



Rawmarsh Ryecroft **Infant School**

Writing **Policy**

Date - October 2025

Review Date - October 2027

This policy reflects the school's values and philosophy in relation to the teaching and learning of Writing. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the National Curriculum for English, which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching and non-teaching staff with classroom responsibilities, Governors, parents, OFSTED, LA Advisors and interested others. Copies are provided to school staff.

Intent

Curriculum Definition

At Ryecroft, we believe that writing is a fundamental skill that enables children to express themselves creatively, communicate effectively, and develop as confident learners. Our writing curriculum is designed to ensure that every pupil becomes a fluent, accurate, and imaginative writer.

We follow the National Curriculum for English, ensuring a strong focus on both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Through exposure to high-quality texts linked to our half-termly themes, pupils are inspired to write for a range of real and purposeful contexts.

Writing is taught daily, with teachers sharing clear learning objectives with the children. Teachers use a range of teaching styles incorporating:-

- direct teaching
- a high proportion of whole class writing sessions
- group/paired work
- talk partners
- individual work
- independent tasks

Aims for the Teaching of Writing

At Rawmarsh Ryecroft Infant School we aim:-

- To raise standards in writing through high quality teaching and learning.
- To be competent in the art of speaking and listening
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To provide a stimulating and challenging literate environment with well-planned work to interest and motivate children.
- To acquire a wide vocabulary, an understanding of grammar for writing and spoken language.
- To discuss plan, draft, revise, edit and explain clearly their understanding and ideas.
- To use phonic knowledge and understanding of the spelling system to write with increasing accuracy.
- To develop a fluent and legible handwriting style.

Implementation

Teaching and Learning

Early Writing

In the Early Years, children are encouraged to develop their early writing skills through:

- Daily opportunities to mark-make and write for purpose within play.
- Systematic phonics teaching to support sound-letter correspondence.
- Development of fine and gross motor control through activities that build handwriting readiness.
- Shared and modelled writing experiences where children see the teacher as a writer.

Progression through School

As children move through Key Stages 1 they are taught to:

- **Transcribe** accurately by developing spelling strategies, handwriting fluency, and correct grammar, punctuation, and spelling (GPS) in line with the National Curriculum expectations.
- **Compose** effectively by planning, drafting, editing, and improving their writing for different audiences and purposes.
- Use ambitious vocabulary and sentence structures inspired by the high-quality texts studied in class.
- Reflect on their writing, using feedback and self-assessment to refine their work

High-Quality Texts and Thematic Links

Each half term, writing is closely linked to **core, high-quality texts** that support the class' overarching theme. These texts are carefully chosen to:

- Provide rich language models and inspire imaginative writing.
- Deepen understanding of the wider curriculum theme.
- Offer varied genres, perspectives, and cultural experiences.

Teachers plan writing opportunities across the curriculum, ensuring that children can apply their skills in meaningful and engaging contexts.

Planning the Writing Curriculum

Teachers in the Foundation Stage use 'EYFS Statutory Framework' document and Key Stage 1, the National Curriculum to aid planning, using the year group objectives.

Long term planning - is based on the National Curriculum for the appropriate year group, tracking forward/ back as required, building on prior learning, linking to half termly themes and taking previous teacher's planning into consideration.

Medium term planning - using the school proforma plan, completed on a half termly basis, building on from prior learning and outcomes identified from writing assessments.

Short term / weekly planning - using the school proforma plan, completed prior to the start of the week for the whole week, building on prior learning and daily assessment. Short term planning should include an oral/mental starter activity for each day (based on spelling and grammar).

Grouping

Children are grouped in class according to ability to enable differentiation of, however it may be more suitable for different activities (e.g. group discussion, speaking and listening tasks) to put children in mixed ability groups for peer support. Children that may require extra support including SEND or PP may take part in additional group work or be given 1:1 support.

Language In The Writing Curriculum

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.

Spelling, Vocabulary, Grammar, Punctuation and Glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Impact

By the end of their time at Ryecroft, children will:

- Write confidently, fluently, and with enjoyment.
- Demonstrate secure knowledge of grammar, punctuation, and spelling.
- Be able to plan, draft, and edit their work effectively.
- Take pride in presenting their ideas clearly and creatively.
- See themselves as writers who can communicate with purpose and voice

Monitoring and Assessment/ Moderation

The English subject leader, alongside the assessment lead, is responsible for ensuring that writing assessment is rigorous and reliable. Writing assessment is moderated externally at KS1 and internally by school to ensure judgements are accurate and in line with national expectations.

At Ryecroft the assessment of writing consists of:-

- Foundation Stage baseline assessment
- Foundation Stage Observation file
- Key Stage 1 assessment
- Teacher's own ongoing assessments
- Daily informal assessment
- Termly assessments
- Individual targets

- Evaluation of medium term planning
- Pupils' work
- End of year reports

Termly assessment results are recorded using the EMAG System. This information on attainment and progress is analysed by staff and discussed with SLT at Pupil Progress Meetings to support the delegation of interventions. They are used to determine rates of progress against average expectations and are used to set percentage and numerical target

Assessment in writing is shared formally with parents at meetings held three times per year. End of year reports contain a writing section with a broad target for the next year.

Inclusion

Ryecroft Infant school is an inclusive school in every sense and has policies for SEND, Equal Opportunities, Behaviour, Disability, Racial Equality and so forth. Children experiencing difficulties in developing their writing skills will be set specific targets on a Gateway to Learning Plan (G2LP) which will be reviewed each term. When possible, children may receive additional adult support, either 1-1 or in a small group. Children with a talent or gift for writing will be identified and when possible, will receive additional adult support, either small group or 1-1 and will work on differentiated tasks at their level. All children have equal access to writing activities regardless of race, gender or ability. All activities will be planned in such a way as to appeal to all and careful consideration is given to the learning materials provided ensuring all people are represented and stereotypes avoided.

Health and Safety

Learning to write can take many forms and children may undertake more creative activities that involve baking and collage. Care should be exercised when children are using scissors and tools during a lesson. Any potential dangers should be discussed with the children. When using food, all hygiene rules should be clearly observed and all adult helpers must be conversant with the standards expected. Children must not be left unattended near the cooker or be allowed to use the oven.

EYFS

The writing curriculum for the Foundation Stage is as set out in the EYFS document. This is under the heading 'Literacy'. They are taught to spell words by identifying the sounds and then writing the sound with recognisable letter/s. They also write short, dictated sentences with words with known letter-sound correspondences using a capital letter and full stop. Children are encouraged to re-read their writing to check that it makes sense. The curriculum in the EYFS underpins all future learning. Our curriculum provides for the development of language, communication, reading and writing through a supportive, stimulating environment and through excellent teaching. Language and communication provides opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully. Reading and writing provides opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books. Children in the EYFS have equal access to all resources within school to support their learning.

E- Safeguarding

Technology is an important and essential part of the learning experience. We are committed to ensuring that our children leave with the skills and knowledge that will help them to thrive in our digital age. Children use a range of technology and it is vital that we teach children how to use this valuable resource safely. All staff have regular and up to date training, they can recognise and are aware of online safety issues. Children are aware of how to report issues or concerns to staff. Staff check all materials and resources before use and adhere to all safeguarding policy when using online content to support teaching and learning.

Links to other Policies

This policy is closely linked to our Reading, Phonics and Handwriting Policies.

