



## 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 Hammer Lane 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.

**Solid Foundations**




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.



**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.

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.

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

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

Nuturing and preparing children for the future

| Pre-literate                                                                                                                                                                                                                                |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Stage Description                                                                                                                                                                                                                           | Example |
| Scrutable Stage: starting point any place on page, reversions (drawing stage) include strokes and random marks that do not resemble print or communicate a message                                                                          |         |
| Symbolic Stage: starting point any place on page, pictures or random strokes/marks with associated meaning                                                                                                                                  |         |
| Directional Scribbles: scribbles left to right direction, however, no writing that communicates a meaningful message/idea                                                                                                                   |         |
| Symbolic/Mark Letters: letters like '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' are written, but not necessarily in sequence or with correct formation |         |
| Emergent                                                                                                                                                                                                                                    |         |
| Strings of Letters: long strings of various letters in random order, e.g. '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' are written, but not necessarily in sequence or with correct formation                                      |         |
| Single Letters: single letters are written, but not necessarily in sequence or with correct formation                                                                                                                                       |         |
| Labeling pictures: writing beginning sounds with the letters in the picture                                                                                                                                                                 |         |
| Emergent/Pre-key: copies letters/words from environmental, classroom print, materials, resources, uses a variety of resources to facilitate writing                                                                                         |         |
| Transitional                                                                                                                                                                                                                                |         |
| Letters/Word Representations: uses letters/words to represent objects, people, places, events, feelings, etc.                                                                                                                               |         |
| Sound Letters: uses letters to represent sounds, e.g. 'c' for cat, 'd' for dog, 'f' for fish, etc.                                                                                                                                          |         |
| Phonetic Letters: uses letters to represent sounds, e.g. 'c' for cat, 'd' for dog, 'f' for fish, etc.                                                                                                                                       |         |
| Fluent                                                                                                                                                                                                                                      |         |
| Beginning/Planned Writing: using all of the above skills to write a message connected to their situation                                                                                                                                    |         |
| Sentence Writing: construction of words into sentences, e.g. 'I like to play with my dog'.                                                                                                                                                  |         |
| Paragraph Writing: construction of paragraphs, e.g. 'I like to play with my dog. We like to jump rope.'                                                                                                                                     |         |