



WRITING POLICY

At Kingmoor Nursery and Infant School (KNIS) we believe that Literacy is the key to all learning and underpins every area of our school curriculum. The ability to understand and use language enables children to:

- Explore and interact successfully with the world around them.
- Communicate their feelings, thoughts and ideas with confidence.
- Develop skills essential for lifelong learning.

It is our aim for all children to learn to speak, read and write with confidence, fluency and understanding, enabling them to become independent, confident and creative learners. We believe that literacy is a crucial key to improving learning and raising standards. It supports children to access subjects across the curriculum, to read for information and pleasure, to communicate confidently and effectively. Our aim is for all children to have equal access to literacy, which is one of the core subjects of the National Curriculum.

At Kingmoor, we value all pupils' efforts to write and talk. We aim for each child to:

- Have a positive attitude towards literacy.
- Have self-confidence in their ability.
- Be able to work enthusiastically, co-operatively and with perseverance.
- Be able to think independently.
- Experience a sense of achievement regardless of age or ability.
- Be able to apply previously acquired concepts, skills, knowledge and understanding to new situations both in and out of school.
- Be able to communicate with peers and adults, ideas, experiences, questions, clearly and fluently, using appropriate language.
- Be aware of the uses of literacy beyond the classroom.
- Be effective, competent communicators and good listeners

Aims of Writing

Many lessons include and depend on written communication. We want our pupils to develop increasing confidence and competence in writing so that they are able to:

- Have a positive attitude towards writing
- Write in a widening variety of forms for different purposes.
- Develop ideas and communicate their meaning to a reader.
- Present their writing clearly using accurate punctuation, grammar, correct spelling and legible handwriting.
- Have the confidence to self-evaluate and check their work independently for sense, accuracy and meaning.

Aims of Speaking and Listening

Speech is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in oracy so that they are able to:

- Express their ideas with clarity.
- Use appropriate language, vocabulary and terminology to explain their thinking.
- Adapt their speech to a widening range of circumstances.
- Speak for a range of purposes.

- Listen with understanding and respond sensitively and appropriately.

Teaching and Learning

We follow the National Curriculum and use the CUSP curriculum to support our planning and teaching. Teachers use the CUSP curriculum to develop their medium term plans. Different learning techniques are planned to ensure all children can access the curriculum and it is sequenced to ensure progression of knowledge and skills from EYFS to the end of Key Stage One. We want children to develop writing skills for a range of purposes and audiences, using spelling, punctuation and syntax appropriately and with confidence. The school aims to provide creative approaches to writing, engaging stimuli and purpose. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Early Years

In Nursery and Reception, we ensure our curriculum meets the requirements of the statutory Early Years Foundation Stage 2024. In Reception, we use aspects of the Oak Academy, which builds on Development Matters 2023. In Nursery and Reception, children have opportunities for mark making and writing in a variety of settings including outdoor provision. Children's own attempts at early writing are celebrated alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. Physical Development is a big part of our Early Years writing curriculum.

For English in EYFS, we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all of the units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between reading and writing.

Daily rhyming, as well as short reading and writing activities, will take place within a creative story context to revisit key knowledge and provide frequent application skills.

The teaching of writing maximises opportunities for imaginative input from pupils, building self-esteem and motivation. There is an overarching purpose for each fiction unit, which builds progressively over the year (action, character, setting, description, mood and middles) so that each of these can be explicitly taught to support great fiction writing. Towards the end of the year, story writing focuses on drawing a combination of these elements together to support application of what has been learnt. At the end of some units, there are opportunities for pupils to recycle/innovate the original story. Grammar is taught and continually reinforced in context in relation to the stories/non-fiction type so that this knowledge can be used 'in-action'.

Key Stage 1

In Key Stage One, we have organised the curriculum to ensure a balance of coverage and progression across the year through the use of our CUSP curriculum. We teach our writing through the CUSP curriculum which ensures that children are given the opportunity to write for a range of different purposes whilst also meeting the requirements of the National Curriculum. Children are given a high quality education where skills such as letter formation, composition and transcription are embedded due to continual repetition of knowledge. For each piece of writing, children are given a 'model text' example where they can unpick the skills used in order to build a strong framework on which to develop themselves as writers. This approach allows children to gain a deeper understanding of the technical accuracy needed for their writing which leads to increased confidence. This then develops their independency and ensures that they become more creative writers.

Knowledge notes are used as an effective tool throughout these lessons. They contain the key knowledge and vocabulary children will need to support them when completing their extended piece of writing. They are referred to regularly by the children throughout the sessions and are used as part of retrieval practice and supporting children with their understanding and recall of knowledge.

The CUSP curriculum also has a big emphasis on model texts and shared writing which is modelled by the teacher as the 'expert writer' with contributions from the children. This allows children to have the opportunity to have something to aim for and to challenge themselves to achieve. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught across the school's creative curriculum. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentation and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

Independent Writing

Throughout the school, children need opportunities to develop confidence and practise writing skills. Independent writing is supported through the use of dictionaries, word banks, working walls, writing frames and phonic support resources. Every half term the children will complete a piece of independent writing in their independent writing books. All other writing is marked to the Knowledge Note and Success Criteria. This enables the children to practise, revise and demonstrate taught skills covering a range of genres. It enables the children to build stamina for writing and to put together taught skills into a finished piece. This book will follow them from Reception until they reach Year 2. This allows the children and adults to see the progression of writing. The children's independent writing is an individual writing task, which helps to inform the teacher's assessment of writing.

