

Christ Church, Church of England, Infant School & Nursery

**‘Grow and learn together in the presence
of God’**



Writing Policy

**‘Start children off on the way they should go: and
even when they are old, they will not turn from it.’
Proverb 22:6**

Policy Adopted: April 2024

Policy Review: April 2027

Aims and Values

At Christ Church Infant School and Nursery we recognise that writing is integral to all aspects of life and is one of the primary forms of communication. Writing skills underpin most elements of the school curriculum and is an essential life-skill. It allows; pupils to communicate with themselves and others, thoughts to be clarified, emotions to be expressed, opinions to be stated and experiences and explanations to be shared. Given the right environment and stimulus it is an area of English that can give enormous pleasure. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to play a full part in society. We aim to develop fluency and legibility, to set high expectations of pupils and to give writing a high profile in all its forms.

☒ Excitement and enthusiasm will be shown by staff members when children are completing writing activities as a model for the children's own thoughts and behaviour around this subject.

☒ Pupils will be provided with the opportunity to write for real reasons, for different purposes and for a range of audiences.

☒ The conventions of written standard English must be modelled. This is best done through children's own work, teacher modelling on the board and through that of other writers and model texts.

☒ Engaging, motivating and quality texts will be chosen to provide a stimulus for the children's writing.

☒ Pupils need frequent opportunities to plan their work and to read their work to edit and improve it so it is the best of their ability.

☒ A wide range of resources will be used to support pupils and enable them to become independent writers. Word mats, common exception word mats, Bare necessities for the appropriate year group (see Appendix A), wall displays with appropriate vocabulary and prompts, success criteria, writing frames/scaffolds, supported composition etc. (prepared in advance as necessary) will allow the developing writer to concentrate on content.

☒ The writing process will be adapted to match the appropriate needs/abilities of the individual with the use of continuous assessment as a tool for deciding suitable teaching strategies as a way to develop and sustain progress and ensure success.

We should, as class teachers, aim to offer experiences which will provide a balanced selection of activities aimed at developing spoken and written skills. The writing experiences we offer pupils will aim to extend and develop the skills they already have and introduce new ones appropriately. A wealth of resources within school can be used to create a positive environment and support the pupils in their development.

Intent

At Christ Church Infant School and Nursery we use a range of high quality texts as a stimulus for the children's writing. We aim to inspire, motivate and develop children's writing through a range of genres and medias. We aim for children to develop their confidence, fluency and independence in writing through using a range of methods and strategies to enable all pupils to succeed. Children have the opportunity to write for a range of genres, including fiction and non-fiction, and to write in a variety of forms and styles.

Implementation

Writing lessons form a journey where children are able to practise a range of skills before creating a final piece. After beginning with a model text, children are introduced to the skills and features that they need to use in their own writing. Teachers then deliver a series of skills based lessons (which incorporate grammar and punctuation) so that children can practise the skills before applying them and writing their own piece independently similar to the model text. Throughout this process children have the opportunity to edit and improve their work.

We also celebrate Writing in a range of ways; through each class choosing a 'Wonderful Writer' for the week and clearly identifying why they have been chosen and what skill they have developed. Teachers will also choose work to be displayed on the 'Star Writers' wall in each classroom which will be discussed with the children as to why it has been chosen. This allows the children to understand what they have done successfully and motivates the other children in the class to implement these skills to improve their writing.

Impact

It will be evident that Writing is successful at Christ Church Infant School through observations of children enjoying writing both in lessons and through their Writing books. Children of all abilities will succeed in Writing lessons. Children will have and apply a wide range of vocabulary in verbal and written form. Finally, children will be able to demonstrate and apply these skills across a broad range of subjects.

The children at Christ Church will achieve at least age related expectations in writing and be able to use this skill and knowledge to make good progress in other curriculum areas. Children will see themselves as writers and in some instances as potential authors of the future.

Planning for English

Long Term Planning:

- will ensure a range of genres are taught and experienced throughout the year.
- all skills are taught progressively during the year.
- details key texts and the genres to be taught. This is available on the shared area and school website.

