

# Foundation Phase Work Schedules

Grade

**1**

**Handwriting**



**WESTERN CAPE**  
**Education Department**  
Provincial Government of the Western Cape



## FOREWORD

Policy implementation is not an uncomplicated event. It is a process of interpretation and engagement that spans a period of time. We learn from this process and we try to modify interventions so that they become appropriate and relevant to diverse contexts. Our learning over the last decade and more has taught us that we all need to talk, listen and find solutions to the challenges we face. The work schedules are the result of such a policy and learning process.

Literacy and Numeracy, together with other areas of work in the Foundation and Intermediate Phases, are important focuses of the Western Cape Education Department. We want to strengthen primary schools and create possibilities for a solid foundation so that we improve the chances of learners in their scholastic careers. We believe that this foundation can improve literacy and numeracy results, pass-rates in general and the throughput rate.

South Africa is a developing country and we have heard, in this age of globalisation, that countries involved in the catch-up must produce the necessary skills. So countries such as ours are capable of being competitive and stable. What is more important is to have a community of scholars who are able to read, write and enjoy schooling. The social value of school can be improved if the scholastic effort is enhanced.

The work schedules will be regarded as a component of the package that is concerned with the Foundations for Learning Campaign. It is regarded as a tool to bolster and give meaning to the campaign. In view of the perception that campaigns are merely rhetoric, the work schedules will act as support mechanism to give meaning to the building of foundations for literacy and numeracy. It is an attempt to provide guidelines to teachers on how to teach each school day.

The work schedules will be sent out with a view to eliciting feedback. They will also be field-tested in selected schools. The documents will be circulated as guidelines in January 2009 and comments requested by July 2009. The work schedules will also be field-tested in July 2009. All comments will inform the further development of work schedules.

The Western Cape Education Department is a learning organisation and attempts to understand its environment at all times. This learning process is a continuous one, since we have such a dynamic and rapidly changing context. Bearing this in mind, the invitation for comments and field-testing is an attempt to embrace the notion of a learning organisation through developing insights based on views of teachers, as well as those in other diverse contexts within our province. We know that a one-size-fits-all approach is not a recipe for success. We also know that we all need to listen, talk and find solutions to our challenges. Field-testing and an invitation to comment will give us the space to talk, listen and find solutions as we move forward to a quality education system for all our learners.



Dr. S. Naicker, Chief Director: Curriculum Development

# WORK SCHEDULE

## HANDWRITING

### GRADE 1

#### Introduction

The general rule of writing is for the teacher to set a good example at all times with regard to all work in the classroom during any lesson, on wall charts, flashcards, sum cards and reading cards.

Approximately 20 minutes must be structured for Handwriting every other and must be done under the direct supervision of the teacher.

All the written work must be corrected while the lesson is in progress in a positive and constructive manner encouraging learners to write more neatly, eliminate errors and be more careful about their books.

All exercises must be dated. In Grade 1 the teacher dates the books, while in Grades 2 and 3 the pupils do it. Work done on loose sheets of paper must be stored in the portfolio of evidence showing progress as the evidence is mounting.

The use of the eraser should be kept to a minimum and be used by the teacher only where applicable. The correct material for teaching hand writing must be used within the relevant stages of progression.

#### ⇒ The aim of Handwriting in Grade 1 is to :

- Handle the writing tools comfortably and correctly.
- Direct the tool in the required direction.
- Write the basic writing patterns neatly and smoothly in a continuous movement for left to right.
- Write the small letters of the alphabet.
- Write on lines, at first, and secondly, between lines and set out work in an orderly way with the necessary spacing.

#### ⇒ Apparatus:

First term: Sheets of paper, paint and paint brush, thick crayons

Second Term: Unruled writing book and crayons

Third Term: Writing books with (17mm lines) and thick pencils

Fourth Term: Writing books with (8.5 mm lines) and HB pencils



#### ⇒ The developmental stages of writing;

| Term 1  | Term 2   | Term 3   | Term 4  |
|---|--|--|---|
| The aim of the first term :<br>- Development of fine motor movements<br>- Practice of eye hand co-ordination<br>- Learning of new patterns and letters<br>- Use of the writing book | The aim of the second term:<br>- revision of patterns<br>- Learning new patterns<br>- Letters based on writing patterns<br>- Use of the writing book | The aim of the third term:<br>- revision of patterns<br>- writing of letters and words<br>- writing of letters, words and sentences between lines<br>- Spacing between words | The aim of the fourth term:<br>- revision of patterns<br>- writing of letters and words<br>- writing of letters, words and sentences between lines<br>- Spacing between words |




