# Spencer Park Primary School Standards and Handwriting Policy (reviewed 2018)

## POLICY STATEMENT

There are a number of principles and directions that underpin this policy:

- The style of writing to be adopted by all students in this school to be Victorian Modern Cursive.
- All student work that is a final product and/or is produced for an audience should be of the highest quality presentation.
- Handwriting development should be aiming for legibility, fluency and a personalised style.
- A child's developmental level should be taken into account when developing their handwriting ability.
- Teaching strategies utilised to develop handwriting skills should be varied including use of black/white board for demonstration and copying as well as photocopied worksheets. It should also be noted that opportunity to informally teach and reinforce skills of writing can occur in all lessons where neat fluent script is essential.
- Kindergarten to Year 7 teachers are encouraged to demonstrate, foster and reinforce the skills, understandings and behaviours that assist students in developing fluent, legible handwriting through the presentation of handwriting lessons on a regular basis. Lessons should be regular and tailored towards the specific learning needs of the students.

## HANDWRITING

Sequences:

- Kindergarten to Year 2
  Students learn a foundation style of handwriting based on the South Australia Beginners Font. This style uses a lower case closed "p" and "b".



Note: students to write on the SOLID line, not between the dotted thirds.

Spencer Park Primary School has developed handing writing BLM workbooks for Year 1, Year 1/2 and Year 2 as well as Junior Primary Desk Mats. These are located at S:\AdminShared\E5422S01-Spencer Park PS\All Staff\Curriculum\Literacy\Handwriting SPPS BLMs.

Fonts for worksheet creation can be installed from S:\AdminShared\E5422S01-Spencer Park PS\All Staff\Curriculum\Literacy\ SA_Beginner+CursiveGT_Bundle_v4.2.

- Year 3 – 7
  Victorian Modern Cursive is taught. Students learn how to join letters to form a cursive script.

# TEACHING POINTS

Students need to be explicitly taught:
- appropriate pencil grip,
- correct letter formations,
- starting and finishing points
- the correct direction to move in,
- the number of strokes involved in producing a letter, and
- size and spacing of letters.

Students can be shown how letter shapes can be joined, once basic letter shapes and letter sequences have become automatic, to the point of legibility and fluency.

Speed loops can be introduced once students can correctly join letters.

Students may be encouraged to personalise Victorian Modern Cursive once they have a well-developed standard form of handwriting (usually during the middle years of schooling).

### NEW STUDENTS
Students in Year 3 and beyond who move schools, having already established an effective handwriting style, are not required to change that style.  This may include students from overseas.

### STUDENTS WITH SPECIAL NEEDS
Students with disabilities, learning difficulties or motor coordination issues are likely to have difficulties with handwriting.  These students may require teaching and learning adjustments such as:
- alternative input devices (keyboards, switches and voice recognition software), and
- alternative writing tools (pencil grips, writing scaffolds and templates).

# WORD PROCESSING SKILLS

From an early age, students should be supported with the development of the following word processing skills:
- the constant position of letters on a QWERTY keyboard,
- using the space bar and shift key for capital letters;
- cutting, copying and pasting;
- creating a bulleted list;
- changing the page format from portrait to landscape;
- using different font sizes for effect;
- creating numbered lists; and
- aligning, inserting objects and formatting text around objects.

# STANDARDS

- All teaching and instruction will be in line with the Fleming Model of Explicit Teaching.
- The "Six Givens" of relationships, high expectations, presentation/handwriting, correction and feedback, display and setting learning tone apply across all learning areas.  As such, teachers will have high expectations of all written work; ensuring all work is neat and tidy with no scribbles, cross outs, damage of work or books.  Student books to be kept in a very good order and neatness and presentation explicitly taught.  Each written piece needs to be corrected or noted in some way and prompt feedback provided.  All students should be expected to develop excellent handwriting and presentation skills with a significant emphasis in Term 1.  Students' written work should be displayed in the classroom and around the school.

# RESOURCES

- Appendices 1 and 2
- Department of Education and Training WA (2007) K-10 English Syllabus (Writing Scope and Sequence).
- The Teaching of Handwriting Revised Edition Department of Education Victoria

# ASSESSMENT AND EVALUATION

The following criteria should be used to evaluate and assess student's handwriting:

| Neatness/legibility | Slope |
|---|---|
| Size | Spacing |
| Shape | Speed/Fluency |

# DEVELOPMENTAL STAGES OF WRITING

Understanding the developmental stages of writing assists teachers to monitor students' growth as writers. The following indicators of progress are taken from "The Teaching of Handwriting" (pages 13-15), Revised Edition, Dept of Education, Victoria.

## BEGINNING AND EMERGENT WRITERS

Specific indicators of progress in handwriting for beginning and emergent writers are the development of:
- the ability to differentiate between drawing and writing;
- an understanding that writing can represent thoughts, ideas, message and speech;
- adequate fine motor coordination;
- a writing hand preference;
- a precision grip;
- awareness of the terminology and concepts relating to written and printed material – spaces, words, letter, direction;
- a visual memory of letter shapes;
- movements which form the basis of later automatic processes in handwriting; and
- the ability to identify and correctly form lower-case and upper case letters.

## EMERGENT AND EARLY WRITERS

As students develop the ability to recognise and form letters, they need opportunities to consolidate their handwriting skills. Emergent and early writers are working to:
- understand the terminology and concepts relating to written and printed material – spaces, words, letters, chunks of letters, directionality, and so on;
- identify and correctly form the twenty-six lower case and upper case letters;
- develop awareness of letter patterns which appear regularly in English;
- develop sufficient legibility and fluency to enable them to focus on the message, form and purpose of writing; and
- develop understanding of the purposes of legible writing.

