At Dewhurst St Mary we believe that every child is a writer. We are passionate about developing every child's knowledge, motivation and confidence in their writing. We have chosen HFL Education's **ESSENTIAL**WRITING as the basis of our writing curriculum for Nursery – Year 6. This is an ambitious and progressive writing scheme which provides our children with opportunities and tools to write for a range of specific purposes and authentic audiences. As a result, our children feel inspired and ready to write high-quality outcomes within the classroom but also have the knowledge, strategies and confidence to choose to write in their own lives.

| Writing Purpose | EYFS | Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
|---|---|---|---|---|
| To **entertain**  | ✓ | ✓ | ✓ | ✓ |
| To **inform**  | ✓ | ✓ | ✓ | ✓ |
| To **persuade**  | | | ✓ | ✓ |
| To **discuss**  | | | | ✓ |

Each year group has 12-16 teaching units, all of which use diverse and high-quality literature as good examples of writing craft and to help to motivate or inspire children to write.

**ESSENTIAL**WRITING is fully aligned with the National Curriculum for English including writing composition, vocabulary, grammar & punctuation for each year group. Each writing unit is progressively structured and centred around the different writing purposes: to entertain; to inform; to persuade and to discuss. The writing purposes are also progressively sequenced across the school (*see table, left*).

| | Write to entertain | Write to inform | W | |
|---|---|---|---|---|
| **Year 1** | Storyboard<br>Short picture book<br>Simple fairy tale<br>Short story<br>Poetry | Lists, labels and captions<br>Instructions<br>Rules<br>Letter<br>Recount<br>Simple explanation/ fact file | | |
| **Year 2** | Picture book<br>Short story<br>Narrative based on real experiences<br>Fairy tale/ Traditional tale<br>Poetry | Instructions<br>Letter<br>Postcard<br>Recount (inc. real events)<br>Simple non-chronological report | | |
| **Year 3** | Narrative<br>Setting-focused short story<br>Personal narrative (memoir)<br>Fable<br>Poetry | Non-chronological report<br>Instructions | Letter<br>Speech | |
| **Year 4** | Graphic novel<br>Character-driven short story<br>Poetry | Explanation<br>Newspaper report/ Recount<br>Non-chronological report | Letter<br>Speech<br>Travel leaflet | |
| **Year 5** | Descriptive recount<br>Narrative (suspense & atmosphere)<br>Short story<br>Poetry | Non-chronological report<br>Biography<br>Explanation | Advertising campaign<br>Letters | Reviews |
| **Year 6** | Narrative<br>Scene incorporating dialogue<br>Fairy tale<br>Poetry | Non-chronological report<br>Biography | Speech<br>Advocacy campaign | Balanced argument<br>Blogs |


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Follow this link to access the statutory content of the English objectives within the National Curriculum: English programmes of study: key stages 1 and 2 (publishing.service.gov.uk). The information below outlines our approach to the teaching of writing in each year group, which encompasses the teaching of the statutory content as outlined within the National Curriculum for writing for key stage one (Year 1 – Year 2), lower key stage two (Year 3 – 4) and upper key stage two (Year 5 – Year 6).

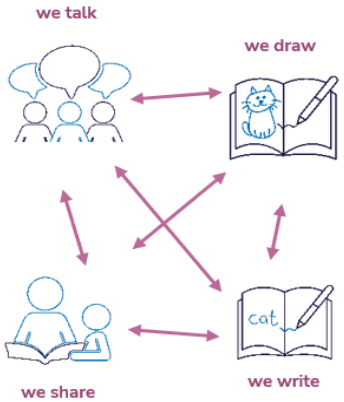
Alongside **ESSENTIAL**WRITING, at Dewhurst St Mary, we have adopted Read Write Inc Spelling as the basis of our spelling curriculum. **ESSENTIAL**WRITING supports our children to apply this learning in context and build their spelling confidence. Writing models reflect age-appropriate spelling objectives and children are taught how to monitor the accuracy of their writing. Handwriting is also taught. We have adopted Pen Pals to ensure that every child gains sufficient fluency for writing, with knowledge of accurate letter formation and how to join letters so that they can meet the National Curriculum expectations for each key stage.

