



St. Mildred's Primary Infant School

Writing Policy

2026



Introduction

This policy outlines the teaching, organisation and management of writing at St. Mildred's. The school's policy is based on the requirement of the National Curriculum Programme of Study for Writing and the EYFS Framework. It also takes into account The Writing Framework.

Intent - The Early Years

In reception we follow the EYFS curriculum for Communication and Language, Speaking, Reading at word level and comprehension of what they have read and Writing.

We will empower and enable pupils to:

- Listen and respond to what they hear asking relevant questions.
- Give comments and ask questions to clarify their understanding when in a discussion.
- Develop two way conversations with both peers and teachers alike.
- Extend their vocabulary and encourage them to use it in small group, class and one to one discussions.
- Offer explanations of why things might happen, using newly acquired vocabulary from stories, non-fiction, poems and rhymes.
- Express their ideas and feelings about their personal experiences using past, present and future tenses whilst using conjunctions.
- Retell stories and narratives using their own words and recently introduced vocabulary.
- Identify key events in stories.
- Use and understand recently acquired vocabulary during discussions about stories, non-fiction, rhymes and during role-play.
- Read aloud sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters most of which are correctly formed.
- Spell words by identifying sounds in the words and using letters to represent the sounds.
- Write simple sentences that can be read by others.

Intent - National Curriculum - Years 1 and 2



At St. Mildred's, we believe that our children should be equipped with the skills to be strong and effective communicators who have the knowledge and skills to write independently for a range of purposes. Our aim is to develop a love of writing through the use of high quality and varied texts ensuring a strong link between reading and writing.

- Continuous Provision - opportunities in the environments for writing to create a positive experience where children can develop confidence and a positive attitude to writing.
- Topic Books
- Writing Inventor Books
- Skills Books
- Drawing Club
- Hook

We have an English Leader who drives the Writing progression of skills in our school and monitors the progress made. We treat all children as potential writers be they Reception, Year 1 or Year 2. Through our varied teaching and learning styles, we aim to meet the needs of all our children and all teachers promote writing across the school not just in English Lessons but also across other areas of the curriculum.



Implementation of Writing Skills in the EYFS

In Reception, the children will experience Communication, Language and Literacy as part of the seven areas of development from the Foundation Stage Guidance. Communication and Language skills are a prime area of learning and are vitally important as they underpin all learning at this early stage. The EYFS Programme of study ensures children build on and develop the language skills that they bring from home. Development of these skills is encouraged through talk and discussions in all areas of the curriculum, and activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions and talking to accompany play. Drawing Club has been successfully introduced and is being used extensively in Early Years. Squiggle whilst you wiggle is also followed. This scheme supports early writing skills and mark making. Strength and co-ordination are focused on with children making gross motor movements before moving onto fine motor movements.



Implementation of Writing Skills in Year 1 and 2

At St Mildred's we have high expectations in writing. We start with a well-structured planning process and take time to immerse the children in texts which are carefully chosen to support our writing. We do this through providing a range of opportunities:

Oracy and Drama/Story Maps - This is to retell the story and embed sequences of events. Lots of drama games and techniques such as 'freeze framing' and 'thought tracking' are used to become really familiar with the text. This familiarity with the text enables children to generate ideas quickly, structure their writing better and focus on transcription as it reduces their cognitive load. It also allows us to explore the emotions and personalities of the characters.

Pictures - Children use language to write character and setting descriptions encouraging ambitious and interesting vocabulary.

Characters - Work using questioning to deepen understanding/descriptions/comparison.

Exploring Vocabulary - Children discover new vocabulary knowing the meaning of new words. They are also encouraged to find synonyms. These are then displayed on the Working Wall.

Assessment

At St Mildred's we use assessment to monitor a child's progress and to identify any child who may need additional support.

Reception: Children are assessed against the EYFS profile. This may be by observations, photographic evidence (through tapestry), looking at work or by answering questions and other verbal feedback. Fab Free Writes are used for children to write independently. There will be a hook to engage the children and start them off. These are used frequently to assess children in their writing.

Key Stage 1:

At St Mildred's we continuously assess children's writing using formative assessments. Each child in Years 1 and 2 has a Writing Inventor's Book which contains independent writing that provides the teachers with evidence towards their year group objectives. Termly pupil progress meetings, teachers track attainment and progress in writing are used to assess also. We moderate writing on a regular basis both internally (within the school) and across other TELT schools. See the school **assessment policy** for further information.

The Teaching of Writing

We use a structured approach to building the writing lessons and teachers model the writing process thereby demonstrating the expectations of all children. Direct verbal feedback (VF) is given during writing lessons.

We use text pictures as a hook to elicit questions and curiosity to help them discover more about the characters and settings. Oracy and drama are used extensively to help the children remember the text easily when they come to re-tell their own version.

Using the Progression of Skills, we teach, practice, develop and embed the required skills for each year group and genre, ensuring that progression is made for all of our children.

Drawing Club (Year R)-The children are introduced to new vocabulary linked to a story, tale or animation. They draw their ideas and bring it to life with a secret code. This is the writing aspect of Drawing Club.

Whizzy Writing- (Year R) During Whizzy writing the class teacher will work with small groups to practise and apply skills to improve their writing.

From Year 2 onwards, spelling is taught using the Little Wandle Spelling Programme.

Impact – Writing

As a result, our aim is:

Children will be able to write fluently and with confidence by the time they leave St Mildred's Primary Infant School at the end of Year 2.

Children will have a love for writing and write for enjoyment. We celebrate children's successes termly by appointing 'Whizzy Writers' who dress up and are congratulated in Celebration Assemblies.

Children will have a wide vocabulary and be able to spell new words by effectively applying spelling patterns learned through Phonics and Spelling Programmes.

