



WRITING POLICY

Nursery to Year 2

Every child developing the knowledge, fluency and confidence to share their ideas

“Start writing, no matter what. The water does not flow until the faucet is turned on.” Louis L’Amour

SAY IT • WRITE IT • SHARE IT

Policy owner	Lucy Dickson, English Subject Leader
Responsible leader	Headteacher
Approved by	Curriculum and Standards Committee
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Review date	September 2027, or sooner if national guidance changes
Read alongside	Reading and Phonics, Oracy, Curriculum, Teaching and Learning, EYFS, SEND and Inclusion, Assessment and Handwriting guidance

1 Purpose, vision and principles

At Broomhill Infant School, we want every child to develop a love of language and become a confident speaker, attentive listener, keen reader and expressive writer. Children learn to write when they have something meaningful to say, secure foundations for recording it and adults who show them how writers think.

Our writing curriculum brings together oral language, reading, phonics, spelling, handwriting, sentence construction and composition. Rich experiences, high-quality texts, continuous provision and purposeful audiences inspire children to communicate. Explicit, carefully sequenced teaching enables them to do so increasingly fluently and independently.

Aims for our pupils

- Enjoy writing and see themselves as authors with ideas worth sharing.
- Compose ideas orally and communicate meaning clearly for different purposes and audiences.
- Develop fluent foundations in phonics, spelling, handwriting and sentence construction.
- Draw on personal experience, books, stories, play, the wider curriculum and imagination.
- Build a rich vocabulary and make increasingly deliberate word and sentence choices.
- Plan, rehearse, write, reread, evaluate and improve at an age-appropriate level.
- Write independently within lessons and continuous provision, indoors and outdoors.
- Take pride in legible, well-presented work while understanding that quality matters more than unnecessary length.

2 Statutory context and current guidance

This policy reflects the statutory Early Years Foundation Stage framework and the National Curriculum in England English programme of study. The 2014 national curriculum remains the statutory programme for KS1 at the date of approval. The Department for Education Writing Framework, published in July 2025, is non-statutory guidance and has informed the school's approach. The policy will be reviewed when any revised national curriculum becomes statutory.

Key messages from the 2025 Writing Framework

- Writing is complex and teaching must be carefully sequenced to manage demands on working memory.
- Handwriting and spelling should be taught from Reception so transcription becomes increasingly automatic.
- Sentence instruction is essential and grammar is most effective when taught through meaningful sentence construction.
- Spoken language and oral composition remain central while transcription develops and continue to support fluent writers.
- Quality and secure foundations are more important than expecting children to write at length before they are ready.
- Children who need additional support should be identified early and receive accessible teaching, extra time and practice.

3 Curriculum entitlement and progression

Phase	Writing foundations and entitlement	Typical emphasis
Nursery	Communication and Language, Physical Development and Literacy through play, stories and meaningful mark making.	Conversation, vocabulary, storytelling, gross and fine motor control, drawing and marks with meaning, name awareness and early phonological awareness.
Reception	EYFS Literacy and the foundations described in the Writing Framework, taught alongside systematic synthetic phonics.	Oral composition; segmenting words; spelling using known sound-letter correspondences; captions, phrases and simple sentences that can be read by others; letter formation and rereading.
Year 1	National Curriculum transcription and composition, taught through purposeful contexts.	Spelling taught phonemes and common exception words; forming lower-case and capital letters and digits; saying and composing sentences; sequencing sentences; rereading; basic punctuation and sentence grammar.
Year 2	National Curriculum transcription, composition, vocabulary, grammar and punctuation.	Spelling patterns and common exception words; increasingly fluent and consistent handwriting; planning or saying ideas; varied purposeful writing; rereading, evaluating and making simple revisions; sentence punctuation and expanded grammatical choices.

The school's writing progression and termly curriculum overview specify the knowledge, vocabulary, genres and outcomes taught in each phase. Teachers use assessment to revisit insecure foundations while maintaining ambition and meaningful access to the age-appropriate curriculum.

4 The Broomhill writing culture

Language, reading and experience as the roots of writing

Speaking, listening, reading and writing are deliberately connected. High-quality fiction, non-fiction, poetry, rhyme, drama, visits, outdoor learning and first-hand experiences give children knowledge, vocabulary and reasons to write. Shared reading and whole-class reading help children notice how authors create meaning. Teachers explicitly draw attention to useful vocabulary, sentence patterns, organisation and punctuation without reducing rich texts to exercises.

Oracy before and alongside writing

Children use Chatta, storytelling, role play, partner talk, oral rehearsal and the principles of Talk for Writing to organise and refine ideas. In Reception and Year 1, children orally compose the sentence they intend to write. In Year 2, oral planning continues to help children sequence and develop a whole text. Adults model Standard English sensitively while valuing children's home languages and dialects.