Short Term Planning

- Short term planning is in the format of Smart whiteboard files for Key Stage 1. Planning for EYFS is in the form of a word document that can be found on SharePoint.
- Planning will identify how work is to be differentiated/adapted to meet the needs of the children in the class, setting suitable learning challenges and providing adequate support.
- Writing WALTs will be taken from the year group's writing assessment tool.
- Class teachers should meet as a year group to agree the WALTs, where possible, and include these on the planning slides to create their short term English planning. Planning can then be more closely matched to the needs of individual children within classes.
- Writing planning should be uploaded to SharePoint, under the relevant class folder, by Friday afternoon of the preceding week.

Teaching

At Christ Church Infant School and Nursery, we are following the 2014 National Curriculum for the teaching and learning of writing skills. We are committed to raising the standards of children's writing to ensure that all children are progressing and achieving at least in line with national expectations.

Our children are provided with a variety of opportunities to develop, extend and deepen their writing skills in and across each phase of education. In Nursery and Reception, the learning of writing follows the Early Years Foundation Stages Framework. Children are given opportunities to extend their understanding of language learning through play and investigation, developing their characteristics of learning. The National Curriculum describes what must be in Key Stage 1.

- Children in Years 1 and 2 will have a daily English lesson with a writing focus.
- In Year 2, English planning will follow a 10 day programme all linked to a model text as follows:

Day 1	<ul style="list-style-type: none">• Decomposition and awareness of model text
Days 2 – Day 9	<ul style="list-style-type: none">• Skills focus linked to the model text including planning and

	editing skills. After a skill/skills have been taught, the children will apply these in a longer section of writing to be edited the following day. These sections will then be ready to apply in their Extended Write.
Day 10	<ul style="list-style-type: none"> Extended Write

- Year 1 children will receive a daily English skills input and daily group activities linked to this skill. During autumn term the class teacher will work with a focus group each day to write and practise these skills.
- Depending on the Year 1 cohort, as children mature and are ready they will progress to the Year 2 style of Writing lessons.
- Poetry and recounts will adopt a 4/5 day writing cycle with a reduced number of days for skills focused lessons.
- Every lesson will have a WALT which will be stuck in for Year 1 and written in by Year 2. The Year 1 WALT will be followed by a writing tool box of visual prompts to support children further in their learning.
- In extended writing lessons, children will have a WALT followed by identified success criteria. For Year 1 (once the children have progressed to the Year 2 style Writing lessons), success criteria/writing toolbox will include relevant skills for that piece of writing taken directly from the Year 1 writing-termly assessment tool and should be adapted for ability groups. For Year 2, children will have differentiated success criteria at 2 levels:

Level 1. Working towards and expected statements (TAF skills and skills from the Year 2 writing assessment tool)

Level 2. Expected and Greater Depth statements (TAF skills and skills from the Year 2 writing assessment tool)

(TAF statements and the Year 2 writing assessment tool can be cross referenced)

- Skills based lessons will start with a 'Get Thinking' activity in Years 1 and 2. These will be completed on individual whiteboards in Year 1 and 'Get Thinking' books in Year 2. Year 1 will share their whiteboard with the teacher for formative assessment and Year 2 children will mark a peer's work with the teacher checking and addressing any misconceptions. Tasks include editing or revisiting skills previously taught. There should be a focus on spellings, punctuation and checking that the sentences make sense.
- Handwriting is taught as an integral part of each writing lesson with a short intensive focus on correct letter formation. Marking will also focus on the letter formation taught that week and previous lessons.
- Spellings are taught outside the Writing lessons but will be discussed, modelled and taught as appropriate during Writing lessons.
- Work will be differentiated to cater for children's abilities. Differentiation will either be by task or tools used to support children in making progress e.g. word mats,

success criteria, writing frames/scaffolds, supported composition etc. (prepared in advance as necessary).

- It is expected teachers will provide guided teaching opportunities, for specific groups, within lessons. In extended writing lessons, identified children will be supported by the Teacher or Teaching Assistant.

