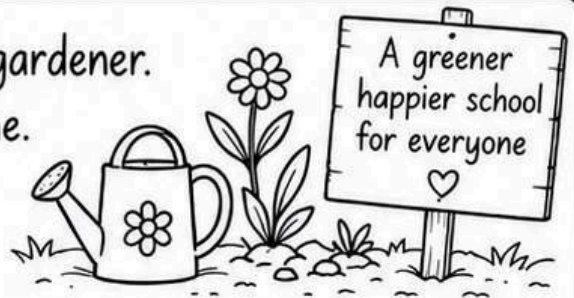
1 Why does this claim need repair?

More words alone do not prove fluency. We need evidence that the writing stayed readable and comfortable.

2 Rewrite the claim so it uses readability and comfort evidence.

My writing became more fluent because the first and last lines stayed readable and I used a helpful pause.

Write a short thank-you message to the school gardener.
Pause once then compare your first and last line.



Thank you for taking care of our school garden. It looks beautiful and helps make our school a happier place!

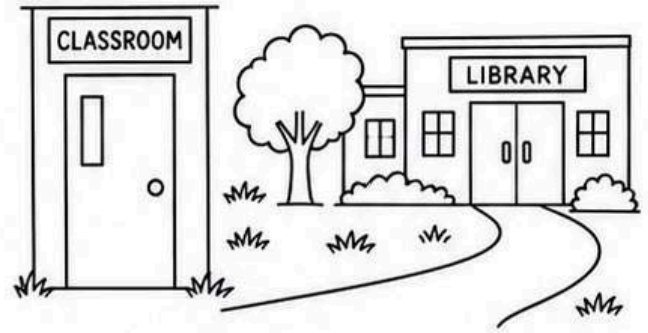
(Other accurate thank-you messages are accepted.)

The change that helped me most was _____.

BEGINNING AND END READABILITY REHEARSAL — TAS

Name: _____

Write directions from the classroom door to the library. Write the first two steps, pause, then write the last two steps.



Direction bank:

walk past turn left turn right beside across from

BEGINNING

1. _____

2. _____

END

3. _____

4. _____

Compare:

Circle one: My end is EASIER / ABOUT THE SAME / HARDER TO READ than the beginning.

At the beginning I notice _____

At the end I notice _____

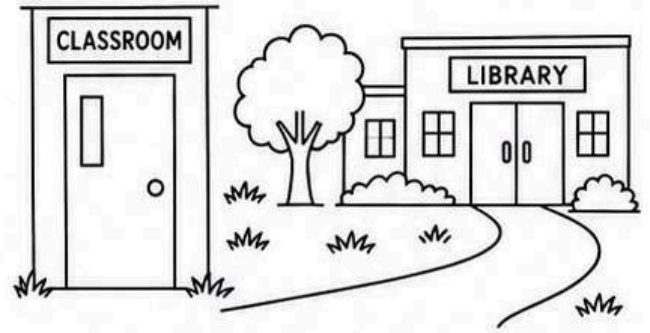
Clear writing helps others follow your ideas! _____



BEGINNING AND END READABILITY REHEARSAL — TAS — ANSWERS

Name: ANSWERS

Write directions from the classroom door to the library. Write the first two steps, pause, then write the last two steps.



Direction bank:

walk past turn left turn right beside across from

BEGINNING

1. Walk past the office.

2. Turn left at the hall.

END

3. Walk beside the art room.

4. The library is across from the garden.

Compare:

Circle one: My end is CLEARER / ABOUT THE SAME / HARDER TO READ than the beginning.

At the beginning I notice The letters are clear and unjoined.

At the end I notice The spaces and letter size stay readable.

Clear writing helps others follow your ideas! _____

ONE POSSIBLE RESPONSE



REPAIR THE FLUENCY CLAIM — TAS

Name: _____

I wrote more words, so my handwriting became more fluent.



1. Why does this claim need repair?

2. Rewrite the claim so it uses reliability and comfort evidence.

Write a short thank-you message to the school gardener. Pause once. Then compare your first and last line.

The change that helped me most was _____.

