



**Pretium Private School**  
**Handwriting Policy**

**INTRODUCTION**

Writing, and in particular cursive writing, uniquely helps brain development.

Writing in general helps build important neural pathways in the brain, helping you better remember whatever you have recorded; increasing brain activity and improving fine motor skills <sup>1</sup> This is not the case with typing.

**THE FOLLOWING IS OF GREAT IMPORTANCE IN ALL GRADES:**

1. Correct script type.
2. The starting point and direction of each letter.
3. The placing/position of each letter.
4. Spacing between letters and between words.
5. Neatness!

**EARLY CHILDHOOD DEVELOPMENT CENTRE**

**Grades RRR – RR**

1. Fine motor development i.e. paper tearing, sand play, painting, clay play, bead threading, picking up small objects, paper cutting, wooden pegs etc.
2. Manipulating various thick writing tools i.e. wax crayons, neon twisters, felt-tipped pens, chalk while scribbling, painting, drawing, etc.
3. Play writing and scribble patterns.

**Grade R**

1. Fine motor development as above: Various mediums and apparatus  
Introduce thick triangular pencils
2. Preparatory writing patterns in a blank book; 4 lines folded. Move to lines in term 3.
3. Simple dot-to-dot pictures to colour in.
4. Tracing and colouring in of pictures.
5. Letter formation (a-z), with special reference to starting points and writing direction:
  - a) Walk the shape.
  - b) Write in the air.
  - c) White board practise.

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<sup>1</sup> Elizabeth Berninger, University of Washington

- d) Tracing dotted letters.
- 6. Writing of own name and incidental copying, play “writing” of stories and scribble patterns.
- 7. Writing of numerals 1 – 10 and transcription of 3 letter words.
- 8. See time allocation as per CAPS (Curriculum Assessment Policy Statements) Literacy.
- 9. New students must get baseline training (basics to be able to write) when they arrive at any time of the year.

**FOUNDATION PHASE**  
**Grade 1**

- 1. As above; introduce an HB pencil (Mr Grey). – remember it is introduced in Grade R term 3.
- 2. Writing of lowercase letters as well as the capital letters, with emphasis on starting points and spacing in PENCIL and other writing materials. 17 mm ruling and then Feint lines.



- 3. Tracing or transcribing of simple sentences.
- 4. Rainbow tracing of printed letters/ words/ simple sentences.
- 5. Tracing over dotted letters/ numerals/ number names/ seasons/ months of the year/ days of the week.
- 6. See time allocation as per CAPS.
- 7. All students must get baseline training when they come in at any time of the year.

**Grade 2**

1. Feint ruling and HB pencil. Revise capital letters.
2. Introduce cursive writing patterns. (Term 3)
3. Introduce quad work in preparation for cursive writing – i l o a c s r e n u v – and joining of two letters. (Term 3)
4. Introduce Irish lines. (Term 1)
5. Introduce lower-case cursive alphabet. (Term 3)

### **Grade 3**

1. Continue cursive and other pattern work (in colour) as above.
2. Introduce capital letters in cursive writing.
3. Write cursive in Irish lines in pencil.
4. See time allocated as per CAPS.
5. All students must get baseline training when they come in at any time of the year.

### **INTERMEDIATE PHASE**

#### **Grades 4 – 6**

1. Revise upper and lower case cursive letters as above.
2. Introduce ballpoint pens (Grade 4) when the students are ready. Give a PEN LICENCE Certificate at prize-giving in Grade 3.
3. Introduce half-size writing in feint lines in PEN using every line. Revise capital and lower case in cursive.
4. Transcribe printed sentences into cursive writing.
5. A student who is struggling may continue in pencil until student can write proper.
6. All students must get baseline training when they come in at any time of the year.

### **SENIOR PHASE**

#### **Grades 7 – 9**

1. All learners do a recap on printing in upper and lower case letters (for labelling in cultural subjects and assignments).
2. All learners recap on letter formation, sizing and spacing in cursive upper and lower case letters in order to set the standard and the tone for neat, legible handwriting in all subjects, tests and exams.
3. Speed writing can be practised to facilitate note and exam taking.
4. New students coming in at any time of the year must get baseline training.
5. See time allocation as per CAPS.

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