



Our **Vision** is to be a...

**Caring Community,  
Courageously Learning,  
Inspired to Live Life to the Full.**

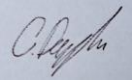

*Jesus said, "I have come that you may have life and have it to the full."*

*(John 10:10)*

## Writing Policy

CCI is a vibrant, inclusive and aspirational school that strives to keep the wellbeing, education and safeguarding of children at the centre of all we do. Our staff, families, Church and Governors harmoniously work together to encourage children to flourish as people as well as learners in a setting where every child is empowered, their background celebrated and their mental health protected. Our Church school vision is seen through our values-led curriculum, holistic approach to each individual and community focussed experiences. This approach then enables every child in our care to learn to live life in all its fullness, during their educational journey with us.

The value we place on every individual extends to our staff team too, who are our greatest resource within school. We aim to uphold high levels of wellbeing through continued professional development, high aspirations and an ongoing collaborative approach. In all we do at Christ Church Infant school, we keep children at the heart of our work. The following policy sits within this school vision and ethos so should be read with this context in mind.

Signed CoG: 	Name: Chris Douglas	Ratified Date: T4 2024-25
Signed Head: 	Name: Anna Martin	Review: T4 2027-28

# Writing Policy

At Christ Church Infant School, we aim to provide inspiring and challenging opportunities for children to learn to write that both excite and motivate them. We believe that it is vital that our children develop the skills and knowledge, not only to be confident to move onto our partner junior school, but to develop as enthusiastic, independent writers.

## Intent

The aims of teaching writing in our school are to develop pupils who:

- Are engaged with their learning and have positive attitudes towards writing.
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical and phonetical knowledge in their writing.
- to develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing)
- to have the ability to plan, revise and evaluate their writing
- apply high standards of writing in all areas of the curriculum

## STATUTORY REQUIREMENTS:

The statutory requirements for the teaching and learning of English are set out in the National Curriculum in England: English Programmes of Study – Key Stages 1 (2013) and in the Communication and Language and Literacy sections of the Early Years Foundation Profile (2021).

## Implementation

In the *Early Years Foundation Stage* (EYFS) we support writing through:

- Use of Drawing Club, an approach designed by Greg Bottrill. Drawing Club supports fine motor development and pre-writing skills through drawing, whilst at the same time developing language skills and creating a magic around their love of literature as they explore a new book each week. Skills are clearly modelled by the class teacher and use the teaching sequence; Engage, I do, we do and you do.
- As part of Drawing Club, children carry out work in small groups which progresses from early mark making, through to sentence writing where they apply their phonics skills.
- Daily phonics teaching using the Bug Club Phonics programme.
- Continuous Provision – Children have a range of writing tools (pencils, chalk, whiteboards and pens, sand to write in) both inside and outside their classrooms, giving them the opportunity to use their developing writing skills as they play. We aim to make those opportunities as ‘real’ as possible by encouraging them to apply those skills as ‘Scientists’, ‘Engineers’, ‘Designers’ and also role play that they see at home – shopping lists, birthday cards, thank you notes.
- Gross and Fine Motor skills – activities planned to support these skills.
- Stories and ‘rhyme time’ – daily stories are shared during class story time, in addition to the Drawing Club texts, and a weekly rhyme is taught.

## Key words

We begin with giving children ‘key words’ in EYFS to develop their reading fluency. These are displayed on different fruits to give children a clear visual in which to remember and are sent home to learn.

## *Key Stage 1*

Teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practise planning, writing and editing skills. Each sequence works towards a final piece of writing that applies the writing skills and grammar they have been learning. An English session is taught daily and children are exposed to clear modelling of expectations through lesson inputs using the 'I do, We do, You do' teaching strategy. A checklist, alongside a differentiated 'remember to' is used to support editing skills.

In addition to the lessons and to support writing:

- Phonics is taught daily in Year 1. In Year 2 the children have dedicated SpaG sessions in which specific skills are taught and practised which are then revisited in writing sessions.
- Handwriting is practised as a separate skill and the cursive writing style is taught from EYFS. Exceptions are made for some children who are still developing their fine motor skills and they may be taught non-cursive as part of an individual learning plan.
- 'Rhyme time' continues throughout Key Stage 1 to enable children to build on their collection of rhymes they can recite supporting their language and communication skills.

## *Spellings*

In Key Stage one, children are given spellings to practise at home each week. These spellings are informed from the National Curriculum statutory requirements and include common exception words as well as spelling patterns and rules. These weekly lists of spellings are practised in school daily in a range of fun and engaging ways. Spellings are also explicitly taught through structured phonics and SPaG sessions in Key stage 1. Within our marking, recognition of correctly spelt words is valued through the school rewards policy such as a Headteachers award, recognition board or paw prints.

## **Impact**

In EYFS, Writing progress is monitored each writing session as teachers support and provide next step feedback to children as they are writing or in follow up intervention sessions. In Key Stage 1, an in-depth marking is carried out each week with clear next steps.

3 Yearly assessment points ensure that children are all developing their writing skills and provides feedback about any gaps that need additional provision to fill.

As a school we moderate writing across year groups, across the school and with other schools in our hub, ensuring our assessment is both accurate and fair.

Revised by Claire Mills 10.3.25