

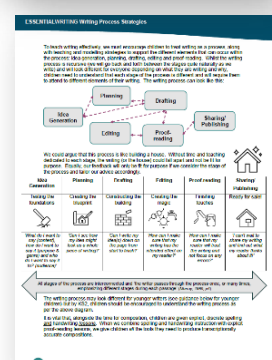
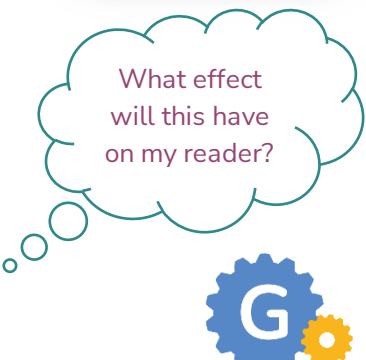



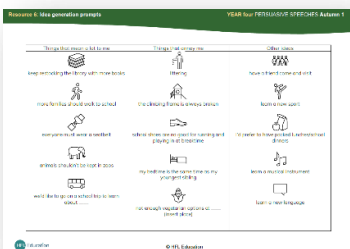
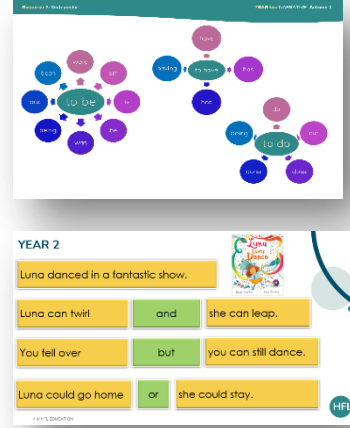
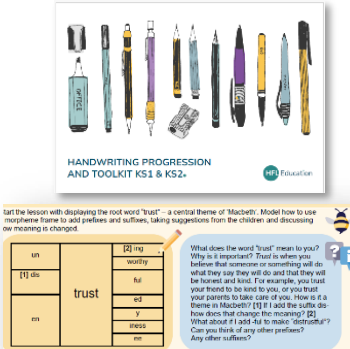
## How ESSENTIALWRITING aligns with the DfE's Writing Framework\*



\*The writing framework can be found at [The writing framework - GOV.UK](https://www.gov.uk/government/publications/the-writing-framework). This guidance document is based on the version of the writing framework updated on 10<sup>th</sup> July 2025.

*"Writing is .. key to social experiences as it enables participation in social communication [...] writing is a highly creative process, allowing people to create imaginary worlds, entertain others and paint with words. Writing can also be a form of self-expression: it offers young people an opportunity to reflect upon themselves, their interests and their worlds..." p. 13*

  
The writing framework  
July 2025

Key messages in the Writing Framework	Quotes from <a href="https://www.gov.uk/government/publications/the-writing-framework">The writing framework - GOV.UK</a>	What ESSENTIALWRITING provides	Snip of detail/ resources from ESSENTIALWRITING
1) Writing for purpose and audience	<p><i>'For successful writing, it is important to establish a clear purpose from the beginning. Pupils should be guided to articulate their ideas and consider their audience' p. 65</i></p> <p><i>'Purpose and audience should underpin decisions about the form any writing should take' p. 90</i></p> <p><i>'Understanding that their writing is going to be read or heard develops pupils' understanding that writing is purposeful' p. 60</i></p>	<p>The entire curriculum is based on writing for authentic purpose and audience, sequentially built from Reception – Year 6 and designed to support children's writing schema.</p> <p>Opportunities to share with the children's intended audience are built into every unit plan, with all language choices linked to the intended effect on the (real) reader.</p> <p>Unit plans include suggestions for success criteria pyramids, to support the develop of working walls and the classroom environment.</p>	 
2) Importance of the writing process	<p><i>'Writing is demanding and it is important to teach pupils strategies to help them manage this. The explicit teaching of many of these writing strategies has been shown to help pupils manage, create and improve writing and is associated with highly effective teaching' p. 63</i></p>	<p>Every unit plan includes dedicated steps, appropriate to the developmental stages of the children, to teach and support every part of the writing process – including age-appropriate editing and proof-reading.</p> <p>All subscribing schools have access to a <a href="#">writing process strategies guidance document</a> to support subject knowledge and teaching specific strategies to support each stage of the writing process.</p>	
3) Importance of teaching grammar in context	<p><i>'...grammar teaching will improve writing only if pupils apply what they have been taught to their writing. Grammar instruction is most effective when taught in the context of a writing task but with an explicit focus on the rules being learned so that pupils can make informed choices about their writing' p. 52</i></p> <p><i>'Pupils should be taught not only how to apply their grammatical knowledge to their writing, but also the effect grammar creates' p. 52</i></p>	<p>All grammar teaching is clearly signposted within the plans and is taught with direct application to the children's writing. All grammar choices are linked to the intended effect on the reader, with support for the teacher to provide clear explanations.</p>	
4) Reading as writers within dedicated writing lessons	<p><i>'Writing must be taught separately from reading. Reading, however, enhances pupils' grasp of the craft of writing' p. 15</i></p> <p><i>'It is important to distinguish clearly between reading as a</i></p>	<p>Use of high-quality, diverse literature as core texts have been selected to study the writing craft, not to replicate the content of the writing.</p> <p>Published writing is used to support children to 'read as writers' to notice the</p>	<p><a href="#">Essential Writing   HFL Education - Peters</a></p>