**NURSERY & RECEPTION**

Within the Early Years, children are taught that their writing is important and can be shared with people to communicate their thoughts, interests and ideas. This develops the children's earliest understanding of writing for an authentic purpose and audience, as they are invited to make their own books throughout the year within a writing community and share with their peers and loved ones. All bookmaking projects are based on the children's own experiences and ideas, with all adults involved in creating their own books too!

| | **Autumn** | | | | **Spring** | | | | **Summer** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nursery | Ourselves | Lift the Flap Books | Maths picture books | Poetry and rhyme | Dinosaur books | Animal Story Books | People Who Help Us Books | Travel Story Books | Growing and Planting | How I've Changed | Stories I Like | Traditional Tales |
| Reception | All About Me Books | My Favourite Story Books | My Special People Books | What is It? Books | Things I Like Books | Animal Story Books | My Celebrations Books | My Journey Story Books | My Amazing Body Books | My Fairy Tale Books | Our Amazing World Books | My Very Own Story Books |

The writing process in the Early Years can look like this:




All children are given the opportunity to talk, draw, write and share within the Early Years setting, as part of the writing process. Drawing and writing will take the form of emergent writing and mark-making in the children's earlier stages of development whilst the children learn how to hear different sounds in words and form letters accurately during their reception year. All children are invited to share their ideas, their drawing and/or their writing every day, and to feel increasing self-esteem, motivation and belonging when their peers and adults want to hear what they want to say and what they want to write.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**Year ONE**

In Year 1, the children are always encouraged to write for an authentic audience and are introduced to the concept of writing to entertain and to inform their readers. Alongside their growing knowledge of how sounds are represented in writing (grapheme-phoneme correspondence, or GPCs), the children learn how to use this knowledge to write a wider range of vocabulary to support their own compositions. Simple sentence structure is emphasised, along with use of spaces between words, capital letters and full stops, to help the reader know where one idea ends and another begins. The children will also start to extend the range of punctuation applied by using question marks and exclamation marks in their writing. They will become familiar with a range of genres, such as narratives, recipes, letters and explanations, and enjoy playing with language whilst writing their own poetry.

| **Autumn** | | | | | **Spring** | | | | | **Summer** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Labels, lists and captions**  | **Narrative**  | **Poetry**  | **Recipes/ Instructions**  | **Narrative**  | **Narrative**  | **Rules & recount**  | **Poetry**  | **Narrative**  | **Poetry**  | **Letters**  | **Poetry**  | **Narrative**  | **Explanation**  | **Narrative**  |
| A range of labels, captions leading to a short list of instructions | A short scene, imagining an event arising from a well-loved story | List poems to describe a colour | A range of recipes to be used in their own class celebration or party/ instructions for everyday life | A retelling of a variety of traditional tales and the children's own original version | A short narrative inspired by a well-loved story | A set of rules for being a good classmate or friend; a recount about a real event | A playful poem using rhyme with nonsense words | A short narrative focusing on introducing characters and sequencing events in a story | Performance poetry, experimenting with sounds, rhyme & rhythm | A range of letters about themselves and their interests | A free verse poem based on likes and dislikes | An original story, told in the form of a traditional tale | An explanation of the life cycle of an imaginary bug | A narrative focusing on development of a simple plot |


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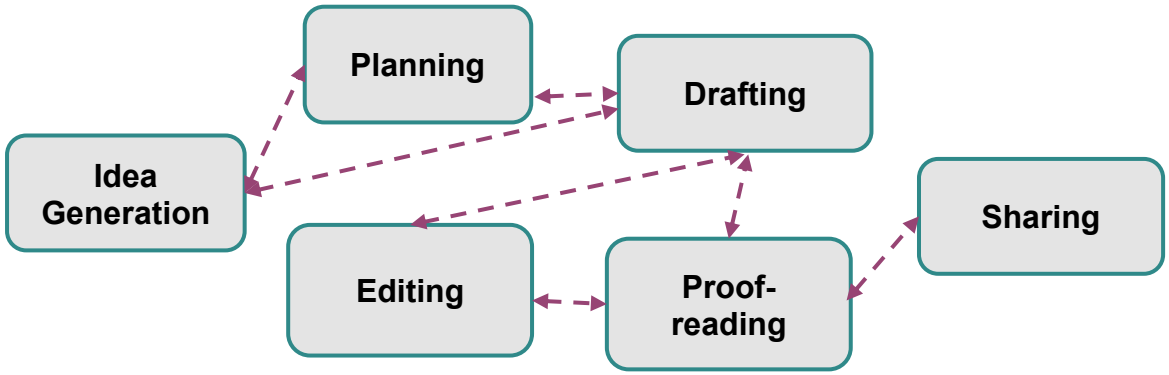
**Year TWO**

