



Hampshire
County Council

Improvement and
Advisory Service

HIAS MOODLE OPEN RESOURCE

The Writing Framework (DfE July 2025)

Links to HIAS messages

HIAS English Team
Autumn 2025
Final version

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Overview

This document contains...

A summary of the ways the guidance published in *The Writing Framework* aligns with the key messages shared by the HIAS English team.

Points to consider when using this resource

This commentary should be read in combination with the full resource shared by the DfE.

[The Writing Framework \(July 2025\)](#)

The Writing Framework and Links to HIAS Messages

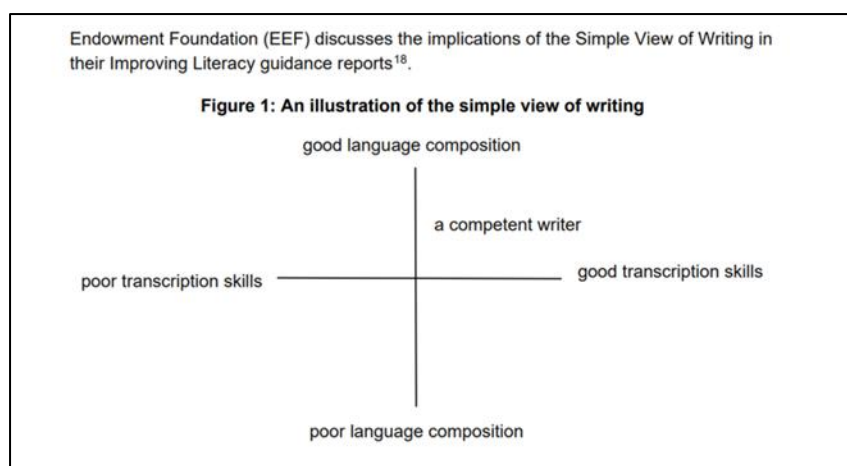
The publication of the Writing Framework offers us a valuable opportunity – not to overhaul everything we do, but to pause, reflect, and celebrate the strong practice already happening in our schools. Across Hampshire, we know that teachers are working hard to build confident, capable writers, and much of what the framework sets out aligns closely with what we already do well.

This is not about starting again. Instead, it's a chance to take stock: to ask ourselves what's working brilliantly in our writing curriculum and where we might strengthen things further. The framework's key messages, when considered alongside our HIAS guidance, confirm that our focus on secure foundations, purposeful writing, and high expectations is the right one. By reflecting together, we can ensure that every child continues to experience a rich, well-sequenced writing journey – one that builds fluency, fosters creativity, and prepares them for success.

Section 1: Why Writing Matters and the Simple View of Writing

Writing sits at the heart of learning; it helps children think deeply, communicate clearly, and make sense of the world around them. *The Writing Framework* reminds us that writing is complex: it brings together transcription (handwriting and spelling) and composition (organising and expressing ideas). Because writing places a heavy demand on working memory, it needs to be taught in small, manageable steps. And just as importantly, children need to feel confident and motivated to succeed.

Our HIAS message echoes this: slow down and go deeper. Secure the basics first – fluency and accuracy – before moving on to more complex tasks. Our mantra remains: write less, but write it well. The *Simple View of Writing* is a useful tool for planning, showing how transcription and composition work together. When designing tasks, keep cognitive load in mind: make learning clear and focused so children can concentrate on the skill you want them to master.



Section 2: The Importance of Reception

Reception is where the journey begins. At this stage, the focus is on building strong foundations: oral composition, early letter formation, and applying phonics to spell simple words. Extended writing isn't the goal—what matters most is talk, dictation, and purposeful handwriting practice.



Teachers need a clear understanding of child development to judge when children are ready for letter formation. Writing should be linked to physical development: gross and fine motor skills, proprioception, and multi-sensory activities like tummy time, using different tools, and exploring shapes and patterns. Teach letter formation explicitly, paying attention to shape and size, and link spelling to known grapheme-phoneme correspondences. Encourage children to talk through their ideas, and don't hesitate to scribe for them. Above all, create a community of writers where writing feels purposeful and valued.

Section 3: Transcription – Handwriting and Spelling

Fluent transcription frees up working memory for composition. That's why handwriting and spelling need regular, explicit teaching from the very start and consistency across the school.

