



Hampshire  
County Council

Improvement and  
Advisory Service



## The writing framework

July 2025

# The writing framework

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# Overview

- The document provides non-statutory guidance for Primary schools
- Sets out some of the research underpinning the importance of talk, handwriting, spelling, sentence mastery, teaching of grammar and vocabulary and feedback

# Sections of the writing framework

Section 1 – The importance of writing and the conceptual modal

Section 2 – The importance of reception

Section 3 – Transcription: handwriting and spelling

Section 4 – Composition

Section 5 – Pupils who need the most support

Section 6 – Writing across the curriculum

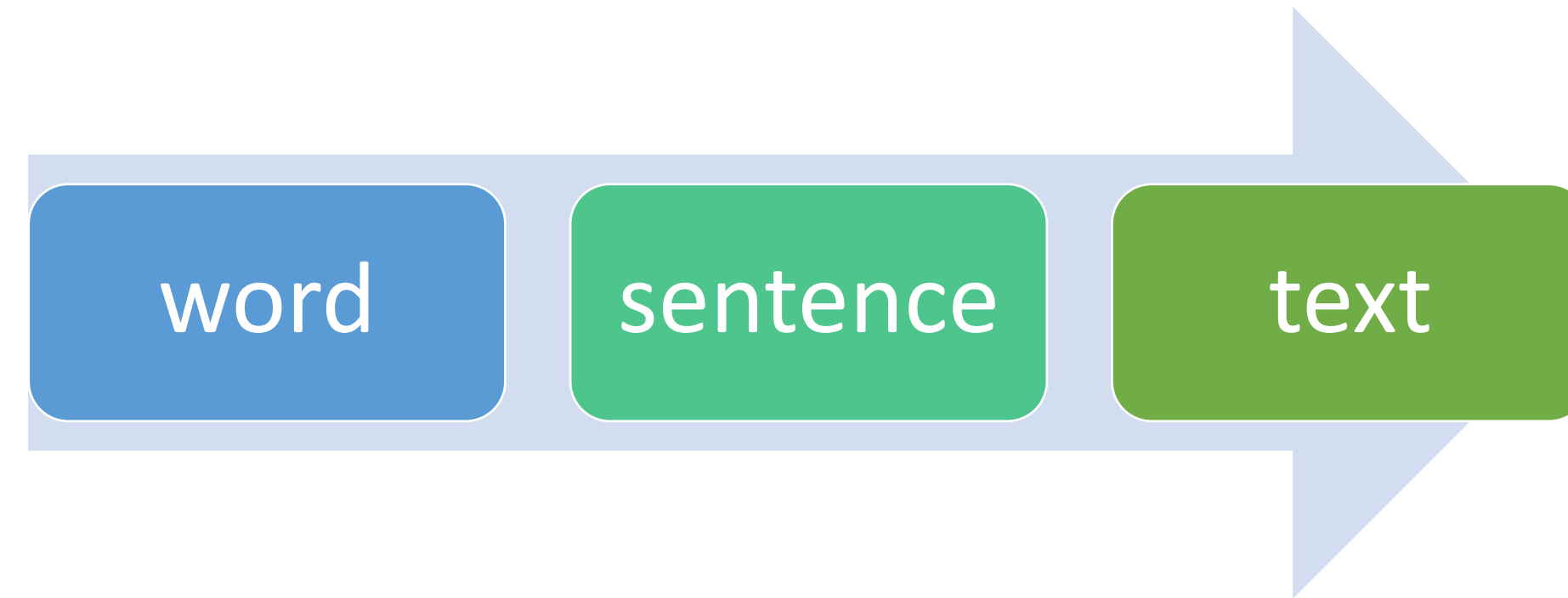
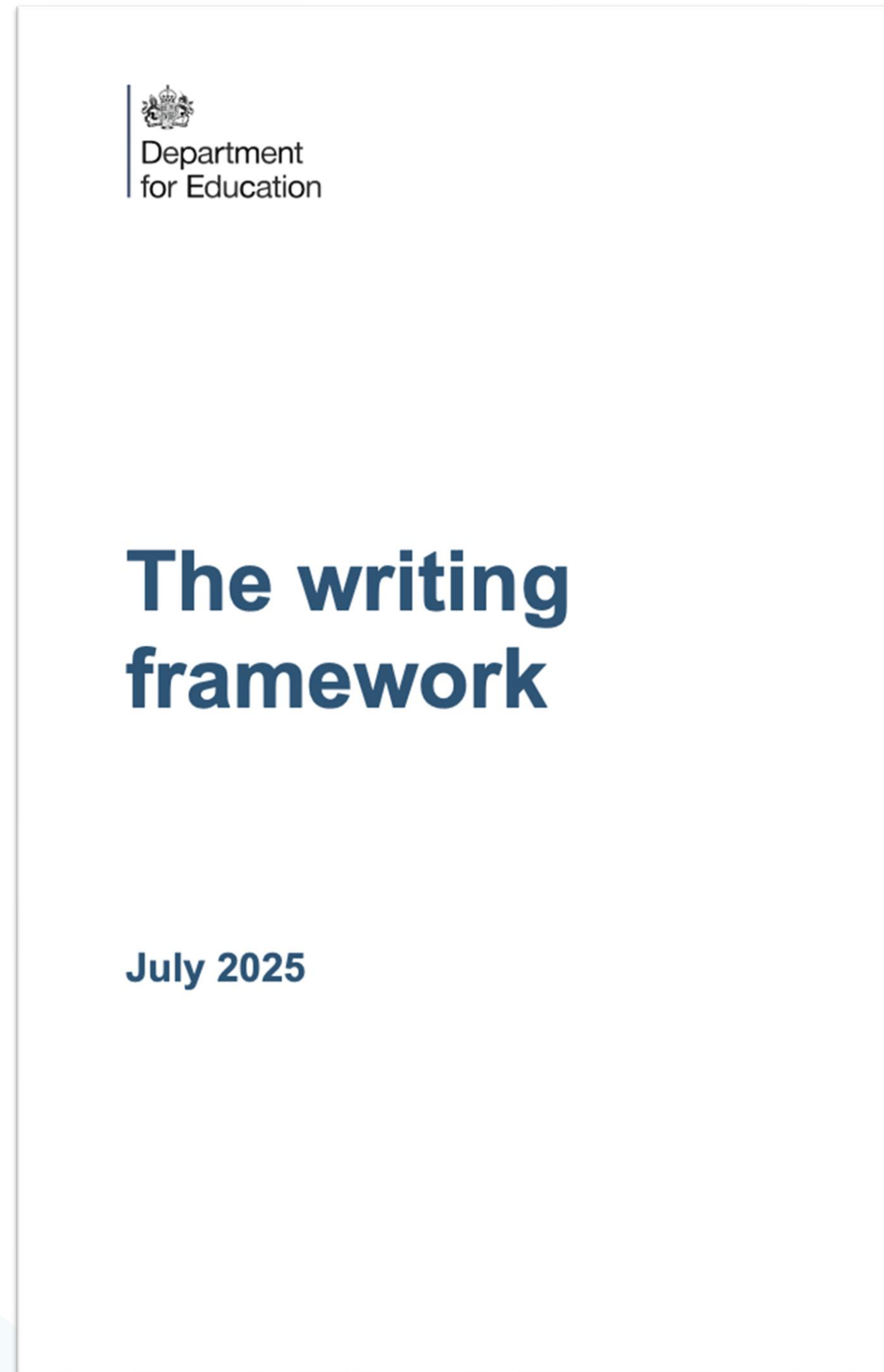
Section 7 – Leadership and management of writing