Writing Environment

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. Opportunities for writing are planned for and accessible throughout the learning environment indoors and outdoors.

Handwriting

(See Handwriting Policy)

Handwriting begins in the Early Years Foundation Stage with mark making and patterns. All children are given access to a wide range of writing tools to practise the early fine motor skills. Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. Handwriting and letter formation is taught weekly in Key Stage 1 and daily in Reception. The correct way of forming letters with joining flicks is modelled by the teacher following the Letter Join programme. Good presentation is emphasised at all times and through all forms of writing. Support is given to those with poor pencil grip through triangular pencils and/or pencil grips. In Reception children have a pencil grip chart stuck in their books so that anyone working with that child is able to see where they are at with their pencil grip. Children are encouraged to join their handwriting as soon as they are able to use the correct orientation. We expect children to begin joining during Year 2. We aim for children to:

- form letters correctly, leading to a fluent, legible and individual style
- write legibly in both joined and printed styles with increasing fluency and speed
- Use different forms of handwriting for different purposes.

All staff are expected to model the level of handwriting expected across the school. Each staff member has a non-negotiable (see below) for handwriting so that everyone knows what is expected across the school.

Foundation Stage

- Foundation stage will follow the Read, Write Inc. handwriting programme. This will be taught in each Read, Write Inc. session.
- Interventions should be put in place quickly to support children who are struggling with letter formation.
- Each child should have a chart showing what pencil grip they are using.
- By the end of Reception children will have the correct pencil grip and most should be able to form letters correctly.

Key Stage 1

- Key stage one will follow the Letter Join handwriting programme.
- Handwriting should form part of the read, write Inc. sessions as well as being taught as a stand-alone lesson.
- Handwriting practise should be completed in English books so that the children are used to forming the letters correctly in the books that they will be working in.
- Each child should have the correct pencil grip.
- Interventions should be put in place quickly to support children who need extra handwriting practise.
- Children should be taught joined writing in Year 1 if they have the correct letter formation and consistency.
- The vast majority of pupils will be taught joined up writing from the start of Year 2.

Assessment

In Key Stage, children are assessed using the Teacher Assessment Frameworks (TAF) for the End of Key Stage 1. In Early Years, teachers use 'Development Matters' and the EYFS profile objectives for Communication, Language and Literacy (CLL). Children are assessed whilst observing them during lessons and informal judgements are made. Children are encouraged to evaluate their own and their peers writing and give each other two stars and a wish. This ongoing formative assessment is used with Tapestry as a key tool to monitor pupil progress and moderation takes place regularly within the school to align judgements. In Key Stage 1 children, complete a piece of independent writing each half term which is assessed using the TAF. Teachers summarise what children can do and identify next steps for writing in termly reports/parents' evenings. At the end of reception year, teachers assess children's CLL against the profile objective with emerging, expected and exceeding marks. At the end of Year 2, teachers judge children's attainment against the KS1 curriculum to see if they are Working Towards, Expected, or Working at Greater Depth. The children in Year 2 will also complete a reading and Spelling, Punctuation and Grammar (SPAG) Sats test to further inform teacher judgements.

Inclusion

(Our approach to the curriculum and how we are complying with our duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 about making the curriculum accessible for those with disabilities or special educational needs.)

The following principles inform and guide our policy and practice:

- Meeting the diverse and complex needs of each and every individual is embedded in everything that we do as a school
- It is the responsibility of KNIS to enable all children to access and make progress via the curriculum
- "Equal opportunities" is not the same as "Equal provision" and we adapt provision to ensure it meets the needs of our learners.

We aim to provide a happy and secure environment where all members of our school community respect and value each other and themselves. We promote equality and the creation of an environment, which champions respect for all.

What is good provision for a child with SEND is good for all children, i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically, using principles of Quality First Teaching and by embedding the school Learning Powers across the curriculum. We respond to children's diverse learning needs by being committed to removing barriers to learning and we do this by:

- Creating effective and interactive learning environments
- Using assistive technologies where appropriate
- Providing scaffolding to support children's learning-
- Modelling activities / tasks

- Paired and collaborative work that is rich in discussion and reflection
- Use of encouragement and praise to motivate and develop self-image and esteem-
- Using multi-sensory approaches
- Using visual cues to aid understanding
- Providing visual timetables to help with establishing routines
- Pre-teaching key vocabulary to provide a 'hook' into teaching
- Looking at alternative methods for recording work
- Using metacognitive approaches so that children learn how they learn best and develop a range of tools to support them in approaching their work independently and confidently
- Developing motivation and concentration through a stimulating curriculum
- Using appropriate assessments to enable children to demonstrate what they can do, have learned-and secure next steps in learning
- Setting targets for learning
- Teaching more able children with their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning-
- Working closely with parents/carers to gain a thorough understanding of every child's needs

Staff Well Being

As an employer we are committed to caring for staff emotional well-being and mental health. When you are caring for the emotional wellbeing of others, it easy to forget your own. But to fully support the pupils in your care, we know we need to make sure our own staff are cared for too. The high demands on teachers have been shown to result in stress among teachers. Therefore, addressing the wellbeing of teachers is a vital step to addressing the wellbeing of pupils because engaged, cared for teachers are better able to care for pupils. This policy has been written using guidance from *Ways to reduce workload in your school(s) Tips and case studies from school leaders, teachers and sector experts July 2018, updated March 2019 DFE*

REVIEW

This document is developed and reviewed by the Literacy Subject Leader in consultation with the staff of Kingmoor Nursery and Infant School.

Date of policy 09/03/2025