Savile Town CE (C) Infant and Nursery School

Writing Policy 2026

'At our school, we celebrate our faith, diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.'

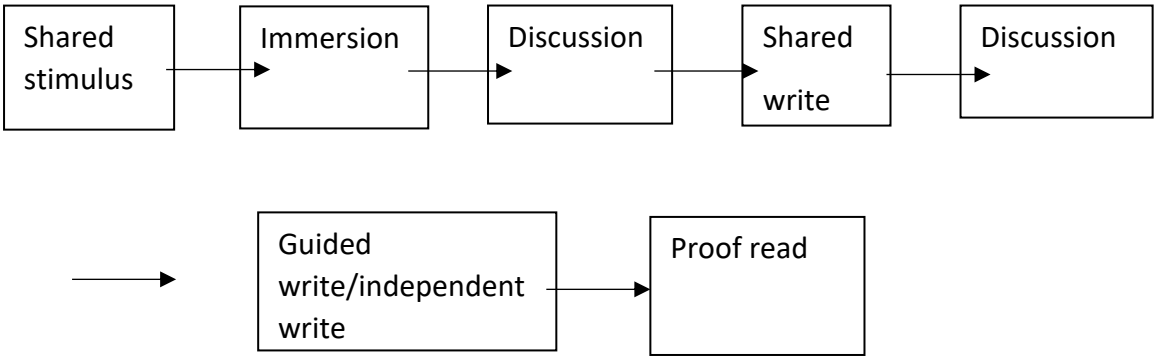
At Savile Town CE (C) Infant and Nursery School we believe that the ability to write clearly, creatively and confidently is a fundamental life skill. Writing enables pupils to communicate their ideas, thoughts and emotions effectively and plays an important role across the curriculum.

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.

Teaching and learning styles

At Savile Town CE (C) Infant and Nursery School we use a variety of teaching and learning styles in English lessons as advised by the new curriculum for English to ensure that the children are taught explicitly the skills that they need. During English lessons children are exposed to whole class shared oracy, reading or writing activity, a guided group or independent activity and a whole class plenary to review progress and learning. We teach handwriting using the structure devised by Oak National Academy and Little Wandle to ensure consistency across the year groups. Explicit handwriting takes place every week with key teaching points demonstrated to the class. The handwriting sessions provide allocated time for children to practice a specific handwriting skill. Where appropriate the children will complete individualised additional practice and in response to teacher marking, in written work across the curriculum.

To make writing meaningful the children are exposed to a range of genres demonstrating that their work has a purpose. Leading on from whole school training in Writing by the LA, we now follow a whole school writing approach which each year group follows.



What does writing look like at Savile Town?

Every classroom in school will have a writing area in which children can access a variety of writing materials that will encourage writing independence. While in Key Stage one there will be an opportunity for the children to access a writing task to consolidate writing skill that have been taught in English lessons.

Two Year Olds

The children are provided will opportunities to develop their gross motor skills such as develop their shoulder, arm and hand muscles. In the provision children can explore a range of mark making activities. This is in line with the Launchpad for Literacy skill steps.

Nursery

Gross motor and fine motor activities are planned for Nursery such as 'Squiggle while you Wiggle'. Nursery read, discuss and model stories and then activities are planned for the children to explore the story more in the provision areas.

Reception

Reception continues to build upon the physical skills from nursery and comprehension skills with the introduction of Phonics delivered using the SSP scheme Little Wandle. Children engage in daily phonics session where they practice letter formation, reading and recalling letter sounds and tricky words. Activities in the provision allow children the opportunity to practice what they have been taught supported by the adults. Launchpad for Literacy steps are still followed.

Key Stage One

In KS1 the children continue to write with purpose accessing a range of texts as a stimulus. Skills are taught in a sequence that the children have time to build upon previous learning and they have time to embed the skills. Children are encouraged to read their work and edit it where appropriate.

Spelling

Spelling is an essential element of the curriculum and at Savile Town Infant and Nursery, there is emphasis on the correct spelling of common exception words, this is done with the support of parents. Any common spellings (which will have been taught through Little Wandle) that are being consistently mis-spelt will be addressed and the children are expected to check and correct them after a discussion with the teacher.

Handwriting

At Savile Town Infant and Nursery School the correct formation of letters are taught from Reception. Handwriting is a skill that is woven throughout the whole curriculum. Children need to be able to write with ease, consistency and fluency. Formation phrases from Little Wandle are used from Reception and into Key Stage One.

Out aim is to support children develop a handwriting style that has letters formed correctly, uniform in size and with the intention to demonstrate some joins in Year 2. Handwriting is of high priority within the new English curriculum and children will be asked to take pride in the presentation of their work across the curriculum.

There are many opportunities for handwriting to be to be practiced in all areas of the curriculum, we also provide focus lessons for teaching and revisiting skills in Ket Stage 1 with the guidance of Little Wandle.