Section 8 – National Assessments

# Links to revised Ofsted framework

- Team inspectors will usually carry out learning walks in EY and KS1 on the morning of day 1.
- The focus will be on 'strong foundations' in the curriculum and teaching, achievement and EY evaluation areas.
- As part of this, inspectors will:
  - consider leadership, inclusion and the experiences of pupils in the case sample
  - hear some lower-attaining pupils reading an unfamiliar book to a familiar adult.

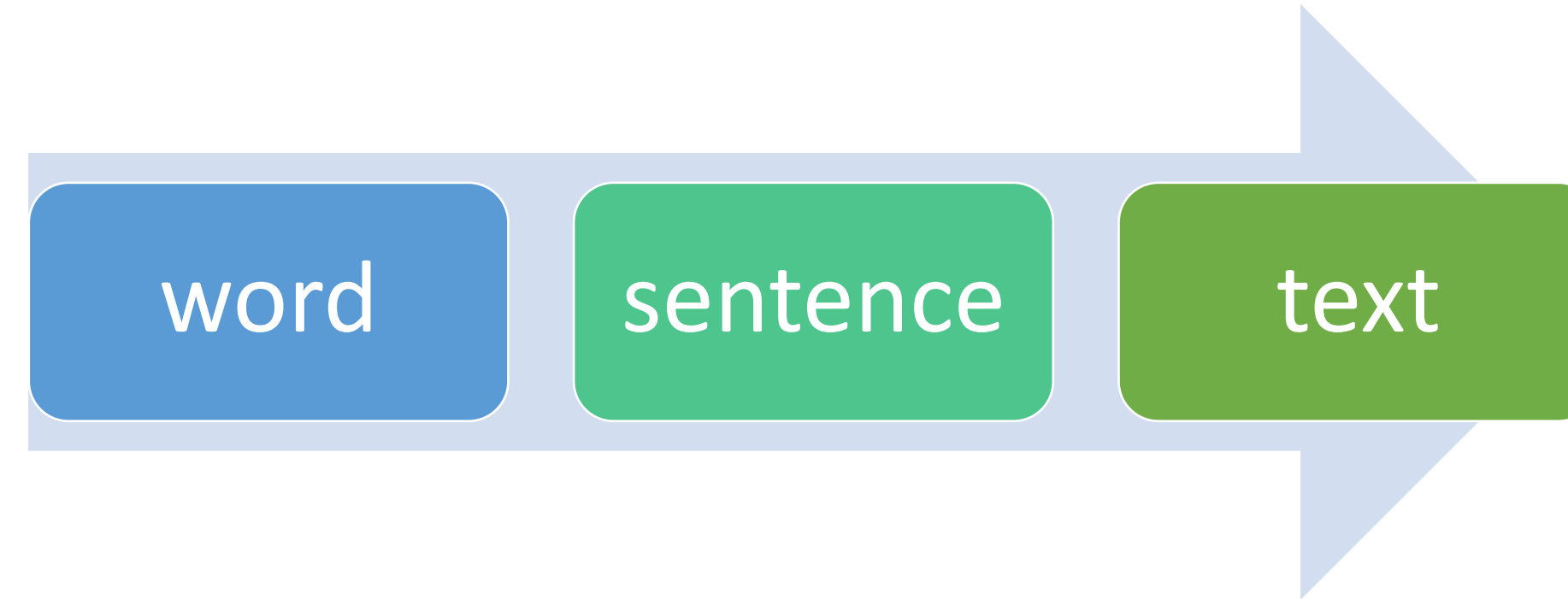
# Automaticity



- For writing, it is essential to teach pupils **transcription skills** (handwriting and spelling) from an early age, beginning in reception. This early instruction helps pupils to acquire these skills gradually, **allowing them to free up working memory for composing.**

(DfE, 2025)

# Accuracy



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- Once pupils have a good understanding of how to write a sentence, paragraphs can be composed with much greater ease. Creating coherent texts relies on pupils' firm understanding of both sentence structure and paragraph organisation'.
- The importance of understanding **how to build and extend sentences and paragraphs, and the importance of grammar and punctuation in conveying meaning support[s] pupils to understand how a sentence sounds and how this informs a writer's choices**

(DfE, 2025)

# Creativity



  
Department  
for Education

## The writing framework

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- Motivation is both a driver and an outcome of learning.....helping them to manage negative emotions supports motivation.
- One of the greatest influences on motivation is a pupil's self-belief; the most powerful driver of self-confidence is successful performance.
- Writing tasks that are interesting, challenging and meaningful can motivate pupils to view written communication as useful, important, enjoyable and fulfilling.
- Giving them opportunities to write collaboratively with their peers can also be motivating.

(DfE, 2025)

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# Things to note

- There is no expectation for schools to use commercially produced programmes
- Reading and writing should be considered together to support pupils progress as effectively as possible. The writing curriculum should not come at the expense of the reading curriculum.

