

Handwriting and Book Work Policy

The Tabubil International School

Policy

- Handwriting is an important skill and is used in all areas of the curriculum.
- Handwriting skills develop sequentially.
- Handwriting lessons form an important part of the English Language curriculum.
- Handwriting is an important part of the communication process.

Procedure

Handwriting

- **Writing Style:** The Tabubil International School uses the New South Wales (Australia) Foundation Script. This starts in Prep. with plain script in lower and upper case letters. As students are ready, they proceed to the use of exit strokes, joins, then cursive script.

See Appendix A for an example of the plain script.

See Appendix B for an example of the exit strokes.

See Appendix C for an example of the joins.

See Appendix D for an example of cursive writing.

Wherever possible, TIS teachers will use the “Aussie Fonts” software to facilitate use of foundation script for worksheets, displays and all communication.

- **Pencil Grip:** In Preschool, the correct pencil grip is shown to children if they are developmentally ready for this. Children in Prep are expected to use the correct grip which is shown in Appendix E. Triangle Pencils (Triple Grip) are used from the Fourth Term in Preschool to Grade Two to help children establish the correct pencil hold. Pencil grips may be used with HB lead pencils if the correct pencil grip has not been mastered.
- **Writing Lines:** Where possible, TIS uses books ruled with dotted thirds. This starts in Prep with 36mm dotted thirds (letter size of 12mm) going to 24mm, 18mm, 14mm and 9mm. Children then proceed to faint blue lined books. This is the same ruling which is used in Victoria (Australia). The solid blue line is used as the base line.

See Appendix F for examples of pages ruled with dotted thirds.

- **Writing Implements:** Students in Prep. start off by using coloured triangle pencils. Then they proceed to lead triangle pencils. From here students move on to HB lead pencils and finally to pens.
- **The Scope and Sequence Chart** for a Handwriting Program at TIS sets out the sequence for the use of lines, writing implements and the stages of Foundation Script. The degrees of shading indicate that grades are to be used only as a guide as students will be moved on to the next competency level as they are ready.

Book Work

- **Margins** will be introduced during Grade One and it is expected that from Grade Two onwards all students will use a consistent margin at the left side of each page of their work books.
- **Dates:** All work is to have a date at the start of each day's writing. In Prep. a date stamp will be used. During Grade One children will be introduced to writing their own dates. This will take the form of day . month. year. (15.4.98, 15-4-98 or 15/4/98) and will be placed at the top left hand side of the page.
- **Ruling Off:** Where appropriate, students will rule their work off with a single line so they can start their next piece of writing or Mathematics work directly under the line.
- **Titles:** During the second semester of Prep. students will be introduced to writing a title with the conventions of using capital letters for the major words. From Grade One onwards, students will centre their titles and distinguish them as a title in some way.
- Students will use Quad Ruled Exercise Books for their Mathematics Work. These books will be ruled down the centre to form two columns. Quad ruled books will be used for Mathematics from Grades 1 – 7. One digit should be used per square.
- **Erasers** are acceptable at the discretion of the teacher.
- **When editing**, students will rule one straight line through the word.

ā b c d e f g h i j k l m

n o p q r s t u v w x y z

Ā B C̄ D E F Ḡ H I J K L M

N Ō P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

Appendix C: Joins

ua uae uai uau uad uat uau uac uad

ua ue ui uu uau uaj ua ue ui ua uu

ua ue ui uu uau uaj ua ue ui uu uau

ya ye yi yo yu ya ye yi yo ya

sa se si so su ss sa se si so su ss

ie in im it ix id if ig ia it if

ta te ti to tu tr ty th tw ta ti tu

ca ce ci co ca d ch ck ca co ca ce

oa oe oi oo oa ov om ov oo ue os ox

Joins

ae ai ao au az ax ah ab al ak ae

da de di do da da dr du da de di do

ga ge gi go gu gg gr ga ge gi go

qa qa qa qu qu qu qa qu qa qu

ja je ji jo ju ja je ji jo ju

xa xe xi xo xu xu xe xi xo xu

za ze zi zo za ze zi zo za

Loops for Speed

j j j j j j ja je ji jo ju juice, juice

y y y y y y ya ye yo yu yam, yam

Joins

ae ai ao au az ax ah ab at ak ae

da de di do da dd dr du da de di do

ga ge gi go ga gg gr ga ge gi go

qa qa qa qa qa qa qa qa qa qa

ja je ji jo ja je ji jo ja

xa xe xi xo xa xe xi xo xa

za ze zi zo za ze zi zo za

Loops for Speed

j j j j j j ja je ji jo ju juice, juice

y y y y y y ya ye yo yu yam, yam

Joins

ea ee ei eo eu er es eb eh ek et eg

na ne no na nu ns ng nk nd na ne

ma me mi mo ma man ms mb ma me mi

ra re ri ro ru rr ry rs rb rd rf rg

ba be bi bo bu bb by bl br ba be bi bo

fa fe fi fo fu ff fl fr fa fe fi

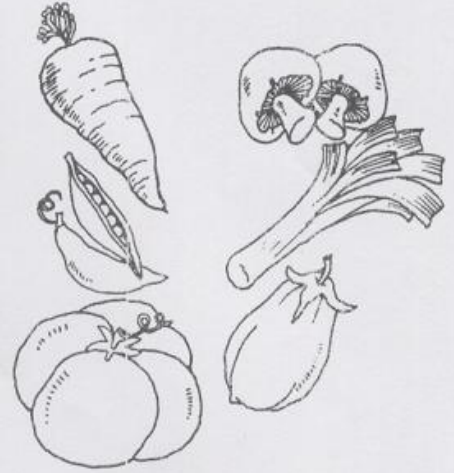
pa pe pi po pu pp pr py pa pe pi po

ta te ti to tu tt lf tl tm tp ts tt ta te

ha he hi ho hu ha ke ki ko ka ke ki

Appendix D: Cursive Writing

A useful utensil for cooking vegetables
is the wok. Here vegetables are lightly
cooked to retain nutritional value.



