



Writing Policy

Subject Leader: Jess Singleton
Date: January 2026

At White Ash School, we are committed to providing an enriching learning environment, giving pupils the opportunity to develop a lifelong enthusiasm towards writing. We recognise that writing is a fundamental skill, which enables pupils to communicate, express emotions and share experiences.

Intent

We endeavour to encourage pupils to become creative, imaginative and confident writers. We believe that it is important to promote a positive attitude towards writing amongst all of our pupils to develop self-confidence and a sense of achievement.

Our overriding aim is to produce learners who are confident in developing and using their mark making and writing skills.

We strive to achieve this aim by:

- Using sensory strategies and pre-writing techniques to develop hand movements and fine motor skills and control.
- Developing gross motor skills – building from early movement experiences. Developing posture and shoulder control.
- Providing opportunities for pupils to use different textures and medias to explore mark making.
- Providing opportunities for pupils to hold and use different writing implements to make their own marks.
- Using colourful semantics to develop sentences building skills, writing and composition.
- Teaching systematic fine motor skills; grasp, letter formation, handwriting.
- Teaching a range of spelling strategies.
- Teaching grammar, vocabulary and punctuation.
- Developing compositional skills and encourage the enjoyment of writing.
- Ensuring progression of the development of writing skills and capability for all pupils, helping each pupil to achieve the highest standard of achievement.

- Creating a climate within school in which pupils use writing with purpose and enjoyment.
- Celebrating success in writing.

Implementation

Throughout the school all teachers are aware that writing is an essential skill; a statutory requirement of the EYFS Framework and is an integral element of all subjects and activities. It is important that correct letter formation is established as early as possible and it is the responsibility of all members of staff to provide opportunities to develop and generalise individual learner's writing skills.

At White Ash, our pupils are provided with a variety of opportunities to develop their writing skills, from EYFS, through to Key Stage 2. Depending on the ability and individual needs of each learner, different strategies are put into place to enable each and every child is able to reach their full potential. The structure of developing writing skills is as follows;

- **Pre-writing** – developing fine motor skills through a range of tactile activities. Exploring and making marks in different medias and exploring writing tools/implements. Beginning to make basic shapes as a basic for developing letter formation. Pupils begin to develop correct posture and pencil grip at this level.
- **Letter formation** – developing pencil grasps and making marks associated with letters using different writing tools. Tracing and overwriting letters, developing and understanding of how each letter is form formed. See *Appendix A*.
- **Sentence structure** – understanding that sentences begin with capital letters and end with full stops. Developing finger spaces between words. Orally composing sentences and being able to write them down.
- **Spelling, grammar and punctuation** – developing spelling skills and understanding the different spelling rules e.g pluralizing nouns. Using and understanding simple grammar and punctuation in writing.
- **Composition** – organising ideas and events and using other developed skills to create pieces of writing. Developing planning and drafting skills.

At White Ash Primary School, we aim to promote a high standard of handwriting throughout our curriculum. We encourage our pupils to use a non-cursive style (print), therefore supporting them in making independent marks, forming letters correctly and producing neat and legible handwriting.

These letters should be taught in line with the 'Bug Club Phonics' scheme, in order for pupils to see, say, hear and write the letters/sounds. Pupils are taught to correctly form letters by listening to a short rhythmic '*Letter Formation Jingle*' that is used by

staff working with the child, from when they are beginning to write letters in the Foundation Stage until the end of Year 6. *See Appendix B*

We recommend that all print in classrooms, on displays and on pupils work is in Comic Sans or Sassoon Primary Infant fonts.

Colourful Semantics

Colourful Semantics is an approach created by Alison Bryan (a speech and language therapist) that uses colour coded words, supporting pupils to understand and put together the different elements within a sentence. At White Ash School, we implement colourful semantics to encourage pupils to understand and build sentences through spoken language and also other methods of communication. This develops a wider vocabulary and supports pupils in answering who, what, where questions and promotes the use of nouns, verbs, prepositions, and adjectives in both reading and writing skills. *See Appendix C.*

Cross Curricular links and Learning Outside the Classroom

Opportunities to develop writing skills are also found across all areas of the curriculum and in everyday situations such as recording our weekend news, Educational Visits and in all of our creative curriculum sessions. Pupils should be provided with opportunities to write instructions/recounts in Science, write about the World and the past in Geography/History and use fine motor development in a range of Art and Design activities e.g painting, cutting etc.

Pupils should also be encouraged to write/use fine motor skills in the wider environment. During Learning Outside the Classroom, opportunities should be provided in order for pupils to write their own shopping lists, use natural materials to make marks, produce tree rubbings, write letters/words using chalk on the playground etc.

