

AIREDALE INFANTS ACADEMY



**Airedale
Infant Academy**

WRITING POLICY AT AIREDALE INFANTS ACADEMY

Executive Headteacher: Kirsten McKechnie

Writing at Airedale Infant Academy

Who is
Responsible?

Leading English: Emily Slater, Sarah Harrison, Clare Hanson & Emma Cole

What does the research tell us?

Nick Hart- teaching the concept of a sentence
Adam Bushness, Angela Gill and David Waugh- Mastering writing at Greater depth
The Writing framework- July 2025
Cognitive load & working memory
Reluctance to write

Adam Bushnell emphasizes that children must be explicitly taught strategies to develop their language skills. He advocates for exposing them to a diverse range of authors, enabling them to analyse authorial intent critically. This approach equips children with the ability to manipulate grammar and vocabulary purposefully to achieve desired rhetorical and literary effects. To achieve this, research by Nick Heart discusses teaching the concept of a sentence as the *sentence* is a threshold concept in English; core knowledge that transforms how children think about reading and writing. Their understanding of a sentence also enables or inhibits other concepts further down the line so getting it right early is vital. Because of explicit teaching, children will be equipped with skills to independently 'respond and adapt' rather than 'replicate and amend' as **their cognitive load will be reduced through small step, sequential and re-teaching of milestones for each term.**

What is the aim of our writing curriculum?

Children who see themselves as authors and who have a specific purpose will be motivated to achieve their best results. Writing for a true purpose and acknowledgment for the intended reader provides a key motivator to the author. Therefore, the subject matter and stimulus material are crucial if pupils are to demonstrate a depth of understanding. Combining composition and transcription skills is also crucial, these elements work hand in hand when supporting pupils' creative imagination by reducing cognitive load. The compositional elements provide the most significant evidence when promoting pupil voice, but when those elements are supported by explicit teaching of the transcription skills (handwriting and spelling in particular) true depth of understanding is achieved.

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The promotion of fluent written transcription skills is highlighted in recommendation 6 (EEF Improving Literacy in Key Stage 1, 2016) whereby teachers support children to practise effectively by providing opportunities for effective feedback and response.

How do we implement our aims?

Term-by-term overview

Nursery

Books go here...	Books go here...	Books go here...
Autumn - Large movements using large scale resources - Coordinating movements - Model (TOL) & use a range of writing tools - Discuss and answer questions about the mark making	Spring - Model tripod grip - Draw vertical, horizontal and curved lines - Discuss and answer questions about the marks made - Model (TOL) using simple instructions	Summer - Tripod grip use - Use a dominant hand - Write first name - Form identifiable letters - We lists, order forms, tickets, and labels - Create/draw an identifiable image

Reception

Books go here...	Books go here...	Books go here...
Autumn - Orally rehearse - Link initial sounds to words - Fine motor & Tripod grip - Form and space letters - Write a naming part of a sentence - Know and use 25 set 1 sounds - Write CV and CVC words	Spring - Orally rehearse - Fine motor & Form and space 25, Set 1 graphemes - Common exception words - Write a naming part of a sentence - Punctuation (capital letters, full stops) - Write a two-part sentence	Summer - Orally rehearse - Write on the line - Form & space 35, Set 1 & Set 2 graphemes to the 35 sounds - Common exception words - Punctuation (capital letters and full stops) - Write a two-part sentence

Year 1

Books go here...	Books go here...	Books go here...
Autumn - Form Capital and lower-case letters <u>Orally rehearse</u> two – part sentence.	Spring Join some letters - diagonal and horizontal strokes.	Summer Join most letters - diagonal and horizontal strokes.

