WRITING AT ST NICHOLAS

	Curriculum Intent (What do we want for the children at St Nicholas?)	Curriculum Implementation (How will we achieve this for our pupils?)	Curriculum Impact (How will we know if we have achieved this?)
WHOLE SCHOOL	Our writing curriculum aims to develop confident communicators who can record their ideas in ways that are meaningful, purposeful and increasingly independent. We want every pupil to experience success as a writer, regardless of the method they use to communicate. We intend for pupils to develop the physical foundations needed for writing through carefully planned opportunities to strengthen posture, core stability, shoulder strength, hand function and fine motor control. Alongside this, pupils develop early mark making, letter formation and handwriting using the Handwriting Without Tears multisensory programme, ensuring that writing skills are taught in a structured, engaging and developmentally appropriate way. As pupils progress, they develop the ability to compose sentences, organise	Writing is taught through a carefully sequenced progression that begins with physical development and communication before moving towards increasingly independent written composition. Early writing focuses on developing the physical skills required for handwriting. Pupils participate in activities that strengthen gross motor control, bilateral coordination, core stability, hand strength and finger dexterity. These experiences are embedded throughout the school day and are supported by occupational therapy advice where appropriate. Handwriting is taught using the Handwriting Without Tears programme, which provides a multisensory, developmentally appropriate approach to letter formation. Pupils learn through music, movement, wooden pieces, magnetic boards, play-based activities, chalkboards and sensory	The impact of the writing curriculum is reflected in pupils who communicate their ideas with increasing confidence and independence. Progress is measured from each pupil's individual starting point, recognising that success may look different across the pathways. Pupils develop the physical foundations necessary for writing, demonstrate increasing control of writing tools and apply secure letter formation where appropriate. They become increasingly able to communicate through marks, symbols, words, sentences or alternative communication methods, selecting the most appropriate way to express themselves. As pupils move through the school, they develop greater independence in planning, composing and reviewing their work while applying writing skills across the wider curriculum. They leave our school with the

	their ideas, use grammar and punctuation appropriately and write for a variety of real-life purposes. Communication remains central throughout the curriculum, recognising that strong speaking and listening skills underpin successful writing.	resources before progressing to pencil control and letter formation on paper. Teaching emphasises correct posture, pencil grip, letter orientation and automatic letter formation, ensuring pupils develop confidence alongside accuracy. Writing opportunities are meaningful and linked to pupils' experiences across the curriculum. Adults model writing, share the writing process and provide structured support through shared writing, guided writing and independent application. Visual supports, sentence stems, word banks, symbols, communication boards and AAC systems enable all pupils to communicate their ideas successfully. Vocabulary is explicitly taught through reading, discussion and practical experiences before pupils are expected to use new language within their own writing. Teachers provide regular opportunities for pupils to write for authentic purposes, including recounts, instructions, letters, stories, reports and messages, enabling them to understand the value of writing in everyday life.	confidence and functional writing skills needed for their next stage of education and everyday life.
DISCOVERY	The Discovery pathway develops the foundations for writing by nurturing children's communication, physical development and early mark-making	Children participate in daily opportunities to develop gross and fine motor skills through climbing, balancing, dough disco, finger gym activities, threading,	Children develop increasing confidence in making purposeful marks and begin to understand that writing communicates meaning. They demonstrate improved

