Applecroft School



Writing Policy

Person Responsible:	English Leader(s)
Review Cycle:	Annually
Date of Issue:	September 2026
Review Date:	September 2027

Writing Policy

1) Introduction:

School Vision:
'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement:
'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

2) Our Intent:

At Applecroft, we intend for our pupils to leave our setting at Year 6 as independent, confident writers, who have the skills to succeed in secondary school and beyond. Our curriculum is designed to support children to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in different contexts and for varied purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively throughout the writing process.

3) Writing at Applecroft:

In our Early Years, our curriculum follows the Early Years Statutory Guidance. In Years 1-6, we follow the National Curriculum for English, and our scheme of work (Hfl Essential Writing) and assessment criteria are based on this - see Appendix 1 for a detailed overview of each year group.

The intention is to provide a wide range of writing opportunities which address the organisation, style, purpose and audience required by different forms of writing. Writing is based on high-quality books which inspire children to want to write and provide a model in which to base their own writing on.

Nursery

Children are encouraged to explore fine motor and mark making activities, giving meaning as they construct, paint and draw; verbally sharing their thoughts and ideas, linking to everyday activities. Emergent writing is celebrated as a key step in children's writing journey and children are supported to develop a modified tripod grasp - see Appendix 2.

Teachers model mark making through short whole class teacher input, encouraging the children to join in by 'air writing' and offering similar activities during 'busy time'. These focus on pre-writing

skills, progressing through pre-writing patterns to give children strong foundations to begin emergent writing, preparing them for letter formation in Reception - see Appendix 3.

Reception

Continuing from the strong foundations in Nursery, children continue to develop their fine motor and mark making skills, giving meaning as they construct, paint and draw; verbally sharing their thoughts and ideas, linking to everyday activities. Emergent writing is celebrated as a key step in children's writing journey and children are supported to develop a tripod grasp pencil grip - see Appendix 4.

Teachers model mark-making through short whole class teacher input, encouraging the children to join in by 'air writing' and offering similar activities during 'busy time'. The focus progresses from pre-writing patterns to initial sounds of words, CVC words, lists, labels, captions and simple sentences. As part of their phonics lessons children learn to write each grapheme, following the Little Wandle teaching sequence and formation mnemonics (see Appendix 5). They quickly learn to segment sounds in words for spelling, practising this as part of daily phonics. Links to this learning are embedded throughout the day in whole-class, small group, 1:1 learning and 'busy time'.

Years 1-6

Children follow The National Curriculum and have the opportunity to write in a variety of forms and styles including fiction genres, non-fiction text types and forms, plays and poetry. Children learn through teacher modelling, shared, paired, guided and individual writing. Children are often paired or grouped for pre-writing, planning and evaluating work. Books are used to inspire writing. The learning sequence leads to a whole or extended piece of writing and uses practical experiences; books ; multi- media; opportunities to develop specific skills relevant to a text type; drama and other speaking and listening activities.

4) Whole-School Approaches:

The Teaching Sequence

The teaching sequence is a module based on a particular text type, carefully structured over 1-3 weeks, leading towards a final extended piece of writing. Children are given the chance to learn and apply the skills necessary to produce writing of good quality and are introduced to the success criteria for the writing form. Understanding of that particular genre is developed throughout the sequence. Speaking and listening forms an essential part of the teaching cycle: discussion of texts and during the planning process; elements of writing and oral rehearsal of sentences before writing. Children are given opportunities to develop their writing skills which include sharing and discussing texts; a focus on vocabulary and spellings; sentence level work with a grammar and punctuation focus; varied texts and other media and the opportunity to edit, improve and craft initial drafts. Children will have an opportunity at the end of the unit to publish their work for the intended audience.

Modelling/Demonstration

The teacher composes and writes in front of the children on the working wall or using a visualiser. This helps the children see the process that a writer goes through in composing sentences and paragraphs. The teacher must compose out loud and rehearse a sentence before writing it. During this stage the teacher's main focus is on modelling the specific learning objective of the lesson.

