Writing Policy

Hillborough Infant and Nursery School

Owned and Written by: Kerri Brooks, Writing Lead National Curriculum for English and Early Years Framework	**Date:** December 2025
Approved by: Full Governing Body	**Date:** December 2025
Next Review:	**Date:** December 2028
This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

1. Introduction

This policy reflects the school's values, philosophy and mission statement in relation to the teaching and learning of the Writing. It sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum for English and the Early Years Framework. These set out in detail the rationale for teaching each area of the Writing curriculum and specify the skills that will be developed for all pupils.

2. Aims

Curriculum Intent

At Hillborough Infant and Nursery school, we want to empower our children with the knowledge and skills needed to communicate their thoughts, ideas and opinions through writing. We aim to nurture a love of literature through the exposure to high quality stories, information and poetry books. We want children to have time to learn from examples of quality writing, picking out great examples of grammar, punctuation and vocabulary. We hope this process will inspire confidence and independence, which in turn will provide motivation for exciting independent writing opportunities.

Values

At Hillborough we have high expectations of our children and integrate our school values of Community, Aspiration, Respect and Empowering into our curriculum. We do this by

- **C**ommunity - we learn how written communication allows us to connect with our friends, our school, our wider community and beyond.
- **A**spiration - we explore writing for different purposes and how writing is a key skill for many careers.
- **R**espect - we learn how writing gives us a way to express our thoughts and feelings. Through our core books we explore how writers are able to express themselves with respect for others.
- **E**mpowering - during our writing process we work together to create learning tools to empower independent writers.

3. Implementation

Organisation and planning

Our writing curriculum has been developed around engaging core books, chosen to motivate our children and represent the diversity of our pupils. These stories are complemented by additional exciting stories, information texts and poetry. Exciting writing

opportunities stem from our core text. Children are encouraged to immerse themselves in a 3 core book over a two-week period, building the knowledge and skills required for independent writing.

Vocabulary, Grammar and Punctuation

Throughout the writing process, teachers stimulate discussion and understanding through questioning, building all important comprehension skills. Children explore vocabulary and punctuation using examples in the context of quality stories, before experimenting and applying them in their own writing. We provide a vocabulary rich environment with opportunities to explore vocabulary through core books, daily exposure and structured vocabulary lessons.

Colourful Semantics is embedded in our writing program to support our pupils specifically with sentence structure. Teachers support pupils pulling vocabulary from our core texts, this vocabulary is then classified into word types through colour coding, symbols and actions. Pupils are then taught how to combine word types to create simple phrases and sentences in EYFS, moving on to more complex sentence structure in KS1.

Spelling

Spelling is taught within our writing process and spelling patterns are chosen in line with RWInc. Pupils learn spellings linked to our core text, in order to provide context and support comprehension of new vocabulary. Spellings are taught using the structure, I do, we do, and you do. We do test spelling knowledge, but children are then encouraged and praised for applying these new spellings and spelling patterns during writing opportunities.

Handwriting

Pupils follow the RWInc handwriting program- See Handwriting Policy.

Learning Environment

Throughout this writing process, pupils actively contribute to working walls, planning and modelled writing, creating a bank of resources needed for independent writing. Colourful Semantic displays are accessible in every classroom, as are RWInc Speed sound charts. We have high expectations of our children at all levels of development and believe that all Children can become successful writers.
Writing outcomes are celebrated through the school, in classrooms, throughout the school and with our school community.

Parent Involvement

Parents are provided with video links to core books to ensure they are able to further discussion at home. Writing achievements are shared with parents through displays, messages and parent evenings. Parents are invited to parent sessions led by the subject lead, aimed at sharing ways to support children with writing at home.

Roles and Responsibilities

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It is the responsibility of the subject leader to stay abreast of both national and local developments in their subject area. They will review the way their subject area is taught in the school and plan for improvement. All development planning will link to whole-school objectives as part of the school development plan. The subject leader will review the curriculum plans for their subject and ensure full coverage of the national curriculum.

The headteacher is responsible for ensuring that this policy is adhered to, and will work in collaboration with the subject leader to ensure that:

- adequate time is provided for teaching the required elements of the curriculum;
- procedures for assessment meet all legal requirements; the governing body is kept updated and fully involved in decision-making processes that relate to curriculum breadth and balance;
- Effective provision is in place for pupils with different abilities and needs, including children with special educational needs and/or disabilities.

Through meetings and learning walks, the governing body will monitor the implementation of this policy and hold the headteacher to account.

4. Impact

Through the implementation of our writing curriculum, children will leave our school with:

- The confidence and skills needed to express their thoughts, ideas and understanding through their writing.
- A sense of achievement in writing, regardless of their age or ability.
- Memories of stories from a range of great authors that will inspire their own writing.
- A growing knowledge and understanding of grammar, punctuation and different writing genres.
- A wider vocabulary that is applied in speech and in writing.
- An understanding of the importance of writing for different purposes.
- Developing independence and growth mind-set when tackling new writing projects.

5. Inclusion and Differentiation

We understand that writing requires many layers of skills and by understanding our children's strengths and next steps we can provide the best support for their writing

journey. Teachers know the barriers to writing and understand the importance of pupils having a written voice, regardless of ability.

Intervention groups target different writing skills. These intervention groups target fine motor control, letter formation and sentence structure (Colourful Semantics).

In addition to our writing program, we teach RWinc's Talk Through Stories. This provides an additional opportunity for our pupils to discuss quality writing, practice using exciting vocabulary and deeper explore the components of writing for purpose.

6. Assessment, recording and monitoring

Throughout the two week writing process pupils' work is assessed in line with our Marking Policy. Pupils receive written and verbal feedback to support and develop their planning leading up to their big write. Pupils are encouraged to read and reflect work independently, with peers and supported by teachers, from this evaluation next steps are provided for subsequent writing opportunities.

Teacher Assessments are collected termly, based on examples independent writing. Data is analysed by the subject lead in order to identify gaps in progress and candidates for intervention opportunities.

EYFS Pupils are assessed against the ELG's. At the end of KS1 pupils are assessed against the TAF's.

7. Links to other Policies

- Handwriting Policy

8. Monitoring

This policy will be monitored by our Writing Lead.

9. Policy Reviewing

This policy will be reviewed every two years and more frequently if there is a change to the school's curriculum, its organisation or its implementation.

The policy will be approved by the governing body.