Purpose and audience

Children write for real and imagined audiences across the curriculum: stories, labels, captions, lists, messages, explanations, recounts, instructions, information texts, poems, observations, reviews and

evaluations. Teachers make the purpose and audience clear and ensure that published outcomes are balanced with the practice needed to become fluent.

5 Teaching writing through I do We do You do

Stage	How it is used at Broomhill
I do - modelled writing	The teacher demonstrates the writer's decisions and thinks aloud. This may include generating and selecting ideas, orally rehearsing a sentence, segmenting for spelling, forming letters, choosing vocabulary, applying punctuation, rereading and improving.
We do - shared writing	Teacher and children jointly construct a purposeful sentence or text. The teacher retains responsibility for the teaching focus while pupils contribute ideas, compare choices and explain their thinking.
We do - guided practice	A teacher or trained adult supports a group to practise a clearly identified step, moving pupils from shared construction towards independence. Feedback is immediate and teaching remains closely matched to need.
You do - independent writing	Children independently apply the knowledge and strategies already taught. Independence is not premature: prompts, word banks or communication supports may remain available where these remove a barrier without completing the thinking for the child.

The sequence is flexible. Teachers return to modelling or guided practice when assessment shows that pupils need further explanation or practice. Worked examples and writing working walls are used as teaching tools, not scripts for copying.

6 The components of writing

Oral composition and sentence instruction

Sentence-level teaching is explicit, cumulative and connected to meaning. Children learn to recognise, say, construct, combine and punctuate sentences. Teachers model how vocabulary and sentence structure change what a reader understands. Grammar terminology is introduced in line with statutory expectations and applied immediately in spoken and written sentences rather than taught only as isolated labels.

Transcription spelling and phonics

Writing and phonics are closely aligned. Children are taught to segment spoken words, select graphemes and apply the correspondences and common exception words taught through Bug Club Phonics. Staff distinguish between developmentally plausible phonetic attempts and spellings that have been explicitly taught. Spelling errors are addressed selectively so feedback supports learning without overwhelming composition.

Handwriting

Handwriting begins with posture, shoulder and hand strength, pencil control and efficient movement. Nursery experiences include large-scale mark making, Dough Disco, Funky Fingers and Write Dance. In Reception, children are explicitly taught a consistent tripod grip where appropriate, correct starting points and accurate letter formation alongside phonics. KS1 teaching develops size, orientation, spacing and fluency in line with the National Curriculum and the school handwriting progression. Staff model the agreed letter forms consistently.

Composition and the writing process

Children learn that writing involves generating ideas, choosing and organising content, composing orally, drafting, rereading, evaluating, revising, editing and sometimes publishing. The balance changes with age and purpose. Younger children may compose and improve one sentence; older or more fluent writers sustain and review a longer piece. Editing is taught as a specific, manageable action and is not confused with copying out.

7 Continuous provision and writing across the environment

Continuous provision is an essential part of writing from Nursery through Year 2. It allows children to revisit taught knowledge, write for self-chosen purposes and see writing as a useful part of play, enquiry and everyday life. Independent provision complements, rather than replaces, explicit teaching.

- Accessible resources include varied paper, notebooks, clipboards, labels, envelopes, cards, pens, pencils, chalks, magnetic letters, sound mats, word banks and appropriate communication supports.
- Enhancements are linked to current knowledge, children's fascinations and authentic purposes rather than offering generic worksheets.
- Every indoor and outdoor area can create reasons to write: plans, signs, maps, menus, labels, instructions, observations, predictions, messages, stories, reviews and evaluations.
- Adults notice and respond to children's writing intentions, model vocabulary and oral rehearsal, and know when to step back so the child retains ownership.
- Writing working walls show the sequence of current learning, useful vocabulary, sentence models and an age-appropriate example of the intended outcome.
- Teachers monitor who chooses to write, the purposes represented and whether provision is building independence and applying taught skills.

8 Writing across the curriculum

Children apply writing in science, mathematics, history, geography, RE, PSHE, computing, art and design, and design and technology. Curriculum writing is only expected when pupils have sufficient subject knowledge and the necessary transcription and sentence skills. Subject learning is not judged solely through the quantity of writing produced. Teachers model the vocabulary and forms needed for each discipline and may use talk, diagrams, labels, photographs, symbols or adult scribing where these allow children to demonstrate knowledge more accurately.

