



# Dandelion Learning

## Writing Curriculum Audit Tool – Transcription



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Design and Intent	1	2	3	Notes/Actions
There is a consistent policy and approach to the teaching of spelling and handwriting across the school. This is informed by research, aligned to national curriculum statutory requirements and carefully considers local context to ensure gaps in pupils' knowledge and skills are addressed.				
School policy outlines consistency of approach in the marking of spelling in English and across the curriculum and ensures expectations are high, discussed with and communicated to all stakeholders				
The curriculum for spelling and handwriting is coherently planned and sequenced so that pupils build on prior learning. The curriculum is ambitious with clear whole school progression.				
Implementation	1	2	3	
Spelling is taught in an engaging, multi-sensory way through games and activities that make rules and strategies memorable and meaningful.				
Opportunities for spelling investigation work engage and help pupils in understanding morphology (word structure) and orthography (spelling structure).				
Staff are confident and up to date with the expectations and standards as outlined in the national curriculum.				
Staff are confident in modelling and teaching handwriting.				
Ongoing training and development for staff is maintained to ensure the high quality teaching of spelling and handwriting across the whole school.				
Teachers encourage an environment of exploration as teachers and pupils together apply their growing knowledge to 'have a go' at spelling to ensure pupils are encouraged to attempt the spelling of more ambitious vocabulary in writing.				
Dictionary and thesaurus work is used regularly to support spelling.				
There is clear progression of skills in spelling and handwriting and these are embedded throughout the school.				
Clear expectations re handwriting held within the school policy are consistently applied in the classroom.				
Links between cursive handwriting and spelling are made where appropriate.				
Assessment of spelling and handwriting informs next steps for teaching and learning.				
Expected standards in handwriting are exemplified and evident across school displays and expectations are high.				

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Clarity in the marking of handwriting and presentation in line with school policy is evident in all classrooms.				
Pupils struggling with handwriting and/or spelling are identified quickly and support is put in place.				
Left-handed pupils are identified and specifically taught strategies to support their handwriting.				
<b>Impact</b>	<b>1</b>	<b>2</b>	<b>3</b>	
Pupils feel confident to 'have a go' at spelling unfamiliar words based on their growing knowledge.				
Pupils understand the importance of being able to spell quickly and accurately as an aid to writing composition.				
Pupils make good progress in spelling and handwriting.				
Pupils achieve well in spelling and handwriting in relation to age-related expectations.				
Pupils have clarity about expectations in handwriting for their year group and ability, for instance which letters are expected to be joined, consistent formation and orientation, knowledge of letter families, etc.				