

# **Fairisle Infant and Nursery School**



## **Writing Policy**

Date policy reviewed: July 2025

To be reviewed again: July 2027

<p><b>SIGNATURE STAMP</b></p> <p>This policy was approved and adopted by the Governing Body at their meeting on: : <i>09/07/2028</i></p> <p>Signed: </p> <p><b>Rick Allan</b> Chair of Governors</p>
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## **Fairisle Infant and Nursery School**

**'We have the right to learn' Article 28 RRS UNICEF**

### **Writing Policy**

**Writing is a vital part of the communication process and affects performance in most areas of the curriculum. At Fairisle Infant and Nursery School we value children's attempts at each stage of their writing development.**

**Writing development is:**

“A growing ability to construct and convey meaning in a written language, matching style to audience and purpose.”

**- National Curriculum**

#### **Aims**

At Fairisle Infant and Nursery School writing is experienced in a dynamic relationship with reading and Spoken Language (Speaking and Listening).

We aim to:

- Ensure that children have experiences in a wide range of types of writing using fiction, non-fiction, poetry and other children's writing.
- Provide an environment that will foster and support children's growth as writers including an interest in vocabulary and the effect it has on their writing.
- Appreciate all stages of emergent writing as part of children's development.
- Provide opportunities to write for purpose and audience.
- Use a variety of approaches to help children acquire the conventions of writing Standard English – sentence structure, punctuation, spelling, grammar etc.
- Provide high quality stimuli and models, including teachers scribing.
- Promote the development of a comfortable, legible, handwriting style using the 'Teach Handwriting' scheme.
- Increase attainment, confidence and enjoyment in all children.
- Provide opportunities for writing across the curriculum.
- Foster children's self esteem as writers.

#### **EYFS**

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum; become immersed in an environment rich in print and possibilities for communication.
- Have a variety of opportunities for mark making, guided and independent writing

- Nursery
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

#### Year R

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

#### Early Learning Goal

##### ELG: Fine Motor Skills

Children at the expected level of development will:

- ✓ Hold a pencil effectively in preparation for fluent writing
- ✓ using the tripod grip in almost all cases;
- ✓ ELG: Writing
- ✓ Children at the expected level of development will:
- ✓ Write recognisable letters, most of which are correctly formed;
- ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- ✓ Write simple phrases and sentences that can be read by others.

#### Writing (National Curriculum 2014)

Writing involves skills in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, write, proof read and edit their writing.

Writing down ideas fluently depends on effective transcription:

- on spelling quickly and accurately through knowing the relationship between sounds and letters (phoneme grapheme correspondence), understanding the morphology (word structure) and orthography (spelling structure) of words.
- on being able to write legible letters eventually leading to fluent handwriting.

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

The objectives for writing in the National Curriculum aim for high levels of motivation and active engagement for pupils. To achieve this, teachers will use a wide range of teaching strategies including:

- ◆ Modelling
- ◆ Scaffolding
- ◆ Focused guided sessions
- ◆ Questioning to probe understanding and to encourage children to reflect on and refine their writing and to extend their ideas providing opportunities for extended independent writing throughout the curriculum.

## **Year 1**

### **Writing - transcription**

Pupils should be taught to:

#### **Spell:**

- ✓ words containing each of the 40+ phonemes already taught
- ✓ common exception words
- ✓ the days of the week

#### **Name the letters of the alphabet:**

- ✓ naming the letters of the alphabet in order
- ✓ using letter names to distinguish between alternative spellings of the same sound

#### **Add prefixes and suffixes:**

- ✓ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- ✓ using the prefix un–
- ✓ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

### **Writing – composition**

Pupils should be taught to:

#### **Write sentences by:**

- ◆ saying out loud what they are going to write about
- ◆ composing a sentence orally before writing it
- ◆ sequencing sentences to form short narratives

- ◆ re-reading what they have written to check that it makes sense
- ◆ discuss what they have written with the teacher or other pupils
- ◆ read their writing aloud, clearly enough to be heard by their peers and the teacher

### **Writing - spelling, punctuation and grammar**

Pupils should be taught to:

- ◆ leave spaces between words
- ◆ join words and join clauses using 'and'
- ◆ begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- ◆ use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- ◆ learn the grammar for year 1
- ◆ use the grammatical terminology in English for Year 1 when discussing their writing

Year 2

### **Writing - transcription**

Pupils should be taught to:

Spell by:

- ◆ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- ◆ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- ◆ learning to spell common exception words
- ◆ learning to spell more words with contracted forms
- ◆ learning the possessive apostrophe (singular) [for example, the girl's book]
- ◆ distinguishing between homophones and near-homophones
- ◆ add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- ◆ apply spelling rules for Year 2

### **Writing – composition**

Pupils should be taught to:

Develop positive attitudes towards and stamina for writing by:

- ◆ writing narratives about personal experiences and those of others (real and fictional)
- ◆ writing about real events

- ◆ writing poetry
- ◆ writing to inform
- ◆ writing for different purposes

Consider what they are going to write before beginning by:

- ◆ planning or saying out loud what they are going to write about
- ◆ writing down ideas and/or key words, including new vocabulary
- ◆ encapsulating what they want to say, sentence by sentence
- ◆ make simple additions, revisions and corrections to their own writing by:
- ◆ evaluating their writing with the teacher and other pupils
- ◆ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- ◆ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- ◆ read aloud what they have written with appropriate intonation to make the meaning clear

