

# **Nelson Academy Writing Intent Statement**

**Academic Year 2025–2026**

## **1. Policy Statement**

At Nelson Academy, we believe that writing is a fundamental aspect of a child's education and development. Through our carefully structured approach, we aim to foster a love of writing and provide our pupils with the skills they need to express themselves creatively, confidently, and accurately across a variety of contexts.

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## **2. Intent**

Writing is a crucial part of our curriculum. By the end of Year Six, we intend for our children to:

- Develop a genuine love of writing.
- Express their thoughts and ideas clearly and creatively through the written word.
- Use correct and adventurous vocabulary.
- Confidently apply essential grammar, punctuation, and spelling skills.
- Be able to re-read, edit, and improve their own writing.
- Demonstrate pride in their work, including presentation and handwriting.
- Develop a fluent, cursive handwriting style.
- Let their imaginations flourish and use writing as a form of personal expression.

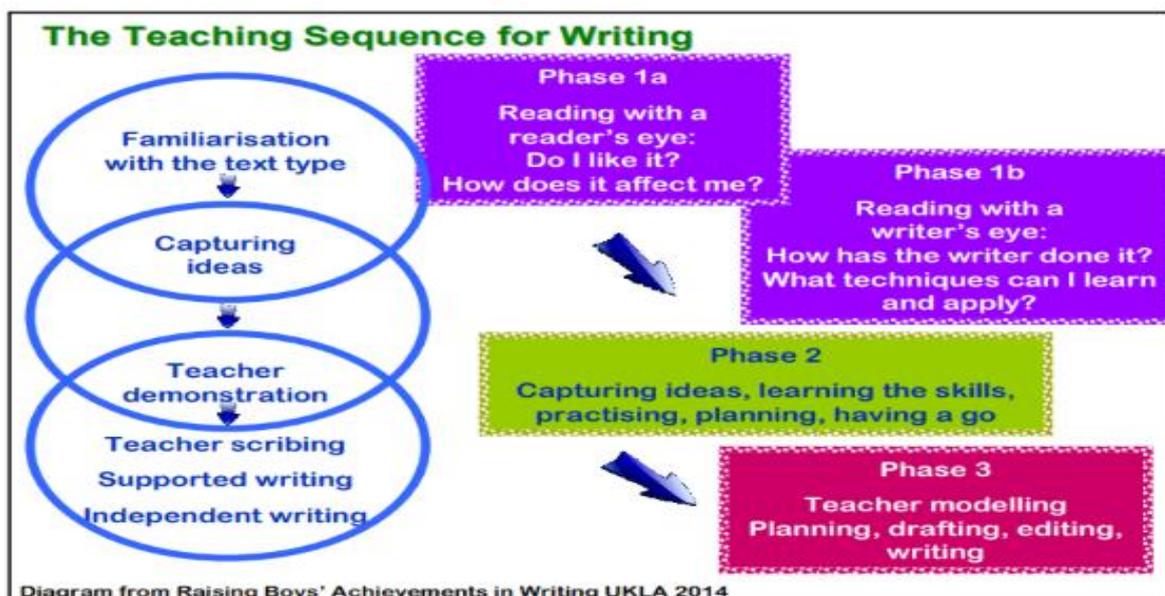
We have high expectations for all pupils and strive to ensure that each child achieves their full potential in writing.

### 3. Implementation

At Nelson Academy, writing is taught through a bespoke scheme that places **oracy, vocabulary development, and modelling** at the heart of each unit. Key features of our approach include:

The understanding that composition begins orally and that talk is valuable through the whole writing process. Teaching about sentences is at the heart of teaching composition. There is an understanding that the best way to teach pupils to write is by teaching them to master sentences first. Sentence structure activities constitute a part of writing lessons. Teachers ensure pupils are taught to apply their grammatical knowledge to build sentences

The school's approach to the teaching of writing affords pupils sufficient time for planning, writing and reviewing their work and emphasises quality over quantity. Teachers develop pupils' writing strategies through modelled and shared writing. All staff are aware that the cognitive demands of handwriting and spelling can divert attention away from other elements of writing. Rich and expressive spoken language is used and shared in classrooms and across the school. Vocabulary is built through robust, purposeful, explicit instruction. When transcription skills are not sufficiently automatic, composition may be practised orally. Teachers make sure pupils always have sufficient content knowledge of a subject before writing about it. Planning models, that are consistent across the school, are used to support pupils to structure whole texts and paragraphs. Model texts are used to develop pupils' awareness of written structures and authorial techniques. Feedback from teachers is regular, usually oral, specific, practical, actionable and encouraging. Pupils can respond close to the point of feedback and improve their written work. There is a whole-school approach to sharing pupils' work, creating an environment where writing is valued.



### 3.1 Vocabulary Development

- Recognising the vital role of vocabulary in English.
- Explicit teaching of new vocabulary, supported through daily reading sessions.
- Embedding vocabulary learning across the curriculum to support writing.

### 3.2 Oracy

- Using oral rehearsal and discussion to help structure and develop written ideas.
- Valuing talk as a key starting point for writing tasks.

### 3.3 Writing for Purpose

- Providing real-life reasons and contexts for writing to engage and motivate pupils.
- Opportunities for independent, creative writing through **Free Write Fridays**, allowing children to write without restrictions to build confidence and stamina.

### 3.4 Grammar and Spelling

- Regular teaching of grammar both as stand-alone sessions and integrated into writing units.
- Daily spelling instruction in Key Stage 1 through Phonics.
- Weekly spelling sessions in Key Stage 2 using **Spelling Shed**.
- Tailored interventions for pupils requiring additional support with spelling.

### 3.5 Handwriting

- Use of **Letter-Join** to develop fluent, cursive handwriting and provide home support.
- Explicit teaching of cursive handwriting in EYFS where appropriate.
- Regular handwriting practice across the school, with increased emphasis in Key Stage 1.
- Expectation for neat handwriting and use of pen in upper Key Stage 2.

### 3.6 Use of Technology

- Employing computing tools and digital resources to inspire and enhance writing.

## 4. Impact

The impact of our writing curriculum will be evident in the outcomes our pupils achieve. By the end of Year Six, our pupils will:

- Make good progress from their individual starting points.
- Be able to write clearly, accurately, and coherently for a variety of purposes and audiences.
- Demonstrate adaptability in language and style depending on the context.

- Possess a broad vocabulary and a strong command of the written word.
  - Take pride in their written work, including presentation.
  - Be confident, independent writers who enjoy the writing process.
  - Be well prepared for the next stage of their education.
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## **5. Monitoring and Review**

The implementation and impact of this policy will be monitored by the English subject leader through:

- Regular book looks and moderation.
- Lesson observations and learning walks.
- Pupil voice discussions.
- Analysis of data and writing outcomes across year groups.

This policy will be reviewed annually and updated as necessary to reflect best practices and curriculum changes