

English: Framework for Writing



Our Vision for Writing

Our writing curriculum is designed to nurture life-long writers who are confident, articulate and purposeful in expressing their ideas. We aim to equip pupils with the essential skills of transcription, composition and editing, while also inspiring them to write with creativity, accuracy and voice. Through exposure to a rich and varied range of high-quality texts, pupils learn how writers craft language, structure ideas and write for different audiences and purposes.

By engaging with diverse texts and writing models, we build pupils' cultural capital and broaden their understanding of the world, enabling them to draw on a wide range of perspectives, experiences and voices in their own writing. Pupils are supported to see themselves as writers whose experiences matter, while also being challenged to write beyond what is familiar to them. Through meaningful writing opportunities across the curriculum, we aim to foster a love of writing and a sense of pride in written work that extends far beyond the classroom.

Curriculum Design

Our curriculum has been planned with our children in mind ensuring that all children will have been exposed to over 50 high-quality texts by the time they leave Essendine. These books have been chosen as they are classics, modern or diverse allowing our writers to be inspired and motivated.

Each term, a book is set for both writing and reading lessons, which teachers will focus on. These will be supplemented by non-fiction and poetry at different points of the year.

Teachers are supported with overviews for grammar, spelling and handwriting, so that all aspects of becoming a writer are taught. Furthermore, oracy has been planned out so that all children are taught key skills to become articulate and to rehearse their writing.

Based on research and what our children need, the following schemes are adhered to ensure consistency in teaching:

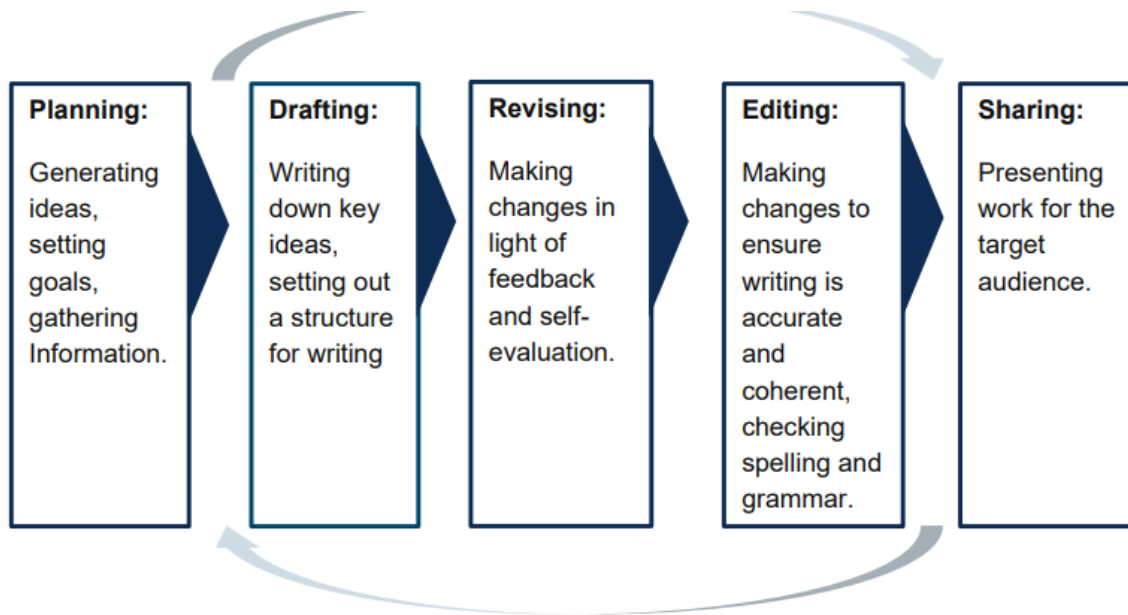
Phonics – ELS

Spelling – Spelling Shed

Handwriting - Letter Join

Writing Structure

All sequences of writing are between 2 and 3 weeks long and will generally follow this writing process:



Early Years & Key Stage 1 Adaptations

Reception & Year 1

Writing focuses on developing transcriptional skills (phonics, handwriting, letter formation). Composition is taught through:

- Oral rehearsal
- Vocabulary development
- Shared writing
- Sentence-level modelling

Children move gradually towards independence.

Year 2

The writing process is used at sentence level, with some planning and editing completed orally. Children develop stamina and begin to apply grammar and spelling from the curriculum to longer pieces of writing.

The Writing Process

Whilst, teachers are aware that writing is not always followed in a linear process, there are generally these 7 elements included in a sequence of lessons:

Audience and Purpose

The sequence for teaching writing builds skills over time, fostering a deep understanding of purpose, writing techniques and the writer's craft appropriate to the age and stage of the child. As children progress through the school, they are taught to write for a purpose and always have an audience in mind (see p2).

Activating Prior Knowledge

Teachers must be aware of the skills children have before entering a new teaching unit and how these can be built upon to move children forward, while also introducing new skills. The framework provides non-negotiables for each year group and term, ensuring that teachers are confident in what children must know at each stage.

Content and Style

Children explore content, authorial choices (writer's craft), and the organisation of text types through a well-chosen, pre-written model. Writing must have a clear purpose and audience. Before beginning their writing, children engage in discussions, using tools such as the 'Box Success Criteria' (see p2) to refine their understanding.

Speaking and Listening

Oracy is one of the most important skills taught within the writing sequence, supporting children in communicating clearly, confidently, and effectively across various contexts. In the English curriculum, pupils are expected to develop strong speaking and listening abilities, enabling them to engage in meaningful communication, ask relevant questions, express opinions, and justify arguments. These oracy skills complement the writing process, where pupils are expected to express their thoughts clearly, structure their ideas effectively, and use language purposefully.