9 Inclusion and responsive support

All children receive an ambitious writing curriculum. Adults identify whether a barrier relates mainly to oral language, vocabulary, phonological awareness, phonics, spelling, handwriting, sentence construction, working memory, attention, motor development or composition. Support is then specific rather than asking the child simply to "write more".

- Pre-teach vocabulary and sentence structures and provide frequent oral rehearsal.
- Use Chattha, Colourful Semantics, Makaton, Widgit, objects of reference and communication aids where appropriate.
- Reduce unnecessary copying and present small, clear steps with worked examples.
- Provide adapted paper, pencil grips, sloping boards, alternative recording or assistive technology where needed.
- Give additional explicit teaching, repeated practice and immediate feedback without removing meaningful content or pupil voice.
- Coordinate provision with individual plans and EHCP outcomes, and monitor whether support leads to growing independence.

Children who are already secure deepen their writing through precision, control, vocabulary, sentence choices, cohesion, authorial decision-making and application in unfamiliar contexts. Greater depth is not defined by unnecessary length or by accelerating into inappropriate later content.

10 Feedback assessment and evidence

Assessment is ongoing and proportionate. Teachers use observation, discussion, oral composition, phonics and spelling application, handwriting, sentence work and independent outcomes to identify the next teaching step. In EYFS, relevant learning may be captured through Tapestry and floor books in line with the school's observation approach. In KS1, teachers use a range of independent writing across time and contexts to make termly judgements recorded on INSIGHT.

- Feedback is timely, specific and manageable, with in-the-moment feedback prioritised where it has most impact.
- Adults recognise success and identify one or a small number of improvements linked to prior teaching.
- Children are taught how to reread and respond; correction is not used as a substitute for teaching.
- A range of evidence is considered and handwriting or spelling difficulty does not obscure a child's composition strengths.
- Moderation supports shared expectations within school and, where available, with partner schools or local networks.

11 Learning environment and resources

Each classroom provides well-organised, clearly labelled writing resources that children can use independently during explicit teaching and continuous provision. Working walls remain current and uncluttered. Resources reflect different families, cultures, languages, identities and experiences. Displays celebrate effort, improvement, purpose and individual voice as well as polished outcomes.

12 Partnership with parents and carers

Families are informed about writing through curriculum information, Class Dojo, Tapestry, parent meetings, workshops and examples of learning. Guidance helps families support talk, storytelling, drawing, phonics, spelling and handwriting without placing pressure on children to produce lengthy work. Home languages are valued as a resource for thinking, storytelling and vocabulary development.

13 Roles leadership and monitoring

- The headteacher ensures that statutory requirements are met and that sufficient curriculum time, resources and professional development are available.
- The English subject leader maintains the progression and overview, supports colleagues, monitors implementation and impact, coordinates moderation and leads development priorities.
- Teachers plan and teach the agreed curriculum, provide responsive support, assess learning and model consistent handwriting, spelling and grammatical language.
- Learning support staff understand the learning intention, use agreed prompts and promote oral rehearsal and independence.
- Governors provide appropriate support and challenge through curriculum monitoring.

Monitoring may include curriculum and planning reviews, learning walks, writing and floor-book scrutiny, pupil and staff voice, assessment information, provision reviews and evaluation of support for identified groups. Leaders evaluate whether the intended curriculum is taught, learned, remembered and applied, and whether children increasingly write with fluency, confidence and independence.

14 Key guidance

- **Department for Education:** National curriculum in England: English programmes of study
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>
- **Department for Education:** Early years foundation stage statutory framework
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **Department for Education:** The Writing Framework, 2025
<https://www.gov.uk/government/publications/the-writing-framework>
- **Department for Education:** Development Matters
<https://www.gov.uk/government/publications/development-matters--2>

15 Terminology and useful reference points

Term	Meaning within this policy
Composition	Creating, organising and communicating ideas for a reader.
Transcription	The spelling and handwriting processes used to record words.
Oral composition	Saying and refining the sentence or text before or while writing.
Sentence instruction	Explicit teaching that helps pupils construct and control sentences to convey meaning.
Independent writing	Writing in which the child makes the compositional decisions, using only established supports.
Continuous provision	The planned, accessible environment children can use and revisit independently.

16 Annual implementation questions

Review prompt	RAG or note
Is the writing curriculum sequenced from oral language and transcription towards fluent composition?	
Are handwriting, spelling and sentence construction taught explicitly and practised sufficiently?	
Does continuous provision create authentic, inclusive reasons to write from Nursery to Year 2?	
Can pupils explain what they are learning and independently apply taught strategies?	
Are pupils who need additional support identified early and receiving precise, effective teaching?	

17 Review record

Review date	Reviewed by	Key amendments

EVERY CHILD BELONGS • Every child • Every day • Every opportunity