Writing Policy

Approved by the Governing Body

Summer 2026

At Larkfields Infant School, we believe that every child is a writer. Writing is a powerful tool for communication, creativity and self-expression. We are committed to developing confident, fluent and motivated writers who can write for a range of purposes and audiences.

Our writing curriculum is underpinned by the Department for Education's Writing Framework (2025) and is closely aligned with the principles of the Reading Framework and the National Curriculum. We recognise that writing is a complex process which requires pupils to develop automaticity in transcription skills alongside strong oral language, vocabulary and composition.

We believe that:

- writing should be purposeful, meaningful and engaging;
- spoken language is fundamental to the development of writing;
- high-quality reading experiences support children to become successful writers;
- transcription skills must be taught explicitly and systematically;
- all children can succeed in writing through high expectations and appropriate support;
- teachers play a crucial role through modelling, shared writing and explicit instruction.

The school uses the Little Wandle Letters and Sounds Revised programme to teach phonics, early reading and spelling. This provides a consistent and systematic approach to developing early literacy knowledge and skills. This continues in Year 2 through the Little Wandle Spelling Programme.

The Importance of Writing

Writing is a cognitively demanding process involving:

- transcription (handwriting and spelling);
- composition (generating, organising and communicating ideas);
- executive functions such as planning, reviewing and revising.

At our school, we recognise that pupils must develop automaticity in transcription in order to free working memory for composition. We use dictation to support the consolidation of transcription skills, and ensure children are fluent in sentence writing before moving onto more complex writing tasks.

Spoken language underpins writing composition, our writing curriculum is underpinned by our Oracy curriculum within school. Children are provided with regular opportunities and explicitly taught to:

- orally rehearse sentences;

- discuss ideas and vocabulary in a structured approach using stem sentences.
- Introduced to new ambitious vocabulary through word bathing
- participate in storytelling and retelling;
- engage in high-quality classroom talk;
- explain and justify their thinking.

Reading and writing are closely connected and therefore we ensure children are immersed in high-quality texts. Writing opportunities are often linked to class texts, curriculum experiences and meaningful purposes.

At Larkfields we foster a positive writing culture by:

- celebrating writing across the curriculum;
- providing authentic purposes and audiences;
- valuing children's ideas and creativity;
- displaying and sharing high-quality writing;
- ensuring children experience success as writers.

The Foundation Stage

The Reception year is fundamental in establishing the foundations for writing.

In Reception, teaching focuses on:

- communication and language;
- physical development;
- phonics and early reading;
- handwriting and letter formation;
- oral composition;
- vocabulary development.

Children are provided with frequent opportunities to develop fine and gross motor skills in preparation for writing through their morning tasks and our continuous and enhanced provision. Our handwriting programme of study ensures that in the first term of school Children's gross and fine motor control are developed ready for the explicit teaching of correct letter formation.

The school follows Little Wandle Letters and Sounds Revised with fidelity. Alongside Little Wandle, the school has adopted Greg Bottrill's Drawing Club approach in Reception to develop language, imagination, vocabulary and early composition skills through storytelling, drawing and play-based experiences. Drawing Club provides meaningful opportunities for children to develop communication, creativity and confidence as emergent writers.

Children are taught:

- daily phonics lessons;

- grapheme-phoneme correspondences;
- blending for reading;
- segmenting for spelling;
- tricky words;
- accurate letter formation.

Assessment is ongoing and observational; it informs next steps in teaching. Staff monitor:

- communication and language development;
- phonics knowledge;
- handwriting and fine motor development;
- early spelling attempts;
- oral sentence construction.

Transcription

We recognise that fluency in transcription skills (Handwriting and Spelling) are essential foundations for children to develop into successful writers.

Handwriting

Handwriting is taught explicitly and systematically from Reception onwards. Handwriting is taught daily in 10-minute discreet lessons following a clear structured progress throughout the school. For more information, please refer to our separate handwriting policy

Children are within their handwriting lesson taught:

- correct posture and pencil grip;
- accurate letter formation;
- orientation and size of letters;
- starting and finishing points;
- consistency and fluency.
- joins and non joins

Teachers model high standards of handwriting at all times, within all lessons.

Spelling

Spelling is taught through Little Wandle Phonics Scheme and their Spelling Units through Year 2. Children experience daily lessons are expected to apply their phonics knowledge when spelling independently.