## WORK SCHEDULE HANDWRITING

### GRADE 1

### TERM 1

| WK | ASSESSMENT STANDARDS & CORE TEACHING  | TEACHER'S GUIDE |
|----|---|-----------------|
| 1  | <p>⇒ <b>Preparation stage :</b></p> <ul style="list-style-type: none"> <li>○ Develop the fine motor and eye hand co-ordination by;                             <ul style="list-style-type: none"> <li>● Painting of picture – Draw/paint a self portrait</li> <li>● Starch work – use large paper – make patterns in the starch with fingers ( own choice )</li> <li>● Playing with clay – make different shapes/animals, make the letter that your name starts with</li> </ul> </li> </ul>   | Wk 1            |
| 2  | <p>⇒ <b>Preparation stage :</b></p> <ul style="list-style-type: none"> <li>○ Develop the fine motor and eye hand co-ordination as in Week 1</li> </ul> <p>⇒ <b>Make Different Patterns e.g.</b> </p> <p>⇒ Practice the pattern in the air</p> <ul style="list-style-type: none"> <li>○ Starch work – make the pattern with finger in starch</li> <li>○ Use an old telephone directory, practice the pattern in the book with wax crayons.</li> <li>○ Practice the pattern on old news print (fold the paper) use wax crayons.</li> <li>○ Draw a master pattern with chalk on the ground/floor. Walk on the pattern</li> <li>○ Use sand paper and follow the direction of the pattern with finger.</li> </ul> | Wk 2            |
| 3  | <p>⇒ <b>Preparation stage :</b></p> <ul style="list-style-type: none"> <li>○ Develop the Fine motor and eye hand co-ordination :</li> <li>○ Draw of picture of self with clothes on</li> <li>○ Play with clay – make different shapes/animals, make the letter that your name starts with</li> </ul> <p>⇒ <b>Pattern work e.g.</b></p> <ul style="list-style-type: none"> <li>○ Practice the pattern in the air</li> <li>○ Starch work – make the pattern with finger in starch</li> <li>○ Use an old telephone directory, practice the pattern in the book with wax crayons. Decorate the pattern</li> <li>○ Practice the pattern on old news print (fold the paper) use wax crayons.</li> </ul>   | Wk 3            |
| 4  | <p>⇒ Develop fine motor skills by tearing papers to exercise fingers before writing. Play piano on desk while singing a song.</p> <p>⇒ Write the  pattern on a blank paper with a wax crayon.</p>  | Wk 4            |






|          |  |      |
|----------|--|------|
|          | <p>⇒ Letter formation : <b>V, W</b></p> <ul style="list-style-type: none"> <li>○ Write letter in the air, the sand, with wax crayon on paper</li> </ul> <p>⇒ Write the Number : <b>1111</b></p>  |      |
| <b>5</b> | <p>⇒ Develop fine motor skills by:</p> <ul style="list-style-type: none"> <li>○ playing with dough.</li> <li>○ Do different finger exercises before writing e.g. write your name on your friends back using your finger.</li> </ul> <p>⇒ Write the pattern <b>ililili</b> on blank paper with a wax crayon.</p> <p>⇒ Letter formation : <b>i, l</b></p> <ul style="list-style-type: none"> <li>○ Write letter in the air, sand, with wax crayon on paper</li> <li>○ Write letters and pattern in book – (Give special attention to the correct way of writing in a book – write with wax crayon or thick pencil)</li> </ul> <p>⇒ Write the Number : <b>222</b></p> | Wk 5 |
| <b>6</b> | <p>⇒ Develop fine motor skills by</p> <ul style="list-style-type: none"> <li>○ Cutting pictures out of a magazine.</li> <li>○ Doing different finger exercises before writing.</li> </ul> <p>⇒ Introduce a new pattern <b>m m m m m</b> on a blank paper with a wax crayon.</p> <p>⇒ Introduce the letter : <b>m, n</b></p> <ul style="list-style-type: none"> <li>○ Write letter in the air, sand with wax crayon in a book – (Give special attention to the correct way of writing in a book)</li> </ul> <p>⇒ Introduce the Number : <b>3 3 3 3</b></p>  | Wk 6 |
| <b>7</b> | <p>⇒ Develop fine motor skills by</p> <ul style="list-style-type: none"> <li>○ Cutting pictures out of a magazine.</li> <li>○ Doing different finger exercises before writing.</li> </ul> <p>⇒ Introduce a new pattern on <b>m m m m m</b> a blank paper with a wax crayon.</p> <p>⇒ Introduce the letter : <b>r, h</b></p> <p>⇒ Write letter in the air, sand with wax crayon in a book – (Give special attention to the correct way of writing in a book)</p> <p>⇒ Introduce the Number : <b>3 3 3 3</b></p>   | Wk 7 |