REPAIR THE FLUENCY CLAIM — TAS — ANSWERS

Name: ANSWERS

I wrote more words, so my handwriting became more fluent.



1. Why does this claim need repair?

More words alone do not prove fluency. We need evidence that the writing stayed readable and comfortable.

2. Rewrite the claim so it uses readability and comfort evidence.

My writing became more fluent because the first and last lines stayed readable and I used a helpful pause.

Write a short thank-you message to the school gardener. Pause once. Then compare your first and last line.

Thank you for keeping our school garden beautiful. It makes our school a happier place to be.

(Other accurate messages are accepted.)

The change that helped me most was using a helpful pause.

COMFORTABLE WRITING STAMINA ASSESSMENT – NSW / ACT

Name: _____

Write a thank-you message to the school librarian.
Explain what was helpful and give one specific example.
Write two sentences, take a comfortable pause,
then write two more sentences.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Beginning and end comparison

My first line is _____.

My last line is _____.

Self-management

I paused when _____.

The action that helped was _____.

My writing checklist

- | | | | |
|--|---|---|---|
| ☐ state-correct
unjoined letters | ☐ readable size
and spacing | ☐ clear beginning
and end | ☐ comfortable
writing routine |
|--|---|---|---|

Keep going! 😊

COMFORTABLE WRITING STAMINA ASSESSMENT – NSW / ACT – MARKING

Name: ANSWERS

Write a thank-you message to the school librarian.
Explain what was helpful and give one specific example.
Write two sentences, take a comfortable pause,
then write two more sentences.



ONE POSSIBLE RESPONSE (other accurate responses acceptable)

1. Thank you for helping me find animal books.
2. Your map showed me the right shelf.
3. I learned a new fact about wombats.
4. My favourite book had clear photographs.
5. _____
6. _____

Beginning and end comparison

My first line is clear and even.

My last line is clear and even.

Self-management

I paused when when my hand felt tight.

The action that helped was I relaxed my fingers and checked my spaces.

My writing checklist

- | | | | |
|--|---|---|---|
| ☒ state-correct unjoined letters | ☒ readable size and spacing | ☒ clear beginning and end | ☒ comfortable writing routine |
|--|---|---|---|

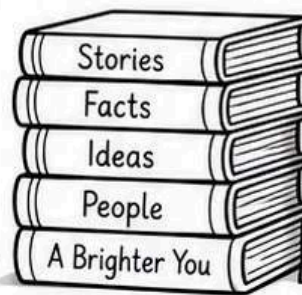
Keep going! 😊

COMFORTABLE WRITING STAMINA ASSESSMENT

— VIC / WA / NT —

Name: _____

Write a thank-you message to the school librarian.
Explain what was helpful and give one specific example.
Write two sentences, take a comfortable pause, then
write two more sentences.



Thank you
librarian!



You might like to use these words:

thank you

helped

because

favourite

learned

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Beginning and end comparison

My first line is _____. My last line is _____.

My self-management

I paused when _____. The action that helped was _____.

My checklist

☐

state-correct
unjoined letters

☐

readable size
and spacing

☐

clear beginning
and end

☐

comfortable
writing routine

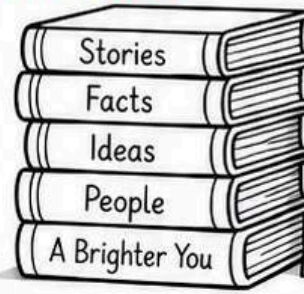
Nice writing! 😊

COMFORTABLE WRITING STAMINA ASSESSMENT

— VIC / WA / NT — MARKING

Name: ANSWERS

Write a thank-you message to the school librarian.
Explain what was helpful and give one specific example.
Write two sentences, take a comfortable pause, then
write two more sentences.



You might like to use these words:

thank you

helped

because

favourite

learned

ONE POSSIBLE RESPONSE (other acceptable responses are acceptable)

1. Thank you for helping me find all my books.
2. Your map showed me the right shelf.
3. I learned a new fact about wombats.
4. My favourite book had clear photographs.
5. _____
6. _____

Beginning and end comparison

My first line is clear and even. My last line is clear and even.

