

Fairfield Endowed CE Junior School

Writing and Handwriting Policy

Rationale

Children need to develop an ability to construct and convey meaning in written language matching style to audience and purpose.

Purpose

1. To develop the children's ability to write in a variety of different contexts, to write freely and with confidence.
2. To enable children to develop a comfortable and legible handwriting style.

Guidelines

1. Children should have frequent opportunities to write in different contexts and for a variety of purposes and audiences, including for themselves.
2. Writing activities should include a range of chronological and non-chronological writing.
3. Use all areas of the curriculum and children's experiences to provide opportunities for real writing and real purpose, for real audiences.
4. Teachers should write alongside their children, modelling expectations, sharing and talking about their writing.
5. Basic sentence structure is taught before developing sentences to engage the reader. Basic punctuation is also taught before higher order skills. Mastering skills at every stage before moving on to the next step in learning.
6. Teach children according to the handwriting policy where all letters are formed from the line and are cursive in shape. Handwriting must be taught discretely in order to master skills. Teachers are models of the school's handwriting policy.
7. A unit of work in Literacy or writing in topic should follow the pattern of reading followed by writing with opportunities for speaking and listening throughout.
8. All children should understand the features of different styles of writing, be exposed to them and understand why these features are used before being asked to write in the said style but this must not slow down the business of writing.
9. Children from Year 3 must be trained in writing for a sustained period of time appropriate for that year group. Year 3 should work towards a page of quality writing by the end of the academic year. Year 4 should work towards two sides of writing and those in Years 5 and six should be able to sustain a story for up to four sides.
In addition, children should also be given the opportunity to write shorter but complete pieces of writing in a test capacity.
10. Children are given the opportunity to draft and improve before writing of a high standard as a final piece.
11. Topic work is seen as a way for skills in Literacy and Numeracy to be further developed and mastered.
12. Grammar is explicitly taught and pitched to meet the needs of the pupils. It's expected that this is then applied throughout the rest of the curriculum in order to develop mastery.

Conclusion

The development of writing is closely linked with reading and speaking and listening. From an early age children should be encouraged to behave like writers by creating a literacy environment in which they initiate and participate in a range of writing activities.