Scribing

This involves the children supplying the teacher with suggestions as to what to write next.

They should be focused on the relevant ingredient for success of the lesson.

Planning
The children plan their ideas pictorially or in note form to clarify and order their ideas. Plans are peer reviewed and shared before writing.

Supported Composition
Children may work in pairs on a Chromebook, whiteboard or paper, so that they can discuss and share ideas for their piece of writing.

Independent writing
Children focus on using specific sentence level features in their composition. Children need to be encouraged to work quietly at this stage to aid concentration. Preparation will have taken place to ensure children are confident and eager to write with planning, success criteria checklists and word lists to support them.

Guided Writing
Children work alongside the teacher or supporting adult as individuals or groups to compose or edit and improve shorter pieces or sections of writing. The teacher closely facilitates and supports the writing process through questioning and modelling.

Writing Review
Children have the opportunity to share their work in pairs, within a group or with the whole class, where children identify what has worked well and what could be improved. Children should be taught how to comment constructively and positively about the work of others.

5) Elements of Writing:

Composition and Effect
Children develop the skills of planning and shaping writing in a variety of genres and forms. They should develop an understanding of how they can use vocabulary, patterning, imagery, shaping and placement of ideas to have an intended effect on the reader.

Purpose and Audience
Children should identify purpose and the intended audience in texts which they read, considering the important features of different text types and genres. In their own writing they should use these compositional and language features to reflect the intended purpose and audience. The audience and purpose are key features in Essential Writing. Writing will be published to the intended audience, and children will be taught to write for different purposes in Key Stage 1 which will be built upon and extended in Key Stage 2.

Grammar and Punctuation
Children learn about the importance of grammar, syntax and punctuation in making meaning clear and supporting the intended purpose and effect of writing. This will be learned as part of the writing process in a context alongside explicit teaching of terminology. Children will have opportunities to demonstrate and practice skills in their writing and be encouraged to reflect and improve aspects of both punctuation and grammar when editing their work.

Vocabulary and Spelling
Children should be encouraged and supported to use a rich, appropriate and ambitious vocabulary in their writing. Children should have access to a wide variety of reading material and have been taught and encouraged to use dictionaries and thesaurus to extend their vocabulary. Vocabulary exploration should be enthusiastically embraced in the classroom, aided by displays and word banks. Accurate spelling, taking into account age-appropriate expectations and any special needs, should be seen as part of the writing process. Children will have access to word banks and phonics code charts and will be encouraged to be independent in their spelling, using strategies learned in phonics and spelling lessons.

For additional information *see our Spelling Policy*.

Editing and Improvement
Children should regularly be given opportunities to reflect on feedback, review their writing and edit and improve their writing either co-operatively or independently according to the learning objectives. The teacher will support this process with whole class, group and individual feedback and provide focus cues as required.

For additional information *see our Feedback Policy*.

6) Assessment and Reporting:
Formative assessment, carried out by the teacher, is an integral part of their role and is used on a daily/weekly basis to shape learning and inform future planning. Feedback dialogue, involving writers, teachers and peers, to enable children to improve their writing, is an essential part of this process and the success criteria for each module are a part of this ongoing process.

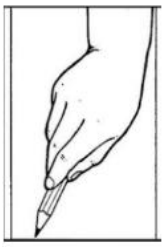
Ongoing writing assessments are also made against the key end points for the relevant year groups and these are tracked. Moderation of writing is carried out in PPA and termly phase/staff meetings as well as external clusters with neighbouring schools. Statutory teacher assessments are submitted and shared with parents and pupils at the end of Key Stage 2.