My self-management

I paused when when my hand felt tight. The action that helped was I relaxed my fingers and checked my spaces.

My checklist



state-correct
unjoined letters



readable size
and spacing



clear beginning
and end



comfortable
writing routine

Nice writing! 😊

COMFORTABLE WRITING STAMINA ASSESSMENT

— SA —

Name: _____

Write a thank-you message to the school librarian.
Explain what was helpful and give one specific example.
Write two sentences, take a comfortable pause, then
write two more sentences.



Planning words:

thank you helped because favorite learned

My first line is _____.

My last line is _____.

I paused when _____.

The action that helped was _____.

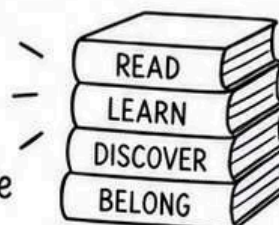
My checklist:

☐ state-correct unjoined letters

☐ clear beginning and end

☐ readable size and spacing

☐ comfortable writing routine



COMFORTABLE WRITING STAMINA ASSESSMENT

Name: ANSWERS — SA — MARKING

Write a thank-you message to the school librarian.
Explain what was helpful and give one specific example.
Write two sentences, take a comfortable pause, then
write two more sentences.



Planning words:

thank you helped because favourite learned

ONE POSSIBLE RESPONSE (other accurate responses are acceptable)

Thank you for helping me find animal books.
Your map showed me the right shelf.

I learned a new fact about wombats.
My favourite book had clear photographs.

My first line is clear and even.
My last line is clear and even.

I paused when when my hand felt tight.
The action that helped was I relaxed my fingers and checked my spaces.

My checklist:

- | | |
|--|---|
| ☒ state-correct unjoined letters | ☒ clear beginning and end |
| ☒ readable size and spacing | ☒ comfortable writing routine |



COMFORTABLE WRITING STAMINA ASSESSMENT — QLD

Name: _____

Write a thank-you message to the school librarian.
Explain what was helpful and give one specific example.
Write two sentences, take a comfortable pause,
then write two more sentences.



You might like to use these words:

thank you

helped

because

favourite

learned

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Beginning and end comparison

My first line _____.

My last line is _____.

Self-management

I paused when _____.

The action that helped was _____.

Checklist — Did I ... ?

☐

state-correct unjoined letters

☐

clear beginning and end

☐

readable size and spacing

☐

comfortable writing routine



COMFORTABLE WRITING STAMINA ASSESSMENT — QLD — MARKING

Name: ANSWERS

Write a thank-you message to the school librarian.
Explain what was helpful and give one specific example.
Write two sentences, take a comfortable pause,
then write two more sentences.



You might like to use these words:

thank you helped because favourite learned

ONE POSSIBLE RESPONSE (other appropriate responses allowed)

1. Thank you for helping me find animal books.
2. Your map showed me the right shelf.
3. I learned a new fact about wombats.
4. My favourite book had color photographs.
5. _____
6. _____

Beginning and end comparison

My first line clear and even.

My last line is clear and even.

Self-management

I paused when when my hand felt tight.

The action that helped was I relaxed my fingers and checked my spaces.

Checklist — Did I ... ?



state-correct unjoined letters



clear beginning and end



readable size and spacing



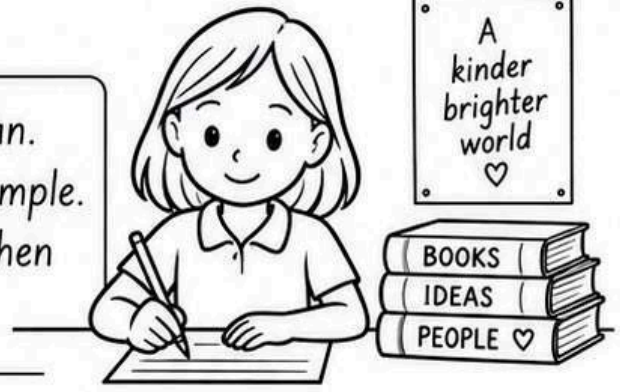
comfortable writing routine



COMFORTABLE WRITING STAMINA ASSESSMENT — TAS

Name: _____

Write a thank-you message to the school librarian.
Explain what was helpful and give one specific example.
Write two sentences, take a comfortable pause, then
write two more sentences.



