



Learning Together, Success Forever

Whole School Policy for English (Writing)

Reviewed: June 2025

Next review: June 2026

1. Our Rationale for teaching writing

At Manor Park Infant and Nursery School, we recognise that writing is an integral part of everyday life and want to reflect this in our own curriculum. We wish to give children the opportunity to develop a lifelong, enthusiastic attitude towards writing and enable our pupils to consider themselves writers. We believe to become literate, children need to understand that writing is a representation of speech, and that both come in a variety of forms linked to purpose. At Manor Park, we understand that these aspects of language are inextricably linked, and can rarely be taught or experienced discretely. As a result, Speaking and Listening has a high profile and we aspire to develop the pupil's language and questioning to build up a purposeful and meaningful vocabulary through topic -related texts that are at the core of our teaching.

2. Our teaching aims

Our long-term aim, is that, for all children to be confident and creative writers through an engaging, language rich curriculum and able to utilise their writing skills to support them with accessing the secondary curriculum. By the time the children leave Manor Park, we aim for the children to be able to write with confidence for different purposes and audiences using a wide variety of vocabulary applying the skills taught including grammar and punctuation. The children will have high expectations of their presentation and handwriting forming all letters correctly and of the same size and orientation.

This will be achieved through choosing high quality texts and providing a hook or stimuli to engage the children and give purpose and meaning to their writing. Many opportunities will be provided for the children to develop and apply their writing skills to allow for connections to be made across the curriculum.

As part of our writing curriculum, we make explicit links between phonics, reading and writing and endeavour for all pupils to acquire a growing vocabulary, solid understanding of grammar and the ability to spell new words effectively choosing and applying spelling patterns and rules that have been taught.

Attitudes

At Manor Park, we aim to instil having a positive attitude towards writing for all children and for them to experience the beauty, power and enjoyment of writing for different purposes to inform and entertain. We also want our children to understand how writing can broaden their communication, learn to express communicate information, ideas, imagery and emotion.

Skills

Children should learn to:

- Write in different contexts and for different purposes and audiences
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Plan, draft and edit their writing to suit the purpose
- Form letters correctly and of the correct size and orientation giving increasing regard to presentation

3. How writing is structured through the school

EYFS

At Manor Park, our approach to teaching and learning is through carefully planned and child-initiated play with a strong focus on the prime Areas, Personal, Social and Emotional Development, Communication and Language and Physical Development. Speaking and listening form an integral part of our provision and alongside the teaching of Phonics, we are dedicated to ensuring that the school environment is language-rich; packed full of high-quality books and provides endless speaking and listening opportunities.

We create a culture which excites the children to write and to get enjoyment from it. Teachers will model writing strategies, orally composing a sentence and demonstrating how to apply phonic skills to write words. Teachers model and support children writing for a purpose within the provision and there are regular planned writing sessions and opportunities. Children have access to fine motor skills activities and range of writing implements, providing them with the dexterity to manipulate a pencil using the correct effective tripod grip for writing. The indoor and outdoor provision offers opportunities to write and make marks for meaning; this may include writing labels, lists or messages.

Key Stage One

At Manor Park, at the start of every lesson the children are asked five questions 'High 5's to support their recall of prior knowledge. The questions focus on recalling previous learning from within the year and also back to their previous years in school to support making the connections and links to prior learning. In KS1, the children are immersed in the texts from using inference skills to predict what the story might be and looking at vocabulary to creating word banks, story maps and other visuals to support the writing process. The children are then encouraged to use their knowledge of the text to write for a variety of purposes from writing a letter to creating a news report. Following the National Curriculum objectives, carefully planned writing units ensure a wide range of writing genres are taught across the school and within each year group including; explanation texts, instructions, diary writing, story writing and poems. Children learn to plan, draft, revise, edit and present their work. Handwriting and letter formation is explicitly taught throughout the school. The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught where appropriate. Children have a separate handwriting book and there is at least 1 session a week dedicated to demonstrating and practising handwriting and teachers support to ensure incorrect formation is addressed. Good presentation is emphasised at all times, through all forms of writing and across the curriculum.

