

# Handwriting & Copybook Policy



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## **Introduction: The Importance of good handwriting and copybook presentation.**

Careful presentation of handwriting and copybooks enhances the content of written work. The pride in well-presented work can be a powerful incentive to a child's overall learning. Clear writing and layout of copies also helps the retention, recall and understanding of concepts in both literacy and numeracy, specifically reading and spelling of words and carrying out procedures in mathematics. It is the aim of our school to raise the standards of handwriting and copybook presentation and thus improve the self - esteem of all pupils whom we teach.

## **Handwriting Aim:**

Our aim is for pupils to achieve legible, flexible and efficient handwriting at an early stage and to develop this skill through primary school.

## **Language:**

In order for staff to communicate precisely with one another and their pupils it is important that everyone use the same words. School Staff have decided on the following terminology they will use to communicate with pupils to ensure consistency across the school.

Joined Writing	Style of joining letters together.
Capital Letters	A B C D E F G H I ...etc...
Lower Case Letters	a b c d e f g h i ...etc ...
Tall Letters	b d f h k l t
Small Letters	a c e i m n o r s u v w x
Underground Letters	g j p q y z
Tails	Exit strokes from letters
Upstrokes	Entry to letters

## **Essential Skills Emphasised:**

1. The 4 P's for good handwriting:
  - a. Assuming the correct **posture**: (90 degree angles & two feet on the ground). Chairs and tables sizes appropriate to child's size will facilitate this.
  - b. **Position** of paper: (Slanted left or right & helping hand holding the page).
  - c. **Pencil**: Good quality and well sharpened pencils
  - d. **Pressure**: Children apply appropriate pressure to the paper.
2. Using the correct formation of letters, both print and cursive.
3. Once correct formation has been achieved, then emphasis shifts to correct sizing and spacing of letters.
4. Use of pattern will be encouraged in all classes to develop personal

handwriting speed and fluency.

5. In senior classes children develop their ability to write legibly at speed.

### **Hand dominance:**

Children's hand dominance will not be influenced. The school recognises that left handers have different needs from right handers. Care should be taken with seating and using the correct writing tools.

### **Organisation:**

The following list is cumulative, that is, if you have Fourth Class, the child should be enabled to do everything up to and including Fourth Class.

Class	Objectives / Content	Resources
Pre - writing Activities	<ul style="list-style-type: none"> <li>Develop satisfactory grip (<b>tripod grip</b>) using a variety of good quality writing implements.</li> <li>Provide children with opportunities to develop their fine motor skills using appropriate resources, for example play - doh, threading activities, peg boards, etc...</li> </ul>	Appendix A: Pre - Writing Checklist ***
<u>Junior Infants</u>	<ul style="list-style-type: none"> <li>Letter formation in the following order. Group 1: c, o, a, d, g, q Group 2: i, n, m, h, r Group 3: The remaining alphabet as encountered.</li> <li>Formation of numerals: 1 2 3 4 5 0</li> <li>See teacher model writing as an enjoyable experience.</li> <li>Write first name.</li> <li>Print with tails, lower case letters only.</li> </ul>	Hugger Pencils, Chalk boards, Blank (unlined) copy Just Handwriting Book (educate.ie)
<u>Senior Infants</u>	<ul style="list-style-type: none"> <li>Revise lower-case letters.</li> <li>Capital Letters</li> <li>Formal instruction in letter sizing.</li> <li>Greater emphasis on left right orientation.</li> </ul>	Hugger Pencils, B2 Handwriting copy Just Handwriting Book (educate.ie)
<u>Middle Classes:</u> First Second Third	<ul style="list-style-type: none"> <li>Joined writing will be introduced in Second Class using Folen's Write On Scheme.</li> <li>Handwriting Card practice will be used for development and consolidation of penmanship.</li> <li>Joined writing in all regular copies by the end of Third Class.</li> </ul>	Write On: Book 1 (Folens) Write On: Book 2 (Folens) Appendix B: Joined Writing Script B4 Handwriting copy

<u>Senior Classes:</u> Fourth Fifth Sixth	<ul style="list-style-type: none"> <li>● Use of pen will be introduced on an individual basis depending on each child's level of readiness.</li> <li>● Write for more sustained periods.</li> </ul>	B4 Handwriting copy Appendix C: Handwriting card master copies
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***Differentiation:***

A differentiated handwriting programme and/or accommodations will be used for children with handwriting difficulties.

