Alexandra Primary School
Aspire, Perform, Succeed

The Writing Framework Summary

The **Writing Framework (July 2025)** is non-statutory guidance designed to support primary schools from Reception through to the end of Key Stage 2 in improving writing instruction.

Purpose and Aims

The framework:

- Helps schools meet expectations set out in the **EYFS statutory framework** and the **National Curriculum**.
- Aligns with the **Reading Framework** and **Ofsted's inspection framework**.
- Offers practical strategies for teaching **transcription** (handwriting and spelling) and **composition** (articulating and structuring ideas).
- Emphasises early intervention, especially in **Reception**, to build strong foundations.

Key Sections and Concepts

1. Why Writing Matters

- Writing supports learning across all subjects.
- It enhances cognitive development, reading comprehension, self-expression, and well-being.
- A **Simple View of Writing** model is introduced, combining **transcription** and **composition**, along with **executive functions** like planning and reviewing.

2. Reception: The Foundation Year

- Focus is on **oral composition**, **handwriting**, and **spelling**, not extended writing.
- High-quality **talk**, storytelling, and modelling are essential.
- **Dictation** and **fine motor skill development** are recommended for transcription readiness.
- Children should be encouraged but not pressured to produce extended writing.

3. Transcription: Handwriting and Spelling

- Effective transcription instruction reduces cognitive load, enabling fluent writing.
- **Handwriting** must be taught **explicitly**, **systematically**, and **early**.
- **Spelling** should be phonics-based initially, evolving to include morphology and etymology.
- Typing is useful but secondary to handwriting in primary years.

4. Composition

- Writing instruction should prioritise **sentence mastery** before extended texts.
- Emphasis on understanding grammar and using vocabulary purposefully.
- The writing process includes **planning**, **drafting**, **revising**, **editing**, and **sharing**.
- Writing should be **structured**, purposeful, and increasingly independent.

5. Supporting Struggling Writers

- All pupils, including those with SEND, must be included in mainstream writing instruction.
- **Early identification** and **in-class support** are emphasised.
- Teaching should be **adaptive**, using clear modelling, scaffolds, and incremental steps.

6. Writing Across the Curriculum

- Writing should draw on knowledge from other subjects to deepen understanding.
- Writing tasks should not overshadow the learning goals of other subjects.
- Continued support is necessary for struggling writers transitioning to **Key Stage 3**.

7. Leadership and Management

- Leadership plays a key role in creating a **positive writing culture**.
- Writing leads should be **experts** and coordinate closely with reading leads.
- A **coherent, sequenced curriculum** and ongoing professional development are vital.

8. National Assessments

- Reviews EYFS Profile, Phonics Screening, and KS1/KS2 assessments.
- Emphasises accurate and developmentally appropriate assessment of writing skills.

Supporting Materials

- Appendices include guidance on handwriting, model texts, sentence structures, feedback strategies, and text cohesion.
- Useful links and references to DfE, Ofsted, EEF, and Oak National Academy resources.

Core Messages

- **Start early, keep it simple, do it well**.
- Focus on **automaticity*** in transcription to free cognitive resources for composition.
- Motivate through success, purpose, and meaningful tasks.
- Writing is not just a skill but a **means of thinking, learning, and self-expression**.

** The ability to perform tasks or skills with minimal conscious effort, attention, time to become so well-practiced that they are performed automatically or effortlessly. This frees up cognitive resources for higher-level thinking.*

For example, walking, driving a car, typing, playing a musical instrument, and reading aloud fluently. When a skill becomes automatic, it frees up mental capacity, allowing a person to focus on other tasks or thoughts simultaneously.