Planning words:

thank you helped because favourite learned

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Beginning and Comparison:

My first line is _____.

My last line is _____.

Self-management:

I paused when _____.

The action that helped was _____.

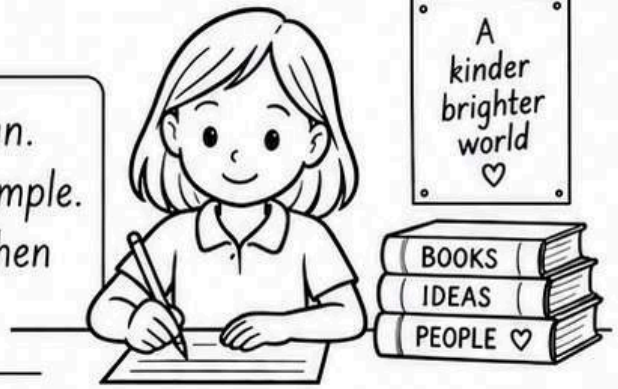
Checklist: Did I ...

- | | | | |
|--|---|---|---|
| ☐ state-correct
unjoined letters | ☐ readable size
and spacing | ☐ clear beginning
and end | ☐ comfortable
writing routine |
|--|---|---|---|

COMFORTABLE WRITING STAMINA ASSESSMENT – TAS – MARKING

Name: ANSWERS

Write a thank-you message to the school librarian.
Explain what was helpful and give one specific example.
Write two sentences, take a comfortable pause, then
write two more sentences.



Planning words:

thank you helped because favourite learned

ONE POSSIBLE RESPONSE. Other accurate responses are also correct.

1 Thank you for helping me find animal books.

2 Your map showed me the right street.

3 I learned a new fact about wombats.

4 My favourite book had clear photographs.

5 _____

6 _____

Beginning and end comparison:

My first line is clear and even.

My last line is clear and even.

Self-management:

I paused when when my hand felt tight.

The action that helped was I relaxed my fingers and checked my spaces.

Checklist: Did I ...

- | | | | |
|--|---|---|---|
| ☒ state-correct unjoined letters | ☒ readable size and spacing | ☒ clear beginning and end | ☒ comfortable writing routine |
|--|---|---|---|

COMFORTABLE WRITING STAMINA LEARNING EVIDENCE RUBRIC



Same letters. Brighter ideas.
Keep writing your way. 



Name: _____ Date: _____ State model: _____

CRITERIA	NEEDS TEACHING	DEVELOPING WITH SUPPORT	TARGET MET INDEPENDENTLY
Concept and accuracy	Uses an inaccurate state model or loses clear unjoined form	Uses familiar model correctly with a prompt	Uses state-correct unjoined form in a fresh writing task
Application and procedure	Cannot yet complete a meaningful writing stretch	Completes it with a model or support	Completes it independently and uses a helpful pause
Reason and evidence	Gives a guess or says only that it looks neat	Includes a relevant detail with prompting	Uses specific beginning/end readability and comfort evidence
Transfer and communication	The message cannot yet be read or transferred	The message is readable with support	Communicates a coherent message and keeps the skill in a fresh purpose

Evidence observed: _____

Next teaching step: _____



A little writing each day
builds big progress.



Same letters.
More to say.

Comfortable Writing Stamina





Writing that stays clear

Learning goal

Maintain clear, comfortable, unjoined handwriting across a short meaningful writing stretch.

Success evidence

The beginning and ending remain readable. Letter size and spaces stay steady. A planned pause supports comfort without changing the writing purpose.

Starting check

Write one short information-comparison and one prediction. Compare the first and last words.



This is not a speed test. Comfort and readability matter more than pace.