## FLUENT WRITERS

Students are ready to join letters when they:
- can correctly form the twenty-six lower case letters to write words, using an efficient pen grip;
- show consistent use of slope, size, spacing and letter alignment;
- show signs of trying to join the letters together; and
- have developed an understanding of common letter patterns.

Speed loops can be introduced to students:
- when joining techniques are established; and
- if the student develops an interest in speed-looping.

Once students have a well-developed standard form, usually during the middle years of schooling, they can be encouraged to personalise Victorian Modern Cursive. Students at this stage may be:
- developing a personalised style which is legible, fluent, durable and aesthetically pleasing;
- using efficient deviations from the model form, if appropriate; and
- using embellishments and alternative styles for different purposes, if appropriate.

## References

Department of Education and Training WA (2007) K – 10 English Syllabus (Writing Scope and Sequence).
The Teaching of Handwriting, Revised Edition, Department of Education, Victoria

| Y | Australian Curriculum | Paper | Line Size | Writing Tool | Corrections | Ruling Up | Time Allocation | Other Considerations |
|---|---|---|---|---|---|---|---|---|
| K | | Plain paper Lines as a scaffold to support writing. | | Thick triangular grip lead pencil | N/A | X | | Queensland Beginner's Font Fine motor and prewriting activities. Teach correct pencil grip and lower case letters. Introduce starting points, directionality, prewriting programmes, and whole body activities. |
| PP | Produce some lower case and upper case letters using learned letter formations. (ACELY1653) | Plain paper Unbroken lines as a scaffold to support writing. | 24 mm by end of year. | Thick triangular grip lead pencil | Neat x next to error | X | | Queensland Beginner's Font Fine motor and prewriting activities. Teach correct pencil grip, numbers and letters (upper and lower case) formation and spaces. |
| 1 | Write using unjoined lower case and upper case letters. (ACELY1663) | Dotted thirds Term 1 onwards. | 24 mm move to 18mm dotted thirds by T4. | Thick triangular grip HB pencil | Neat x next to error No eraser | Introduce ruling up. Lead pencil margin with one line at top. T1 Side margin T4 Top margin | 3 x 20 minutes | Queensland Beginner's Font Know correct formation of numbers and letters (upper and lower case) with automaticity. Correct pencil grip and posture. Neatness explicitly taught. Note: students to write on the SOLID line, not between the dotted thirds. |
| 2 | Write legibly and with growing fluency using unjoined upper case and lower case letters. (ACELY1673) | Dotted thirds. | 18 mm - 14 mm by T3. | Thick triangular grip HB pencil | Neat x next to error No eraser | Lead pencil margin with one line at top. | 3 x 20 minutes | Queensland Beginner's Font Know correct formation of numbers and letters (upper and lower case) with automaticity. Correct pencil grip and posture. Neatness explicitly taught. Note: students to write on the SOLID line, not between the dotted thirds. |
| 3 | Write using joined letters that are clearly formed and consistent in size. (ACELY1684) | Dotted thirds. | 14 mm | Standard sized lead pencil Lead pencil for ruling up and marking. | Neat x next to error | Lead pencil margin. One line on top. | 3 x 20 minutes | Introduction of Victorian Modern Cursive with closed p and b. Joining of letters begins. Neatness and presentation explicitly taught. |
| 4 | Write using clearly formed joined letters, and develop increased fluency and automaticity. (ACELY1696) | Dotted thirds. | 14 mm | Lead pencil. Red pen for ruling up and marking. | Neat x next to error. Eraser for labelling | Red pen margin. One line on top. | 2 x 20 minutes | Victorian Modern Cursive with open p and b. Joining of letters continues. Neatness and presentation explicitly taught. |
| 5 | Develop a handwriting style that is becoming legible, fluent and automatic. (ACELY1706) | Standard lines | 8 mm | Lead pencil. Transition to blue pen. Pencil for labelling maps and diagrams. Red pen for ruling up. Fine liner optional for presentation. | Rule blue line through. Eraser for labelling. No liquid paper. | Red pen margin and one line on top. | 2 x 20 minutes | Victorian Modern Cursive with open p and b. Letters are joined. 'Pen License' to move to using pen. Neatness and presentation explicitly taught. Printing only for map and diagram labelling. |

Spencer Park Primary School
Standards and Handwriting Policy (2013)
APPENDIX 2

| Y | Australian Curriculum | Paper | Line Size | Writing Tool | Corrections | Ruling Up | Time Allocation | Other Considerations |
|---|---|---|---|---|---|---|---|---|
| 6 | Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose. (ACELY1716) | Standard lines | 8 mm | Blue and red pen. Pencil for labelling maps and diagrams. Fine liner optional for presentation. | Rule blue line through. Eraser for labelling. No liquid paper. | Red pen margin and two lines on top. | 2 x 20 minutes | Victorian Modern Cursive with open p and b. Speed loops. Beginning to develop personal style. Neatness and presentation explicitly taught. Printing only for map and diagram labelling. |
| 7 | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods. (ACELY1727) | Standard lines | 8 mm | Blue and red pen. Pencil for labelling maps and diagrams. Fine liner optional for presentation. | Rule blue line through. Eraser for labelling. No liquid paper. | Red pen margin and two lines on top. | N/A | Victorian Modern Cursive with open p and b. Continue to develop personal style. Neatness and presentation explicitly taught. Printing only for map and diagram labelling. |

**STANDARDS AND HANDWRITING SCOPE AND SEQUENCE**

**Spencer Park Primary School**
**Standards and Handwriting Policy (2013)**
**APPENDIX 2**

SPENCER PARK

Semper Tenta – Always Strive