Vegetables, like yams, supply important vitamins in our diet.

There are many varieties of yams.

Yams can be prepared in many ways.



Fresh, lightly cooked vegetables are yummy to eat and good

for you too.



Vegetables are an important part of our five basic food groups.

* Find a recipe for yams or sweet potatoes. Copy it out neatly and share it with your class.

Writing Positions

The positions to be encouraged for good handwriting should be maintained with minimum tension and fatigue over a period long enough to complete a handwriting task and allow freedom of movement of the writing arm and hand. Encourage the child to follow these basic conditions when preparing to write:



SIDE VIEW

- The feet are comfortably and securely placed on the floor.
- The thighs are parallel to the floor and supported by a firm seat.
- The elbows are level with the desk top so that both forearms rest easily on the desk.
- The back is straight, inclined towards the desk and pivoted from the hips.
- The head is not dropped as this would unduly tire the neck muscles, nor are the shoulders hunched.

- The body faces the desk squarely so the non-writing arm can support the body weight without causing fatigue.
- The non-writing arm supports the weight of the body, allowing the writing arm to slide over the page with ease.
- Light should come over the shoulder of the writing hand so the child does not work in light dulled by the body.
- The writing page is moved up as the writing takes place while the body stays in a constant, relaxed position.



FRONT VIEW

Grip of the Writing Instrument

The method can vary from child to child, but in general the basic principles outlined below seem best to help letter formation and fluency.

Thumb and index finger hold the writing implement firmly while the middle finger allows it to rest and maintain balance. This results in the writing implement being held high in the hand.



With the thumb and middle finger holding the writing implement firmly and the index finger resting on top, the writing implement tends to be seated in the middle of the hand.



When the thumb, index finger and middle finger share holding the writing implement equally the result is a lowering of the writing implement in the seat of the hand.



Left-handed writers

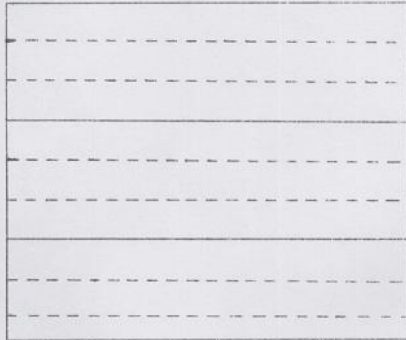
It is recommended that left-handed writers grip the writing implement 3 cm from the point in order to keep the hand below the writing line. This will help ensure the child sees what has been written. If the thumb, index finger and middle finger share holding the writing implement, the left-handed child will find the writing position easy to maintain.

It is also recommended that the left-handed "hooked" writer (the over-the-top hooked wrist) be discouraged and instead adopt the technique outlined above.

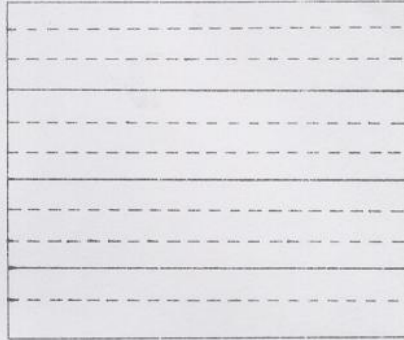


The child's grip position will be determined by the size of the writing implement, the purpose for which the handwriting is intended, the writing audience and the child's stage of development.

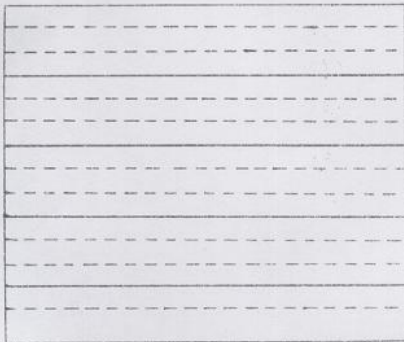
Appendix F: Examples of Dotted Thirds



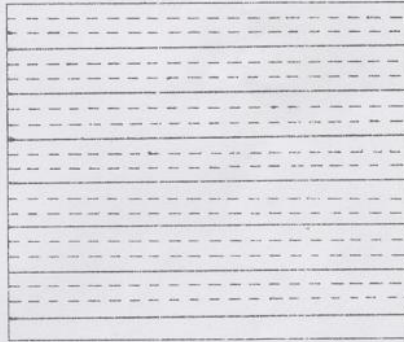
24mm dotted thirds



18mm dotted thirds



14mm dotted thirds



9mm dotted thirds

Appendix G

Scope and Sequence Chart for Handwriting Program

| Grade Level | Prep | One | Two | Three | Four | Five |
|---------------|--------------|------|--------------|-----------------|------|-----------------|
| Line size | 36mm | | | | | |
| | | 24mm | | | | |
| | | | 18mm | | | |
| | | | | 14mm | | |
| | | | | | | 9mm |
| Writing Tool | CTP | | | | | |
| | | LTP | | | | |
| | | | | HB Lead Pencils | | |
| | | | | | | Blue Pens |
| Writing Style | Plain Script | | | | | |
| | | | Exit Strokes | | | |
| | | | | Joins | | |
| | | | | | | Cursive in Work |