Speaking and Listening and Drama

- Speaking and listening forms a key element of the teaching sequence in English. It is a powerful tool based on the principles of how children learn. It enables them to imitate the language they need for a particular topic orally, before writing their own version.
- Talk partners are used regularly in our Writing lessons and help the children to generate ideas. This will be evident in the class teachers' planning.
- Children are encouraged to take part in drama and role play, scripting and performing through Writing lessons and other lessons across the curriculum.

Spellings

- Spellings are set weekly for children in Year 2 using the Spelling Shed scheme. The children will follow the Stage 2 lists of spellings. They will be set on the Spelling Shed website in addition to a half termly list being available on the website with a weekly message sent to parents regarding the list they need to learn for that week.
- In the Autumn term, Year 1 children will receive a list of red/high frequency words to learn each week. They will then begin using the Spelling Shed scheme from the Spring term, following the Stage 1 lists of spellings. They will be set on the Spelling Shed website in addition to a half termly list being available on the website with a weekly message sent to parents regarding the list they need to learn for that week.
- Spellings cover the sounds and words outlined in the NC.
- A spelling test will take place every Friday (from the Spring Term for Year 1) and the spelling of these words will be monitored through the Writing lessons to check the children are applying them. If they are not, these spellings should be given as a 'Green for Growth' task for the children to practise and edit in their work.
- A spelling lesson will take place every Friday following the spelling test using the PowerPoint slides from the Spelling Shed scheme.
- Children who cannot access the weekly spellings will be provided with spellings which are suitable for them or will have a reduced amount of the whole class spellings.
- Spellings for the week should be displayed on the Writing working wall in the classroom.
- If a child achieves the same score or better in their weekly spelling test they should receive a sticker and a Dojo point. Any child that achieves full marks every week for a half term will receive a spelling certificate.

Handwriting

- Adults will accurately model the agreed handwriting style in all interactions with children.
- In Nursery, Reception and Year 1 handwriting will focus on letter formation.
- Year 2 will begin to adopt a cursive approach. More able pupils may begin the cursive approach at the end of Year 1.
- A formal handwriting lesson will take place weekly in Year 2 following the Handwriting File scheme by Kath Balcombe.
- Year 1 will practise their handwriting through their RWInc lessons and at the start of each writing lesson daily.
- The Letter Forest (Appendix B) is displayed in all classrooms through to the end of Key Stage 2.
- Teachers should model how to form and join (where applicable) letters correctly.
- Pencil grips, writings slopes, cushions and other aids are provided as required.
- Identified children may require handwriting intervention to develop a clear, correct letter formation and/or cursive style.

Presentation

- All work must be dated. Year 2 should underline using a ruler.
- All work to have a skills based WALT e.g. to use expanded noun phrases for description. For Year 2, children can be expected to write the WALT and underline this with a ruler. In Year 1 the WALT should be stuck in prior to the lesson starting.
- All extended writing to have appropriate success criteria stuck in.

Editing

- Editing will be introduced in the summer term in Year1 and developed throughout Yr2. The children will be expected to read through a section of their work and make improvements using the **CUPS** method.

C- Capital Letters and Full Stops

U- Understanding

P- Punctuation- question marks etc. as appropriate.

S- Spelling

Marking and Feedback

- Teachers will be proactively supporting and assessing the children’s understanding throughout the lesson with the exception of independent writing tasks.
- Work is to be marked in relation to the school marking policy. All work must be marked by the next lesson.
- Verbal feedback should be given during lessons in order for children to be clear about their next steps.
- Work should be marked with the appropriate coloured dot- pink (support or WALT not met) green (WALT met) blue (WALT met in addition to other skills used without prompting). Where a child has a pink dot next to the WALT when they have been working without support, they should have a reactive intervention session.
- A brief positive comment that makes reference to what is particularly good in relation to the lesson’s WALT or success criteria could be included however general comments that don’t mention anything specific should be avoided.
- Marking to focus on taught letter formation
- ‘Green for Growth’ activities may be included during live marking or after the lesson e.g. for punctuation or spelling corrections although may not be necessary if verbal feedback has been given. ‘Green for Growth’ tasks will always be given after a longer piece of skills writing in order for the children to edit this piece using their ‘Purple Polisher’ in preparation for use in their Extended Write.
- In Year 2, teachers assess children’s independent writing against the success criteria.
- Written work to be used on display should be copied from their edited independent write in their Golden Books. The final display piece should be copied so one is on display and one is stuck into Golden Books.

