



Writing Policy 2026

Review Date: September 2028

Introduction

This policy outlines the purpose, organisation and teaching of writing at Haddenham Community Infant School.

Writing is a fundamental life skill that enables children to communicate ideas, organise thinking and express themselves creatively. At Haddenham Community Infant School we aim to develop confident writers who can write clearly, accurately and purposefully for a range of audiences and purposes.

Our approach to teaching writing is informed by the statutory guidance in the Early Years Foundation Stage Framework and the National Curriculum for English, alongside the evidence-based recommendations in The Writing Framework.

We recognise that writing development is closely linked to spoken language, reading, phonics, vocabulary and knowledge of the world.

Intent

At Haddenham Community Infant School we aim to develop children who:

- Enjoy writing and see themselves as writers.
- Communicate ideas clearly through spoken and written language.
- Write for a range of **purposes and audiences**.
- Develop strong **transcription skills** (handwriting and spelling).
- Compose sentences and texts with increasing confidence and accuracy.
- Apply writing skills across the **whole curriculum**.
- Use writing to organise and deepen their thinking.

We believe writing is built upon strong foundations in:

- spoken language
- phonics
- reading

- vocabulary development
- knowledge and experience

In the early stages of writing development, the school prioritises **accuracy, sentence construction and secure foundations rather than the length of written outcomes**, in line with current national guidance.

Implementation

Writing is taught through a **structured, progressive approach** that supports children in developing both the technical and compositional aspects of writing.

Teaching focuses on three key elements:

1. Spoken Language and Oral Composition

Spoken language underpins writing development.

Children are given regular opportunities to:

- discuss ideas
- orally rehearse sentences
- retell stories
- explain thinking
- build vocabulary

Teachers model how to **compose sentences aloud before writing them**, particularly in the Early Years and Key Stage 1.

2. Transcription

Transcription refers to the skills required to record writing accurately.

This includes:

Handwriting

Children are taught:

- correct letter formation
- consistent size and orientation
- fluent handwriting over time

Handwriting is taught regularly in line with the school handwriting policy.

Spelling

Spelling is taught through:

- systematic phonics teaching
- application of phonics knowledge in writing
- explicit teaching of spelling patterns and common exception words
- opportunities to practise spelling within meaningful writing contexts

3. Composition

Composition involves generating, organising and communicating ideas.

Children learn to:

- generate ideas through discussion and experience
- structure sentences clearly
- develop ideas across a piece of writing
- write for different purposes and audiences
- reflect on and improve their work

Teachers support composition through:

- high-quality texts
- shared discussion
- modelling the writing process

The Writing Process

Children are taught that writing is a process. This includes:

1. **Planning** - generating and organising ideas
2. **Drafting** - writing initial sentences and ideas
3. **Revising** - improving clarity and vocabulary
4. **Editing** - correcting spelling, grammar and punctuation
5. **Sharing or publishing** - presenting writing to others

Teachers model this process regularly to demonstrate how writers improve their work.

Writing in the Early Years Foundation Stage

In the Early Years at Haddenham Infant Community School writing is encouraged, celebrated and supported through our offerings in all areas of the provision including both child led and adult led opportunities. At our school we want writing to be a joy and for the children to have the opportunities to share their creative imagination with others and to have a self belief in their own abilities.

Writing is not only the act of forming letters that convey meaning; it also requires the physical development needed to support the writing process. At our school we recognise the importance of developing children's physical strength, coordination and fine motor control so that they are able to hold and manipulate writing tools with increasing confidence and accuracy.

We develop writing further through Drawing Club, created by Greg Bottrill where early writing begins as story telling through pictures and mark making drawn by the children; this is a powerful tool for storytelling and composition. Through storytelling, discussion and drawing, children rehearse narratives, characters and events before recording their ideas through marks, labels, symbols and emerging writing. Adults encourage children to talk about their drawings, explain their ideas and add words or simple sentences where appropriate. This process helps children develop vocabulary, narrative structure and confidence as communicators while their transcription skills are still developing.

We also develop early writing through:

- Mark making opportunities across the provision
- Storytelling and role play
- Drawing and labelling
- Phonics teaching
- Development of fine motor skills
- Squiggle While You Wiggle
- Squiggle Me Into a Writer
- Dough Disco

Adults support children by modelling writing, encouraging talk and responding positively to all attempts at mark making and early writing.

By the end of Reception, children are expected to meet the Early Learning Goal for Writing as set out in the Early Years Foundation Stage Framework.

Writing in Key Stage 1

In Key Stage 1 writing is taught following the expectations of the **National Curriculum for English**.

Children are taught to:

- write sentences with increasing accuracy
- use capital letters, full stops and other punctuation
- develop stamina for writing
- apply phonics knowledge to spelling
- structure writing for different purposes

Children write a range of text types including:

- narratives
- recounts
- descriptions
- instructions
- information texts
- poetry

Writing opportunities are also provided across subjects such as **science, history, geography and religious education**.

Teaching Approaches

Teachers use a range of evidence-informed teaching strategies.

Modelled Writing

Teachers demonstrate how to write while explaining the thinking behind their choices. This includes vocabulary selection, sentence structure and editing.

Shared Writing

Teachers and pupils collaboratively compose a piece of writing. This allows teachers to scaffold writing while children contribute ideas.

Guided Writing

Teachers work with small groups to provide targeted support based on identified needs.

Independent Writing

Children apply taught skills independently. In the Early Years this often occurs within play-based learning. In Key Stage 1 pupils regularly produce independent pieces of writing.

The Reading and Writing Relationship

Reading plays a crucial role in writing development.

Children are exposed to a wide range of **high-quality texts** which provide models of language, vocabulary and structure.

Shared reading and discussion help pupils to understand how authors organise ideas and use language effectively.

These experiences support children in developing their own writing.

Writing Across the Curriculum

Writing is used as a tool for learning across the curriculum.

Children are provided with opportunities to write in different subjects in order to:

- explain ideas
- record learning
- organise information
- communicate understanding

This helps children to see writing as meaningful and purposeful.

Assessment

Assessment of writing is ongoing and informs teaching.

Teachers assess writing through:

- observation
- discussion with pupils
- review of written work
- internal moderation

In Reception, children are assessed against the **Early Learning Goals** from the **Early Years Foundation Stage Framework**.

In Key Stage 1 writing is assessed through teacher assessment in line with the **National Curriculum for English**.

Assessment information is used to:

- monitor progress
- inform planning
- identify pupils requiring additional support

Inclusion and Equal Opportunities

All pupils are entitled to access the writing curriculum regardless of gender, ethnicity, background or ability.

Teaching is adapted to support:

- pupils with SEND
- pupils with English as an additional language
- pupils requiring additional challenge

Teachers provide appropriate scaffolding and support to ensure all pupils can participate successfully.

The Role of Parents

Parents play an important role in supporting children's writing development.

The school will:

- inform parents about children's progress
- provide guidance on supporting writing at home
- encourage regular reading and discussion

Monitoring and Review

The English Subject Leader is responsible for monitoring the implementation of this policy through:

- book scrutiny
- lesson observations
- pupil discussions
- staff support and professional development

The policy will be reviewed regularly to ensure it reflects current national guidance and best practice.