Knowledge, skills and understanding

The curriculum guidance states that in Reception children should be able to hold a pencil effectively to form recognisable letters most of which should be correctly formed. The new curriculum for Key Stage One handwriting and presentation states that children should be taught:

- How to hold a pencil/pen.
- How to write left to right and top to bottom.
- Where to start and finish petters properly.
- How to write capital letter and digits of the correct size, orientation and relationship to one another and to lower case letter.
- How to put regular spaces between words.
- How to put spacing between words that reflect the size of the letters.
- How to join letters and understand which letters, when adjacent to one another are best left un-joined.

The four Ps

Posture- Both feet placed on the floor, chair tucked under the table with their back against the chair and forearms resting on the table.

Paper Position – The paper should be placed slightly to the side rather than directly in front of the child. Children should use their non-writing hand to hold the paper still.

Pencil Grip – A tripod grip is the most effective, with the pencil help between the thumb and index finger. The children should hold the pencil so that there is gap between the tip of the pencil and their fingertips. The children should be encouraged to use a relaxed controlled grip.

Pressure – Children need to apply the right amount of pressure to ensure the writing can flow along.

Throughout school from Nursery through to Year 2 the children will take part in gross and fine motor activities. The staff will actively encourage children to use a variety of writing tools and will be supported in using the tripod grip where necessary.

Provision for left-handed children

All teachers are aware of the specific needs of left-handed children and should make appropriate provision.
• Children are encouraged to move their paper not their hand.
• Children should be positioned so that they can position their paper to their left side.
• Left-handed children should sit to the left of a right-handed child so that they are not competing for space
• Extra practice with left to right exercises maybe necessary before the child can write left to right automatically.
Teachers are aware of the fact that it is very difficult for left-handed children to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left handers on an individual or group basis, even if the resulting writing is not neat.

Capital letters

Capital letters stand alone and are not joined to the next letter. Children must practice starting each sentence with a capital letter as well as writing names and not join the capital letter to the subsequent letter. This should be modelled by the teacher at every writing opportunity.

Inclusion

Some children may require more support with their handwriting and teachers of these children, whose handwriting is limited, by problems with their fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child. We aim to assist all children to develop a fast, legible style of handwriting. It is vitally important that children learn the correct letter formation as soon as they have the desire to write – children who begin by forming their letters incorrectly are reinforcing bad habits, which are virtually impossible to eradicate. The children finish each letter with a ligature, in preparation for joined up handwriting, which is introduced at the appropriate time. Upper case letters are introduced systematically.

Equal Opportunities

At Savile Town Infant and Nursery School we teach English to all children whatever their race, class, disability or learning needs. English forms part of the school curriculum policy to provide a broad and balanced education for all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties and those still developing the English language. Work in English takes into account the targets set for children on their ANP.

Teachers provide help with communication and English through:

✓ Using texts children can read and understand.

✓ Using visual and written materials in different formats.

✓ Using ICT, other technological aids and recorded materials.

✓ Working in small groups led by the teacher/ETA.

✓ Sharing the focus text prior to the lesson with specific children.

Multicultural Whilst acknowledging the necessity of competence in Standard English, we do not intend to regard any child socially, culturally or linguistically disadvantaged because of their language, nor must any child feel that their mother tongue is of less value than English.

We aim to ensure:-

• A variety of cultures are reflected in both fact and fiction books

• All books in school should avoid cultural bias

• All teachers have a regard to the linguistic variety present in school

• Parental and community involvement is a valuable source of information and assistance.

Parental Involvement We aim to foster an interactive, supportive relationship with parents as their child progresses through school.

We aim to do this by:-

• Making the policy available in school for reference
• Consulting parents individually regarding specific matters of policy relating to their child
• Valuing parental contributions in all aspects of language development – talking to their child, listening and responding appropriately, reading and sharing books, encouraging enjoyment and

understanding, helping their child become fluent composers – using correct letter formation and spellings
• Asking parents to discuss with teachers/record how their child has read at home.

Assessment

When a child has completed a piece of writing, the class teacher marks it using the Whole School Marking Policy. In Key Stage One the teacher will highlight in yellow (going for gold) the skills that the children have demonstrated correctly in accordance with the BBB/WALT. Anything that the children may need to correct will be underlined in pink (think for pink) the children will go away and self-correct using a green pen. Any tricky words that are being consistently mis-spelt the children will practice that spelling, they will find the word independently to correct it. The assessment of each child's writing is an on-going process throughout the year where teachers assess the children's writing against the New Curriculum and Framework Statements. Each child in Key stage 1 has their own Writing Assessment record which is regularly updated when a child has done a 'good' piece of independent writing. Each child's writing achievement is not just from work done in English but includes cross curricular writing. Each child has an Independent Writing book and this along with their individual writing record is used to track their progress throughout the year. The SLT also take samples of children's books in on a regular basis to monitor content, quality and presentation across each year group. Teachers carry out a Baseline Assessment of the children within the first three weeks of them starting the year group and then at the end of each term, where they assess the children against the standards and report which standard they are working within. These are closely monitored by the year group leaders and SLT.

Kirsty Asquith-Dolan
Reviewed 2026