Handwriting Policy

Rationale:

- We believe a legible and fluent handwriting style is a relevant skill within our society and continues to be a fundamental skill of a literate person despite the impact of new technologies. Handwriting and computer technologies complement one another as means of written expression. It is the recording of messages that enables communication through writing.

Aims:

- To use the conventions of written language to enable the writer to record ideas and messages in a text that can be read by others.
- To teach handwriting skills in the context of authentic writing tasks – that is, students learn handwriting best as they compose texts that are meaningful to them.
- To introduce and foster the development of handwriting skills in the context of authentic literacy activities.

Implementation:

- To teach handwriting within the writing hour as this is where focused teaching of handwriting is most effective. But to also take advantage of the many opportunities throughout the school day for reinforcing handwriting skills.
- To consistently use and display Victorian Modern Cursive.
- Victorian Modern Cursive is available as a font at www.sofweb.vic.edu.au/eys, which teachers can use to generate a range of resources for classroom use.
- Teachers will assess students’ handwriting in terms of the following qualities: legibility, aesthetic appeal, speed and fluency. These will be assessed both formally – approximately every eight to ten weeks depending on the needs of the students – and informally, on an ongoing basis.

WRITING IMPLEMENTS

- Students learning to write like to produce dark and contrasting lines so 2B and B standardised pencils and felt or nylon tipped pens are recommended. Some thin-barred crayons may also be appropriate.
- When students have developed the precision grip and are forming letters correctly and fluently, HB pencils can be used, as can B and 2B pencils and felt or nylon tipped pens.
- Fluent writers can be introduced to the use of ballpoint pens and roller-ball pens.
- Moulded plastic devices designed to hold pens and pencils may assist students having trouble developing the precision grip, as may triangular-shaped pencils. However, as their purpose is to assist in developing pen grip they are best viewed as a short-term measure. While many students will find these implements appropriate, implements should be selected to meet students’ individual needs.

PAPER

- Students in Year Prep and Year 1 will find appropriate: blank A4 paper and dotted thirds with line depth of 24 mm (letter size 8 mm).
- Students in Year 2 and 3 will find appropriate A4 sheets and exercise books divided into dotted thirds with line depth of 18 mm (letter size 6 mm).
- Students in Year 4 will find appropriate and introduction to 14 mm exercise books (letter size: about 5 mm). Dotted thirds with a line depth of 18 mm (letter size 6 mm) may still be appropriate for some students.
- Students entering middle years – Years 5 and 6 will find appropriate an introduction to 8 or 9 mm exercise books (letter size: 2 or 3 mm). Most of these students will no longer require dotted thirds. Refer to Chapter 6 – Resources for writing - The Teaching of Handwriting – Revised Edition.

**Evaluation:**

This policy will be reviewed as part of the school’s review cycle.