Framework for Writing 2026-2027

Hucknall National CofE (VA) Primary School

INTENT

Writing at Hucknall National is centred around a high quality story that captures the children's interest from the outset. The model is used to teach writing is a personalised approach based around best practice taken from 'The Write Stuff'. The school environment enfolds children in stories, settings and language. There is a focus on drama, oracy and language development, equipping children with fundamental knowledge and skills that will enable them to be successful throughout their lives.

The aim of Hucknall National's writing approach is to:
1. To give children the opportunities and motivate them to record their ideas fluently from mark making and letter formation to sentence and paragraph creation.
2. Provide children with a stimulating writing environment surrounded by print in a variety of forms and contexts from a range of different cultures.
3. Teach a full range of writing strategies, including spelling, grammar, sentence structure and composition. Model the process of editing and improving to develop a piece of work.

IMPLEMENTATION

How is Writing taught at Hucknall National?

We teach Writing through daily English lessons from EYFS to Year 6. Throughout EYFS and Year 1, the children follow the Mighty Writer model of teaching writing and Read Write Inc programme to support their development in reading, writing and phonics. Mighty Writer is also used across school for Writing Interventions.

From Year 2 to Year 6, children follow the structure of The Write Stuff in their English lessons with a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing.

Children learn to sentence stack, focusing on the style of the author and impact of words and sentences. The planning of these is based on the teacher's assessment of the children's learning needs. An individual lesson is based on a sentence model, broken into three separate chunks: ·

- Dictated Chunk – teachers dictate the first chunk for the children to write independently. This allows children to focus on transcription.
- Modelled Chunk – teachers model the writing process to children and provide them with a sentence to adapt and make their own. All children are encouraged to challenge themselves using addition 'Bonuses' and to 'Deepen the Moment'.

- Independent Chunk – teachers use discussion and oral rehearsal to enable children to create their own independent sentence/paragraph. Children are encouraged to read their work aloud to develop oracy skills and to assist with editing.

The dictated chunk is chosen carefully by the teacher to include high frequency/common exception words to enable the children to practise putting them into context and spelling them correctly.

The modelled and the independent chunks follow this structure:

- Initiate section – a stimulus to capture the children's imagination and set up a sentence. ·
- Model section – the teacher close models a sentence that outlines clear writing features and techniques. ·
- Enable section – the children write their sentence following the model and can 'deepen the moment' where they can explore the plot point further and demonstrate their own creative sentences using their previous learning.

Adaptations in English lessons ensure that all children can access the curriculum and achieve success. Teachers use Widgits, visual prompts and vocabulary banks to support understanding, develop language acquisition and reduce cognitive load. Children are provided with 'thinking pages' which include key vocabulary, images and sentence stems to support ideas and vocabulary choices throughout the writing process. Learning is carefully chunked in line with The Write Stuff approach, allowing children to focus on small, manageable steps before applying their learning independently. Additional adult support, oral rehearsal, modelling and scaffolded resources are used where appropriate to enable all learners to participate confidently and make progress in writing.

Once children have followed their 'central character' through the story, they have the opportunity to plan and write independently using their previous learning to shape their creative stories. Children at Hucknall National are encouraged to see writing as a journey; re-drafting and editing are used before writing is published. Writing extends across the curriculum with children being given opportunities to write for a range of different purposes outside of the writing lesson.
All English based activities are extended with opportunities for Greater Depth, where children can take writing in their own directions. This usually includes elements of the FANTASTICs which are used to 'deepen the moment'. All children are encouraged to deepen their writing further, regardless of their ability.

<u>Handwriting:</u>

Handwriting is taught daily across the school through the Read Write Inc. Handwriting programme, which is closely linked to the Read Write Inc. Phonics scheme. This consistent approach enables children to develop correct letter formation alongside their knowledge of sounds, helping to strengthen the connection between reading, spelling and writing. Regular handwriting practice supports the development of automaticity, fluency and legibility, allowing children to focus more fully on the composition of their writing. Across the school, children take part in daily handwriting lessons, with targeted interventions provided where additional support is needed. Fine and gross motor skill activities are used to develop the physical foundations for writing, including strengthening hand and shoulder muscles, improving coordination and promoting correct pencil control. 'Ready to Write' routines are embedded throughout the school to reinforce correct posture, pencil grip and positioning, ensuring that children are physically prepared for successful writing. This graduated approach supports all pupils in becoming confident, fluent writers who take pride in the presentation of their work.