4. Our approach to the teaching of writing

The role of the teacher is:




- To follow the school's policy with the aim of all children to reach their full potential in writing.
- To ensure teachers deliver a curriculum that is fully inclusive of all children.
- To follow the progression map of skills to ensure teachers are planning and teaching at ARE.
- To follow the relevant planning cycle a and b to ensure coverage for the year group you are teaching and to make reference to previous year to build on prior learning.
- To foster a love of writing and provide children with opportunities to apply learnt skills in different contexts.
- To create a supportive environment for writing.
- To provide opportunities for guided writing where the children, with the teachers support and guidance create word banks of skills and use these to generate sentences together
- To provide WAGOLL's to model the skills applied in a finished piece of writing. The teacher models how to identify the skills in the text. The WAGOLL also supports the teaching of how to edit writing to make it even more engaging for the reader, from creating more ambitious vocabulary to focusing on the spelling and punctuation.



At Manor Park, we use carefully chosen high quality texts both fiction and non-fiction from a diverse range of authors to broaden the children's opportunities and life experiences. Aspects of talk for writing are used and children often 'learn' a story/text using talk for writing/story map strategies. Class word banks and the structure of writing for each genre is frequently modelled to the children and collated for the children to refer to during the lessons. By the end of the sequence of work, children are given the opportunity in their golden writing books to independently apply the writing skills which have been taught and practised.

We incorporate writing symbols within our writing curriculum (see below each year group's symbols) which are discussed and referred to in the teaching of writing skills in the EYFS. In KS1 as part of the introduction to the lesson, the learning objective is shared with the children and then reference is made to the relevant symbols (skills) discussing how we can use them and to share examples, building on prior knowledge. The skills relevant to the lesson are put on the wall (learning objective focus) and viewed as a success criteria and in the golden writing books, the children are encouraged to tick off the skills they think they have included in their writing. The symbols that haven't been ticked off, children are then encouraged and supported to re-look at their work and edit using purple polish pen.




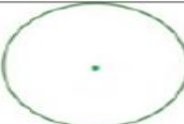


Writing symbols


Foundation 1

			
Sound out	Say it	Letter Formation	
	Orally tell you word/phrase/sentence.		



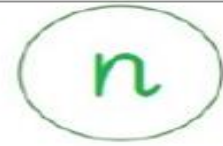




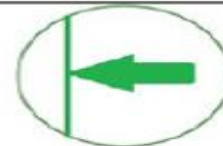
	
Supported	Independent
Support given to achieve an objective and aid teaching and learning.	Independent work achieved in meeting a learning objective.

F2






		
Finger Spaces	Handwriting Formation	F2 Words
Finger spaces between words.	Sitting writing on the line with consistent sizing and clear ascenders and descenders. Arrows pointing to a particular aspect could be used.	Targeted F2 words (can include 'Tricky Words') to spell in forthcoming work.
		
Full Stops	Exclamation Marks	and
Using a full stop at the end of a statement sentence.	Using an exclamation mark at the end of an exclamation sentence or when using expression.	Joining single words and simple phrases using coordinating conjunction: 'and'.


Capital Letters
Use of capital letters to start sentences and for names.

Year 1

			
Adjectives	Verbs	Nouns	Proper Nouns
Use an adjective and know it as a word that describes a noun.	Use a verb and know that it is a doing word. Also learn that the verbs to be (am, is, are, was, were) and to have (have, has, had) are also verbs even though they often do not express doing.	Use nouns and know that they are a naming word for a person, place or thing.	Use proper nouns and know that people are marked with a capital letter for each word in their names.
			
Fronted Adverbials	Coordinating Conjunctions	Question Marks	Write from the Margin
Use fronted adverbials of time and place.	Use coordinating conjunctions: 'and', 'but' to link clauses together in sentences.	Using a question mark at the end of <u>an</u> question sentence.	When writing, write up to the margin on every line.

Year 2

		
Adverbs	Proper Nouns	Coordinating Conjunctions
Use an adverb and know that it is a word that describes when, where or how a verb is done.	Use proper nouns and know that people and places are marked with a capital letter for each word in their names.	Use coordinating conjunctions: 'and', 'but', 'so', 'or' to link clauses together in sentences.
		
