

# **Eden Hill Primary School**

## **An Independent Public School**

### ***Handwriting & Book Presentation Policy***



Policy Reviewed:	June 2020
Ratified by School Board on:	July 2020
Next Review Date:	June 2022

## Rationale

Handwriting is a complex skill which is linked with a number of other cognitive, kinaesthetic and perceptual-motor skills and functions. The teaching of handwriting continues to have an important place in the curriculum in the 21st century. While technology has impacted on the different ways we communicate, the ability to handwrite legibly remains a vital skill in many aspects of everyday life.

The overall aim is that all students develop a personalised, fluent and legible handwriting style that enables them to communicate effectively when writing for different purposes.

## Eden Hill Primary School

At Eden Hill Primary School, teachers will follow the Western Australian Curriculum requirements. A whole school approach has been developed, which ensures teachers will:

- Model and teach *New South Wales Foundation* font.
- Engage in the whole-class, small group and individual teaching of specific skills; and provide opportunities for students to practise these skills in the context of relevant writing activities.
- Explicitly model and teach letter formations with a focus on starting and finishing points, direction, size, slope and spacing.
- Model and teach the tripod grip as early as possible. In the tripod grip the thumb, index finger and middle finger form a triangle to hold the pencil with the ring finger and the little finger supporting the middle finger. The pencil should be positioned between the three fingers so there is equal pressure. The index finger should rest on the top of the pencil. All fingers are slightly bent.
- Follow school expectations in relation to the use of Handwriting Text books, this may vary from year to year.



The tripod grip

## Time Allocation

The allocation of time for teaching handwriting will vary across the phases of schooling. In Year PP-3 students require regular lessons where they have the opportunity to learn letter formations and practice and consolidate their handwriting. In Year 4-6 teachers plan lessons in response to their students' needs both whole class and small group.

Across PP-6 further opportunities to practise handwriting are best integrated into meaningful learning experiences that involve the students in writing for particular purposes.

## Assessment

Assessment of students' handwriting will focus predominantly on formative data. Students should be encouraged to evaluate their own handwriting.

Teacher feedback and success criteria for student self-assessment should focus on the following aspects:

- progress in letter formations – quality and accuracy
- consistency of spacing, shape, size, slope and speed.
- letter joins
- fluency
- legibility
- pencil grip
- correct posture

## The Western Australian Curriculum

The WAC English requires teachers to formally teach and assess aspects of students' handwriting. These guidelines recognise the need for all students to develop a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods.

Foundation (Kindy and Pre-primary)	
Content description	Elaborations
Produce some lower case and upper case letters using learned letter formations ( <a href="#">ACELY1653</a> )	<ul style="list-style-type: none"><li>• adopting correct posture and pencil grip</li><li>• learning to produce simple handwriting movements</li><li>• following clear demonstrations of how to construct each letter (for example where to start; which direction to write)</li><li>• learning to construct lower case letters and to combine these into words</li><li>• learning to construct some upper case letters</li></ul>
<p><b>Writing Paper and Line Sizes:</b> blank, folded newsprint and 24mm dotted thirds.</p> <p>Handwriting development is related to fine-motor skill development. Children in Pre-primary will be at different stages of development in their fine-motor skills and their ability to manipulate tools and perform different movement patterns. They need the opportunity to engage with a range of different activities that will further develop their fine motor skills, hand-eye coordination, visual discrimination and spatial awareness/orientation. The teaching and learning program should provide a wide range of opportunities for children in Pre-primary to:</p> <ul style="list-style-type: none"><li>• engage with pre-writing activities – copying, tracing, painting, manipulating materials produce and explore various scribbles and patterns in variety of settings with a variety of tools</li><li>• experiment with print and symbols</li><li>• learn correct letter shapes following the suggested sequence of movement</li><li>• develop awareness of the terminology and concepts relating to written and printed material – spaces, words, letter, direction; position, upper and lower case letters, letter names and sounds</li><li>• develop a visual memory of letter shapes.</li></ul>	
Year 1	
Content description	Elaborations
Write using unjoined lower case and upper case letters ( <a href="#">ACELY1663</a> )	<ul style="list-style-type: none"><li>• using correct posture and pencil grip</li><li>• learning how each letter is constructed including where to start and the direction to follow</li><li>• writing words legibly using unjoined print script of consistent size</li></ul>
<p><b>Writing Paper and Line Sizes:</b> 24mm Dotted Thirds</p> <p>As students develop the ability to recognise and form letters, they need opportunities to consolidate their handwriting skills. Students will continue to:</p> <ul style="list-style-type: none"><li>• learn correct letter shapes following the suggested sequence of movement</li><li>• develop awareness of the terminology and concepts relating to written and printed material – spaces, words, letter, direction, position, upper and lower case letters</li><li>• identify and correctly form the twenty-six lower case and upper case letters</li><li>• write every day in order to consolidate and refine handwriting skills</li><li>• develop sufficient legibility and fluency to enable them to focus on the message, form and purpose of the writing</li><li>• develop understanding of the purposes of legible writing.</li></ul>	