Spelling, Punctuation and Grammar:

In EYFS and Key Stage 1, children are taught spelling through the Read Write Inc. scheme in their phonics sessions. In Key Stage 2, children who have not met the end of the Read Write Inc programme continue with phonics sessions. The other children have Spelling Shed lessons to learn about word families, the origins of words as well as spelling patterns. They are then able to practice these at home using the online platform.

Punctuation and Grammar skills are taught through some discreet lessons and then reinforced in their English Writing lessons. Chunks in English Writing lessons often have a grammar and punctuation focus.

IMPLEMENTATION

	EYFS	**KS1**	**KS2**
Pedagogical Approach and Strategies	• Daily writing opportunities through play, adult-led activities and continuous provision. • Systematic teaching of phonics through Read Write Inc. to support early writing skills. • Use of oral rehearsal, storytelling and talk to develop ideas before writing. • Explicit modelling of writing, letter formation and sentence construction by adults. • Use of Widgits, visual prompts and vocabulary-rich environments to support communication and writing. • Regular opportunities for mark-making and purposeful writing across all areas of provision. • Development of fine and gross motor skills through targeted activities and Ready to Write routines.	Year 1 • Daily writing lessons using the Mighty Writer approach to develop sentence structure, vocabulary and storytelling. • Daily Read Write Inc. Phonics lessons to support spelling, reading and early writing skills. • Explicit teacher modelling, oral rehearsal and sentence building to develop confidence in writing. • Use of Widgits, visual prompts and key vocabulary to support understanding and language development. • Daily handwriting lessons using the Read Write Inc. Handwriting programme. • Opportunities for guided and independent writing across the curriculum. • Fine and gross motor activities, including Ready to Write routines, to develop the physical skills needed for writing. • Targeted interventions and scaffolds provided where needed to ensure all children can succeed. Year 2 • Daily writing lessons following The Write Stuff approach.	• Daily writing lessons following The Write Stuff approach. • Writing taught through sentence stacking and carefully sequenced learning chunks to support progression and reduce cognitive load. • Each lesson includes dictated, modelled and independent chunks, enabling children to practise transcription, learn from expert modelling and apply skills independently. • Explicit teacher modelling, oral rehearsal and discussion to develop vocabulary, sentence structure and authorial choices. • Use of Widgits, visual stimuli, thinking pages, vocabulary banks and sentence stems to support understanding and independence. • Adaptations provided according to need, including scaffolded resources, pre-teaching of vocabulary, adult support and targeted interventions.

	• A balance of guided writing and independent application to build confidence and independence. • Carefully scaffolded learning to ensure all children can access and achieve success in writing. • Ongoing assessment and responsive support, including interventions where needed.	• Writing taught through sentence stacking and carefully sequenced learning chunks. • Explicit teacher modelling, oral rehearsal and discussion to support the writing process. • Use of Widgits, visual stimuli, thinking pages and key vocabulary to support understanding and language development. • Daily handwriting practice using the Read Write Inc. Handwriting programme. • Opportunities for dictated, modelled and independent writing within each lesson. • Targeted interventions and scaffolds provided to support individual needs. • Regular opportunities to edit, improve and publish writing. • Writing opportunities across the curriculum for a range of purposes and audiences.	• Opportunities for Greater Depth through Deepen the Moment activities and the use of the FANTASTICs. • Regular opportunities for independent writing, editing, redrafting and publishing. • Cross-curricular writing opportunities that enable children to write for a range of purposes, audiences and contexts. Punctuation and grammar is taught through writing lessons and in discreet lessons. • Use of Spelling Shed to teach spelling patterns on a weekly basis
Environment	• A clearly displayed working wall that reflects current learning and follows the writing sequence being taught. • Ambitious vocabulary linked to the current writing unit and text focus. • Widgits, visual prompts and modelled thinking pages available to support understanding and vocabulary development. • Examples of modelled writing and success criteria displayed and referred to during lessons. • Displays of the FANTASTICs and writing lenses to support children in deepening their writing. • Access to writing toolkits, vocabulary mats, dictionaries and thesauruses where appropriate. • Consistent use of letter formation prompts and handwriting resources. • Current class reading text and key vocabulary visibly promoted within the learning environment. • Sentence stems and scaffolds available to support learners where needed. • A print-rich environment that promotes a love of reading, writing and communication. • Evidence of children's ideas, vocabulary collection and planning displayed as part of the writing journey. • Resources organised to encourage independence and support self-selection by pupils. • Writing celebrated across the curriculum and displayed with pride. • Use of Gold Books from EYFS-Y6 for 'published' pieces of work.		
Assessment	• Read Write Inc. • Baseline assessments	• In Year 1, children are assessed using RWI assessments every half term. They are also	• Children are assessed against their year group's Key Performance Indicators every half term.