## **Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

- ◆ learn how to use both familiar and new punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- ◆ sentences with different forms: statement, question, exclamation, command
- ◆ expanded noun phrases to describe and specify [for example, the blue butterfly]
- ◆ the present and past tenses correctly and consistently, including the progressive form
- ◆ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- ◆ the grammar for year 2
- ◆ some features of written Standard English
- ◆ use and understand the grammatical terminology for Year 2 in discussing their writing

## **Writing – policy into practice**

### Components of Writing

#### Modelled Writing

This gives teachers an opportunity to be a writer and model the thought process that they are going through to end up with an exciting sentence. Teachers need to speak aloud to the class as they do this. During modelling the teacher should not be using children's ideas – these come into shared writing.

#### Shared Writing

This provides an opportunity for teachers to gather good ideas from the class and put them together for an introduction or conclusion or any aspect of writing that needs specific teaching. Pupils may gather ideas by using Talk Partners and/or white boards.

#### Guided Writing

Within classes children are ability grouped for writing. Teaching Assistants will also support groups. Teachers will target groups who need more guided sessions. The teacher and group work together to start a piece of writing and then the pupils continue independently. The teacher may let them begin and then guide them to improve a piece of writing.

#### Independent Writing

Children are given a range of independent writing activities, which link to the writing objectives for that day or week. Children will be given time to edit through proofreading, making revisions and additions as appropriate.

#### At Fairisle Infant and Nursery School we will:

- provide frequent opportunities for emergent, guided and shared writing
- provide a range of high quality stimuli to engage children's interest
- provide a wide range of writing media
- provide opportunities for role-play in a variety of settings
- provide opportunities for children to write collaboratively as a class or a group
- encourage children to explore their thinking with their peers and adults to clarify their ideas before and during writing
- encourage children to say the sentence or learn to 'talk' the text type before writing it down.
- teach a daily writing lesson (at Key Stage 1)
- respond actively to children's writing by providing verbal feedback within the writing session (See Marking Policy)
- intervene sensitively and set individual targets to improve presentation, composition, spelling, grammar and punctuation
- teach the skills required for letter formation alongside emergent writing, leading to a cursive style of handwriting (See Handwriting Policy)
- teach phonics daily from Yr N -1, or until children have a sufficient phonics knowledge and encourage children to apply their knowledge throughout the curriculum

- directly teach spelling Yr 2 spelling rules in Yr 2 to those children who have secured phonics. Continue to teach phonics in Year 2 to those children who need to consolidate this skill
- in nursery play listening phase 1 games in phonics and where appropriate introduce children to phase 2 sounds and encourage children to apply their knowledge to their mark making “magic writing”
- introduce a rich variety of vocabulary through our Word Aware approach to all children, focusing on tier 2 words, to enable writing to have impact on the reader

## **Assessment and Recording**

Assessment will be carried out by the class teacher on a regular basis through the review of children’s written work. Teacher assessments will be made at the end of each full term and results recorded on the school’s assessment grids. Teachers in Key Stage one should be assessing children based on the National Curriculum, and teachers in the Early Years should be using Statutory Framework for the Early Years Foundation Stage to track assessment throughout the year. At the end of Reception, The Early Learning Goals will be used to assess Writing in the Foundation Stage.

Pieces of writing are moderated within year groups and as a whole staff throughout the year. External moderation is carried out throughout the year within and where possible outside of the Trust.

## **Equal Opportunities**

At Fairisle Infant and Nursery School we recognise that all individuals are different. We recognise that we must take account of the ethnicity, backgrounds and needs of all children. We provide differentiated and adapted support to enable children to develop their individual writing skills. Specific materials, methods and opportunities are available to those learners who need them.

## **Special Educational Needs and or Disabilities**

Children with Special Educational Needs and or Disabilities are supported in their writing development by adapted provision. Appropriate support will be put in place so children can access learning opportunities by reducing the barriers to learning. The following may also be used to supplement their writing provision:

- Individual targets – IEP’s – Praise and reward system
- Finger Gym
- TA support
- Outside Agencies
- Involvement of SENCO
- Precision Teaching
- Triangular pencils. pencil grips
- Prompts for writing including displayed alphabets with starting points
- Interactive word banks



- Sand, glitter, gloop
- Laptops /fizz books
- Variety of media to write with
- Personal stimulus for writing
- Differentiated homework – parental involvement
- Opportunities to verbalise before writing
- Additional writing support
- Talking tins

Further information on how children with SEND are supported can be found in our SEND policy.

### **Monitoring and Evaluation.**

The English Subject leader monitors by:

- observation of and talking with children about their work in writing
- sampling of books (KS1) and annotated pieces of writing (EYFS)
- classroom observations of the teaching of writing and phonics
- regularly moderating writing samples with all teaching staff
- tracking progress of groups of children from each class and cohort
- reporting to Governors on progress and achievement

Supporting documents  
 National Curriculum 2014  
 EYFS Curriculum  
 Development Matters  
 Handwriting Association  
 Handwriting Policy  
 Teach Handwriting  
 SEND policy