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• Write a two-part sentence. • Punctuation (full stops, question marks and exclamation marks).	• <u>Orally rehearse</u> a three-part sentence. • Write a three-part sentence. • Punctuation (full stops, question marks and exclamation marks)	• <u>Orally rehearse</u> a three – part sentence. • Write a three- part sentence. • Orally rehearse and manipulate part swap sentences. • Punctuation (full stop, question marks and exclamation marks) • Join sentences with ‘and’
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Year 2

Books go here...	Books go here...	Books go here...
Autumn • Letter formation -relative size • Respond and adapt 2-part sentences • Write in correct tense • Write for audience and purpose • Join sentences with ‘and’ • Insert commas in a list • Apply punctuation (capital letters, full stops, question marks, exclamation marks and commas)	Spring • Letter formation -relative size • Respond and adapt two-part sentence (adverb and adjective) • Adapt three-part sentence (adverbs and adjectives) • Coordinating conjunctions • Apostrophe for the contracted form • Apply punctuation (capital letters, full stops, question marks, exclamation marks and commas in a list)	Summer • Letter formation -relative size • Respond and adapt two and three-part sentences • Respond and adapt two and three-part sentences (manipulating clauses) • Subordinating and co-ordinating conjunctions • Re-write sentences in alternative tense (past and present) • Apostrophe for singular possession • Apply punctuation (capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes)

The teaching sequence has been crafted based on research from The writing framework and Nick Heart with a shared belief around children’s cognitive load. The simple view of writing explains that without developing transcription and composition proficient writing is not possible. To limit children’s working memory, transcription must be explicitly taught from the very start of reception. At the start of each writing cycle there is explicit teaching of transcription before moving onto composition and this is taught through a structured lesson. Moving on from transcription, pupils are taught to write by teaching them to master a sentence through explicit taught lessons and evidenced based methods.

Teaching Sequence

Nursery

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Weekly diet of:

Autumn

- Large scale movements & tracing
- Gross motor strengthening
- Fine motor and motor strengthening
- Hand-eye coordination & control
- Discussion and questions about mark making

Spring

- Following instructions to create an image (eg a person)
- Discussion and questions about mark making
- Fine motor and mark-making tool grip
- Drawing curved, horizontal, vertical & diagonal lines
- Mark making for a purpose

Summer

- Discussion and questions about mark making
- Tripod grip in a dominant hand
- Writing name
- Forming letters with meaning
- Show movement & emotions in images and pictures

Reception

Daily Diet of:

Autumn

- Writing name
- Tripod grip in a dominant hand
- Write initial sounds, middle sounds and end sounds to form CVC words
- Draw detailed image and/or picture
- Talk about the pictures drawn
- Communicate what will be written

Spring

- Orally compose a two-part sentence

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- Write a two-part sentence
- Handwriting (with a weekly taught session)
- Write using Set 1 sounds
- Use finger spaces
- Use capital letters and full stops

Summer

- Orally compose a two-part sentence
- Write a two-part sentence
- Handwriting (with a weekly taught session)
- Write using Set 1 & Set 2 sounds
- Use finger spaces
- Use capital letters and full stops

Year 1						
Step 1 Spell & Explore	Step 2 Spell & Write	Step 3 Replicate & Write	Step 4 Replicate, Write & Amend	Step 5 Practise	Step 6 Adapt & Apply	Step 7 Edit & uplevel
Introducing the hook/book Identify and teach spelling pattern/rule Explore the spelling rule and related vocabulary Choose the words for the week's focus	Handwriting focus using selected words from the spelling pattern/rule Reiterate spelling rule	Write a sentence using I do – We do and the spelling rule	Write an amended sentence using I do – We do and the spelling rule. Modelling good examples and alternatives within the theme	Applying the spelling rules, handwriting focus and sentence structure using dictations and holding a sentence	Brief model and review Independent writing using foci taught so far – spelling, spacing, handwriting, punctuation & sentence structure	Review writing and reflect on improvements and how to uplevel Revisit & reteach Focus on key elements and foci for the sequence
Year 2						
Step 1 Spell & Explore	Step 2 Spell & Write	Step 3 Replicate & Write	Step 4 Replicate, Write & Amend	Step 5 Practise	Step 6 Adapt & Apply	Step 7 Edit & uplevel
Introducing the hook/book Identify and teach spelling pattern/rule Explore the spelling rule and related vocabulary	Handwriting focus using selected words from the spelling pattern/rule Reiterate spelling rule	Write a sentence using I do – We do and the spelling rule	Write an amended sentence using I do – We do and the spelling rule.	Applying the spelling rules, handwriting focus and sentence structure using dictations and holding a sentence	Brief model and review Independent writing using foci taught so far – spelling, spacing, handwriting,	Review writing and reflect on improvements and how to uplevel Revisit & reteach