In Year 2, the children build upon their understanding of writing to inform and to entertain their audience. Use of sentence structure is consolidated further, and the children are taught how to join their ideas to create greater variety and interest for the reader. Punctuation to demarcate sentences is regularly taught and reviewed, and the children are introduced to using a comma to separate items in a list and apostrophes to show where letters are missing (contraction) or singular possession. A range of wider vocabulary is taught and encouraged within the children's writing, to support more detailed description, along with the use of adjectives and adverbs to add detail to nouns and verbs. Children in Year 2 are taught about a wider range of genres to suit their writing purpose, such as a non-chronological report and instructions when writing to inform. To support their understanding of how to entertain their reader, they are also taught about some figurative language techniques, such as the use of simile and alliteration.

| Autumn | | | | | Spring | | | | Summer | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Narrative** | **Instructions** | **Poetry** | **Narrative** | **Letters, postcards** | **Narrative** | **Non-Chronological Report** | **Narrative** | **Poetry** | **Narrative** | **Instructions** | **Recount** | **Narrative** | **Poetry** |
| A short scene, imagining an alternative event arising from a well-loved story | A set of instructions outlining what is needed to be a good friend | A range of list poems about a range of topics, such as the seasons and questions that they want to know the answers to | A short narrative, based on a real journey around the local area | A range of letters and postcards to chosen friends and family members | A narrative based on the events of a well-loved fairy tale | An informational report, based on an animal of their choice | A narrative focusing on the use of character and developing dialogue through speech bubbles | A range of free verse poems, focusing on the use of simile | A narrative using real and imagined events to create an interesting plot | A set of instructions for an imagined event or activity | A recount about an important moment in their own live4s | A short story revolving around the actions and adventures of a central superhero character | A range of free verse poems, focusing on the use of alliteration |




In **ESSENTIAL**WRITING lessons, the stages of the writing process are given dedicated teaching time to enable all children to behave as writers. They learn about these vital stages of writing and, within key stage one, they are given time to collect their ideas, plan and compose their writing orally before writing. They are given regular opportunities to share their writing by reading and rereading it aloud. Children regularly discuss what they have written with their teacher and their peers to ensure their meaning is clear. They are taught to proof-read to make corrections in spelling, grammar and punctuation so that their readers can follow their writing with clarity. Vitally, within all writing units, the children are given time to publish their writing to share it and celebrate their success with their intended audience.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**Year THREE**

In Year 3, the children consolidate their understanding of writing to entertain and to inform. They will be introduced to writing to persuade for the first time. In doing so, they will develop a keener awareness of the reader, by considering how to move and convince their audience to act and/or change their mind. They will encounter new genres, such as personal narratives (memoirs), fables, persuasive speeches and other sub-genres of poetry (such as calligrams and kennings), and revise their genre knowledge of instructions, letters and non-chronological reports. They will revisit learning from Year 2 to ensure that they are familiar with simple sentence structure and build upon this by using a greater range of conjunctions to join their ideas in writing. Accurate punctuation of dialogue is introduced in Year 3, along with the use of prepositions and adverbs to tell the reader when, where and how things happened. Children in Year 3 will also learn how to structure their writing, by including paragraphs and/or headings and subheadings to support the reader to navigate the writing more effectively.

| **Autumn** | | | | **Spring** | | | | **Summer** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Narrative**  | **Poetry**  | **Fables**  | **Non-Chronological Report**  | **Narrative**  | **Persuasive Speeches**  | **Personal Narrative**  | **Poetry**  | **Persuasive Letters**  | **Instructions**  | **Non-Chronological Report**  | **Narrative**  | **Poetry**  |
| A short narrative, based on a journey story | Free verse poetry about a subject of the children's choice, taking inspiration from a range of well-known poems by famous poets | A fable, using either human or animal characters, imparting a moral message that the children choose to be of importance to them | A report about an imagined or real job, based on their own interests and aspirations | A short narrative, focused on developing an interesting or unusual setting and using dialogue to convey character | A persuasive speech, linked to the children's choices about how to improve the local community and/or environment | A personal narrative (or memoir) based on a significant memory or moment in their lives | A calligram (shape poem) about a favourite item or topic and free verse poetry about their local area | A persuasive letter about a specific subject or topic that they feel strongly about | A set of detailed instructions for a real or imagined journey | An informative report about festivals and/or celebrations within their own family, religion or culture | A narrative, focusing on developing the use of dialogue to convey character | A kenning based on a favourite subject or topic |


