



## **Writing Policy**

**Date adopted: 2nd February 2026**

**Signed by Chair of Governors: D. Baldwin**

**Signed by Headteacher: K.Thompson**

**Date of review: February 2027**

At Percy Main Primary School we believe that the ability to write clearly, creatively, and confidently is a fundamental life skill. Writing enables pupils to communicate their ideas, thoughts, and emotions effectively and plays a vital role in their learning across the curriculum. Our Writing Policy sets out the principles, aims, and practices that underpin the teaching and learning of writing throughout the school.

We are committed to providing a supportive and engaging writing curriculum that inspires pupils to develop a love of language and pride in their work. Through high-quality teaching, meaningful writing opportunities, and consistent expectations, we aim to ensure that all pupils, regardless of ability or background, make strong progress in writing.

This policy reflects our school values and aligns with national curriculum requirements. It provides guidance for staff, supports consistency in practice, and ensures that pupils develop the essential skills of composition, transcription, grammar, punctuation, and spelling, enabling them to become confident and capable writers.

Writing is taught as part of the programme of study for English during daily lessons in KS1 and KS2.

Lessons help pupils develop a wide vocabulary through a variety of means, including the following:

- Providing spelling lists and key words for pupils to take home and practise
- Creating displays of key words linked to specific topics and subjects
- Practising using the correct vocabulary orally
- Dedicating lessons to word patterns and choices
- Encouraging the use of dictionaries and thesauruses
- Reading a variety of texts to explore new vocabulary
- Providing feedback on written work
- Providing targeted small group work and one-to-one support, where required

When planning activities, teachers explore opportunities to provide realistic contexts for writing by establishing links with other curriculum areas.

Teachers, in collaboration with the literacy lead, ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising TAs to ensure that pupils are effectively supported.

During Reception, focus will be put on the seven areas of learning and development outlined in the 'Early years foundation stage statutory framework'.

Educational programmes will involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning, as outlined below:

1. Communication and language: listening, attention and understanding; and speaking
2. Personal, social, and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture and communities; and the natural world
7. Expressive arts and design: creating with materials; and being imaginative and expressive

Teaching staff will ensure that the EYFS curriculum provides opportunities to establish links between the different areas of learning and development and develop pupils' writing skills.

Pupils will be supported to meet the expected level of development for writing outlined before Year 1, namely that they are able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- 

## **Teaching and learning**

In order for children to achieve a high standard of handwriting, they need to be explicitly taught the skills that are needed. At Percy Main Primary School, we use and teach the Nelson style of letter formations and joins in handwriting, to ensure consistency across the school. Teachers have high expectations in handwriting sessions and make sure that children know these expectations apply in English lessons and across all curriculum subjects.

Explicit handwriting practice takes place every week, with key teaching points demonstrated to the class. The handwriting session provides allocated time for children to practise a specific handwriting skill. Where necessary, children are guided to complete individualised additional practise, often in response to teacher marking, in written work across the curriculum.

## **EYFS**

Letter formation is taught alongside phonics development during daily sessions. Early years practitioners focus on developing fine motor skills such as making marks on paper, whiteboards, sand trays and tablets, as well as letter learning to familiarise letter shapes, formation, and vocabulary. Teachers across the Foundation Stage undertake daily Dough Disco and Squiggle programmes to support the development of fine motor and early handwriting skills.

## **KS1**

In year 1, teachers continue to link pupil handwriting to their phonic development as they learn to write using a cursive writing style. As children progress in year 2 children are encouraged to continue the development of basic joins and become more confident to transfer this into their independent writing.

## **KS2**

Children are expected to use cursive writing in their work across the curriculum. They continue to access focused, weekly handwriting lessons which build upon the skills they have learnt in KS1.

## **The curriculum**

The writing curriculum comprises of lessons and activities focusing upon spelling and handwriting, Composition and Vocabulary, grammar, and punctuation. It is broken down in the following way:

### **Year 1**

#### **Transcription: Handwriting**

Pupils will be taught to:

- 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 and digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

#### **Composition**

Pupils will be taught to:

- Write sentences by:
- 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.

## **Vocabulary, grammar, and punctuation**

Pupils are taught to:

- Leave spaces between words.
- Join words and clauses using 'and'.
- Begin to punctuate sentences using a capital letter and either 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'.
- Learning the grammar for Year 1 in English Appendix 2
- Using the grammatical terminology in 'English Appendix 2' in discussing their writing.