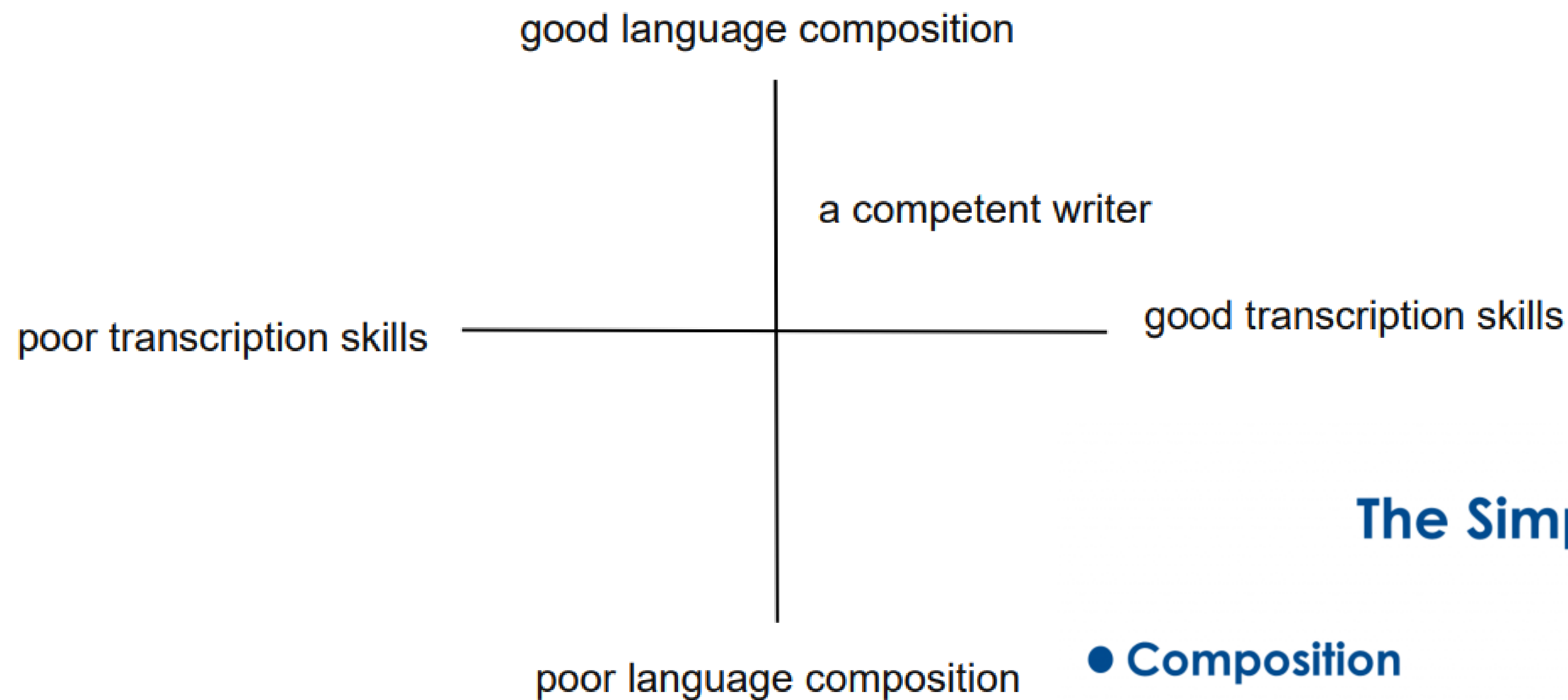
# Key sections of the writing framework and HIAS messages

# Section 1: the importance of writing and a conceptual model

“Proficiency in writing is a key skill throughout school and life. Being able to express ideas clearly and write fluently creates opportunities. Gaining a good English GCSE opens doors to a much wider range of education and employment choices, but it is not only about English. Pupils who find it difficult to express their ideas in writing are likely to struggle across the curriculum.”

[The writing framework](#)

**Figure 1: An illustration of the simple view of writing**



### The writing framework

‘Language composition’ includes oral composition: **“The value of talk to children’s mastery of language is as important for writing as it is for reading”.**

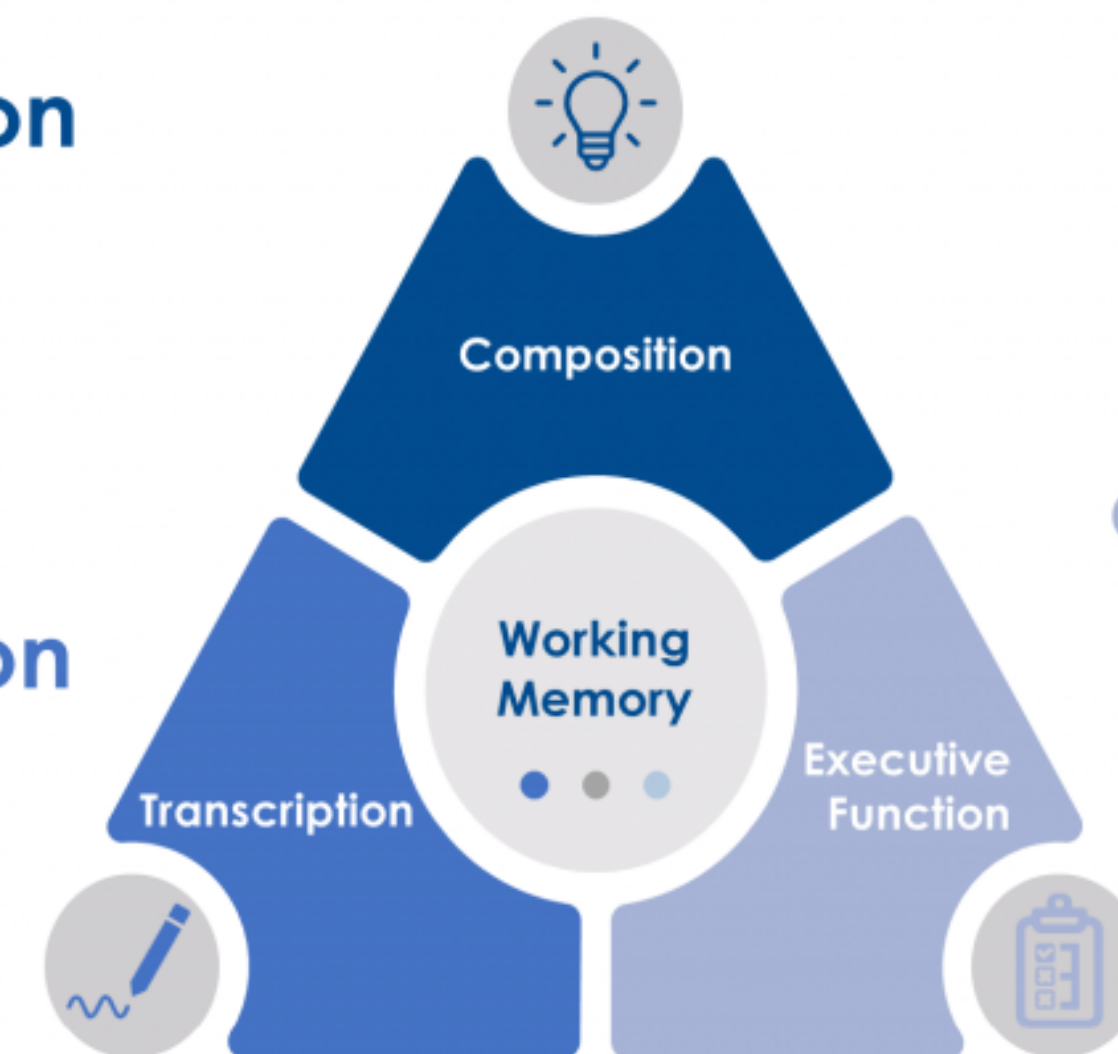
## The Simple View of Writing

### ● Composition

Ideas  
Words  
Sentences

### ● Transcription

Handwriting  
Typing  
Spelling



### ● Executive Function

Planning  
Motivation  
Reviewing

# Section 1: Links to key HIAS messages

- Secure fluency and automaticity in basic skills (slow down / focus on less / ensure pupil secure key skills)
- Secure these foundational skills before moving on to more complex elements such as specific forms
- Accuracy over length – write less and write it well
- Carefully consider cognitive load and task design