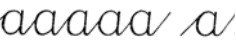
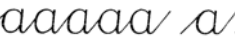
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|------------------|--|--------------|
| <p><b>8</b></p>  | <p>⇒ Develop fine motor skills by lacing.</p> <ul style="list-style-type: none"> <li>○ Do different finger exercises before writing. E.g Scratch your friends back. Pretend you are taking a bath – washing and rubbing your own body with your hands.</li> </ul> <p>⇒ Introduce a new pattern on  blank paper with a wax crayon.</p> <p>⇒ Letter formation : <b>u , t</b></p> <p>⇒ Write letter in the air, sand, with wax crayon on paper</p> <ul style="list-style-type: none"> <li>○ Write letters and pattern in book - Give special attention to the correct way of writing in a book</li> </ul> <p>⇒ Write the Number : <b>4 4 4 4</b></p> | <p>Wk 8</p>  |
| <p><b>9</b></p>  | <p>⇒ Develop fine motor skills by</p> <ul style="list-style-type: none"> <li>○ cutting out pictures out of a magazine.</li> <li>○ Do different finger exercises before writing. E.g Write your name on your friends back using your finger.</li> </ul> <p>⇒ Introduce the pattern on a  blank paper with a wax crayon.</p> <p>⇒ Letter formation : <b>y, u</b></p> <ul style="list-style-type: none"> <li>○ Write letter in the air, sand, with wax crayon on paper</li> <li>○ Write letters and pattern in book - Give special attention to the correct way of writing in a book</li> </ul> <p>⇒ Write the Number : <b>5 5 5 5</b></p>          | <p>Wk 9</p>  |
| <p><b>10</b></p> | <p>⇒ Introduce new pattern:</p> <ul style="list-style-type: none"> <li>○ </li> </ul>  | <p>Wk 10</p> |

## WORK SCHEDULE HANDWRITING

GRADE 1

TERM 2

| WK | ASSESSMENT STANDARDS & CORE TEACHING   | TEACHER'S GUIDE |
|----|--|-----------------|
| 11 | <p>⇒ Develop fine motor skills doing different finger exercises before writing.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation : U , t</p> <p>⇒ Number : 6 6 6 6</p>     | Wk 11           |
| 12 | <p>⇒ Develop fine motor skills doing different finger exercises before writing.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation : y</p> <p>⇒ Number : 6 6 6 6</p>         | Wk 12           |
| 13 | <p>⇒ Develop fine motor skills doing different finger exercises before writing.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation : e,</p> <p>⇒ Number : 7 7 7 7</p>      | Wk 13           |
| 14 | <p>⇒ Develop fine motor skills doing different finger exercises before writing.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation : s, f</p> <p>⇒ Number : 7 7 7 7</p>    | Wk 14           |
| 15 | <p>⇒ Develop fine motor skills doing different finger exercises before writing.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation : c, e</p> <p>⇒ Number : 8, 8, 8, 8</p> | Wk 15           |







|                  |  |              |
|------------------|--|--------------|
| <p><b>16</b></p> | <p>⇒ Develop fine motor skills doing different finger exercises before writing</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation : 0</p> <p>⇒ Number : 9 9 9 9</p>                        | <p>Wk 16</p> |
| <p><b>17</b></p> | <p>⇒ Develop fine motor skills doing different finger exercises before writing.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation : p , b</p> <p>⇒ Number : 0 0 0 0 (zero)</p>            | <p>Wk 17</p> |
| <p><b>18</b></p> | <p>⇒ Develop fine motor skills doing different finger exercises before writing.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation : a, d</p> <p>⇒ Number : 0 1 2 3 4 5</p>               | <p>Wk 18</p> |
| <p><b>19</b></p> | <p>⇒ Develop fine motor skills doing different finger exercises before writing.</p> <p>⇒ Pattern work : </p> <p>⇒ Letter formation : g , q</p> <p>⇒ Number : Revise 6 7 8 9</p>         | <p>Wk 19</p> |
| <p><b>20</b></p> | <p>⇒ Develop fine motor skills doing different finger exercises before writing.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation : k , x , z</p> <p>⇒ Number : 0 1 2 3 4 5 6 7 8 9</p> | <p>Wk 20</p> |



