

2022-2023

Writing policy

Writing at Highfield

Our aim is to enable students to communicate in with others in a range of ways, this includes writing. For some students, this is a purely functional skill, for others writing can be more creative.

Handwriting

Our aim is that students leave us with legible handwriting. This includes clear letter formation; correct orientation of letters and spaces between words. For some students, this may be a cursive script, but for many handwriting is printed.

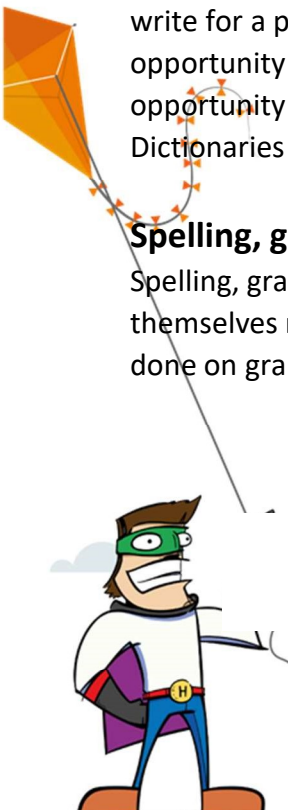
Students who experience difficulties with motor skills use a range of adaptive devices to support their writing – slope boards, pencil grips, special pens, laptops and i-pads. Those working towards accreditation will be able to use these adaptations for accreditation.

Writing

Students begin with mark-making before moving on to letter; labels, captions and lists; short sentences; and extended pieces of writing. Initial writing links closely to speech. Colourful semantics is used to support and develop early writing and word banks are used to provide some of the vocabulary needed in writing. Communicate in print is used to support students independence in selecting the vocabulary they wish to use. Some students may use Communicate in Print or Clicker for their writing, enabling them to read back or listen to their work. Students are encouraged to write for a purpose and visual stimuli and experiential learning help provide the incentive and opportunity to develop writing across the curriculum. English and topic lessons provide students the opportunity to express themselves through recounts, reports, diaries, letters and stories. Dictionaries and thesauri are used to foster independence and to extend vocabulary.

Spelling, grammar and punctuation

Spelling, grammar and punctuation are integrated alongside writing, enabling students to express themselves more clearly. Work in both spoken language and reading support and benefit from work done on grammar and punctuation in writing.



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March 2023