# Section 2: the importance of reception

“To make sure children get off to the best start, and to give them the best chance of later success in writing, the emphasis in reception should be on building the foundations for it: transcription and composition. This means keeping things simple and doing things well.”

[The writing framework](#)

# Section 2: Links to key HIAS messages

- Clarity in expectations of ELG – know exactly what the judgement requires
- Knowledge of child development is key to recognising barriers
- Teach discrete letter formation once pupils are ready outside of phonics lessons
  - Links to physical development – gross and fine motor skills
  - Proprioception
  - Tummy time, standing, multi-sensory, use of different tools
  - Focus of skills: shape / space / size
- Focus on phonics and use of known GPCs for spelling / dictation
  - Use of magnetic letters etc for spelling
- Oral composition refers to talk as well as writing – not every sentence composed is written down
  - Adults can scribe for pupils
- Build a community of writers who understand the purpose of writing
  - Purposeful writing

# Section 3: transcription: handwriting and spelling

“For skilled writers, transcription is mainly automatic and unconscious, but novice writers need to expend considerable attention and effort on it. The EEF says: ‘If children have to concentrate to ensure their handwriting and spelling is accurate, they will be less able to think about the content of their writing...’. Gaining automaticity with both requires explicit teaching, extensive practice and effective feedback...”

[The writing framework](#)

# Handwriting

Fluent handwriting is a significant predictor of positive writing outcomes, while a lack of such fluency can constrain pupils by:

- hindering their composition
- reducing motivation
- preventing others understanding what they have written

A key objective, therefore, is for pupils to achieve automaticity in handwriting.

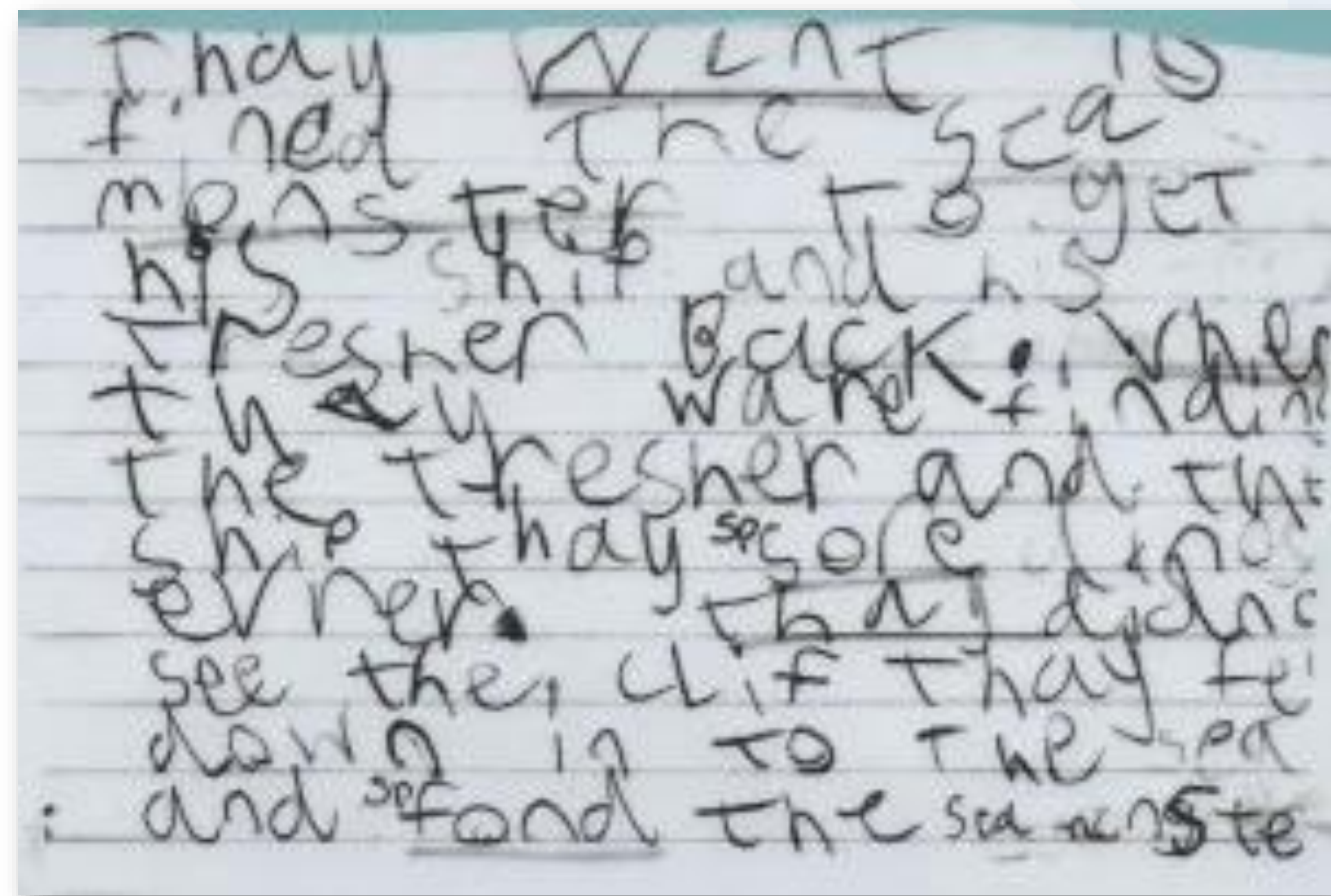
# Teaching handwriting

Pupils should be taught handwriting precisely, in a clearly sequenced progression, starting from reception, to support their gradual acquisition of skills.

