BOOKWORK POLICY
2014

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DEFINITION:
The physical appearance of the book (both inside and outside).

Also, the general presentation of the book which includes setting out, spatial relationships, correctness and the standard of the actual writing.

GENERAL AIMS:

1. To achieve and develop the ability to use Foundation Handwriting and to write legibly, rhythmically and fluently with some beauty of form, speed and correctness of form and to appreciate the satisfaction of writing well so that it can be easy and pleasant to read.
2. To teach the correct letter formations of the simpler letters first, and then progress when a suitable standard of readiness is reached.
3. To encourage an enjoyment of writing experiences through meaningful activities such as writing sentences or making patterns.
4. To encourage the children to look critically at their own work and find areas needing improvement, and so take pride in their individual achievements and improvements.
GUIDELINES TO GOOD BOOKWORK:

- Children need direction – they need to be trained to acquire a skill.
- From an established framework, children can show their individuality and initiative and produce work of a high standard.
- The teacher should know exactly what he/she wants – (having consideration for school policy) and should then insist on it from pupils.
- The teacher should train the group consistently in the method and standard that has been set out. (The first few weeks are important).
- Standards are mainly individual and each child should be aiming to improve his/her own work.
- Any weakness in formal writing ability can often be compensated by cleanliness and neatness of setting out.
- The teacher must know what is an acceptable standard for the class as a whole and for the individual in the class. The standard that is acceptable would also vary from book to book.
- Children appreciate recognition of effort – e.g teacher’s comments, use of stamps, stars, scores etc.
- Correction must be done in each child’s book and sign each written lesson.
- The teacher’s own writing and setting out on the Smartboard and in the children’s books should be of good quality.
- The thorough teaching of NSW Foundation Handwriting is of paramount importance. Formal handwriting lessons must be given each week in Kinder to Year 4.
- Care should be taken with children from interstate if a very definite style of writing has already developed – especially beyond Year 3.

BOOK SUPERVISION BY TEACHERS:

WHY?

- To strengthen the teacher’s personal link with each individual child
- To diagnose individual errors for follow up
- To improve standards
- To train pupils in the habits of self-correction
- To check completion of work, economic use of paper etc.

HOW?

- Personally directed comments are desirable
- In making comments, commendation rather than condemnation is the main aim
- When marking work, initial and date it
- Use awards (stamps, stars, scores, comments) for good or improved work
- Unacceptable work should be done again by pupils – within reason
- Check on pupil corrections
- Teachers should actively supervise children while they are engaged in written work.
IMPLEMENTATION OF BOOKWORK POLICY:
1. Before a teacher can implement a Bookwork Policy, the teacher must know exactly what he/she wants.
2. The teacher should insist, at all times, on the format of the setting out required.

CHILDREN’S WORKBOOKS:
Children should be provided with books from school supplies. Requirements should be discussed with the Principal or Assistant Principal prior to orders being submitted each year.

It is recommended that children’s books be covered. Putting clear plastic over the covers is optional.

WRITING IMPLEMENTS TO BE USED BY PUPILS:
In general black lead pencils will be used by pupils until the latter part of Year 4 or early Year 5 when biro will be introduced. It is recommended that children rule pages in black lead pencil or red biro.
Teacher can reserve a colour, e.g. green, for his / her own use when marking work.
Children use red biro for marking and corrections. Colouring in by pupils (shading is recommended) should be with coloured pencils – use of textas should be limited to outline only. Textas can be used effectively in poster work for displays. Erasers, if they are used at all, should be restricted to pencil work only.
Fritxon pens can be used.

MARGINS:
In Years 3-6 1 cm margins are to be used in all books EXCEPT Handwriting Books. In addition to the margin a line is drawn across the top line of each page to define a heading. AMDG (All My Deeds For God) is written on top of the margin on the left side of the page to draw the student’s attention to the fact that everything they do is for God.

BOOK SUPERVISION BY PRINCIPAL/ ASSISTANT PRINCIPAL:
Teachers are requested to send one child’s book of work to the office each week as children like to have their efforts affirmed by the Executive. Please vary the type of books sent and ensure that each child has the opportunity to send his/her work several times throughout the year.