<b>Year 2</b>	
<b>Content description</b>	<b>Elaborations</b>
Write legibly and with growing fluency using unjoined upper case and lower case letters ( <a href="#">ACELY1673</a> )	<ul style="list-style-type: none"> <li>• using correct pencil grip and posture</li> <li>• writing sentences legibly and fluently using unjoined print script of consistent size</li> </ul>
<p><b>Writing Paper and Line Sizes:</b> 18mm Dotted Thirds</p> <p>The teaching and learning program in Year 2 should provide opportunities for children to:</p> <ul style="list-style-type: none"> <li>• write every day in order to consolidate and refine handwriting skills</li> <li>• practise and consolidate the twenty-six lower-case and upper case letters</li> <li>• write with consistent size, spacing, proportion and alignment of letters</li> <li>• develop sufficient legibility and fluency to enable them to focus on the message, form and purpose of the writing</li> <li>• develop understanding of the purposes of legible writing.</li> </ul>	
<b>Year 3</b>	
<b>Content description</b>	<b>Elaborations</b>
Write using joined letters that are clearly formed and consistent in size ( <a href="#">ACELY1684</a> )	<ul style="list-style-type: none"> <li>• practising how to join letters to construct a fluent handwriting style</li> </ul>
<p><b>Writing Paper and Line Sizes:</b> 14mm Dotted Thirds</p> <p>The teaching and learning program in Year 3 should provide opportunities for children to learn to write using joined letters. Students will:</p> <ul style="list-style-type: none"> <li>• consolidate correct formation of letters with consistent slope, size, spacing and letter alignment</li> <li>• practise joining techniques</li> <li>• practise joining letters to develop a fluent style</li> <li>• develop sufficient legibility and fluency to enable them to focus on the message, form and purpose of the writing</li> <li>• develop understanding of the purposes of legible writing.</li> </ul>	
<b>Year 4 to 6</b>	
<b>Content description</b>	<b>Elaborations</b>
Year 4 Write using clearly-formed joined letters, and develop increased fluency and automaticity ( <a href="#">ACELY1696</a> )	<ul style="list-style-type: none"> <li>• using handwriting fluency with speed for a wide range of tasks</li> </ul>
Year 5 Develop a <u>handwriting</u> style that is becoming legible, fluent and automatic ( <a href="#">ACELY1706</a> )	<ul style="list-style-type: none"> <li>• Using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes</li> </ul>
Year 6 Develop a <u>handwriting</u> style that is legible, fluent and automatic and varies according to <u>audience</u> and purpose ( <a href="#">ACELY1716</a> )	<ul style="list-style-type: none"> <li>• Editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience</li> </ul>
<p><b>Writing Paper and Line Sizes:</b></p> <p>Year 4: 14mm Dotted Thirds and 12mm Lined Paper</p> <p>Year 5 and 6: 8mm Lined Paper</p> <p>The teaching and learning program in Year 4-6 should provide opportunities for students to develop handwriting that is fluent, legible and automatic. Teaching and learning activities should support students to:</p> <ul style="list-style-type: none"> <li>• consolidate correct formation of letters with consistent slope, size, spacing and letter alignment</li> <li>• consolidate joining letters to develop a fluent style</li> <li>• use speed loops when joining techniques are established</li> <li>• use strategies to assess their own technique and style</li> <li>• develop a personalised style which is legible, fluent, durable and aesthetically pleasing (once students are writing using clearly-formed joined letters with increased fluency and automaticity).</li> </ul>	

## **Work Presentation Policy**

Despite the fact that a proportion of a student's work presentation may be increasingly developed through the use of technology, there is still a need for focus upon work book presentation, neatness and pride in all work.

The following aspects are to be developed and maintained with children in their workbooks, worksheets and through the presentation of all written work to ensure consistency throughout the school.

It should be noted that setting out formats, recording techniques, and page presentation requirements will vary from class to class to suit the teacher's requirements and expectations.

### **A. NEATNESS**

Neatness of presentation can be achieved through habit and demand. It is essential that the child's daily work books, and papers reflect the student's best work always. It is unacceptable for best work to be produced only for 'special occasions'.

With this in mind students should be motivated ***each day in every lesson*** to develop and produce their ***best*** handwriting.

### **B. WORK PRESENTATION FORMATS**

#### **1. General work books:**

- i) All pages should be ruled up in ***red*** with the aid of a ruler.
- ii) Each day's work/activity should be dated.
- iii) Marking (by students) should be in red; with the demand for neatness of ticks, crosses (dots) maintained. When students are editing their own written work teachers may choose to allow them to use a different coloured pencil or pen as part of the editing process.
- iv) Each day's activity should be neatly ruled off.
- v) Errors discovered by the child should be neatly ***ruled through once***, with the pen or pencil being used at the time or erased. Eg. ~~Mistake~~; a line ruled through the word (rather than bracketing, circling the error etc).
- vi) Mathematical 'written' problems should be numbered, with a space left between each example. All mathematical working should be done in ***pencil***.
- vii) The covering of work books is entirely up to the teacher's expectations.

#### **2. General Notebooks, Files, etc.**

- i) All work should be dated.
- ii) Correction of errors by the students should be neatly ruled through once, with the pen or pencil being used at the time.
- iii) Whilst it may not be necessary for students to have books/files covered students will be expected to cover or replace these if defaced.
- iv) Diagrams should be drawn in ***pencil***, with appropriate labelling ***printed***. Labels should be ***horizontal***.

### **C. RELEVANT POINTS TO NOTE**

1. Liquid paper or correction tape is not to be used at the school.
2. Students may not use coloured pens (eg. brown, purple) for ***daily writing***.
3. Rulers and personal property should not be defaced; replacement is required if they are defaced.
4. Expect and accept the very best only.
5. The first week or so of 'training' will set up the entire year's benchmark for what is required.

### **D. SUPPORTING YOU**

Please have no hesitation in sending children up to the office in order to have their efforts acknowledged. Similarly, if you require a classroom visit for positive reinforcement from the School Administration, please ask.

### **E. EXERCISE BOOK/LINE SPACING YEAR LEVEL GUIDE**

Please ensure that you choose the correct line sizes for the year level/s you are teaching. There is some flexibility towards the end of the year to move children to the appropriate lines for the next year level if they are ready to do so.