**WORK SCHEDULE HANDWRITING**

**GRADE 1**

**TERM 3**




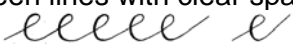

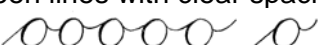
| WK | ASSESSMENT STANDARDS & CORE TEACHING  | TEACHER'S GUIDE |
|----|---|-----------------|
| 21 | <p>⇒ All work on lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words incorporating: <b>u , t (e.g. hut, tub, rut)</b></p> <p>⇒ Number : <b>6 6 6 6</b></p> | Wk 21           |
| 22 | <p>⇒ All work on lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words incorporating: <b>y</b></p> <p>⇒ Number : <b>6 6 6 6</b></p>                          | Wk 22           |
| 23 | <p>⇒ All work on lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words incorporating: <b>e</b></p> <p>⇒ Number : <b>7 7 7 7</b></p>                        | Wk 23           |
| 24 | <p>⇒ All work on lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words incorporating: <b>e, c</b></p> <p>⇒ Number : <b>7 7 7 7</b></p>                     | Wk 24           |
| 25 | <p>⇒ All work on lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words incorporating: <b>g, e</b></p> <p>⇒ Number : <b>8, 8, 8, 8</b></p>                  | Wk 25           |
| 26 | <p>⇒ All work on lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words incorporating: <b>o</b></p> <p>⇒ Number : <b>9 9 9 9</b></p>                        | Wk 26           |



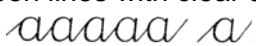
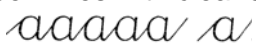
|                  |   |              |
|------------------|---|--------------|
| <p><b>27</b></p> | <p>⇒ All work on lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: <i>oooooo o</i></p> <p>⇒ Letter formation with words incorporating : <b>p , b</b></p> <p>⇒ Number : <b>0 0 0 0</b> (zero)</p>        | <p>Wk 27</p> |
| <p><b>28</b></p> | <p>⇒ All work on lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: <i>aaaaa a</i></p> <p>⇒ Letter formation with words incorporating: <b>o, a, d</b></p> <p>⇒ Number : <b>0 1 2 3 4 5</b></p>           | <p>Wk 28</p> |
| <p><b>29</b></p> | <p>⇒ All work on lines with clear spacing of letters and words.</p> <p>⇒ Pattern work : <i>aaaaa a</i></p> <p>⇒ Letter formation with words incorporating : <b>g , q, k</b></p> <p>⇒ Number : Revise <b>6 7 8 9</b></p>     | <p>Wk 29</p> |
| <p><b>30</b></p> | <p>⇒ All work on lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: <i>aaaaa a</i></p> <p>⇒ Letter formation with words incorporating: <b>k , x , z</b></p> <p>⇒ Number : <b>0 1 2 3 4 5 6 7 8 9</b></p> | <p>Wk 30</p> |

**WORK SCHEDULE HANDWRITING**

**GRADE 1**

**TERM 4**

| WK | ASSESSMENT STANDARDS & CORE TEACHING   | TEACHER'S GUIDE |
|----|--|-----------------|
| 31 | <p>⇒ All work between lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words and sentence incorporating: <b>u , t</b><br/><b>(e.g. hut, tub, rut)</b></p> <p>⇒ Number : <b>6 6 6 6</b></p> | Wk 31           |
| 32 | <p>⇒ All work between lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words incorporating: <b>y</b></p> <p>⇒ Number : <b>6 6 6 6</b></p>  | Wk 32           |
| 33 | <p>⇒ All work between lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words incorporating: <b>e</b></p> <p>⇒ Number : <b>7 7 7 7</b></p>  | Wk 33           |
| 34 | <p>⇒ All work between lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words incorporating: <b>e, g</b></p> <p>⇒ Number : <b>7 7 7 7</b></p>   | Wk 34           |
| 35 | <p>⇒ All work between lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words incorporating: <b>c, e</b></p> <p>⇒ Number : <b>8, 8, 8, 8</b></p>  | Wk 35           |
| 36 | <p>⇒ All work between lines with clear spacing of letters and words.</p> <p>⇒ Pattern work: </p> <p>⇒ Letter formation with words and sentence incorporating: <b>o</b><br/>e.g. pot, hot, shot<br/>The pot is hot.</p>                        | Wk 36           |

|           |   |       |
|-----------|---|-------|
|           | ⇒ Number : 9 9 9 9  |       |
| <b>37</b> | ⇒ All work between lines with clear spacing of letters and words<br>⇒ Pattern work: <br>⇒ Letter formation with words and sentence incorporating : p, b<br>⇒ Number : 0 0 0 0 (zero)           | Wk 37 |
| <b>38</b> | ⇒ All work between lines with clear spacing of letters and words.<br>⇒ Pattern work: <br>⇒ Letter formation with words and sentence incorporating: o, a, d<br>⇒ Number : 0 1 2 3 4 5           | Wk 38 |
| <b>39</b> | ⇒ All work between lines with clear spacing of letters and words.<br>⇒ Pattern work : <br>⇒ Letter formation with words and sentence incorporating : g, q, k<br>⇒ Number : Revise 6 7 8 9      | Wk 39 |
| <b>40</b> | ⇒ All work between lines with clear spacing of letters and words.<br>⇒ Pattern work: <br>⇒ Letter formation with words and sentence incorporating: k, x, z<br>⇒ Number : 0 1 2 3 4 5 6 7 8 9 | Wk 40 |