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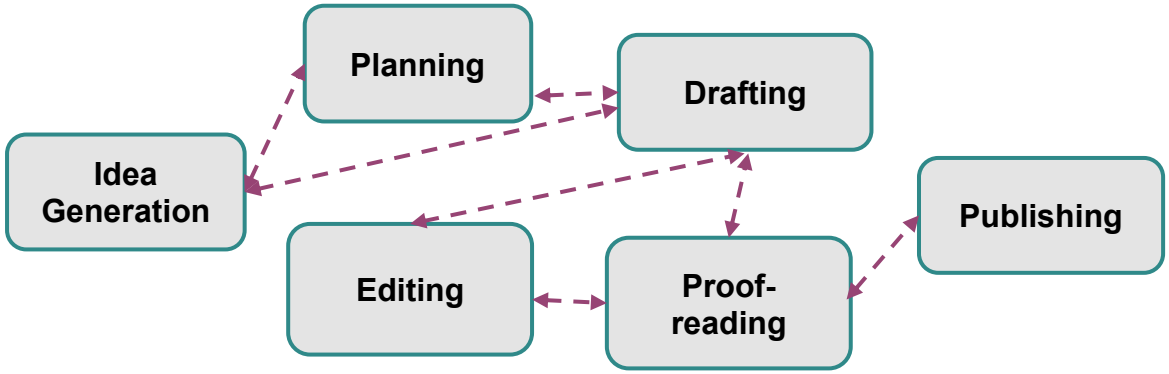
**Year FOUR**

In Year 4, the children continue to write to entertain and inform their readers and consolidate their knowledge of writing to persuade. They will encounter new genres, such as newspaper reports and travel leaflets, and revise their understanding of familiar genres (such as an explanation or non-chronological report) and apply more sophisticated language choices. Learning from Year 3 will be revised and consolidated regularly within writing lessons, to ensure that children are confident with using a range of vocabulary and punctuation to support their intended effect on the reader. Children in Year 4 are also taught about a greater variety of ways to begin sentences, such as with a fronted adverbial to link back to a previous sentence or paragraph and/or to move the writing on for the reader. A greater range and/or usage of punctuation is taught in Year 4, such as the use of a comma to separate groups of words or phrases within a sentence and the use of an apostrophe to signify plural possession. Dialogue punctuation is reviewed to include the use of paragraphing and commas before a reporting clause. Children in Year 4 are also taught about a wider range of figurative language techniques, such as personification and metaphor.

| Autumn | | | | | Spring | | | | Summer | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Narrative** | **Persuasive Speech** | **Poetry** | **Explanation** | **Narrative** | **Newspaper reports** | **Travel leaflets** | **Narrative** | **Poetry** | **Persuasive Letters** | **Non-Chronological Report** | **Poetry** | **Narrative** | **Poetry** |
| A short scene including dialogue and a graphic novel scene to detail action, character and dialogue | A persuasive speech about a chosen topic of importance | A free verse poem, using classic poetry as inspiration for the subject matter | An explanation of an invention, based on the children's imagination and creativity | A narrative focusing on description of setting and character experience | A newspaper report based on an event that occurs within school life | A travel leaflet based on an imaginary place or country | A narrative focusing on character development and description | A haiku, or range of haikus, about the seasons | A persuasive letter based on environmental or community action on a local or global scale | An informative report about a particular hobby or favourite game/ pastime | A poem focusing on unusual word combinations to experiment with expressive language | A narrative focusing on the development of plot, setting and character | A range of poems, focusing on the use of personification and metaphor as figurative devices |




In lower key stage two, the children continue to discuss and record their ideas for writing and 'read as writers' to study writerly craft and apply similar techniques to their own writing. Oral rehearsal for writing is embedded throughout the writing teaching sequence and the children build a varied and rich vocabulary and increasing range of sentence structures to use within their compositions. Dedicated time is provided to teach the children how to evaluate and edit their writing, thinking carefully about their language choices and the intended effect on the reader. Proof-reading strategies are used to check for spelling and punctuation errors to ensure that their final versions are ready to be shared with their audience.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**Year FIVE**

In Year 5, the children are introduced to writing to discuss for the first time. They will also spend time writing to entertain, inform and persuade, and enjoy building upon their knowledge of these writing purposes, selecting from a wider range of sophisticated language choices based on their intended effect on the reader. Children in Year 5 will be encouraged to continually review and refine their writing, based on their understanding of how to use and manipulate grammar and vocabulary to achieve their desired effect. A wider range of punctuation is introduced in order to achieve this, including the use of brackets, dashes and commas for parenthesis, as well as colons to introduce a list or set up a dramatic surprise or pause for the reader. The children are encouraged to focus on cohesion for the reader (making sure that the ideas within the writing link and flow) within and across paragraphs. They are introduced to a further variety of genres, such as a biography, an advertising campaign and reviews, whilst continuing to refine their ability to craft high-quality narrative and poetry. They will also learn about the use of further figurative language techniques, such as the use of assonance within poetry.