	• Termly assessments of writing their name and drawing a self-portrait.	assessed using their year group's Key Performance Indicators every half term. • In Year 2, children are assessed for their writing against their year group's Key Performance Indicators at least twice every half term. • Assessments do not need to be based on one cold piece of writing, or a whole piece of writing. They can be assessed using independent 'chunks' of writing. • NFER Spelling, Punctuation and Grammar tests every half term. These are used to analyse gaps in knowledge and to inform teaching. • Use of AIR to moderate judgements	• Assessments do not need to be based on one cold piece of writing, or a whole piece of writing. They can be assessed using independent 'chunks' of writing. • NFER Spelling, Punctuation and Grammar tests every half term. These are used to analyse gaps in knowledge and to inform teaching. • Use of AIR to moderate judgements
Timetabling	• Daily handwriting • Daily English lessons	• Daily handwriting • Daily English lessons	• Daily handwriting • Daily English lessons
EAL Provision	Resources are in both English and the mother tongue language where possible. Children receive support from teaching assistants. Use of Widgits and visual supports.		
Interventions including SEND provision	SEND Provision: • Widgits and visual supports to aid understanding, vocabulary acquisition and independence. • Thinking pages containing key vocabulary, images, sentence stems and model examples. • Vocabulary banks and word mats to support language development and ambitious word choices. • Chunked learning through dictated, modelled and independent sections to reduce cognitive load. • Teacher modelling and shared writing to demonstrate the writing process. • Oral rehearsal and talk partners to develop ideas before writing. • Sentence stems and scaffolds to support sentence construction. • Pre-teaching of vocabulary to ensure pupils can access lesson content. • Targeted adult support during lessons where appropriate. • Flexible grouping to provide additional challenge or support. • Handwriting and fine motor interventions for pupils requiring additional transcription support. • Additional processing time and adapted recording methods where needed. • Editing checklists and success criteria to support self-assessment and independence. • Targeted interventions to address specific gaps in spelling, handwriting, vocabulary or composition. Interventions: • Mighty Writer		

	• Spelling Shed • Banana Milkshake • Colourful Semantics • Handwriting • Spelling	
Staff CPD and induction	• Staff meeting time • Triads with the family of schools. • Write Stuff training. • Read Write Inc training • Lesson triads to share good practise • Opportunities for examples of excellent teaching and planning to be available to other members of staff. • Staff given 1:1 support from the writing lead. • Spelling Shed staff training • Family of schools moderation • In house moderation • LA moderation training Y6 • Access to the RWI Portal • RWI Handwriting training	
Phonics	• Read Write Inc phonics programme used consistently in EYFS and Year 1 daily. • In Year 2 RWI continues to be used daily for all children and for those who were below the expected level for phonics in year 1. • Half termly assessment and monitoring of children. This data is used to inform grouping, teaching and interventions. • Guided reading sessions in EYFS focus on decoding, and repetition of skills. • Year 2 use RWI/Spelling Shed	• Small group and individual phonics taught as required. • Phonics interventions.
Language	• Vocabulary is taught in Reading and English lessons. • Vocabulary is ambitious and children are taught how to use it effectively in their writing. • Children are taught a range of techniques to create an impact on their reader. • Morphology and etymology is taught through Spelling Shed	
Writing Community	• Whole school writing projects • Writing competitions	

Novel Study

At Hucknall National we believe that books open doors into new and exciting worlds! We use high quality novels and picture books as stimuli to enrich our curriculum, extend our children's experiences and build cultural capital. Novel Study is a holistic text-led approach to teaching reading and writing skills through the main English Curriculum. It is both challenging and encouraging for all children as it is based on providing 1st hand experiences and deep exploration of texts and the themes within them.

Novel Study aims to: foster an enjoyment of reading and literature; develop children's communication in all forms, including oracy and language; heighten imagination – the ability to think, reflect and grow morally, socially and cognitively; build deep analysis skills and create a safe place for children to express their inner most thoughts.

Where possible, every class has a text linked to their main topic theme for the term. Through this text, pupils are able to immerse themselves in their novel and the themed topic which they are studying which develops and supports our creative curriculum, allowing for deep analysis based on a range of knowledge and experiences. English lessons are led through the class novel which enhances the development of both reading and writing.