Monitoring and Assessment

Year group	Ongoing Assessment	Summative Assessment
Reception	Learning Journey	Assess termly against the EYFS statutory framework
	Class floor book	

Year group	Ongoing Assessment	Summative Assessment
Year 1	Writing books including tool boxes	Year 1 Termly assessment data
	Year 1 writing assessment tool	

Year group	Ongoing Assessment	Summative Assessment
Year 2	Writing books including success criteria	Year 2 Termly assessment data
	Year 2 writing assessment tool	

- For Reception, learning journeys are used to track if a child is on track or below ARE.

- In Key Stage 1 the writing assessment tool for each year group will be used to check coverage. Teachers will judge whether the child is emerging, developing or secure in the curriculum or working below ARE based on what has been taught so far and evidence in the child's Writing and Golden Book.
- In the summer term, in Yr2, teachers will have to decide whether pupils are working towards the expected standard, working at the expected standard or working at greater depth within the expected standard using the evidence collected against the TAF statement and discussions at internal and external moderation.
- Where children are identified as not making satisfactory progress, intervention will be set up. This will be planned by teachers but may be led by Teaching Assistants. These sessions will be outside the Writing lesson with the intention of closing gaps and diminishing the difference with peers/prior attainment.

Celebrating Writing

- One child should be chosen each week as the 'Wonderful Writer' which is shared during Celebration Worship and with a badge sent to parents via Marvellous Me.
- Dojo points may be given to celebrate where a child has used the writing skills successfully.
- Children's work should be read out and shared with other children in the class.
- Stickers may be given where a child has used the writing skills successfully.
- During 'Golden Book' writing, which takes place every other Friday, children should be chosen to wear a crown or something similar that matches the topic for hard work and excellent effort using the key skills in their Writing.

Reporting Progress to Parents

- Writing progress is reported to parents through termly written reports and termly parent consultation evenings.
- A message will be sent to parents for one writer per class each week who has achieved the Wonderful Writer Award chosen by the class teacher.

Appendix A

Bare Necessities



- ✓ Finger spaces
- ✓ Beginning to form letters clearly and correctly



- ✓ Begin to use full stops



- ✓ Write some common words
- ✓ Begin to write simple sentences



- ✓ Use Fred Fingers to sound out

Words I need to know:
Letter, full stop, finger spaces, sentence

EYFS

Bare Necessities



- ✓ Letters are the correct shape and size
- ✓ Begin to join letters correctly



- ✓ Capital letters and full stops
- ✓ Exclamation marks
- ✓ Question marks
- ✓ Apostrophes for omissions
- ✓ Commas in a list
- ✓ Apostrophes for singular possession



- ✓ Different sentence types: statement, question, exclamation, command
- ✓ Expanded noun phrases
- ✓ Coordinating (or, and, but, so) and subordinating (when, if, that, because) conjunctions



- ✓ Use present and past tense correctly
- ✓ Use Fred Fingers to sound out
- ✓ Suffixes to form new words: **-ful, -er, -ness, -ly, -est**
- ✓ Contracted words
- ✓ Spell most of the Year 1 and 2 Common Exception Words correctly.

Words I need to know:
Noun, expanded noun phrases, statement, question, exclamation, command, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma

Year 1

Year 2

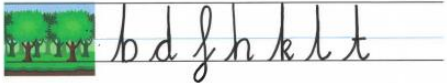
EYFS

Year 1

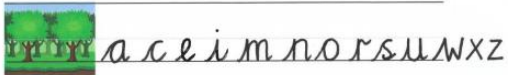
The Letter Forest



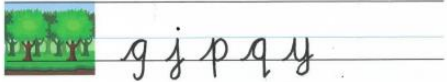
Sky Letters



Tree Letters



Underground Letters



Year 2