| **Autumn** | | | | | **Spring** | | | | | **Summer** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Non-Chronological Report** | **Description** | **Poetry** | **Narrative** | **Biography** | **Persuasive Letters** | **Non-Chronological Report** | **Description** | **Narrative** | **Poetry** | **Explanation** | **Advertising campaign** | **Poetry** | **Reviews** | **Narrative** |
| An information report about an imagined mythical or magical creature | A setting description, focusing on use of vocabulary to create mood | A cinquain focusing on use of meter and precise word choice | A narrative focusing on story beginnings and endings that feel cyclical | A biography of a chosen important figure in history and science | A persuasive letter focused on the use of varying formality | An information report based on an imagined place | A descriptive recount, focused on the development of tension within writing | A narrative focused on the use of mystery and suspense | A rap based on experiences of school life and focusing on the use of assonance | An explanation of a process | An advertising campaign, designed to advertise the children's own inventions | Free verse based on the children's own experiences of life and school | A range of reviews, based on the children's experiences | A narrative, focusing on description to build setting, atmosphere and character |


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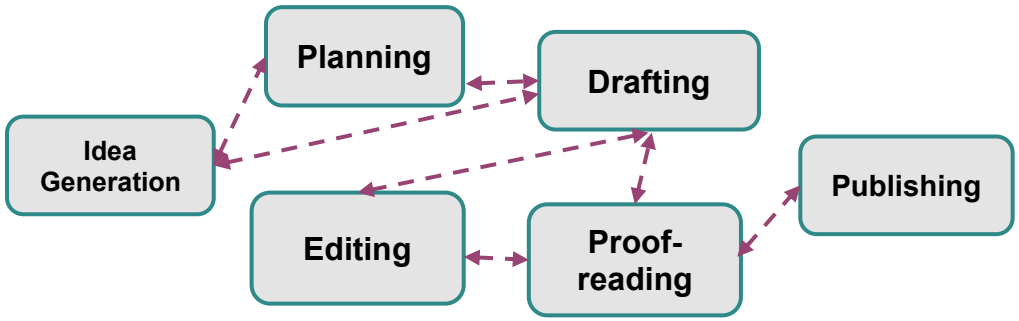
**Year SIX**

In Year 6, the children will continue to write for a range of purposes and audiences, making judicious choices about their vocabulary, grammar and punctuation based on their intended effect on the reader. Children in Year 6 will be encouraged to experiment with their sentence structure, according to the needs of their reader, and be introduced to more sophisticated grammatical choices, such as the passive voice and subjunctive form. The range of formality required for the audience will also become a significant element of the children's decision-making process. Along with the range of punctuation already taught across the primary phase, children will practise how to use semi-colons, colons and dashes to mark the boundaries between independent clauses. In order to ensure that the children can be independent writers and showcase their talents for writing, they are provided with time and choice to support their selection of subject matter within their compositions and apply their learning within extended written outcomes.

| Autumn | | | | Spring | | | | | Summer | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Narrative** | **Non-Chronological Report** | **Narrative** | **Persuasive Speeches** | **Non-Chronological Report** | **Dialogue** | **Balanced argument** | **Narrative** | **Biography** | **Advocacy Campaign** | **Narrative** | **Advocacy Poetry** | **Blogs** | **Narrative** |
| A scene designed to create mood, atmosphere and tension through setting and character | An information report based on an imaginary or real planet | An imagined scene, using a well-loved story as inspiration | A persuasive speech based on a 'pet peeve' to banish to 'Room 101' | A formal report detailing information about an invented creature | A detailed scene incorporating dialogue to convey character | A balanced argument about a chosen, well-understood subject or topic | A narrative based on the themes and structure of a traditional tale | A biography of a well-known person in current culture or history | An advocacy campaign based in the UN Rights of the Child | A narrative focusing on development of character, setting and plot | A range of poems to entertain and persuade the reader to act on a topic concerning climate change | A blog to discuss the experiences of school life | A narrative based on Shakesperean themes |




In upper key stage two, a keen focus on the authentic purpose and audience for their writing ensures that the children are acutely aware of an appropriate selection of vocabulary and grammar, with conscious control of sentence structure. The children have time to study the writerly craft of a range of authors, noting and developing their own ideas to develop independence in writing. They understand how their language choices can be used to change and enhance meaning for their intended audience. Children are successful at evaluating and editing their writing and can propose changes to their own and others' writing, based on its effectiveness and the needs of the reader. They can proof-read for spelling and punctuation errors to ensure that their writing is ready for sharing with their chosen audience. All writing is shared and celebrated, with feedback sought from their readers to recognise how they have been successful writers and what they could do to improve even further.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