Punctuation	Expanded Noun Phrase	
Use and know a range of punctuation (with the specific punctuation underneath, e.g. " <u> </u> ", "!", ?).	Use expanded noun phrases and know that nouns can be expanded to add more details.	

5. Adaptions -Equality for all

Throughout all of our teaching of lessons we adopt a holistic approach to support different learning styles and needs of all our children so that they can achieve. Part of this approach is through providing adaptions where the teacher is responsive to pupil's learning and adjusts teaching to match the pupil need.

We support children through two different adaptions;

*A proactive adaption

*A reactive adaption

A **proactive adaption** is pre-planned knowing the children and their needs. This adaption could range from providing visuals and dual coded words to recording a child's voice as a different way to demonstrate their understanding of the lesson.

A **reactive adaption** happens in the moment during the lesson. This adaption could range from offering a more scaffolding approach through stem sentences, picture prompts and word banks.

To support children with English as an additional language, dual-coded words and additional word banks are used to aide with understanding. ICT is also considered to translate extracts of texts into the child's first home language.

All children are provided with equal access to the curriculum, regardless of gender, ethnicity or home background.

6. Interventions

All children receive quality first teaching on a daily basis and activities are differentiated and adapted accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age – appropriate objectives, intervention programmes are implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils at least every six weeks to assess impact and next steps. If an intervention is found to not have an impact, the teacher should then try an alternative strategy of support.

7. Assessment and Recording

We use assessment to inform and develop our teaching.

- Teachers use ongoing assessments during phonics and English lessons to inform their planning and judgements.
- Teachers record formal assessment data for writing once a half term marking it against the National Curriculum standards.
- As a school we assess for learning (AFL.) Where children are involved in the process of self-improvement by recognising their achievements and celebrating success.
- Learning objectives are shared with the children to allow them greater ownership of their learning and encouraging high expectations.
- We mark work following the school's marking policy.
- We have a tracking system within KS1 to follow the children's progress. This is monitored to ensure that children who are not succeeding or those who demonstrate high ability are identified, supported and challenged.
- In EYFS a child's progress will be recorded in their learning journeys on Tapestry.
- The subject lead carries out English observations, pupil voice and a book look once a term. Feedback is then shared with all members of staff.
- At the end of the year in KS1 s child's progress is reported to parents in their end of year school report. This comments on the child's effort and attainment which is assessed by the teacher.
- At the end of a child's Reception year, a child's work in the prime areas and the other areas will contribute to their EYFS profile. This is then reported as meeting the expected levels, or not yet reaching expected levels ('emerging') in line with statutory requirements.
- Teachers assess and record phonic data for all children half termly. This is tracked and reviewed by the English lead.

- All interventions are planned, assessed and reviewed every 6 weeks.
- Termly learning review meetings with parents are used to share and discuss individual writing progress.

8. Extra – curricular writing

During World Book week and throughout the year we have inspirational guest authors come into school to work with the children and carry out workshops. This provides the children with a hook/stimulus for writing and provides the children with first – hand meaningful experiences.

We focus on a different inspirational and diverse author each month which we share with the children on our display and a newsletter is sent out to parents/carers.

During their time at Manor Park, all children have the opportunity to go on an annual educational visit linked with their class topics providing them with a real – life experience.

What are the key concepts of writing at our school?

- Transcription – to record thoughts and ideas in written form including spelling, punctuation and grammar.
- Handwriting – form letters correctly and of the correct size and orientation giving increasing regard to presentation.
- Writing comprehension and composition – articulating and communicating ideas, structuring them in speech and writing to write for different purposes.
- Vocabulary, grammar and punctuation

How do we show progression in writing at our school?



