



RAFFLES
INTERNATIONAL
SCHOOL

Towards Excellence

Handwriting Policy

Adopted: August 2014

Revised/Amended: August 2015, August 2016, August 2017

Next review: August 2018

CEO/Board		Principal 
Head of Primary School 	Head of Secondary School 	Other relevant staff

Distribution List:

- CEO/ Board
- Principal
- Section Heads
- Academic Staff
- Parents

Handwriting Policy



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School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world

Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Aim

At Raffles International, handwriting is taught with a sequential and progressive approach. Children are introduced to this style from early years as it is considered to be the most natural development of children's earliest attempts at writing. Teachers and Learning Mentors are expected to model the handwriting style.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Our aim in this policy is to teach children the correct letter formation, joining letters and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 to begin to develop a distinctive style of writing.

Each aim is considered equally important:

- To teach children to write with a flowing hand that is legible, swift and pleasant to look at.
- To enable children to develop their own style of handwriting as they progress through Years 1-6.
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To teach correct letter formation.
- To appreciate handwriting as an art form.
- To display excellent examples of handwriting in every classroom and around the school.

Teaching and Organisation

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We seek to fulfill the requirements of the Cambridge Primary Framework and *Montessori* Curriculum. Planning is based on objectives taken from these frameworks, which ensures a progressive structure. In their short term planning, teachers outline specific objectives for groups of children and individuals in order to ensure progress.

We use Cambridge Pen Pals handwriting scheme throughout school, thus ensuring there is a continuity and progression across classes.

From September 2015, handwriting will be taught regularly and at least weekly, as a class and / or group lesson in all year groups. During lessons we ensure that children sit, position their paper / book and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct.

It is important that in the early years and at Key Stage 1 children are observed closely during the lesson to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce and present work are also planned, for example in topic books or for display.

It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when marking children's books. Teachers strive to model the Pen Pals style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their work-books, present their work with care, date work, underline where necessary and not make any marks on the covers.

CURRICULUM REQUIREMENTS

The recommendations of the curriculum are as follows:

Levels Recommendations

1. Form letters controlling size shape and left to right orientation whilst spacing words appropriately.
2. Begin to join letters in a word.
3. Employ a fluent, legible style.
4. Use fluent, legible handwriting for different purposes and set out completed work giving attention to layout and presentation.
5. Maintain consistent fluency and legibility in handwriting across a range of tasks.

SCHEME OF WORK



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The scheme of work is based on the **Cambridge English Primary Curriculum**. This sets out a programme of work for the whole school. Teachers encourage individual children to move to the next stage when they are ready. Those children who are forming letters clearly with the correct flicks will begin to learn how to join their letters as soon as possible. Joining patterns begin in KG1 as a preparation for the flow of joining letters in words.

Early Years Foundation Stage

During the foundation stage, the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, story telling, signs, labels etc.

Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media.

For those children that are ready for handwriting practice, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate.

Teachers model correct letter formation and children practise this alongside their Phonics programme. Correction of letter formation takes place on an individual basis. Children practise name writing in non-joined style.

Years 1 and 2

Children work on handwriting skills daily and in a variety of activities, e.g. writing in books, multi-sensory approaches, through phonic work and writing in their learning journals and duplicated practice worksheets. Wide-lined exercise books, handwriting paper and standard-size pencils are used. Handwriting practise will take place on a weekly basis.

Year 3

Children are encouraged to use joined-up handwriting in their daily work. Handwriting practise takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics.

Year 4

At this stage according to the level of each child's development, children will be allowed to work with joint writing.

Handwriting practise takes place weekly and the correction of mistakes is dealt with on an individual



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basis. Children are encouraged to take pride in the presentation of their work.

Pencils should continue to be used for notes, drafting, all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line

Handwriting practice takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

Presentation in Books

Children must ensure that all work is presented neatly. The full date and title of all work must appear at the top of the page and must be neatly underlined. Any mistakes must be neatly crossed out using a ruler.

In numeracy the short date may be used.

Any drawings in books must be done in pencil and drawn inside a box.

Labelling diagrams with a ruler and arrow.

All pages to have a left margin.

Question numbers to be written in the margin.

Handwriting: Secondary School

By the time students join the secondary school, they are expected to be writing in pen, in cursive handwriting and to take pride in the neat presentation of their work. For students who join us from overseas, especially EAL students, writing in pen and cursively is a target that we expect them to achieve within a year, and appropriate support and encouragement will be given by the English and EAL departments. For students who struggle to write cursively, English and EAL staff will look at the type of pen being used, suggest possible alternatives and look at the seating position of the student and the grip being used.

Handwriting will be commented on, either positively or negatively, in formative and summative assessments; if handwriting or presentation is felt to be below the standard the teacher feels the pupil is capable of in any piece of written work, the student will be expected to write out all or part of the work again. This is to be applied across the curriculum, not only within the English department. Students in the secondary school are expected to understand that in mathematics and science, it is appropriate to write in digits, but in English, languages or the humanities, they will write numbers in words.

At secondary English level, students will learn about the relationship between the presentation of their work and the genre of writing they are using; for example, if writing a leaflet or an information text,



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they will understand that the presentation and layout of their work will be different to when they write a narrative or a recount. As well as presentation, secondary students will also be working towards fluent writing, whereby sentences within paragraphs are linked and links between paragraphs are cohesive and signposted.

All members of the secondary staff are expected to write in cursive themselves to demonstrate what neatly presented, cursive handwriting looks like and to enable students to practice reading cursive handwriting.

Word processing, if necessary, will be used as a support strategy for any student who has difficulties with handwriting.

Resources

Foundation Stage

Thick, stubby paintbrushes, fine paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, templates, shaving foam, pencils.

Year 1

Variety of paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, letter and number templates, shaving foam, pencils, coloured pencils, pencil grips, tracing cards, sewing cards, sandpaper letters, oil pastels, ribbons, magnetic letters, handwriting books.

Year 2 and 3

Pencil grips, HB pencils, handwriting paper, Handwriting books.

Across the Early Years Foundation Stage

Children will have:

Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed.

Write their own names and other writing forms such as labels and captions and begin to form simple sentences, sometimes using punctuation.

Opportunities to watch adults writing and for children to write for themselves.

Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.



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Attempt writing for various purposes using features of different forms such as lists, stories and instructions.

By the end of Foundation Stage children will have been introduced to:

- a comfortable and efficient pencil grip
- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements
- pattern-making and letter/number formation in various media

Inclusion:

More able children and children with Special Educational Needs are supported in their Handwriting work, with reference to I.E.Ps. Teachers will put in place suitable interventions for children who are underachieving or require further challenge.

Monitoring and Evaluation

It is the role of the English Subject Leader to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by the SLMT and reviewed by Department Heads, Coordinators and recommendations are to be submitted to the Principal, every two years.

Policy Review

This policy is to be reviewed annually, though; any deficiencies or weaknesses in Cyber Bullying Policy will be remedied without delay.