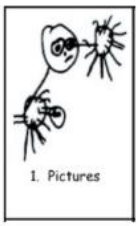
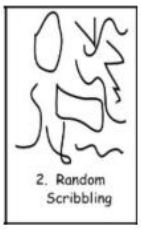
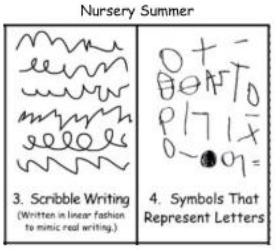
For additional information *see our Assessment Policy*.

7) Equal Opportunities and Special Educational Needs and Disabilities (SEND):
Children access the curriculum at the appropriate level, through reasonable adjustments, intervention strategies and appropriate support. Any intensive additional support that is required may take place either during the English session or at other times during the school day. Individual timetables are arranged through consultation between the SENDCO and class teacher. Children will have provision made for their particular needs in terms of school support as appropriate. Where necessary, outside agencies will advise and support learning. Parents/carers will be kept informed and advised on how to support their child's progress.

For additional information *see our Special Educational Needs and Disabilities (SEND) Policy*.

Essential Writing Overview

<table>
<tr><td><u>Pencil Grip</u></td><td>Nursery Autumn

Digital Grasp
(2 - 3 years)</td><td colspan="2">Nursery Spring & Summer

Modified Tripod Grasp
(3 ½ - 4 years)</td></tr>
<tr><td><u>HeidiSongs' Developmental Emergent Writing Progression</u></td><td>Nursery Autumn

1. Pictures</td><td>Nursery Spring

2. Random Scribbling</td><td>Nursery Summer

3. Scribble Writing (Written in linear fashion to mimic real writing.)
4. Symbols That Represent Letters</td></tr>
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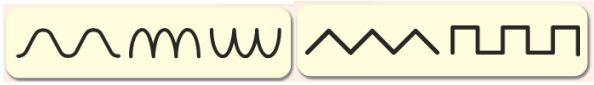
Nursery Autumn 1



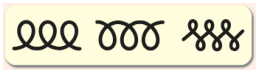
Nursery Autumn 2



Nursery Spring 1 & 2



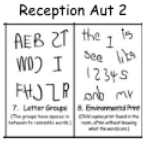
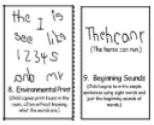
Nursery Summer 1



Nursery Summer 2



Pencil Grip	Reception Autumn  Modified Tripod Grasp (3 ½ - 4 years)	Reception Spring & Summer  Tripod Grasp (4 ½ - 7 years)

HeidiSongs' Emergent Writing Developmental Progression	Reception Aut 1 	Reception Aut 2 	Reception Spring 	Reception Summer 1 	Reception Summer 2 

How to write letters

Use this document to ensure correct letter formation.

Letter	Letter formation phrase
a	Around the astronaut's helmet and down into space.
b	Down the bear's back, up and around its tummy.
c	Curl around the cat.
d	Around the duck's body, up to its head and down to its feet.
e	Around the elephant's eye and curl down its trunk.
f	Down the flamingo to its foot and across its wings.
g	Around the goat's face and curl under its chin.
h	Down, up and over the helicopter.
i	Down the iguana and dot the leaf.
j	Down the jellyfish and dot its head.
k	Down the kite, up to the top corner and down to the bottom corner.
l	Down the lollipop stick.
m	Down, up and over the mouse's ears.
n	Down, up and over the net.
o	All around the octopus.
p	Down the penguin's back, up and around its head.
q	Around the queen's face, down her robe and a flick at the end.
r	From the cloud to the ground and over the rainbow.
s	Down the snake from head to tail.
t	Down the tiger and across its neck.
u	Down and around the umbrella and back to the ground.
v	Down to the bottom of the volcano and back up to the top.
w	Down and up and down and up the waves.
x	From the top, across the box to the bottom. From the top again, across the box to the bottom.
y	Down, around the yo-yo and curl around the string.
z	Across the top of the zebra's head, zig-zag down its neck and along.

ck	**c** Curl around the heel of the sock. **k** Down the sock, up and back down to the toe.