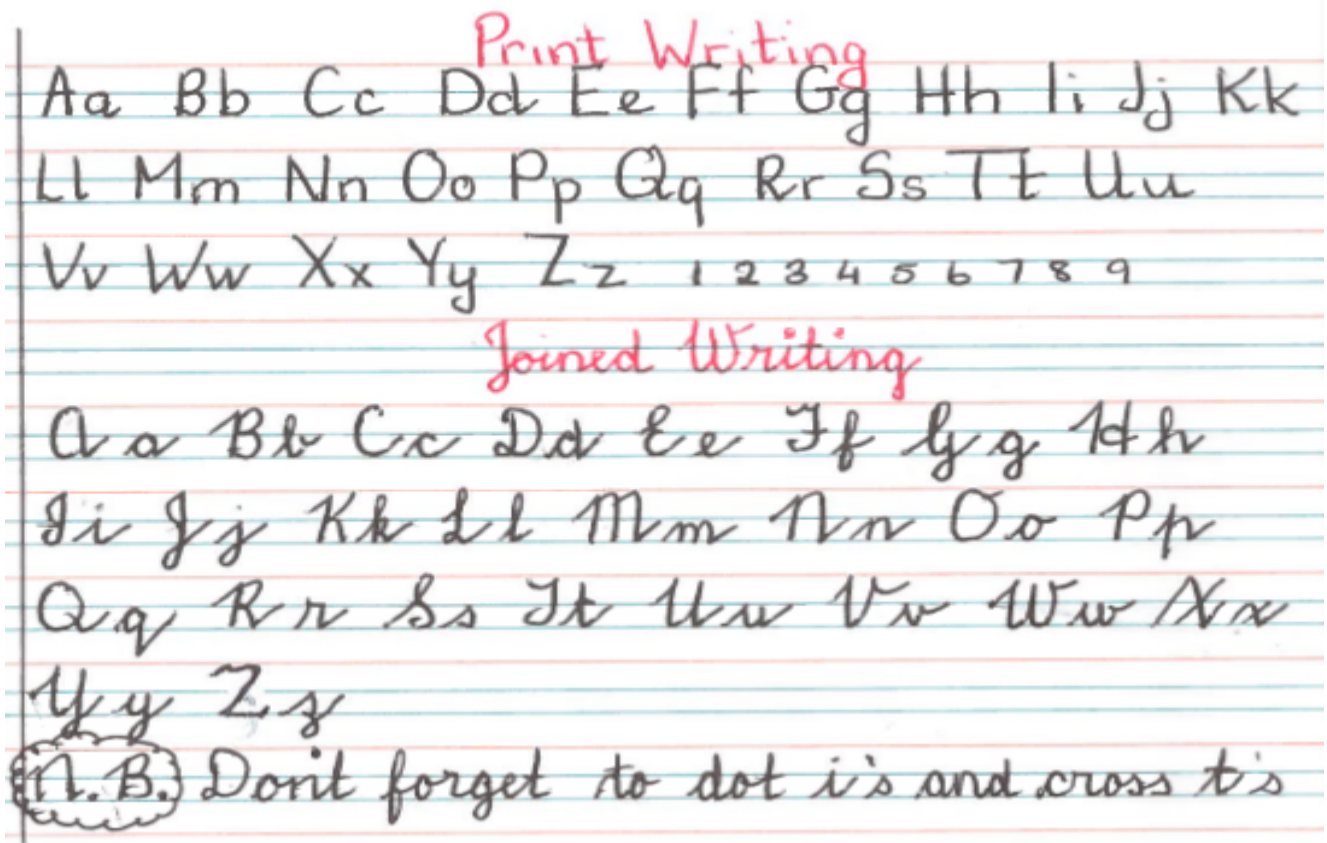
***Assessment / Success Criteria:***

Teachers will encourage on a high degree of care, attention, tidiness and cleanliness in all written work.

Writing readiness will be assessed using Teacher Observation with reference to the pre-writing checklist - See Essential Skills.

Assessment of written work will be carried out by teachers on an ongoing basis through teacher observation and samples of pupil's written work in their workbooks and copies. The children will use the Ms. Murphy's Handwriting Scheme as a support.

***Appendix B: Joined Writing Script***



## Copybook:

Our aim is for pupils to achieve a high standard in copybook layout presentation at an early stage and to develop this skill through primary school.

### Organisation:

The following list is cumulative, that is, if you have Fourth Class, the child should be enabled to do everything up to and including Fourth Class.

Class	Ruling Writing Copy	Resources
<u>Middle Classes:</u> First Second	<ul style="list-style-type: none"> <li>• Rule the top of the page with straight edge ruler, with emphasis on ruling a straight line.</li> <li>• Rule the left side of the page if no line is present, giving enough space to number answers.</li> <li>• Skip a line between written answers/responses to questions.</li> </ul>	Appendix D: Example

<u>Senior Classes:</u> Third Fourth Fifth Sixth	<ul style="list-style-type: none"> <li>• Add a title to the exercise at top of page.</li> <li>• Add date and page number of exercise either side of title.</li> </ul>	Appendix E: Example
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Class	Ruling Mathematics Copy	Resources
<u>Senior Classes:</u> Third Fourth Fifth Sixth	Rule the top of the page with straight edge ruler, with emphasis on ruling a straight line. <ul style="list-style-type: none"> <li>• Rule the left side of the page if no line is present, giving enough space to number answers.</li> <li>• Skip a line between written answers/responses to questions.</li> </ul>	

**Review:**

This policy will be reviewed annually at a staff meeting.

**Ratification:**

Signed: Colm Gibbon (Principal)

Date: 14th September 2022

Date of next review: 14th September 2025