



Writing and Handwriting Policy

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Belthorn Academy Primary School
Belthorn Road
Belthorn
Lancashire
BB1 2NY
Tel: [01254 55620](tel:0125455620)
Email: head@belthornacademy.co.uk

Head teacher: Mrs H. Rowan
English Lead: Mr C Furness

Chair of Governors: Mrs Yvonne Brown

KEY PRINCIPLES

Teaching at Belthorn is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Belthorn we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

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. Pre-cursive handwriting to be taught in year 1.

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 experience to provide opportunities for real writing with real purposes, for real audiences.
4. Teachers should write alongside their children, sharing and talking about their writing.
5. Children should be taught to write in sentences and use punctuation correctly.
6. Teach children the conventional ways of forming letter shapes, lower case and capitals, and joined-up handwriting, through purposeful guided practice. Children will start to learn pre-cursive handwriting from year 1.

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.