

Elmsett C. of E. V.C.P. School

Handwriting Policy



Document Control

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1. INTRODUCTION

This Policy was sent to parents in draft form for their comments, amended and finalised by the Governors Curriculum Working Party and finally agreed and discussed with all governors. One governor is nominated as having specific responsibility for monitoring its implementation. The policy should be available via a link from the School's website and is alternatively available in the school office for examination by all parents.

2. AIMS

- To write independently and creatively for purpose, pleasure and learning
- To use and adapt a range of forms suited to different purposes and readers
- To make choices of style, including vocabulary and viewpoints.
- To use a range of forms of presentation
- To organise ideas into a coherent structure
- To vary and adapt sentence structure for meaning and effect
- To use a range of punctuation correctly
- To use keyboard skills and ICT tool confidently to compose and present work
- To learn and use appropriate grammar.

3. PLANNING FOR PROGRESSION

The school follows the objectives from the Criterion Scale for Big Writing for each year group from Foundation Stage to year 6, and from the Literacy Framework for reading spelling and listening. Goals are set from the Criterion Assessment. Age appropriate grammar is taught throughout the school and use of correct grammatical terms encouraged.

4. METHOD AND ORGANISATION

In Foundation Stage early attempts at drawing and writing are valued. Children are encouraged to talk about their work. Big Tank is used.

All children have the opportunity to read their work to others and to have their work displayed.

All pupils have the opportunity to enter competitions. Several have had their writing published.

Children are presented with a wide range of stimuli across the curriculum.

Tasks set are purposeful, eg If writing instructions children may be asked to write a recipe they have used for others to follow.

Children are taught how to plan, draft and re-draft their work.

They have personal dictionaries, class word banks and are taught to use dictionaries and a thesaurus.

Writing buddies may be used and children are also given the opportunity to work collaboratively.

Grammar is taught weekly and children are expected to use it in their daily writing.

5. ASSESSMENT

Children are aware of the objectives for each piece of writing and work is marked accordingly.

Children are encouraged to assess their own and each other's writing.

A TA supports children with an IEP, or those who need extra help.

Key Stage 1 have 3 goals set from Criterion assessment.

Moderation takes place according to the guidelines set in Ros Wilson's "Big Writing" (twice a year) but not including SATs.

Assessment achievements are updated on Pupil Asset regularly.

Key Stage 2 as above, but have 3 literacy targets.