Words for talking about handwriting

baseline — the line where letters sit

ascender — the tall part of a letter

descender — the part that drops below the baseline

spacing — the visible gaps between letters and words

fluency — readable, comfortable writing that can continue across a short stretch

Retrieve secure unjoined letters and ordinary word spacing before extending the message.





The comfort and pacing routine

1. Plan a short chunk.
2. Write with clear unjoined letters.
3. Pause and relax your hand.
4. Read the beginning and the end.

A pause is a self-management action that protects reasonable letter shapes and spacing; it does not turn the task into a race.



Plan a chunk → write → pause → check.



Information card example

Blue-tongue lizards bask in warm places.

Think and

I plan one complete sentence. I keep the letters unjoined and the word spaces visible. After the full stop, I relax my hand and arm and reread the first and final words.



The purpose is to share a fact clearly with a reader.



Directions example

Walk past the office and turn left.

Compare a clear beginning with a cramped ending. If the final words become crowded, name the visible change, pause, loosen up final words and try a fresh line. Do not restart the whole page.



Specific evidence: stable letter size, visible spaces and a readable final word.



Guided decision

Choose the most useful pause point:

Blue-tongue lizard / bask in warm places.

Blue-tongue lizards bask / in warm places.

Explain how the pause supports a clear, comfortable second chunk.



More than one planned pause can be reasonable when the explanation is specific.



Guided decision answer

One helpful choice is:

Blue-tongue lizards seek warm places.

The first chunk names the target. The pause lets the writer relax before completing the fact. Another accurate choice is acceptable when the writing stays readable and the reason is clear.



A pause supports the target; it is not the target itself.



One insecure pattern

Before a longer writing stretch:

1. Choose one word or letter pattern that needs extra
2. Air-write it slowly with the whole arm.
3. Write it once on scrap paper.
4. Compare it with the correct state m

Then return to meaningful writing



Rehearse only the insecure pattern. Do not restart the whole alphabet.



A complete static turn

Choose the matching state model.

Plan three useful words.

Air-write one insecure pattern.

Hide the model.

Write a short meaningful chunk.

Pause and relax your hand.

Finish the message.

Ask a reader for one specific quality point.



Reader feedback is about readability and comfort, not speed.



Independent station challenge

Choose one purpose:

information card questions thank-you message

Plan three key words. Write a short first chunk, pause once, then finish. Underline the place where the pause

has taken place and explain the visible improvement.



the same learning target in every purpose: clear, state-correct unjoined writing.



Fluency evidence

Claim: "I wrote more words and my handwriting became more fluent."

Repair: More words alone do not prove fluency. Useful evidence shows that the first and last lines stayed readable, spaces remained visible and the writer used a comfortable routine.



Useful evidence combines readability, comfort and independent meaningful writing.



Beginning and end readability

Write directions from the classroom door to the library.

Write the first two steps. Pause. Write the next two steps.

Compare the beginning and end. Easier, about the same, or harder to read? Name one visible feature and one useful next step.



A useful comment points to a specific feature, not simply “neat”.



Support, core and extension

Support

Use a shorter message, larger guide lines, oral rehearsal and on-screen matching state model.

Core

Write four meaningful sentences in two chunks and explain one beginning/end detail.

Extension

Choose a second purpose, sustain clarity across longer response and justify a self-management decision. Never add speed scoring or pre-writing joins.





Independent assessment

Write a thank-you message to the school librarian.

Explain what was helpful and give one specific example. Write two sentences, take a comfortable pause, then write two more sentences.

The final sample must be independent handwriting, not tracing or selected response.



Assess the chosen sample for correct unjoined form, readable size and spacing, beginning/end clarity and comfortable routine.



Self-reflection

Compare your first and last line.

I paused when...

The action that helped was...

One readable feature is...

My next step is...

Use evidence from the actual text rather than a general feeling about neatness.



Reflection supports the next teaching decision.



Comfortable writing framing

Meaningful handwriting stays readable and comfortable across a short stretch when the writer:

- plans a manageable chunk

- keeps state-correct letters unjoined

- uses visible word spaces

- pauses before clarity drops

- checks the beginning of a word

- explains a useful next step





Well Done!
Plan a chunk, write, pause and
check.