Learning Together, Success Forever

Writing Progression at Manor Park

	F1	F2	Year 1	Year 2
Transcription	<ul style="list-style-type: none"> • enjoy songs and rhymes tuning in and paying attention • joining in with songs and rhymes and copying sounds, rhythms, tunes and tempo • notice some print, such as the first letter of their name, a bus, door number or familiar logo • understand the five key concepts of print -Print has meaning -Print can have different purposes -We read English from left to right and from top to bottom • develop their phonological awareness so that they can spot and suggest rhymes • count or clap syllables in words 	<ul style="list-style-type: none"> • understand the five key concepts of print -Print has meaning -Print can have different purposes -We read English from left to right and from top to bottom • develop their phonological awareness so that they can spot and suggest rhymes • spell words by identifying the sounds and the writing the sounds with the letter 	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms
	<ul style="list-style-type: none"> • recognise words with the same initial sound 		<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> •enjoy drawing freely • add some marks to their drawings, which they give meaning to. E.g. That says mummy. • write some letters accurately • show a preference for a dominant hand • starting to confidently use their core muscle strength to achieve a good posture when sitting at a table or sitting on a floor 	<ul style="list-style-type: none"> •form uppercase and lowercase letters correctly •use comfortable grip with good control when holding pens and pencils •develop their small motor skills so that they can use a range of tools (including writing equipment) safely and competently •use their core muscle strength to achieve a good 	<ul style="list-style-type: none"> •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 • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> •form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters

	<ul style="list-style-type: none"> begin to develop their small motor skills so that they can use a range of tools (including writing equipment) safely and competently 	posture when sitting at a table or sitting on a floor •develop the foundations of a handwriting style which is fast, accurate and efficient		
Composition (including planning, drafting, editing and performing)	F1 <ul style="list-style-type: none"> say some words in songs and rhymes sing songs and say rhymes independently repeat words and phrases from familiar stories notice some print, such as the first letter of their name, a bus, door number or familiar logo make marks on their picture to stand for their name understand the five key concepts of print -Print has meaning -Print can have different purposes -We read 	F2 <ul style="list-style-type: none"> write short sentences with words with known letter-sound correspondences. reread what they have written to check that it makes sense use some of their print and letter knowledge in their early writing e.g captions and phrases write some or all of their name writing a growing number of letters accurately – in line with school's phonics programme 	Year 1 <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud clearly enough to be heard by their peers and the teacher 	Year 2 <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly
	English from left to right and from top to bottom <ul style="list-style-type: none"> engage in extended conversations about stories learning new vocabulary use some of their print and letter knowledge in their early writing e.g writing a pretend shopping list write the initial sound their name write some letters accurately 	<ul style="list-style-type: none"> identify new vocabulary specific before planning activities. use new vocabulary throughout the day. ask questions to find out more. describe events in some detail. develop social phrases e.g. talk routines like "Good Morning," engage in story times. listen to and talk about stories to build familiarity and understanding. retell the story, once that have developed a deep familiarity with the text, some as exact repetition and some in their own words. engage in non-fiction book 		and consistently, including verbs in the continuous form <ul style="list-style-type: none"> proofreading to check for errors in spelling, grammar and punctuation read aloud what they have written with appropriate intonation to make the meaning clear
		<ul style="list-style-type: none"> listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 		
Grammar and punctuation	F1 <ul style="list-style-type: none"> show an awareness of a capital letter and full stop in books and modelled writing. 	F2 <ul style="list-style-type: none"> write short sentences with words with known sound letter correspondences using a capital letter and full stop 	Year 1 <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using coordinating conjunction "and" regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces 	Year 2 <ul style="list-style-type: none"> expanded noun phrases to describe and specify joining words and joining clauses using coordinating conjunction 'and', 'so', 'but' extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, or

			ccc capital letters for names and pronoun 'I' •Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark •Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'	because) and coordination (using so, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Key Terminology	Story, rhyme	letter, capital letter (for sentence starters) full stop, sentence	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma

How will we know that children write well at Manor Park Infant and Nursery School?

How well do children write at Manor Park?	Evidence?
Pupils can apply their phonic knowledge to write sentences	Classroom Visits Learning Walks Pupil Voice Book look Phonic tracking Phonics screening checks
Pupils can apply the spelling rules in their writing and spell words correctly at ARE for their year group.	Classroom Visits Learning Walks Pupil Voice Book look
Pupils can write for different purposes and different contexts.	Classroom Visits Learning Walks Pupil Voice Book look

<p>Handwriting is of a high standard – form letters formed correctly and of the correct size and orientation.</p>	<p>Classroom visits Learning walks Book look</p>
<p>Close monitoring of progress ensures quick identification and implementation of additional interventions to support children off track.</p>	<p>Intervention records Assessment data Pupil Voice Learning Walks</p>