	skills. We aim to foster curiosity, creativity and confidence while helping children understand that marks, symbols and writing carry meaning. Writing begins with movement, play and purposeful exploration before progressing towards early letter formation.	construction, painting and sensory exploration. Early handwriting skills are taught through the Handwriting Without Tears programme using music, movement, wooden shapes, magnetic boards and multisensory activities that develop pre-writing patterns and correct letter formation. Mark making is embedded throughout continuous provision, allowing children to experiment with a wide range of materials both indoors and outdoors. Adults model writing during play, encourage children to give meaning to their marks and provide opportunities to recognise and write their own names when developmentally appropriate.	pencil control, hand strength and coordination while developing positive attitudes towards writing. By the end of the pathway, children are ready to begin forming letters and recording simple ideas with appropriate support.
INVESTIGATE	The Investigate pathway recognises that writing begins with movement, sensory exploration and intentional communication. The curriculum aims to develop the physical and cognitive foundations required for later writing while providing meaningful opportunities for pupils to express themselves using their preferred methods of communication.	Pupils engage in a wide range of sensory experiences that promote reaching, grasping, tracking, pressing, touching and purposeful movement. Mark making is explored through paint, foam, sand, water, textured surfaces and switch-activated resources, enabling pupils to experience cause and effect while developing early motor control. Adults use co-active approaches where appropriate, supporting pupils to explore different media while responding to their individual sensory preferences. Communication is valued in all forms, with	Pupils show increasing engagement in mark-making activities and demonstrate improved control, attention and intentional communication. They develop greater awareness that their actions have an effect and begin to participate actively in shared writing experiences. These early foundations prepare pupils for continued development of communication and emergent writing.

		symbols, eye gaze, objects of reference and AAC used to enable pupils to make choices and express preferences throughout writing activities.	
ADVENTURE	The Adventure pathway develops independent writers by providing structured teaching that supports organisation, communication and written expression. We recognise that many autistic pupils benefit from predictable routines, explicit instruction and visual supports throughout the writing process.	Writing is taught through clearly structured lessons using visual timetables, writing frames, sentence builders, modelled examples and scaffolded planning. Pupils are supported to organise their ideas before writing through visual organisers, sequencing activities and structured discussion. Handwriting continues to be explicitly taught using the Handwriting Without Tears approach where appropriate, while reasonable adjustments are made for pupils who use keyboards, alternative recording methods or AAC. Teachers provide direct instruction in grammar, punctuation and vocabulary, ensuring pupils develop both technical accuracy and confidence in expressing their ideas.	Pupils become increasingly independent writers who can organise and communicate their ideas effectively. They apply handwriting skills where appropriate, use writing to support learning across the curriculum and demonstrate growing confidence in producing written work with decreasing levels of adult support.
EXPLORE	The Explore pathway develops early writing through purposeful play, communication and practical experiences. We aim to help pupils understand that writing is meaningful and can be used to communicate ideas, record experiences and solve everyday problems while continuing to strengthen handwriting skills	Writing opportunities are naturally embedded within continuous provision. Pupils create shopping lists, menus, signs, labels, postcards and simple messages within role-play environments, providing authentic reasons to write. Adults encourage oral rehearsal before writing, model sentence construction and introduce new vocabulary through shared experiences.	Pupils become increasingly confident in recording their ideas through marks, letters, words and simple sentences. They demonstrate improved handwriting skills, recognise that writing has a clear purpose and begin to apply their developing skills independently within play and across the wider curriculum.

		The Handwriting Without Tears programme continues to develop letter formation, pencil control and writing fluency through multisensory teaching approaches. Fine motor activities remain an integral part of daily provision, ensuring pupils continue to develop the physical skills required for successful handwriting.	
CHALLENGE	The Challenge pathway prepares pupils to become confident, independent writers who can communicate effectively for a wide range of audiences and purposes. We aim to develop fluent handwriting, secure transcription skills and increasingly sophisticated written composition while maintaining appropriate support for individual learning needs.	Pupils experience a broad writing curriculum that includes narrative, non-fiction, poetry, persuasive writing, explanation, recounts and functional writing. Teaching follows a clear sequence of planning, drafting, revising and editing, with adults modelling each stage of the writing process. Handwriting is taught regularly using Handwriting Without Tears principles until pupils develop fluent, automatic letter formation. Teachers explicitly teach spelling, grammar, punctuation and vocabulary while encouraging pupils to draw upon reading and oral language to enrich their writing. Opportunities to write across all curriculum subjects ensure pupils understand writing as a meaningful tool for learning and communication.	Pupils produce increasingly accurate, purposeful and independent writing. They communicate ideas clearly, apply age-appropriate grammar and punctuation where appropriate and demonstrate pride in the presentation of their work. They leave primary school with the writing skills needed to access the next stage of education and participate confidently in everyday life.