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Choose the words for the week's focus			Modelling good examples and alternatives within the theme		punctuation & sentence structure	Focus on key elements and foci for the sequence
What will children be able to do?						
Milestones						
Nursery						
Autumn: Children will ✓ Talk about marks made with plausible or relevant <u>explanations</u> ✓ Know that mark making happens in a range of contexts ✓ Know what tools make what marks		Spring: Children will ✓ Begin to favour a tripod grip ✓ Start to know and use dominant /favoured hand ✓ Form curved, horizontal, vertical and diagonal lines with more control ✓ Follow simple instructions to create an image ✓ <u>Talk</u> about the marks they make and give meaning		Summer: Children will ✓ Use a tripod grip more consistently ✓ Use a dominant hand ✓ Form identifiable letters ✓ Write their name ✓ Position letters with more accuracy on a page ✓ <u>Talk more confidently</u> about the marks they make and give meaning		
Reception						
Autumn: Children will ✓ Use determiner 'a' and 'the' ✓ <u>Orally rehearse</u> the naming-part of a sentence ✓ Write the naming part of a sentence by forming & spacing letters accurately into words ✓ Recognise and begin to form and write 25 sounds correctly (RWI set 1) ✓ Use a tripod grip		Spring: Children will ✓ Write more consistently (spaced and sized) ✓ Form the graphemes to the 25 sounds (RWI set 1) ✓ <u>Orally rehearse</u> a two-part sentence with a determiner, a naming part and an action/being part ✓ To begin to write a two-part sentence with a determiner, a naming part and an action/being part		Summer: Children will ✓ Write more consistently on the line (spaced and sized) ✓ Form graphemes to the 35 sounds (RWI Set 1 & Set 2) ✓ <u>Orally rehearse</u> a two-part sentence with a determiner, a naming part and an action/being part		

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✓ Write more consistently on a line (spaced and sized) ✓ Link sounds to grapheme and image ✓ Write a CV and a CVC word	✓ Write common exception words (I, no, go, the, into, to) ✓ To begin to use capital letters and full stops	✓ To independently write a two-part sentence with a determiner, a naming part and an action/being part ✓ To use capital letters and full stops ✓ write common exception words (I, no, go, the, into, to, he, she, we, me, be, you, all, are, her, was, they, my)
Year one		
Autumn: Children will ✓ Form all capital and lower-case letters correctly ✓ Start to use some diagonal and horizontal strokes needed to join letters ✓ <u>Orally rehearse</u> a sentence with a determiner, a naming part and an action/being part ✓ To independently write a two-part sentence with a determiner, a naming part and an action/being part ✓ Correctly insert a full stop and begin to insert a question mark and exclamation mark to a two-part sentence	Spring: Children will ✓ Use most diagonal and horizontal strokes needed to join letters ✓ <u>Orally rehearse</u> a three-part sentence with a determiner, a naming part, an action/being part and where/when ✓ To independently write a three-part sentence with a determiner, a naming part, an action/being part and where/when ✓ Correctly insert a full stop, a question mark and exclamation mark to a two-part sentence	Summer: Children will ✓ Use most diagonal and horizontal strokes needed to join letters ✓ <u>Orally rehearse</u> a sentence with a determiner, a naming part, an action/being part and where/when ✓ To independently write a sentence with a determiner, a naming part, an action/being part and where/when ✓ Manipulate and orally rehearse part swap sentences - the action/being and where/when ✓ Correctly insert a full stop, a question mark and exclamation mark to a two-part and three-part sentence ✓ Join two-part and three-part sentences with 'and'
Year two		
Autumn 1 Children will	Spring: Children will	Summer: Children will

