



Intent – what we aim to achieve

Writing has an important place in education and in society. It is an essential skill and the ability to write with confidence and accuracy is a tool which will support a child through life.

At Newstead Academy we have the highest expectations and aspirations for all our pupils. We recognise that written communication is a key and fundamental skill which underpins development in all areas of learning and development. We are committed to providing every child with the best possible opportunities to learn to communicate in a written form. We recognise that writing cannot be taught in isolation and needs to sit alongside the EHCP Areas of Need of Cognition and Learning, Communication and Interaction and Sensory/Physical.



Learning to write is a complex process that involves learning many skills. First, children need to learn to communicate, build their vocabulary and develop the fine motor coordination they will need to manipulate a writing instrument. As they grow, they need to learn about the alphabet and to make connections between spoken and written words.

Solid 
Foundations



Implementation - how we will achieve our aims

Providing purpose and meaning for Early Writing

To write meaningfully, children must have the motivation and inspiration to write in the first place. They need to understand that writing has meaning and that the words they write can be read back again. This understanding will come from seeing adults and others around them using writing for a purpose and modelling the use of written language in a range of contexts, such as shopping lists, invitations, postcards, text messages, emails, greetings cards, storytelling and so on.

Taking account of learners' needs

Visual supports such as Now and Next boards, visual timetables, writing frames, symbols and communication boards form a key part of our writing journey at all Stages. Children may spend significant time working at each Stage as they progress from accessing activities with physical or visual prompts to being able to do this independently.

Visible Learning

In addition to a daily Phonics session, each class has a daily dedicated reading writing session. Initially this may be in the form of dough disco, sensory mark making and will progress to letter formation and eventually word, caption and sentence writing.

Key skills development

Our writing journey is aligned to the **Stages of Writing Development** and delivered through **Cherry Garden, Waterton Academy Trust Writing Strategy** and **Pre-Key Stage and Key Stage Statements**. Cross-curricular writing opportunities are linked to **Cornerstones**. Our Key Skills developments are stage rather than age related.

Pre-Formal Stage

Based on the Sensory experience of mark-making using a range of media and materials. Uses both fine and gross motor skills.

Pre-literate Stage

Still based on mark-making but begins to incorporate intentional mark-making. Pencil control begins to develop,

Emergent Stage

Some recognisable letters begin to appear in mark-making, Mark-making and writing is consistently recorded on paper,

Transitional Stage

Children begin to combine letters into words. Children write their name, cvc words and words familiar to them. Learners may be supported by concrete or pictorial representations.

Fluent Stage

Writing begins to have meaning and there will be phonetically plausible attempts at unknown words. Learners write short sentences based on interests and experiences.



Impact - how we will know we have achieved our aims:

Assessment is used to monitor progress and identify children needing additional support, challenge or adaptations.

Pupil Voice reflects enthusiasm for writing and children see themselves as writers. Pupils can sustain writing for a variety of purposes and audiences.

Planning shows fidelity to our chosen curriculum pathways and is ambitious for all with the necessary adaptations made to meet the needs of our learners.

Pupils' communication and comprehension skills are embedded and there are clearly planned opportunities for cross-curricular writing.

Stage Description	Example
Pre-Literate Scribble Stage: Starting from any place on page, scribbles (using large strokes) include and overlap words that do not resemble print or communicate a message. Pre-literate Stage: Starting from any place on page, pictures or random strokes/words with an intended message.	
Emergent Stage of Letters: Long strings of various letters in random order, some with a beginning and end, some letters separate from lines, some with capital letters, may write some letters in pairs or threes. Stage of Letter groups: Groups of letters with spaces in between to resemble words. Labeling pictures: Writing beginning words with the letters in the picture. Early meaningful Print: Copies letters, words from environmental, classroom print, materials, notices, uses a variety of resources to facilitate writing.	
Transitional Letters: Word representations use few letters, some do not resemble letters, some letters are not connected to the word. Print: Letters: Representations: word representations for first and last letter sound. Phonetic Letter: Sounds spelled phonetically using first sounds, although spelling words, some letters have words, some commonly spelled words, some letters may represent last syllable, attempts to use word spelling, writing to readable.	
Fluent Beginning: Pencil Writing: Using all of the above skills to construct phrases that convey a message connected to their interests. Sentence Writing: Construction of words into sentences, including punctuation, handwriting, writing to readable, some punctuation, some words spelled phonetically, some words, some words spelled phonetically, some words spelled phonetically, some words spelled phonetically. The Teacher of Writing: Students use all factors of writing (Construction, Organisation, Time Taken, Word Choice, Letter Formation).	