We recognise for many schools, accuracy in transcription is an ongoing area for development. Schools need to establish a clear progression of skills for handwriting and set expectations in terms of regular instruction, practice and transference of skills. When teaching handwriting, initial instruction should focus on the natural form of letters – no lead-ins. The National Handwriting Association outlines eight developmental steps known as *the S Factors: Shape, Space, Size, Sitting on the line, Stringing together, Slant, Speed and Style*. These guide progression from early formation to fluent, legible writing. Each factor should be explicitly taught and revisited throughout primary education.

National Handwriting Association	
Letter families	
For teaching letter formation	
Letter family 1 Down and off in another direction	l i t j u y
Letter family 2 Down and retrace upwards	m n r b p h k
Letter family 3 Anticlockwise round	c a d o q g e f s
Letter family 4 Zig-zag letters	v w x z

Other handwriting schemes give letter families different names or group letters differently – follow your chosen programme's approach.

For spelling, teach it systematically – phonics first, then morphology and etymology. Again, a progression of skills and clear expectations around modelling at the point of writing across all curricular subjects is essential to progress. Teachers should include daily dictation to strengthen recall and application, ideally linked to the texts children are reading. Our HIAS Spelling Pathway and morpheme matrices are excellent tools to support this work.

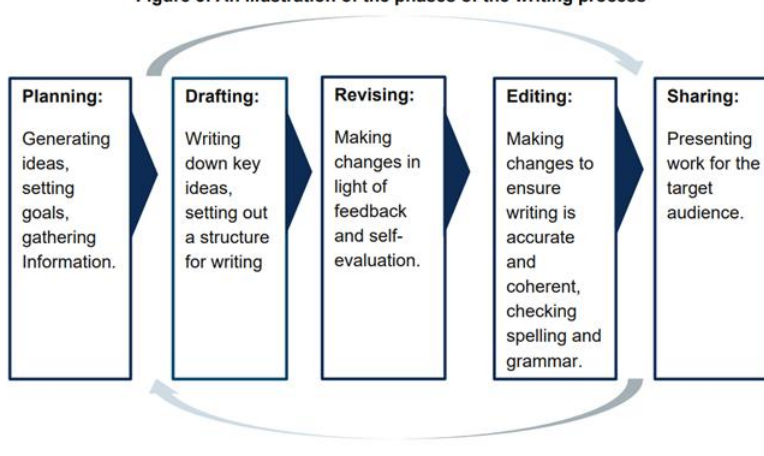
Word Sums from Morphemes

dis + rupt	→ disrupt
dis + rupt + ive	→ disruptive
dis + rupt + ive + ly	→ disruptively
cor + rupt + ion	→ corruption
cor + rupt + ible	→ corruptible

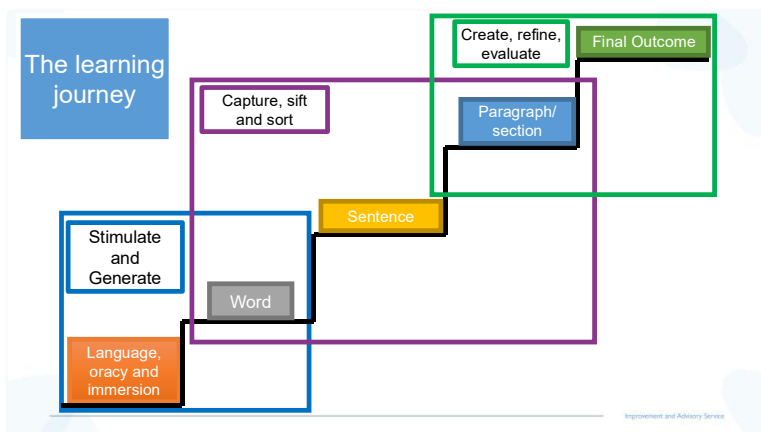
Section 4: Composition

Composition is about turning ideas into coherent writing. Children need to master sentences before moving on to paragraphs. Grammar should be taught in context, and vocabulary should be rich and ambitious. The writing process – planning, drafting, revising, editing, and sharing – should be woven into everyday practice.

Figure 3: An illustration of the phases of the writing process



Our HIAS stepped approach begins with immersion in quality texts, pre-teaching vocabulary, and developing oracy. From there, we identify the purpose and audience for writing. Sentence and grammar skills are taught in context, using model texts to show how language works. Provide plenty of deliberate practice through strategies like sentence combining, imitation, and physical sentence work. Schools need to consider where explicit sentence skills are taught and how these are contextualised.



HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact:

- **Emma Tarrant:** emma.tarrant@hants.gov.uk
- **Jo Kenyon (secondary):** joanna.kenyon@hants.gov.uk

For further details on the full range of services available please contact us using the following email:

hias.publications@hants.gov.uk

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