PENCILS / PENS TO BE USED:

- Kinder - coloured thick pencils / thick black lead pencils
- Year 1 - thick learner lead pencils – transition to thinner lead pencils
- Year 2 - lead pencils 2HB
- Year 3 - lead pencils 2HB
- Year 4 - lead pencils 2HB
- Year 5 - lead pencil – transition to blue biro / or fine point pen
- Year 6 - blue biro / or fine point pen / fritxon pens
Maths – K – 6 is all done in pencils. Books must be covered. Children are to refrain from drawing or scribbling on the covers.

All writing will have a 7 degree slope. Years 2 – 4 use a slope card – that they use to actually draw on the sloped lines. Year 2 & 3 same width. Years 4 has smaller width.

Children should be taught to touch top and bottom lines. Looping letters ONLY TO JOIN LETTERS begins Term 3, Year 3.

Children should also be encouraged to explore different fonts for doing presentations such as headings in project books.

Teachers should initial and date all corrections.

DON’TS
- pacers are not allowed
- no textas in books
- no liquid paper
- no scribbling on books
- no crossing out
- use only a good white clean eraser to rub out
- use a ‘x’ beside the mistake and rewrite it correctly.

POINTS
1. To begin the first term of Year 3 with the transition in pencil from Foundation Printing to Running Writing in formal Writing books, with the gradual transition into other books during the rest of the year, when the child’s standard is such that he/she is ready for this transition.

2. To begin the first term of Year 5 with the transition from pencil to biro in formal writing books, with the gradual transition in other books during the rest of the year, when the child’s standard is such that he/she is ready for this transition.

3. To provide CAREFULLY PLANNED INSTRUCTION, with attention to shapes, sizes, spaces (both horizontally and vertically), strokes and letter heights, in the correct order of case construction and direction of each letter formation (either clockwise or anticlockwise of both small and capital letters).

4. To continue to help children to adjust to the reduction in letter sizes (from a little more than 1cm in infants to approximately ¼ cm in Years 5 and 6) while maintaining relationships and correct formations.
5. To continue to teach pupils to print only when mapping, making diagrams, in HSIE or science, to give practice in forming numerals to assist in number work in mathematics books.

6. As the child advances through the Primary School less time may be devoted to formal writing lessons. All writing will be judged from the general quality in the ordinary books than what appears in the special practice books. Year 6 may start to explore different styles. Year 5 & 6 speed and fluency, correctness of formation should be the main concern.

7. To ensure regular and methodical supervision, with attention to correct posture, pencil/biro grip, lightness of touch and book position.

8. From Year 3 – 1cm margins to be ruled and measured at top and bottom in lead pencil. Year 3 – when competent children can draw margin in red pen. No ruling off. Headings must always be used.
   1 finger space between each word for younger grades.
   In handwriting books the full date should be written e.g. Wednesday 24th June.
   In all other books the date should be written in the top right hand corner the shortened way e.g. 24.06.14

10 POINTS TO REMEMBER WHEN WRITING:

1. **YOUR POSTURE:** Sit comfortably, lean lightly forward but do not slouch right over your desk or table.

2. **YOUR EYES:** If you sit correctly your eyes will be at the most suitable distance from your work. Although there is no fixed rule here it is worth remembering to keep your eyes at least 30cms away from your desk.

3. **YOUR HANDS:** For most people the writing tool will be held in the right hand and the left hand should be place on your exercise book or paper, to keep it from moving. Do not use your hand to support your head.

4. **YOUR FEET:** Do not cross your feet or tuck them under your chair, or sprawl them out in front of you.

5. **HOLDING YOUR PEN:** Check that you are holding your pen correctly as follows:
   - Mark the side of your middle finger between the last joint and the end of your finger
   - Mark your knuckle joint at the side of your index finger
   - Mark underside of your thumb between the joint and the end of your thumb
   - Lay your pen against the marks on the middle finger and index finger knuckles
   - Bring the mark on your thumb across to hold the pen in position
   - The index finger which has no control in writing is gently dropped on to the top of your pen. Thus it becomes the sleeper finger on your writing hand.