

Supporting our Early Writers with the new Writing Framework

16.01.2026 | 09:00 – 16:20

Location: Wells Cathedral School, Somerset, BA5 2ST

IAPS Members: £150

Non-IAPS Members: £199

Audience: Nursery, Reception and KS1 teachers, Early Years Leaders, SENDCOs, SLT, educators and advisors interested in curriculum design, assessment and movement-based approaches to early writing

Course Presenters: Jan Dubiel and Helen Battelley

By the end of the day participants will be able to:

- Critically interrogate the phrase “ready to write” as used in policy and classroom practice, identifying assumed versus explicit developmental prerequisites.
- Explain the role of gross motor foundations (posture, core stability, shoulder girdle control) in enabling fine motor skill and sustainable mark-making.
- Evaluate common early-years approaches (e.g. worksheets) against developmental evidence and redesign tasks to support embodied learning.
- Apply a motor-hierarchy (proximal → distal) framework to sequence teaching for transcriptional and compositional development.
- Understand the importance of the purpose and context of writing in terms of the compositional dimension
- Establish the concept of a child’s ‘writer’s voice’ and how this needs to be facilitated in conjunction with the transcriptional dimension.
- Produce, with guidance a step by step, curriculum-aligned action plan
- Draw from a suite of strategies and approaches to support early writing in the EYFS

09:00

Registration and refreshments

09:30

Pre-course questionnaire and baseline audit:
Brief practitioner self-audit mapping current
practices against DfE Writing Framework and motor-
skill indicators

09:50

Welcome, framing the problem: “Ready to Write”-
what does it mean?
A focused, evidence- informed unpacking of the DfE
Writing Framework
language

Session 1: Gross Motor Development: Proximal Before Distal: Understanding Motor Hierarchies:

10:15

- Theory (15-20 minutes) shoulder girdle, core, postural control and their developmental timelines- Development milestones
- Practical (35-40 minutes) Super Scribes- Using gross motor movement and music as motivators for writing. Developing foundational strength, posture and balance- Paper Hand

11:15

Break

Session 2: Curriculum Planning: Compositional and Transcriptional Steps- a step-by-step guide:

11:45

- Exploring the concept of a child's 'writer's voice' and how this is facilitated and enabled by adult transcription. Constructing a developmental and progressive sequence for both dimensions of writing

12:45

Lunch

Session 3: Fact or Fiction: Do worksheets accelerate writing? (Critical appraisal and redesign):

13:45

- Small group critique of typical worksheets and tasks used in Nursery/Reception

14:45

Break

Session 4: Designing Developmentally Appropriate Writing Environments (Practical design lab):

15:00

- Explore indoor and outdoor environments, resources and routines that scaffold mark-making, transcription and composition

15:45

Reflection, evaluation and next steps

16:20

Course ends

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- Between 4 and 2 weeks prior: a 25% refund
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