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✓ Use most diagonal and horizontal strokes needed to join letters that are beginning to be relative to one another ✓ <u>Orally rehearse</u> a sentence with a determiner, a naming part, an action/being part and where/when ✓ To independently write a sentence with a determiner, a naming part, an action/being part and where/when ✓ Manipulate and <u>orally rehearse</u> part swap sentences - the action/being and where/when ✓ Correctly insert a full stop, a question mark and exclamation mark to a two-part and three-part sentence ✓ Join two-part and three-part sentences with 'and' ✓ Begin to write for purpose and audience Autumn 2 Children will ✓ <u>Orally rehearse</u> a two-part sentence with an adverb or adjective ✓ Independently write a two-part sentence with an adverb or adjective ✓ Write in the tense appropriate to a genre (definite opp for past tense) ✓ Correctly insert commas in a list (mainly naming items)	✓ Use most diagonal and horizontal strokes needed to join letters that are relative to one another ✓ <u>Orally rehearse</u> a two-part sentence with an adverb or adjective ✓ Independently write a two-part sentence with an adverb or adjective ✓ <u>Orally rehearse</u> a three-part sentence with an adverb or adjective ✓ Correctly insert commas in a list in a range of ways (with nouns and adjectives) ✓ Independently write a three-part sentence with an adverb or adjective ✓ Manipulate and <u>orally rehearse</u> part swap two-part and three-part sentences with adjectives and adverbs. ✓ <u>Orally rehearse</u> sentences with co-ordinating conjunctions (and, but, or, so) ✓ Start to independently write sentences with co-ordinating conjunctions (and, but, or, so) ✓ use an apostrophe for the contracted form	✓ Use most diagonal and horizontal strokes needed to join letters that are relative to one another ✓ Independently write two and three-part sentences with adjectives and adverbs ✓ <u>Orally rehearse</u> sentences with co-ordinating conjunctions (and, but, or, so) ✓ Will write sentences with co-ordinating conjunctions (and, but, or, so) ✓ <u>Orally rehearse</u> sentences with subordinating conjunctions (because, if, when) ✓ Independently write sentences with subordinating conjunctions (because, if, when) ✓ <u>Orally rehearse</u> two- and three-part sentences with part swap ✓ Independently write two- and three-part sentences with part swap ✓ Rewrite sentences into alternative tenses (past and present) ✓ Know the difference between apostrophe for singular possession and the contracted form and use appropriately
Key Teacher Assessment Criteria		

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By the end of EYFS, children at the expected level of development will:

- 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.

By the end of Key Stage One, children be able to:

Working Towards the Expected Standard:

- Write sentences that form a short narrative (real or fictional).
- Use capital letters and full stops in some sentences.
- Spell some common exception words and make phonetically plausible attempts at others.
- Form lower-case letters correctly and use spacing between words.

Working at the Expected Standard:

- Write simple, coherent narratives about personal experiences and those of others.
- Use capital letters and full stops correctly in most sentences and use question marks when needed.
- Demonstrate correct use of present and past tense and use conjunctions to join clauses.

Working at Greater Depth:

- Write effectively for different purposes, drawing on reading to inform vocabulary and grammar.
- Make simple revisions and corrections to their own writing.
- Use punctuation taught at Key Stage 1 mostly correctly and spell most common exception words accurately.
- Spell many common exception words accurately and form capital letters correctly

What interventions are in place?

Year by Year. What? Who? When? Why?

How do we assess writing?

Writing moderations will be led each term by the English team using the milestones for each half term and appendix 1 (spelling)
Staff, in school, will receive CPD in the Autumn term of academic year 2025-2026 alongside writing moderation from Wakefield and trust writing moderations in their year groups or phases.

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English Expectation



In my English book I will:

- ♦ Always present my work neatly
- ♦ Read what my teacher has written on my last piece of work
- ♦ Respond to tasks in **green** pen
- ♦ Write the full date at the start of every piece of work
- ♦ Always correct any spelling errors



English Marking Key



VF	Verbal Feedback
✓	Well done! This is correct.
○	Oops! You have made a mistake with punctuation
sp	This is an incorrect spelling for you to change
~~~~~	You have made an incorrect word/phrase choice
^	You have missed a word or phrase out
*	You need to make an edit change here

### What does writing look like across the curriculum?

Subject writing mirrors the writing curriculum for the year group (meaning some genres will not feature or feature less)