



## **Rationale for Writing at Nancealverne School**

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### **School Context:**

Nancealverne School provides a high-quality, specialist education for pupils aged 3–19 with moderate to complex learning difficulties. Writing is taught through four progressive learning pathways that reflect pupils’ developmental stages and learning needs:

- **Engagement** – pupils working within the Engagement Model, focusing on early communication and purposeful interaction
- **Exploration** – pupils developing pre-requisite skills for writing and early curriculum access
- **Discovery** – pupils accessing early and adapted National Curriculum content
- **Investigate** – pupils engaging with formal National Curriculum learning, supported and differentiated as appropriate

These pathways span EYFS to Post-16, ensuring continuity, progression and high aspiration for all learners.

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### **Intent**

At Nancealverne School, writing is viewed as a fundamental form of communication, self-expression and independence. Our intent is to ensure all pupils can record, express and share their ideas, thoughts and experiences in ways that are meaningful and accessible to them.

We aim to:

- Develop functional and creative writing skills that support pupils’ communication, well-being and life readiness
- Ensure writing is accessible to all, through a wide range of recording methods, including alternative and assistive technologies
- Provide structured progression using Twinkl Phonics and handwriting schemes, while allowing flexibility to meet individual needs
- Offer purposeful writing opportunities for different formats, audiences and real-life contexts

- Enable pupils, where appropriate, to engage with National Curriculum texts and writing outcomes, adapted to their pathway
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## **Implementation**

### **Writing Across the Four Pathways**

#### **Engagement Pathway**

- Focus on early communication, cause and effect, and purposeful mark-making
- Sensory, tactile and experiential approaches to writing
- Use of objects, symbols, early mark-making tools and assistive technology
- Progress measured through engagement, response and sustained interaction

#### **Exploration Pathway**

- Development of fine motor skills, early phonics awareness and symbolic representation
- Structured opportunities for mark-making, emergent writing and early letter formation
- Use of adaptive tools, visuals and technology to support access
- Writing linked closely to play, real experiences and communication intent

#### **Discovery Pathway**

- Teaching of early writing skills aligned to Twinkl Phonics and handwriting schemes
- Opportunities for sentence construction, spelling and purposeful writing tasks
- Creative, functional and curriculum-linked writing experiences
- Increasing independence through scaffolding and assistive technology

#### **Investigate Pathway**

- Access to formal writing outcomes aligned to the National Curriculum, adapted as needed
- Writing for a range of purposes and audiences (e.g. narratives, reports, functional texts)
- Explicit teaching of grammar, spelling and structure

- Preparation for adulthood through functional and vocational writing tasks towards accreditation
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### **Inclusive Practice and Assessment**

- A wide range of alternative writing tools are embedded across all pathways, including speech-to-text, adaptive keyboards and symbol-supported software
  - Staff are trained to use Twinkl resources and assistive technology consistently and effectively
  - Progress is assessed through observation, personalised targets, work samples and pathway-appropriate assessment tools
  - Outcomes are reviewed collaboratively with pupils, families and multidisciplinary teams
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### **Impact**

Through our writing curriculum, pupils:

- Develop functional communication skills that support independence and real-life participation
  - Gain confidence and emotional well-being through meaningful self-expression
  - Make measurable progress within their individual pathway, from engagement to formal writing
  - Are prepared for life beyond school, including further education, accreditations, employment and community involvement
  - Experience a fully inclusive and accessible writing curriculum, enabling every pupil to achieve their potential
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### **Conclusion**

Writing at Nancealverne School is inclusive, progressive and aspirational. Through our four pathways—**Engagement, Exploration, Discovery and Investigate**—and the consistent use of structured schemes, adaptive tools and purposeful experiences, we empower all pupils to become confident communicators and independent writers, ready for life beyond school.