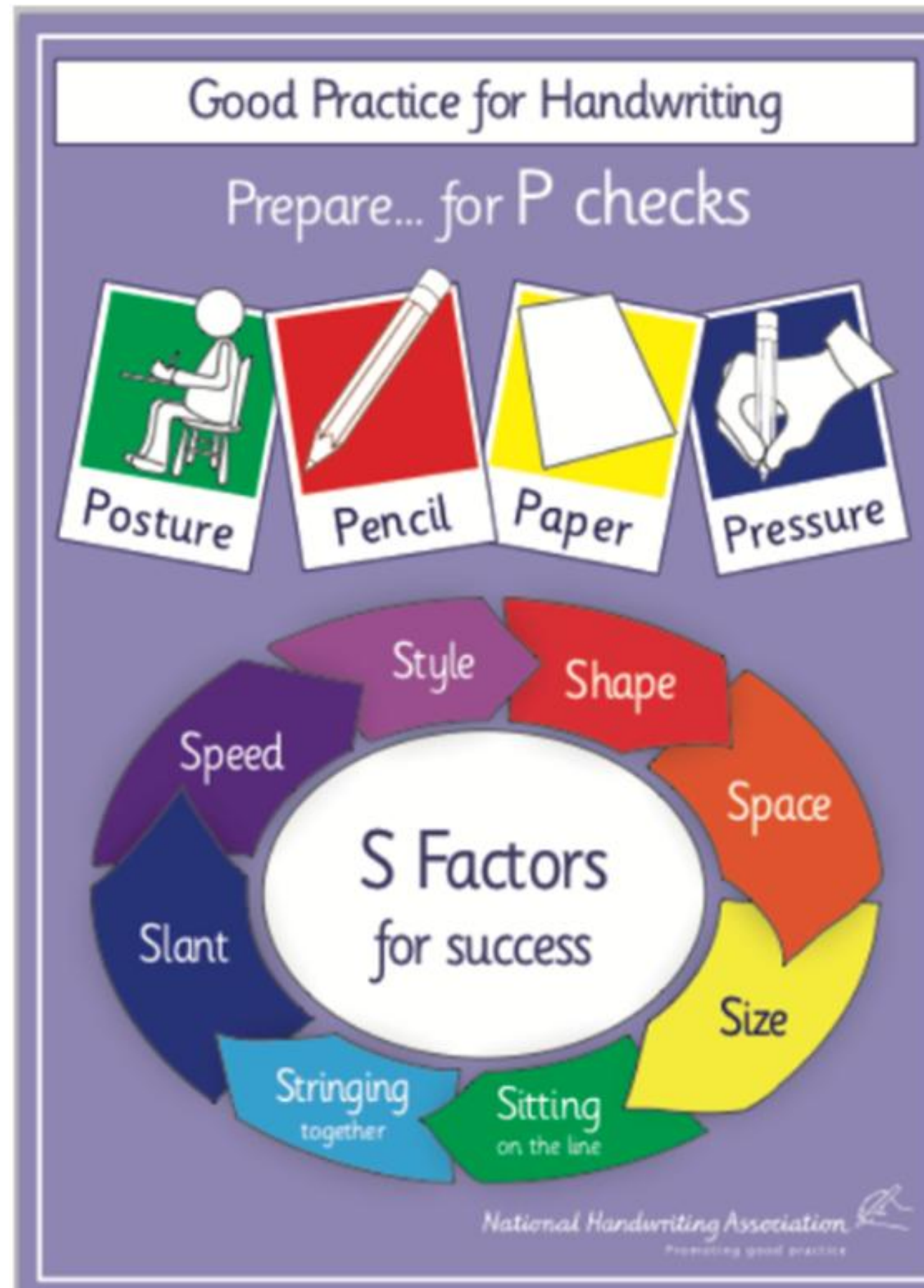
Teachers should expect consistently high standards, making sure pupils practise handwriting regularly and consistently throughout primary school to develop and maintain fluency and legibility.

# Common problems:

1. Running out of steam
2. Problem letters
3. Spacing
4. Size of letters
5. Keeping it on the line
6. Mixing uppercase & lower case
7. Inconsistent joining



# Handwriting routines and progression



## P checks

- Posture
- Pencil
- Paper
- Pressure

## S factors

- Shape
- Space
- Size
- Sitting (on the line)
- Stringing (together)
- Slant
- Speed
- Style

<https://nha-handwriting.org.uk/shop/prepare-for-p-checks-and-s-factors-for-success/>

# Policy / guidance

National Handwriting Association

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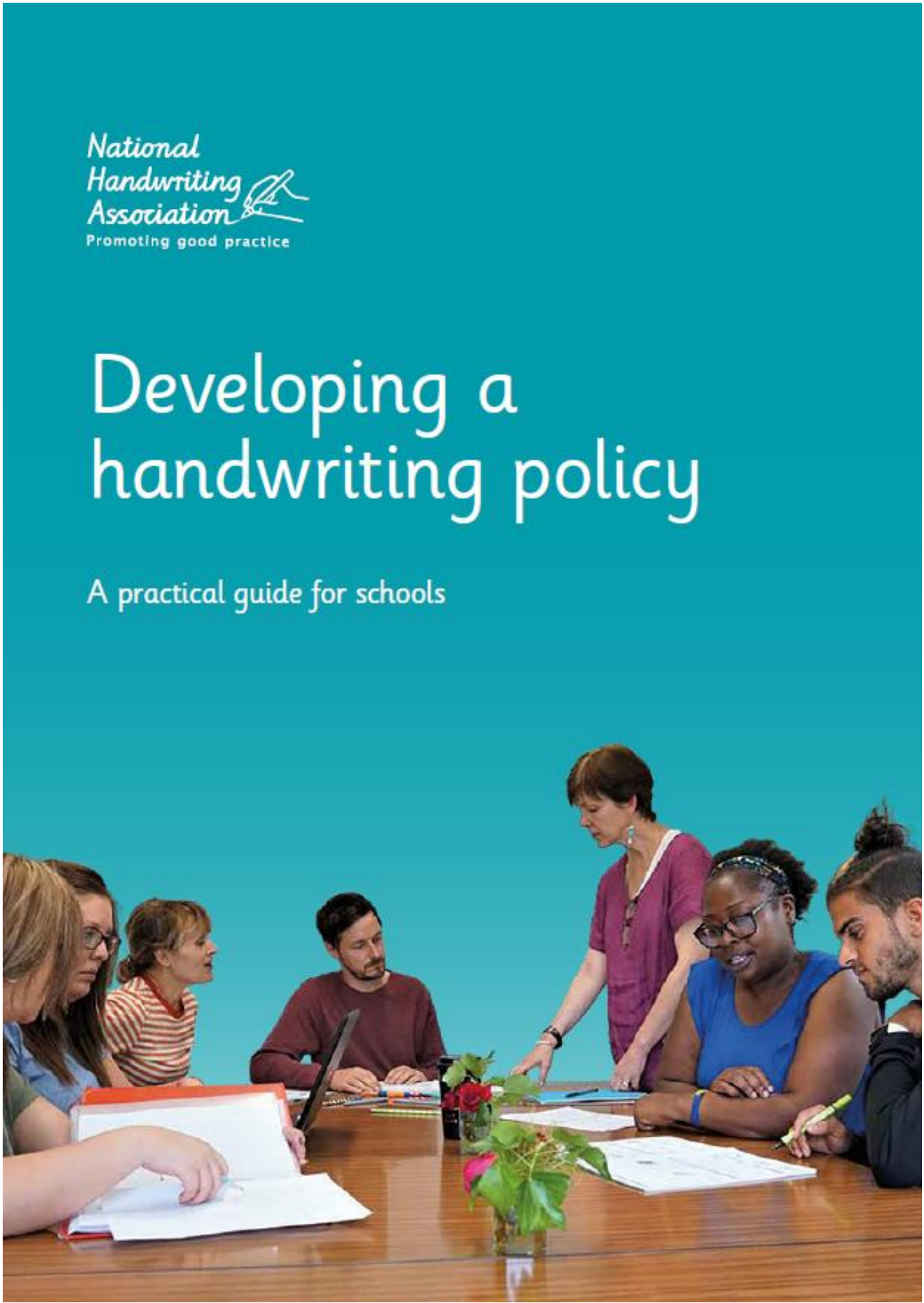
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The key documents that will be referred to throughout this publication are as follows:

- Early Years Foundation Stage (EYFS) framework (2024)
  - Education Inspection Framework (EIF, 2023)
  - Key Stage 2 teacher assessment guidance (2024)
  - National Curriculum (2014)
  - Non-statutory teacher assessment frameworks at the end of key stage 1 (2024)
  - Writing framework (2025)
- Further information and live links are in References, p.41.



National Handwriting Association – Charity promoting good practice in handwriting



# Spelling

The goal is to make sure pupils can spell accurately, so that it becomes automatic.

Pupils who spell well are more confident about using advanced vocabulary than poorer spellers.

Pupils who struggle with spelling write less, do so less fluently and produce lower-quality writing.

# Teaching spelling

Spelling practice should be regular and consistent throughout primary school. It should include:

- learning new words
- practising previously taught words to develop speed and automaticity
- learning common exception words
- independent practice activities
- planned opportunities to explore the morphology of words
- encouragement, acknowledgement and feedback

# Spelling behaviours

One of the biggest challenges in spelling is helping pupils to ‘notice’

We need to take time in **EVERY LESSON** to stop and look at spelling

We need to make ‘noticing’ a **TEACHING POINT**

This should **NOT** be at the end of the lesson

# Section 3: Links to key HIAS messages

## Handwriting

- Important to secure gross and fine motor skills
- Establish a handwriting policy / guidance / progression  
shape / space / size / sitting / stringing
- Daily handwriting instruction and practice
- Use an agreed programme to ensure consistency and progression
- Use dictation to secure / rehearse

## Spelling

- Discrete teaching of spelling
- Use an agreed programme to ensure consistency and progression
- Use of dictation to strengthen recall and application

# Section 4: Composition

“A growing consensus from research and practice in schools indicates that the best way to teach pupils to write is by **teaching them to master sentences**. All writing is ultimately made up of sentences: only once the concept of a sentence is understood will paragraphs and longer pieces of writing make sense, let alone convey meaning.”

[The writing framework](#)

^ \_\_\_\_\_ .

^ \_\_\_\_\_ ● \_\_\_\_\_ .

^ \_\_\_\_\_ ▲ ~~~~~ .

^ ▲ ~~~~~ , \_\_\_\_\_ .

“Once pupils have a good understanding of how to write a sentence, paragraphs can be composed with much greater ease. For instance, the act of sentence combining gives pupils a strong sense of how to cohere multiple sentences across extended paragraphs. Teachers should introduce paragraphs at lower key stage 2 as a way for pupils to group related material. A school-wide outline for paragraph structure and consistent teaching will help pupils understand how to construct paragraphs.” [The writing framework](#)

*We have previously explored some consistent approaches that could be used to move from sentence to paragraph level, and other ideas are given in the framework.*

## Consider how writing could be structured

Set the scene

^ \_\_\_\_\_.

Give more detail

^ \_\_\_\_\_ ● \_\_\_\_\_.

Your feelings and why

^ \_\_\_\_\_ ▲ ~~~~~.



## Planning a non-fiction single paragraph outline

1. Develop a topic sentence
2. Write supporting details in note form, using key words
3. Construct a coherent paragraph

*For example:*

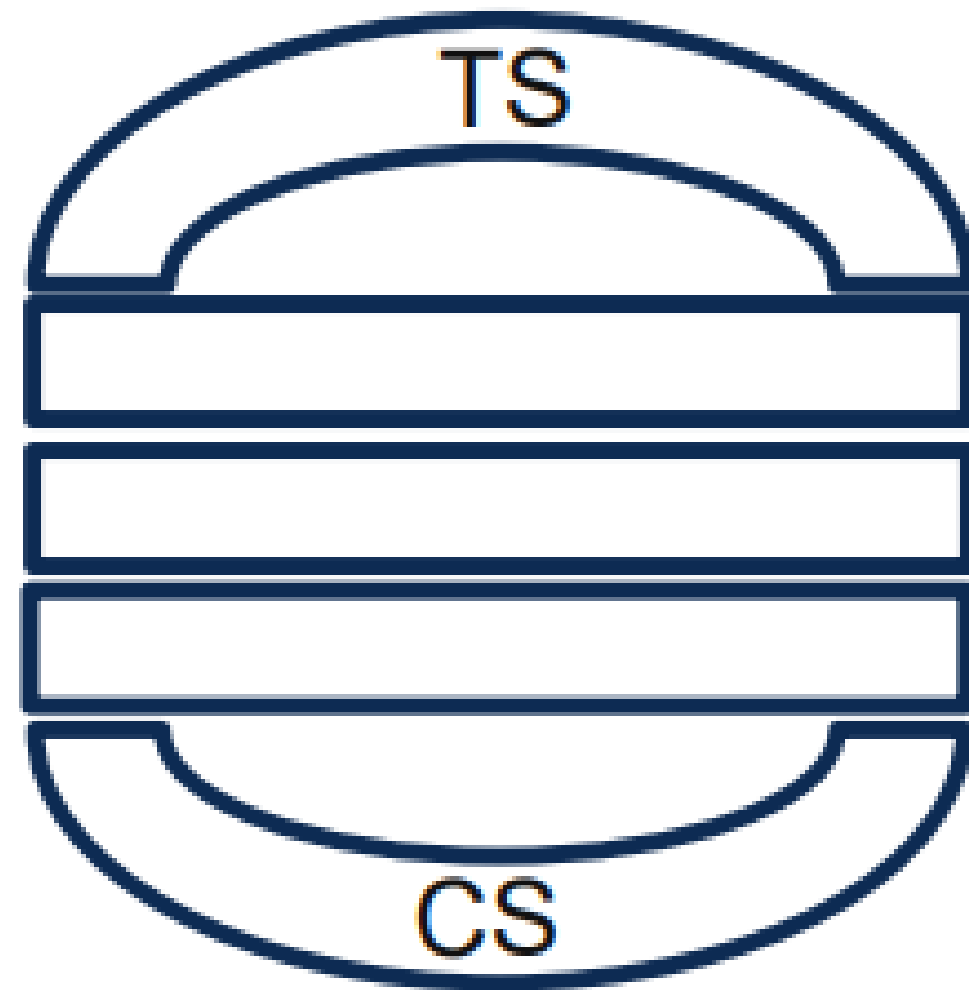
*T.S. The ship, which had weathered many storms previously, was a well-built vessel.*