## **Year 2**

### **Transcription: Handwriting**

Pupils will be taught to:

- Form lower-case letters of the correct size and relevance 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 unjoined.
- 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 letters.

### **Composition**

Pupils will be taught to:

- Develop positive attitudes and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional).
- Writing about real events.
- Writing poetry.
- Writing for different purposes.
- Consider what they are going to write before beginning by:
- 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.

- Make simple additions, revisions and corrections to their own writing by:
- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proof-reading to check for errors in spelling, grammar and punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

### **Vocabulary, grammar, and punctuation**

Pupils will be taught to:

- Develop their understanding of the concepts set out in 'English Appendix 2' by learning how to use 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).
- Learn how to use:
  - Sentences with different forms: statements, questions, exclamations and commands.
  - Expanded noun phrases to describe and specify.
  - The present and past tenses correctly and consistently, including the progressive form.
  - Subordination and coordination.
  - The grammar outlined for Year 2 pupils in 'English Appendix 2'.
  - Some features of written Standard English.
  - Use and understand the grammatical terminology in 'English Appendix 2'

### **Year 3 and 4**

In Years 3 and 4 teachers consolidate pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teachers plan activities that enable pupils to build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary, and narrative structures from which they can draw to express their ideas.

#### **Transcription: Handwriting**

Teachers build on the handwriting skills developed in KS1 and work towards pupils using joined handwriting as the norm, with pupils developing their ability to use joined writing fast enough to keep pace with what they want to say.

In addition, pupils will be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

- Increase the legibility, consistency, and quality of their handwriting, e.g. by ensuring that lines of writing are sufficiently spaced.

## **Composition**

Pupils will be taught to:

- Plan their writing by:
- Discussing writing which is similar to what they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.
- Draft and write by:
- Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Organising paragraphs around a theme.
- In narratives, creating settings, characters, and plots.
- In non-narrative material, using simple organisational devices.
- Evaluate and edit by:
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-reading for spelling and punctuation errors.
- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## **Vocabulary, grammar, and punctuation**

Pupils will be taught to:

- Develop their understanding of the concepts set out in 'English Appendix 2' by:
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'.
- Using the present perfect form of verbs in contrast to the past tense.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials.
- Learning the grammar for Year 3 and 4 pupils, as outlined in 'English Appendix 2'.
- Indicate grammatical and other features by:

- Using commas after fronted adverbials.
- Indicating possession by using the possessive apostrophe with plural nouns.
- Using and punctuating direct speech.
- Use and understand the grammatical terminology in 'English Appendix 2' accurately and appropriately when discussing their writing and reading.

## **Year 5 and 6**

In Years 5 and 6 teachers will continue to emphasise pupils' enjoyment and understanding of language to support their reading and writing in a range of literary genres, including stories, plays, poetry, non-fiction and textbooks.

### **Transcription: Handwriting**

Pupils will be taught to:

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

### **Composition**

Pupils will be taught to:

- Plan their writing by:
- Identifying the audience for, and purpose of, the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit their work by:

- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

### **Vocabulary, grammar, and punctuation**

Pupils will be taught to:

- Develop their understanding of the concepts set out in 'English Appendix 2' by:
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause.
- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun.
- Learning the grammar for Year 5 and 6 pupils as outlined in 'English Appendix 2'.
- Indicate grammatical and other features by:
- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.
- Using brackets, dashes, or commas to indicate parenthesis.
- Using semi-colons, colons, or dashes to mark boundaries between independent clauses.
- Using a colon to introduce a list.
- Punctuating bullet points consistently.
- Use and understand the grammatical terminology in 'English Appendix 2' accurately and appropriately in discussing their writing and reading.

### **Assessment and reporting**

Pupils' writing ability is assessed each half term

The EYFS Profile is completed for each pupil in the final term of the year in which they reach age five.

Formative and summative assessments take place throughout the year to assess pupils' progress and attainment in writing and to identify support required. Pupils' writing is also assessed during the relevant statutory assessments.

Parents are provided with a written report about their child's progress during the summer term every year. These include information on pupils' attitudes towards writing and understanding of the key concepts.

Verbal reports are provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO and EYFSENCO.

The school will ensure that all pupils have equal access to the writing curriculum, in line with the Pupil Equality, Equity, Diversity and Inclusion Policy.

The literacy lead and teachers will ensure writing activities are adapted as appropriate to ensure all pupils can access the curriculum.

This policy will be reviewed on an annual basis by the literacy lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff and other key stakeholders.

The next scheduled review of this policy is February 2027