



Learning Together, Learning for Life

Writing Policy

2025 / 2026

Approved by:	FGB	Date:
Headteacher:		Chair of Governors:
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Writing Policy

At Reed First School the teaching of writing includes approaches that allow a slow release of responsibility from the teacher to the pupil once they have been shown how to be an effective writer. The purpose for writing has to have meaning and interest to the children. As a result, our units of writing across the school are led by the interests and focus chosen by the children.

Transcriptional skills for writing are taught in daily discrete phonics, spelling and handwriting lessons. As stated by the EEF says: *'If children have to concentrate to ensure their handwriting and spelling is accurate, they will be less able to think about the content of their writing...'*

We aim to ensure our children have the transcriptional skills they need to write in order to be able to become writers and enjoy the process of creating texts. Children are supported to develop their fine and gross motor skills to be able to mark make and explore recording their written ideas in Early Years. The teachers skilfully plan opportunities for early writing throughout the day in adult led inputs as well as continuous provision, ensuring the children recognise that marks carry meaning. In conjunction with transcriptional skill development, the children are supported to reach their early learning goals and be ready for Key Stage One.

Whilst writing together, in addition to independent mark making, processes used in Early Years, include:

- Thinking aloud: The educator says out loud what they are thinking, to model composition (including purpose, audience, and content).
- Rehearsing: The educator and child rehearse what they intend to write, either verbally or physically (e.g. role-play) before writing.
- Modelling: The educator verbally narrates the thoughts, physical actions and ideas involved in writing.
- Commenting: The educator comments on the child's writing to draw attention to particular features and help them work towards their goal.
- Structuring: The adult supports the child to structure and sequence their writing e.g. by using a story map.
- Extending and revising: The educator offers encouragement and feedback, suggesting how the child might extend or revise what they have written.
- Reflecting: The adult and child reflect upon the quality of what they have written

We recognise that as the children progress into Year One, the focus of writing with meaning, still needs to focus on mastering simple sentences. Our curriculum map, sets out the genres of writing to teach, but leaves open opportunities for the children to steer the purpose and focus of the writing. We also recognise the support drawing can give to writing.

Drawing and writing are interconnected ways of communicating and understanding. Encouraging children to draw as the first step in communicating can lead to greater confidence and flexibility in writing. This approach, has been shown to help children meet milestones and become independent writers. Children in Year One, draw before they write to give them time to articulate their ideas on the page and to compose sentences orally. This means, they can try ideas out before committing them to the page.

Children in Key Stage One and Two, are supported in writing lessons and sequences of learning which plan time for:

- Modelled writing (I do)
- Shared writing (we do)
- Independent writing (you do)
- Guided writing

Modelled writing (I do): The teacher takes the lead while pupils observe the expert writer. This provides the opportunity for the teacher to show, in small steps, how to apply new knowledge. The teacher should think aloud, focusing pupils' attention on the choices of language and structure, helping them to understand the steps involved in problem-solving and critical thinking. It enables them to 'sit beside the author and study how the text is constructed and how it communicates.

Shared writing (we do): Shared writing involves pupils constructing texts with the teacher. This provides the opportunity for them to share ideas in a supportive and safe environment while the teacher can control the focus as the expert writer and focus pupils' attention on specific elements. It offers pupils the opportunity to move beyond imitating a model text and develops their awareness of possible language choices. The teacher's frequent questions during shared writing can be directed at specific pupils. Shared writing is particularly supportive for struggling writers.

Independent writing (you do): In independent writing, pupils write individually and independently after modelled or shared writing, practising what they have observed. The modelled and shared writing should allow pupils to gain confidence when writing independently.

Guided writing: Guided writing involves the teacher working with a selected group of pupils, who share a similar need for challenge or support, to help them to draft their writing. This can take place while the rest of the class writes independently. Pupils can share their ideas and work together to edit sentence structures. The teacher has oversight to monitor their focus and misconceptions and to be encouraging, while the pupils have peer support to develop their ideas. This strategy is particularly effective when adjusting and adapting teaching to target those who might fall behind.

Teaching of writing will be planned not only in the context of the English lesson, but also across the wider curriculum. This means considering both how the writing lesson can draw on pupils' wider learning and how their other lessons can draw on what they are learning about writing. Writing across the wider curriculum offers pupils useful opportunities for practice.

Writing will be planned in sequences as units of work:

- Each unit will build on previous learning
- Revisit and reinforce key skills across different contexts
- Increase independence expectations as the year progresses

To support our mixed age classes, we:

- Teach the same text type/genre to both year groups simultaneously - this allows for whole-class teaching of key features
- Differentiate expectations and outcomes – e.g. Year 2 pupils work towards more complex skills while Year 1 pupils master foundational elements

- Use a two-year rolling programme - ensure pupils don't repeat the same content when they move from one year group to the next but build on previous learning

Aims

- An understanding across the school that, for most pupils, composition begins orally and that talk is valuable through the whole writing process.
- An understanding that the best way to teach pupils to write is by teaching them to master sentences first.
- Sentence structure activities will constitute a part of writing lessons.
- Pupils are taught to apply their grammatical knowledge to build sentences.
- The writing process encompasses planning, drafting, revising, editing, and sharing.
- Rich and expressive spoken language is used and shared in classrooms and across the school.
- Model texts are used to develop pupils' awareness of written structures and authorial techniques.
- Feedback from teachers is regular, usually oral, specific, practical, actionable and encouraging. Pupils are able to respond close to the point of feedback and improve their written work.
- We create an environment where writing is valued.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and/or with special educational needs, appropriate additional support will be put in place. We include differentiation activities for extra practice and a handwriting recovery programme is available as an intervention for our key stage 2 pupils to give structured support if they find handwriting challenging.

Our phonics programme Little Wandle also support children where foundational letter formation needs support with additional support is needed.

For all pupils, additional resources are available and used to support pencil grip, including pencil huggers, tripod shaped pencils and carefully chosen pens and pencils to suit ages and stages.

We will make use of supportive technologies, such as Clicker and transcription tools to ensure specific issues with fine motor control do not create a barrier to writing.

By making all writing opportunities meaningful and child led, all children are represented in the purpose and content of the writing.

Planned outcomes are varied and inclusive in the methods of recording outcomes.