Vocabulary and Grammar

Learning focuses on 2-3 key aspects of vocabulary and grammar appropriate to the child's age group. Contextual teaching and learning focus on understanding how vocabulary and grammar are used for effect by the author. Children practice these aspects through drama, oral rehearsal, and written exercises, including practice on whiteboards.

Editing and Proofreading

Children employ a 3-step check (see page 2) throughout the unit, proofreading as they go. The new vocabulary and grammar knowledge that children have securely understood is applied when reviewing and editing their first drafts. This process includes the use of oral rehearsal and practice as tools for improvement.

Publishing/Sharing

At the end of a piece of writing, teachers will decide on the most appropriate way to share their class' final piece. This could be in the form of 'publishing' whereby children write a final unedited piece of work or could be through sharing, whereby children share in different forms such as reading aloud to an audience.

Inclusion & Adaptive Teaching

At Essendine, we believe that every child can become a confident writer. Our writing curriculum is designed to be inclusive, flexible and responsive so that all pupils, including those with SEND, EAL and those who find writing challenging, can access high-quality teaching and make strong progress.

Support for SEND, EAL and lower-attaining writers:

Support is carefully matched to pupils' needs and is overseen by the SENDco. Literacy-based interventions are implemented where appropriate, including programmes such as:

- **Word Aware** to support vocabulary development and language comprehension
- **Sentence Builders** to strengthen sentence structure and oral composition

These interventions are chosen because strong spoken language and vocabulary underpin successful writing.

Adaptive strategies in the classroom

Teachers use a range of evidence-informed strategies to ensure access for all learners, including:

- **Pre-teaching key vocabulary** so pupils can access texts and lessons with confidence
- **Shape Coding** to support understanding of grammar and sentence structure
- **Widgets and visual supports** to aid comprehension, particularly for pupils with EAL
- **Scaffolded models** (e.g. shared writing, sentence stems, worked examples) which are gradually removed to promote independence
- **Use of technology**, such as dictation tools and typing, where appropriate, to remove barriers to transcription and allow pupils to focus on composition

These approaches are used because they support cognitive load, develop independence over time, and ensure pupils are not excluded from ambitious learning due to transcriptional difficulties.

Handwriting

We recognise that fluent handwriting is essential for effective writing, allowing pupils to focus on composition rather than letter formation.

How handwriting is taught

- In **Nursery**, the focus is on developing fine motor skills through play-based activities (e.g. dough disco, threading, cutting, malleable materials).

- In **Reception**, handwriting is taught explicitly from the first weeks, in addition to phonics, so that correct letter formation becomes embedded early.
- From Reception onwards, we follow the **LetterJoin programme**, ensuring a consistent approach across the school.
- Children are taught to **begin joining when they are ready**, typically during **Year 2**, once letter formation is secure.

Expectations and assessment

Expectations for handwriting are clear for each year group and are revisited regularly. Teachers assess handwriting through:

- Everyday written work across the curriculum
- Targeted feedback and conferencing
- Intervention where handwriting is impacting a child's ability to record ideas effectively

Intervention

Where pupils require additional support, targeted handwriting interventions are put in place. These may focus on fine motor control, letter formation or fluency, depending on need. This approach is used because early and precise intervention can prevent handwriting difficulties from becoming a long-term barrier to writing.

Spelling

Spelling is taught explicitly and systematically to support pupils in becoming confident and accurate writers.

Approach across the school

- Up to the end of **Key Stage 1**, spelling instruction is closely aligned with the **phonics scheme**, ensuring pupils apply their phonics knowledge securely in writing.
- From **Key Stage 2**, we use **Spelling Shed**, which has been chosen because it provides:
 - Clear progression
 - Links to statutory spelling expectations
 - Opportunities for retrieval practice
 - Engaging and motivating practice for pupils

Weekly expectations

Pupils are taught spelling explicitly each week and are given opportunities to:

- Learn spelling patterns and rules
- Practise applying spellings in context
- Revisit previously taught spellings to support long-term retention

Children are taught a range of strategies to become independent spellers, including:

- Understanding of **morphology** (prefixes, suffixes, root words)
- Exploration of **etymology** where appropriate

- Proofreading strategies to check spellings within their own writing

Spelling is taught in this way because research shows that combining phonics, morphology and meaningful application leads to stronger spelling outcomes than rote learning alone.

Cross-Curricular Writing

We believe writing should be purposeful and meaningful. Children therefore write regularly across the wider curriculum.

Expectations

Each year group plans for a **number of extended writing opportunities** in subjects such as:

- History
- Geography
- Science

These pieces are carefully selected to ensure pupils write for a range of purposes (e.g. explanation, persuasion, recount, report) and audiences.

Subject-specific vocabulary

Teachers explicitly teach and model the use of **subject-specific vocabulary**, enabling pupils to:

- Deepen their understanding of curriculum content
- Communicate ideas with precision
- Transfer writing skills across subjects

Consistency across the curriculum

Expectations for presentation, sentence structure and application of taught writing skills remain consistent across all subjects. This reinforces the message that writing is not isolated to English lessons but is a key tool for learning across the curriculum.

Vocabulary

Success Criteria

Effect on the reader

Purpose and Reader



The 3 Step Check



Read 1:
Punctuation
check



Read 2:
Spelling
check



Read 3:
Grammar
check