	<p>reader and analysing as a writer' p. 48</p> <p><i>'In key stage 2, investigating model texts to identify their key features and consider the writing style is an integral part of planning and provides pupils with opportunities to read, analyse and emulate good writing' p. 67</i></p>	<p>similarities in writing craft, as well as within modelled examples provided with every unit plan.</p> <p>There is a growing alternative range of texts that will be continue to be updated each academic year, to stay abreast of recent developments in the world of children's literature and ensure that children access relevant, diverse and up-to-date texts.</p>	
5) Choice and agency in writing topics	<p><i>'To help manage the cognitive demands of writing, it is important that pupils write about topics with which they are already familiar. The adage, 'write about what you know' could not be more important for developing writers.' p. 57</i></p> <p><i>'...while developing writers will need scaffolds and support to write accurately and confidently, they can still have agency to make choices within those structures, that is, about what they want to write and how they are going to express it.' p. 22</i></p>	<p>Within every unit plan, children are sufficiently prepared to develop their own ideas, based on their own interests, lived experiences and choice of topic, to develop their agency, autonomy and independence as writers whilst valuing all children's choices.</p>	
6) Oral composition and sentence-level instruction	<p><i>'Sentence-level teaching, which focuses on pupils' understanding about how to construct sentences, should be a key component of any writing curriculum' p.8</i></p> <p><i>'For pupils to master writing more complex sentences, it is important to spend time teaching them how to construct single-clause sentences with a subject and verb' p. 49 – becoming more proficient to 'have the tools and confidence to choose when to use different sentence structures, for example choosing a short, single-clause sentence for dramatic effect over a more complicated one' p. 49</i></p>	<p>Explicit teaching regarding oral composition and sentence structure is threaded throughout plans from Reception to Year 6. Children are taught about the grammatical concept of a sentence, understanding the vital importance of exploring writing through talk from EYFS to UKS2.</p> <p>All subscribing schools have access to the <b>ESSENTIALWRITING sentence structure progression guidance document</b>, which supports schools with a shared understanding of sentence-level instruction from Reception – Year 6.</p>	
7) Importance of transcription to support writing fluency	<p><i>'The importance of handwriting in developing pupils' writing cannot be overstated.' p.31</i></p> <p><i>'...spelling teaching should be explicit, cumulative and engaging. It should be regular and consistent, taught in small steps, with lots of opportunity for practice' p. 41</i></p>	<p><b>ESSENTIALWRITING</b> comes with a <b>handwriting progression and toolkit document</b> to support dedicated, explicit teaching of handwriting alongside the application of handwriting within dedicated steps for publishing, when appropriate.</p> <p>All unit plans mention the application of spelling knowledge to provide opportunities for direct application of spelling within children's writing.</p>	

		<p><b>ESSENTIALSPELLING</b> is also available for schools to implement explicit spelling teaching, with plenty of opportunities for application for high-utility spelling patterns within every <b>ESSENTIALWRITING</b> unit plan.</p>	
<p><b>8) Teachers as writers – becoming a writing community</b></p>	<p><i>‘Teachers should model oral composition, demonstrating their thought processes when writing’ p. 49</i></p> <p><i>‘Showing what skilled writers do is a vital part of teaching writing’ p. 64</i></p>	<p>Within every unit plan, there are examples for teacher models for writing with metacognition, showing how the teacher might ‘think aloud’ whilst writing.</p> 	<p>Model thinking about how to craft the initial paragraphs, referring to the success criteria and models in the book for examples, as well as any work from the week which has been put on the working wall. A full model of the final written outcome can be found in Resource 16. Resource 16a contains an annotated model to support identifying key features explored throughout this unit. Statutory spelling words from the Y5/6 list are highlighted in red. For example:</p> <p>[1] Among the rarest creatures in the mythical world [2] is the minotaur. This being is the combination of a minotaur and a catapillar. [3] Whilst you may think that it must be harmless because it is half catapillar, you would be very much mistaken. [4] This surprisingly <i>aggressive</i> creature will... [5]</p> <p>[1] First, I’ll use an adverbial phrase to set the scene. This helps the reader understand how special the creature is and tells us where the minotaur is found. It shows that it belongs to a magical world where mythical creatures are normal. [2] Next, I’ll introduce the name of my creature. Its name is a mix of two animals: <i>half minotaur and half catapillar</i>.</p> <p>[3] The reader might think the creature is harmless because it’s just catapillar but it’s actually not. I’ll explain this here. <i>And so how I’ve used a subordinate clause to explain this. I’ve kept the reader engaged because it’s a surprising fact!</i></p> <p>[4] Using the adverb ‘surprisingly’ suggests the creature’s aggression is unexpected. The adjective ‘aggressive’ immediately paints the creature as dangerous.</p> <p>[5] Let’s tell the reader more about what this creature will do.</p>
<p><b>9) The opportunity to take part in professional development related to writing</b></p>	<p><i>‘All classroom teachers should be aware of the rationale and research behind curriculum decisions. If schools are using commercially developed programmes, teachers should take part in related professional development’ p.89</i></p>	<p>There is the option to access affordable training alongside the planning to support implementation.</p> <p>Many schools have commented that the plans are CPD in themselves:  <a href="#">Empowering young writers: the impact of ESSENTIALWRITING at Highover JMI School and Nursery   HFL Education</a></p> <p>Schools can also contact <a href="mailto:essential.writing@hfleducation.org">essential.writing@hfleducation.org</a> for any bespoke training needs and consultancy support.</p>	<p><b>ESSENTIALWRITING training and support</b></p> 