A 'Big Write' session is completed in a weekly basis, enabling pupils to write/record their experiences linked to both weekly LotC sessions and Educational Visits.

Impact

Assessment

Writing is reported and analysed formally using our progression document and termly ILPs. This information is gathered using Evidence for Learning and clearly highlights the progress made in writing and also shows any areas for concern in any pupils. Pupils who show that they have not made the expected progress will be given additional support and interventions to close the gap.

There is a Writing target on every ILP that is regularly worked upon and evaluated. We record evidence of Writing ILP targets on Evidence for Learning, which provides a learning journey showing the progress made across this area of the curriculum.

Role of the Subject Leader

The English Subject Leader is responsible for leading the teaching and learning of handwriting throughout the school. This includes:

- co-ordinating writing throughout the school. This includes monitoring the teaching of writing and strategies used via lesson observations and 'Learning Walks'.
- monitoring progress in writing and put in place appropriate interventions for pupils not making the expected progress.
- Monitoring the quality of teaching and learning in writing across school.
- ensuring resources match the needs of pupils and are up to date and in line with Curriculum content and government changes.
- Advising and supporting colleagues, providing necessary training in the planning, delivery and assessment of effective writing sessions.

Role of the Class Teacher

- To aim to develop writing skills of pupils.
- To develop and update skills, knowledge and understanding of writing.
- To identify inset needs in writing and take advantage of training opportunities.
- To plan, implement and assess effective, engaging writing sessions.
- To inform parents of pupils' progress, achievements, and attainment
- To analyse progress data in conjunction with assessment leader and suggest interventions where appropriate.

Equal Opportunities

We always endeavour to set work that is challenging, motivating and encourage the children to talk about what they have been learning and give them the opportunity to apply it in real life contexts.

We incorporate handwriting into a wide range of cross curricular subjects and seek to take advantage of multicultural aspects of English. All children have equal access to the curriculum regardless of their gender or ethnicity. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Resources

Each class has its own stock of handwriting resources to teach this daily.

Each year the English Subject Leader revises and updates an action plan with resources in mind.

Some whole school writing resources are kept with the subject leader – staff to use as and when required.

Jess Singleton (English Subject Leader)

January 2026

Review January 2027

Appendix A – Letter Formation

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

Appendix B – Handwriting Jingles

Curly caterpillar family		<i>(Anticlockwise movements)</i>
c	Round	
o	Round, round and join	
a	Round up, down and flick	
d	Round, up, up, down, down and flick	
g	Round, up, down, down and round	
q	Round, up, down, down and tick	
s	Round and round the other way	
f	Round, down, down and round - across	
e	Across and round	
One armed robot family		<i>(down, up and over movements)</i>
r	Down, up and over a bit	
n	Down, up, over, down and flick	
m	Down, up, over and down, up, over, down and flick	
h	Down, down, up a bit, over, down and flick	
b	Down, down, up a bit, over and round	
P	Down, down, up, up, over and round	
k	Down, down, up a bit, over, round, out and flick	
Long ladder family		<i>(mainly down and round movements)</i>
l	Down, down and flick	
i	Down and flick - dot	
t	Down and flick - across	
j	Down, down and round - dot	
u	Down, round, up, down and flick	
y	Down, round, up, down, down and round	
Zig zag monster		<i>(diagonal movements)</i>
V	Down, up	
W	Down, up, down, up	
X	Down, stop - down, stop	
Z	Across, down, across	

Appendix C

Colourful Semantics

Colourful Semantics is an approach created by Alison Bryan (a speech and language therapist) that uses colour coded words, supporting pupils to understand and put together the different elements within a sentence. At White Ash School, we implement colourful semantics to encourage pupils to understand and build sentences through spoken language and other methods of communication. This develops a wider vocabulary and supports pupils in answering who, what, where questions and promotes the use of nouns, verbs, prepositions, and adjectives in both reading and writing skills.

At White Ash School, we use the following colour coded words and symbols, which are in line with the original colourful semantics approach:

- Level 1 – Who? “the boy” (Subject – Orange)
- Level 2 – What doing? “is climbing” (Verb – Yellow)
- Level 3 – What? “a tree” (Object – Green)
- Level 4 – Where? “in the park” (Location – Blue)
- Level 5 – When? “at night” (time – Brown)
- Level 6 – Describe? “big” (Adjective – Purple)
- Level 7 – How? “happily” (Adverb – Pink)



Ways to use Colourful Semantics:

- Storytelling
- Describing Pictures
- Creating Sentences from Words
- Peer Interaction
- Role Play
- Writing Tasks
- Reading Comprehension
- Vocabulary Building