

<b>DfE Summary of the Writing Framework</b>	<b>How this fits with The Next 20%: writing</b>
<p><b>Writing is complex</b> Writing places significant demands on pupils’ working memory so it is vital to teach it in a sequenced way that helps to manage those demands.</p>	<p>This is particularly appropriate for the borderline children. The next 20% uses a clear sequence of - <b>before writing – during writing and after writing</b>. A key element of the ideas shared revolves around a rubric of <b>revision – repetition – predictability – and security</b>. Within this are consistent ideas of <b>adding in – adding on and changing items</b>.</p>
<p><b>Teach handwriting and spelling in reception</b> Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition.</p>	<p>It is likely that the targeted children have transcription issues. The CPD does not seek to replace schools’ own programmes but ideas suggested are shared under the heading <b>Handwriting 101 and Spelling 101</b> for supported self assessment interventions.</p>
<p><b>Sentence instruction is essential</b> All writing is made up of sentences. Knowledge of grammar helps pupils to control sentences and convey meaning, but it does not support their writing fluency when taught in isolation.</p>	<p>This is a key element of the programme. A consistency of approach focusing around explicit sentence instruction for <b>constructing sentences – combining and expanding sentences</b> is recommended. These ideas are taught in the context of the shared text and not in isolation. Scaffolding and modelling are essential components of the CPD and teaching.</p>
<p><b>Spoken language is as important for writing as for reading</b> Pupils should compose orally while they are developing their transcription skills. This can still be valuable even when they can transcribe fluently.</p>	<p><b>Think it - say it - like it - write it</b> is a key approach. Reading aloud is an important part the editing process using an approach based upon ‘<b>What can I add?</b>’ and ‘<b>What can I change or delete?</b>’ thus echoing the clear sequences in the approach.</p>
<p><b>Quality is more important than length</b> Pupils need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready.</p>	<p><b>The writing pyramid shown in the CPD builds from sentences to short burst writing with an emphasis upon quality</b> using the ‘tiny texts’ approach and the application of age related grammar within these.</p>

**The reception year is vital**

The reception year builds the foundations that support pupils’ writing throughout primary school and underpin their future success.

The programme aims to close some of the transcription and spelling gaps that may have occurred in the early years via the **Handwriting 101 and Spelling 101** elements.

**Identify pupils who need additional support**

It is important to identify the pupils who need additional support with writing as early as possible, from reception onwards. Teachers can then adapt their teaching and make it accessible. This includes giving pupils more time and practice so that they can make good progress.

The entire programme assumes that these pupils have already been identified and aims to provide **ideas for adaptive teaching to make lessons accessible to them** but also to free up time to allow adequate to practice. The I do/ we do / you do approach and the search for the **‘Goldilocks - just right’** model of scaffolding and modelling are key features of adaptive teaching.

**It will take time to tackle all the challenges in teaching writing**

Schools should concentrate initially on teaching high-quality transcription and sentence instruction, while gradually developing broader writing skills.

**High quality sentence instruction** is at the very heart of the session with practical ideas and a consistent focus of **adding in – adding on and changing elements**.

**Avoid focusing too heavily on test preparation**

This can limit the development of skills and knowledge, stifling pupils’ creativity and wider writing development.

If this refers to the SPaG test in Y6. Then why not just scrap it? Hopefully the wider curriculum review will address this. In the meantime, schools still have to prepare their children for tests. Some of the test question types can be integrated within the approach for Y6 and in the context of the key text.

**Leaders must establish the culture and curriculum**

Leaders are responsible for:

- establishing a positive writing culture
- developing a well-sequenced curriculum
- ensuring that all teachers are trained to teach writing

One of the wider elements of the next 20% CPD for reading and writing is a **leadership strand** to offer support for leaders in achieving these aims. This will be covered by my Literacy Leaders Network meetings in 2025/26