Dictation

Dictation is used regularly to teach writing development within the Foundation Stage and Year 1 to help support children's consolidation of transcription skills. This allows teachers to model sentence construction and remove the cognitive overload that children experience

when asked to tackle complex writing tasks beyond their transcription capability. The aim of dictation is to support the development of automaticity.

Supporting Automaticity

Teachers ensure children develop automaticity through:

- regular practice;
- cumulative review;
- scaffolded support;
- immediate feedback;
- opportunities for independent application.

Composition

Our English curriculum in Key Stage 1 is delivered through Curious Quests. This approach immerses children in high-quality texts, rich vocabulary and purposeful cross-curricular experiences that support speaking, listening, reading and writing development. Carefully planned sequences provide meaningful contexts for writing and encourage children to write with increasing confidence, stamina and independence.

In Reception, Greg Bottrill's Drawing Club supports the development of oral language, imagination, storytelling and early writing behaviours. Children develop vocabulary and composition through shared stories, drawing, role play and structured talk before applying these ideas within mark making and writing opportunities.

Composition involves generating, organising and communicating ideas effectively. At our school, sentence instruction is central to the teaching of writing. Teachers explicitly model how sentences are constructed and support children to orally rehearse ideas before writing. Grammar and punctuation are taught within the context of meaningful writing so that pupils understand how these features improve clarity and effect.

Vocabulary development is a priority across the curriculum. Teachers carefully select ambitious vocabulary from high-quality texts and provide opportunities for discussion, oral rehearsal and repeated application. Children are encouraged to make purposeful vocabulary choices that reflect audience and purpose.

Teachers in Year 2 explicitly teach the writing process through planning, drafting, revising and editing. Children are supported to gather and organise ideas through discussion and oral rehearsal before writing. Shared writing and guided writing are used regularly so that teachers can model the thinking processes involved in composition. As pupils develop confidence and independence, scaffolds are gradually reduced.

Children are taught to review and improve their writing by rereading their work to check spelling and punctuation. Opportunities to publish and share writing help children develop pride and motivation as writers.

Feedback is purposeful, manageable and focused on improving outcomes for pupils. Teachers use verbal feedback, live marking and responsive teaching strategies to address misconceptions and move learning forward.

Pupils Who Need the Most Support

We are committed to ensuring that all pupils achieve success in writing. Teachers use formative assessment and observation to identify children who require additional support. Early identification ensures that barriers to learning can be addressed quickly and effectively.

Adaptive teaching is used to ensure that all pupils can access the curriculum successfully. Teachers provide additional modelling, oral rehearsal, vocabulary support and scaffolds where appropriate. Learning is carefully sequenced to reduce cognitive overload and enable children to build confidence and independence over time.

Targeted interventions are implemented for pupils who require further support. These may include Little Wandle Keep-up sessions, fine motor and handwriting intervention, oral language support and spelling intervention. Staff work closely with the SENDCo and external agencies where appropriate to ensure pupils receive the support they need.

Leadership and Management of Writing

School leaders are responsible for promoting a positive culture of literacy and maintaining high expectations for writing across the school. The English Subject Leader monitors the quality of teaching and learning, supports staff development and ensures clear progression throughout the curriculum.

The writing curriculum is ambitious, inclusive and carefully sequenced to ensure that children build knowledge and skills over time. Progression is identified across oracy, handwriting, grammar, punctuation and composition. Leaders ensure that the curriculum remains aligned with the National Curriculum, the EYFS Framework and the principles outlined within the DfE Writing Framework.

Assessment is used to inform teaching and identify next steps for pupils. Teachers use formative assessment strategies alongside independent writing opportunities and moderation activities to make accurate judgements about attainment and progress. Assessment focuses on children's ability to independently apply taught knowledge and skills.

Leaders monitor the implementation and impact of the writing curriculum through lesson observations, learning walks, work scrutiny, pupil voice and data analysis. Findings from monitoring activities are used to inform school improvement priorities and professional development.

Equal Opportunities and Inclusion

We are committed to providing an inclusive writing curriculum for all pupils regardless of:

- gender;
- ethnicity;
- language background;
- SEND;
- disadvantage.

All pupils are entitled to access high-quality writing instruction and appropriate support.