Children will have a good understanding of grammar and how to use it.

Children will have neat, legible writing.

Supporting SEND in Writing

At St Mildred's we believe that all pupils are entitled to a broad, balanced and relevant curriculum and teachers match the learning to the needs and abilities of all of the pupils. We use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning. In every lesson there is a range of strategies used to ensure inclusion of all pupils. These include:

- Quality first teaching to ensure the way lessons are planned and delivered meet the children's needs
- Differentiated levels of challenge for children in class
- Practical activities/elements to each lesson
- Smaller groups
- Visual aids
- 1:1 support
- Adaptation of materials for specific needs
- Pre teaching to share the skills prior to the lesson
- Little Wandle interventions - Keep up in Year 1 and Rapid Catch up in year 2.
- Peer support

Monitoring and Evaluation

Monitoring of the standards in Writing is undertaken by teachers, subject leaders, SLT and Governors. The English Subject Leader constructs an action plan that meets the aims and the vision of the School Improvement Plan. This forms the basis for any monitoring activities that might take place. These will include; classroom observation, learning walks, pupil voice, planning scrutiny, book looks and reviewing of data. Management time is given to allow opportunity for monitoring and evaluation.

How to help your child at home

We value parental involvement in children's development of English and promote a home/school partnership.

How you can help at home:

- Share a range of books with your child. Bedtime stories don't just have to be fiction. It is important to give children exposure to a variety of different books.
- Always allow time to hear your child read or support them in their learning. This should ideally take place in a calm, conducive environment. Lots of reading exposes children to a rich vocabulary.
- Provide opportunities for your children to write, for example, mark making, shopping lists, letters to relatives, postcards, either by hand or using the computer.
- Allow your child to practise their handwriting, making it fun by using a variety of tools for example, gel pens, chalk, paint or writing their letter shapes in oats or shaving foam.
- Provide opportunities to strengthen your child's fingers to support the writing process by allowing them access to playdoh, pegs, cutting with scissors or squirting with a spray bottle.
- Take your child to the library.
- Here are some useful websites to look at with your child:

www.ictgames.com

www.bbc.co.uk/schools

www.topmarks.co.uk

www.littlewandle.org.uk

Please see our website for other ideas under 'How to Help at Home'.

Role of the SLT

- Monitor the implementation of Early Reading and Phonics including monitoring teaching plans and the quality of teaching in the classroom.
- Scrutinise tracking and evaluate standards across the school through the Little Wandle Letters and Sounds Revised assessment tracker.
- With the Subject Leader, identify areas of strength and areas for development, assessing levels against school and national targets.

Role of the Subject Leader

The subject leader should work to:

- Lead and manage Writing within the school.
- Secure high quality teaching, effective use of resources and the highest standards of learning and achievement of all pupils.
- Demonstrate good practice.
- Keep the policy up to date and keep under review the planning and teaching of Writing.
- Encourage and support all staff in the implementation of the agreed procedures and closely monitor the progression and consistency of approach across all year groups.
- Manage the English budget effectively and purchase and organise all resources, ensuring that they are readily available and well maintained.
- Monitor standards and pupil progress across the school.
- Identify clear targets to improve and sustain pupil achievement.
- Keep up to date with recent subject developments, attend appropriate courses and training and disseminate relevant information to the rest of the staff.
- Further parental involvement and knowledge by facilitating support and advice through curriculum evenings and Parent Workshops.
- Submit feedback on standards and achievements to SLT and Governing body.

Review

This policy will be reviewed according to the school's strategic plan.

Handwriting EYFS

In Reception, children develop their gross and fine motor skills through practical activities, alongside the use of 'handwriting patterns'. They follow the scheme 'Squiggle Whilst you Wiggle.' Here children not only begin to form letters correctly but also strengthen all muscles needed developmentally to become a ready writer. Children are taught whole class and each child has a 'flipper flapper' to use with the music. They squiggle dance and then squiggle draw. It can be on large paper, outside or using chalk and crayons etc. The progression of letters are:

- i,l,t
- c,o,a,d
- m,n,r,u
- q,p,h,k,b,y,g,j,f
- e,s
- v,w,x,z

From Term 2 children follow 'Squiggle me into a Writer.' This is the next developmental stage to help learn how to form letters correctly. There is still a strong focus on developing gross motor and fine motor muscles. When children have progressed through the handwriting patterns they will begin to practise the formation of individual letters using the 'Little Wandle' pattern. This is also taught in a progressive and developmental order determined by the formation of the letter:

- m,a,s,d
- t,i,n,p,g
- c,o,k,u
- b,f,e,l
- h,r,j
- v,y,w,z,x
- q,u
- sh,ch,th,wh

Handwriting Years 1 and 2

Across year 1 and 2 Handwriting is taught following the Twinkl scheme. Children are taught the sets of letter 'families' in a progressive teaching sequence. The letters are organised into sets and we teach following the cursive style with 'lead outs' for children when they are at the step ready to join. Letters are modelled weekly on an animation and the teacher on the whiteboard. Additionally, children have time in class sessions each week to practise in Handwriting or Skills books.

As stated in the handwriting progression overview for Year 1 children will know:

- How sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Understand which letters belong to which handwriting 'families' (letters that are formed in similar ways).

Year 2 children will know:

- How to form lower case letters of the correct size relative to one another.
- They will start to use the diagonal and horizontal strokes needed to join letters.
- Use spacing between words that reflects the size of the letters.

The order of the families over the year is:

- The ladder family (l,i,u,t,y,j)
- The one-armed robot family (n,m,h k,b,p,r)
- The curly caterpillar family (c,a,d,e,s,g,f,q,o)
- The zig-zag family (z,v,w,x)