- 1. A lightning fire on board.*
- 2. The storm broke the mast*
- 3. The ship splintered and the crew escaped.*

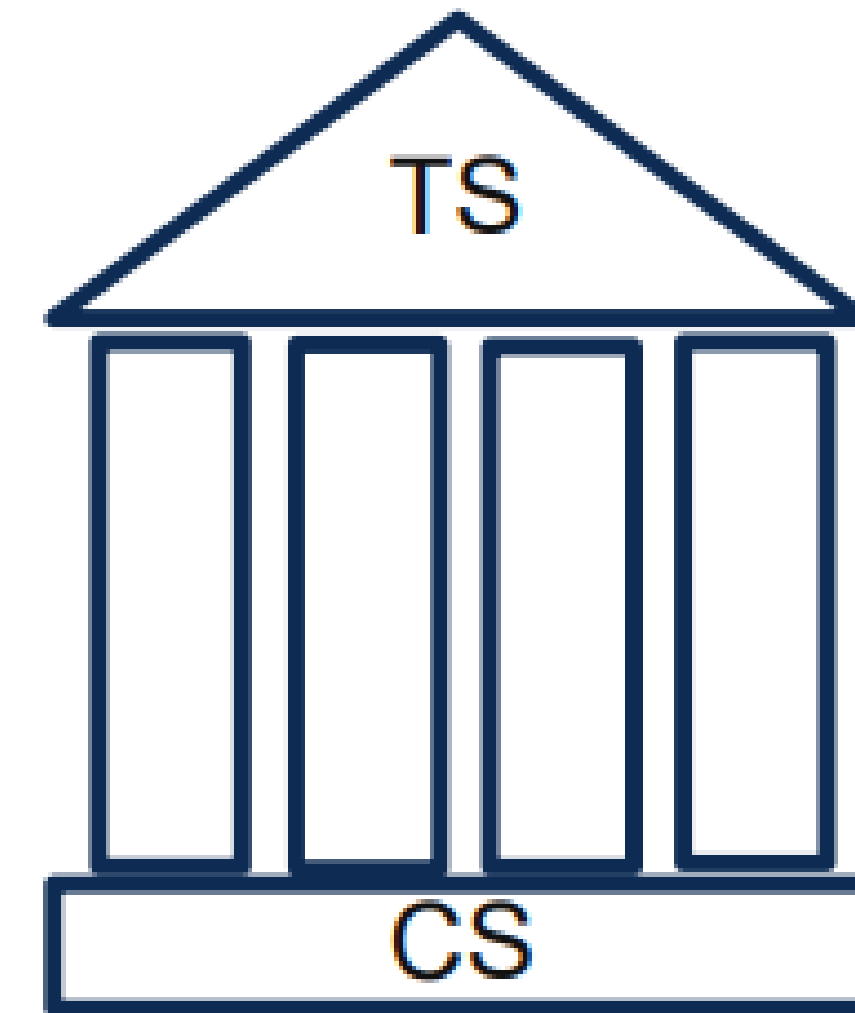
(Hochman and Wexler, *The Writing Revolution*, 2017)

# *The Writing Framework* paragraph illustrations

**Figure 4: Illustrations of the burger and temple models**



- Topic sentence (TS)
- Supporting, detailed sentences
- Concluding sentences (CS)



The writing framework

# Section 4: Links to key HIAS messages

- Map out a realistic progression of skills so teachers are clear on priorities
- This can then be delivered using a consistent approach. For example, using the HIAS stepped approach, where high-quality texts (including multi-media) act as a stimulus for teaching the identified skills:
- **Immersion**
  - Pre teaching vocabulary
  - Opportunities to develop oracy
  - Identifying a purpose / audience for writing
- **Discrete skills teaching in context**
  - Using model texts to exemplify
  - Focusing on word / sentence / paragraph development
  - Opportunities for deliberate practice using physical sentences, imitation, sentence combining etc
- **Planning / writing / editing**
  - Write / review / edit
  - Building writing over a series of lessons