DRIVE

Comfortable Writing Stamina Quiz





Question 1

Which example shows comfortable writing stamina?

A. The last line becomes crowded because the writer races.

B. The writing stays clear and unjammed from the first line to the last, and the writer uses a helpful pause.



Pause. Decide. Explain with specific evidence.



Answer 1

B. The writing stays clear and unjoined from the first line to the last, and the writer uses a helpful pause.



Another accurate open response is accepted when it meets the same criterion.



Question 2

Why is a pause used when writing a short information card?

Explain what a brief pause can protect before the writer begins the next chunk.



Pause. Decide. Explain with specific evidence.



Answer 2

A brief pause can relax the hand and protect clear letter shapes and spacing before the next chunk.



Another accurate open response is accepted when it meets the same criterion.



Question 3

The last line is harder to read than the first. What next?

Make a specific change and a useful action.



Pause. Decide. Explain with specific evidence.



Answer 3

Name the visible change, such as crowded spacing between letters. Use a short pause, relax the hand and retry a fresh line.



Another accurate open response is accepted when it meets the same criterion.



Question 4

Choose the best routine

Use this sentence: Pause, breathe, then finish the idea.

What should the student do before, during and after the planned pause?



Pause. Decide. Explain with specific evidence.



Answer 4

Plan the chunk, write clear unjoined letters, pause and breathe, then check the beginning and end.



Another accurate open response is accepted when it meets the same criterion.



Question 5

What must stay the same?

The same message is written with one planned pause. What learning target must remain unchanged?



Pause. Decide. Explain with specific evidence.



Answer 5

Readable state-correct unjoined writing remains target. The pause supports the target.



Other accurate open response is accepted when it meets the same criterion.



Question 6

Repair the fluency claim

“I wrote faster, so I am more fluent.”

What evidence is missing?



Pause. Decide. Explain with specific evidence.



Answer 6

Evidence that the writing stays readable and comprehensible. Speed alone does not show fluency.



Any other accurate open response is accepted when it meets the same criterion.



Question 7

Completion Challenge

List the independent steps from choosing a model to checking the finished message.



Pause. Decide. Explain with specific evidence.



Answer 7

Choose the correct state model. In three words write a short chunk, pause, finish and check readability.



Another accurate open response is accepted when it meets the same criterion.



Question 8

Compare beginning and end

The beginning is clear. The ending has smaller crowded letters and lost word spaces. What does this evidence suggest?



Pause. Decide. Explain with specific evidence.



Answer 8

The writer needs a pause or adjustment before the end. The specific evidence is crowded letter size and lost spaces.



Another accurate open response is accepted when it meets the same criterion.



Question 9

Write your answers in two chunks

Give a coherent direction response that uses clear unjoined letters, visible spaces and one planned pause.



Pause. Decide. Explain with specific evidence.



Answer q

One accurate response is acceptable when the answer makes sense, the letters stay unjoined, spaces remain visible and the pause supports clarity.



Another accurate open response is accepted when it meets the same criterion.



Question 10

What evidence supports the directions response?

Name or specific detail from the beginning or end.



Pause. Decide. Explain with specific evidence.



Answer 10

For example: the first and last lines of both responses are the same size stays stable, or word spaces remain clear.



Another accurate open response is accepted when it meets the same criterion.



Question II

Is tracing three p enough proof of fluency?

Explain your decision.



Pause. Decide. Explain with specific evidence.



Answer II

No. Tracing can rehearse a model. Fluency evidence comes from independent meaningful writing that stays readable and comfortable.



Whether accurate open response is accepted when it meets the same criterion.



Question 12

Apply the success criterion

What must a cash thank-you message show?



Pause. Decide. Explain with specific evidence.



Answer 12

A coherent message in the chosen form – correct form, readable spacing from beginning to end and a helpful self-management action.



Another accurate open response is accepted when it meets the same criterion.



Quiz complete!
Now show me skill in fresh
handwriting.



DRAFT