# The learning journey

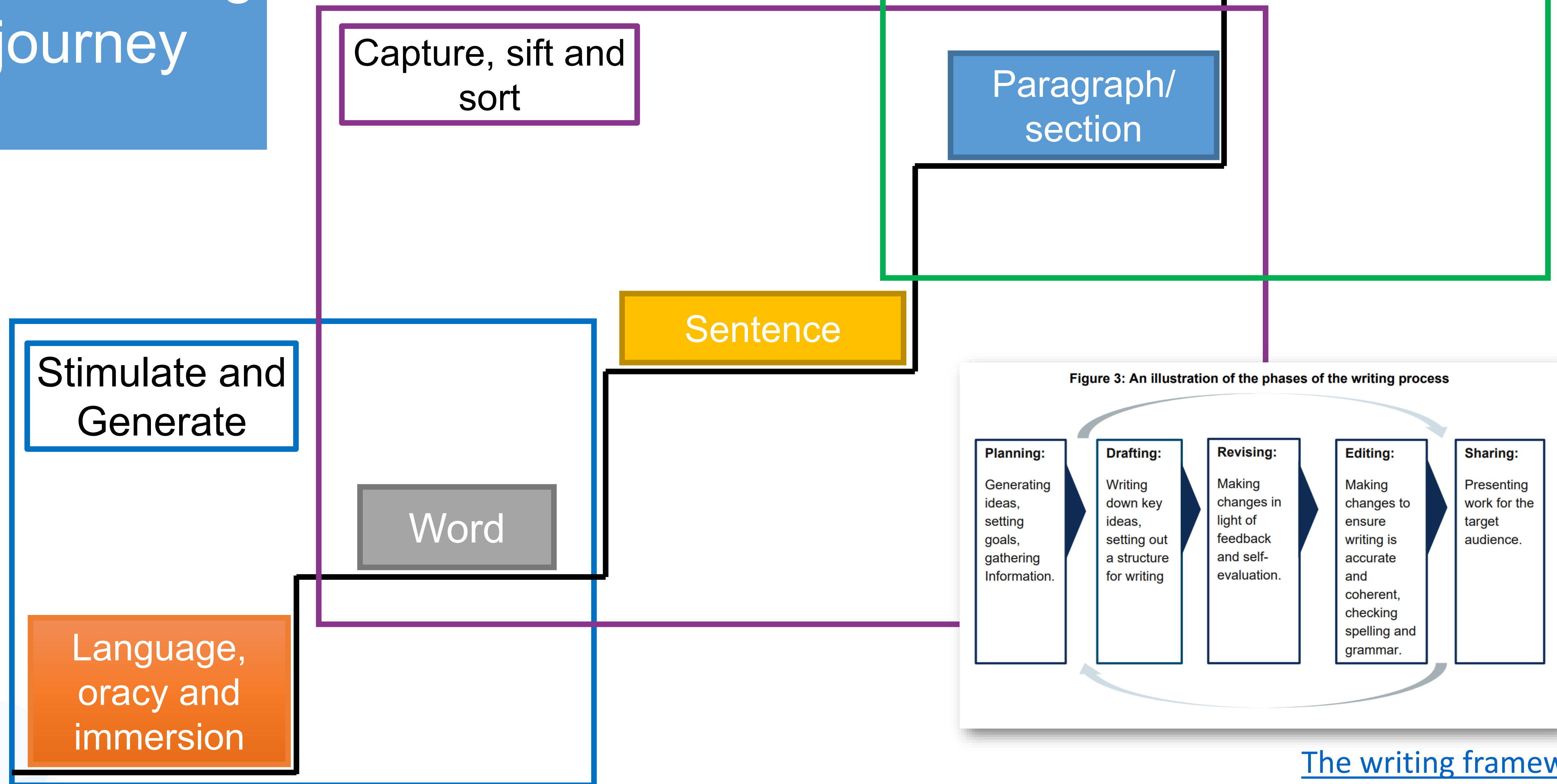
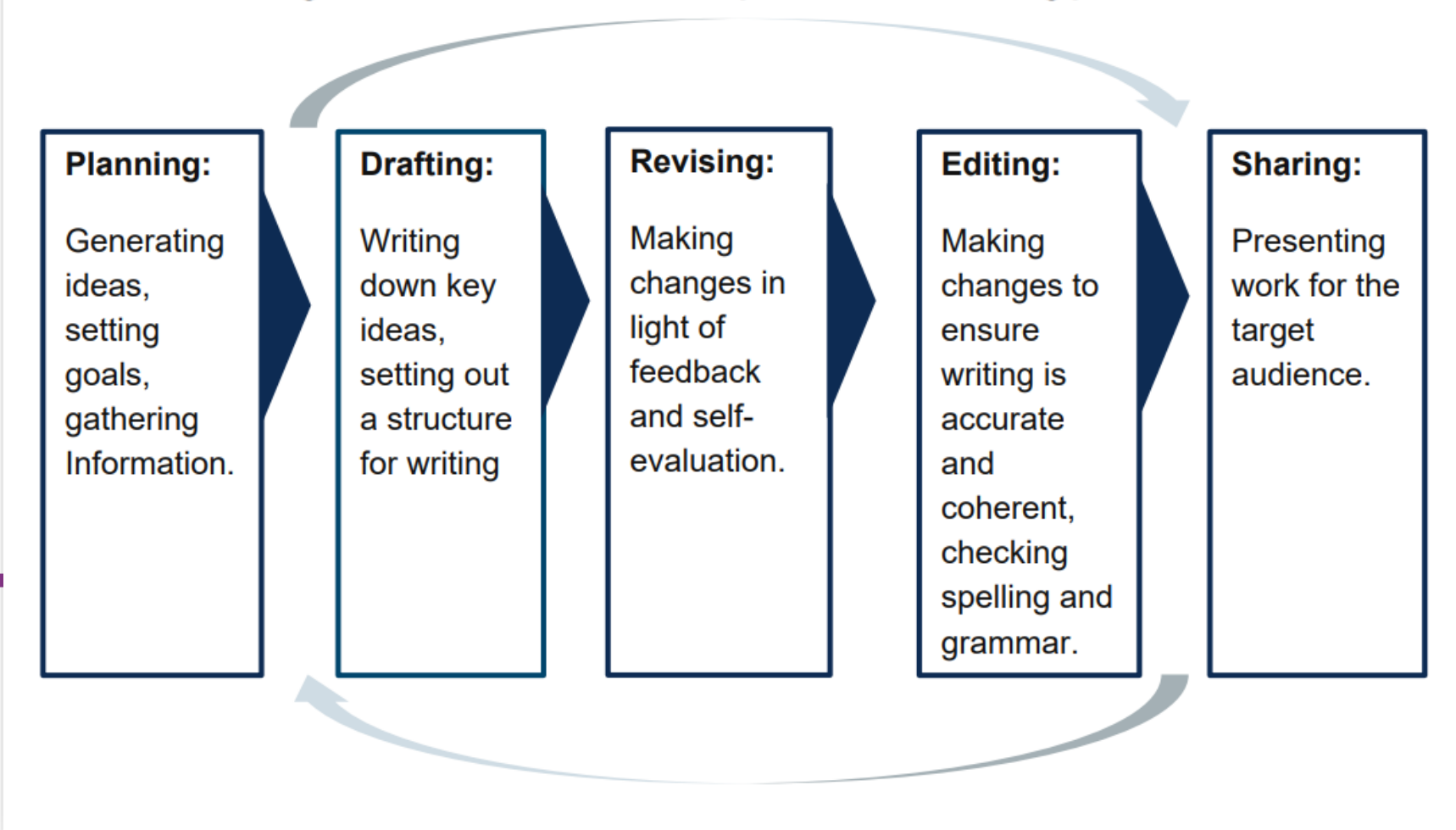


Figure 3: An illustration of the phases of the writing process



## The writing framework