At Pulford Lower School, 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 years 1-4. 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. We follow a two year rolling programme to ensure children access complete coverage of the curriculum without unnecessary repetition. Medium term plans include adaptations to support with delivering a well-pitched curriculum within a mixed age class.

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

Each year group has 13-16 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.

ESSENTIALWRITING 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; to discuss. The writing purposes are also progressively sequenced across the school (*see table, left*).

follows:

	Write to entertain	Write to inform	Write to persuade	Write to discuss
Year 1/2	Storyboard Short picture book Simple fairy tale Short story Poetry	Lists, labels and captions Instructions Rules Letter Recount Simple explanation		
Year 3/4	Narrative Setting-focused short story Personal narrative (memoir) Fable Poetry	Non-chronological report Instructions	Letter Speech	
Year 5/6	Narrative Scene incorporating dialogue Fairy tale Poetry	Non-chronological report Biography	Speech Advocacy campaign	Balanced argument Blogs

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). For this academic year, **ESSENTIAL**WRITING is implemented in Y1 – Y6 but builds on the foundational learning from the EYFS.

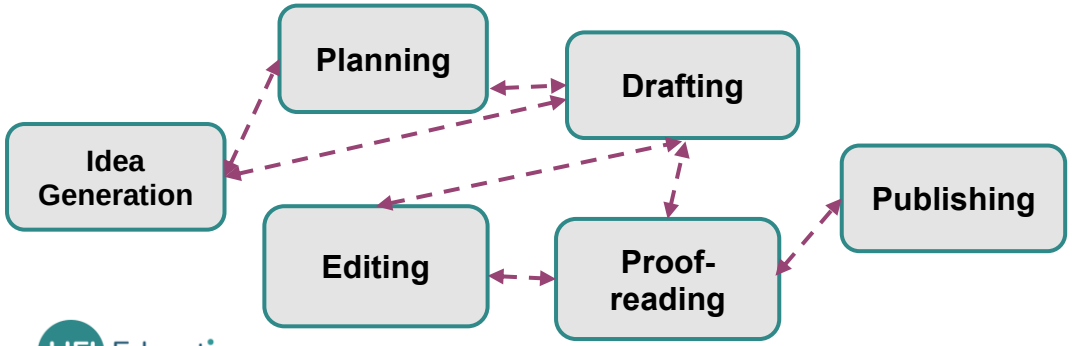
Alongside **ESSENTIAL**WRITING, at Pulford Lower School, we have adopted Essential Spelling as the basis of our spelling curriculum in years 2, 3 and 4. **ESSENTIAL**WRITING supports our children to apply this learning in context and build their spelling confidence. Writing models reflect age-appropriate spelling objectives and children are taught how to monitor the accuracy of their writing. Handwriting is also taught, 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.

© HFL Education

YEAR 1/2

In key stage one (Years 1/2), 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. For children in Year 1, 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. For children in Year 2, they are taught how to join their ideas to create greater variety and interest for the reader. The children will also start to extend the range of punctuation applied by using question marks and exclamation marks in their writing. Children in Year 2 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. 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 fact file about an important celebration	A narrative focusing on development of a simple plot



In key stage one, 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 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.

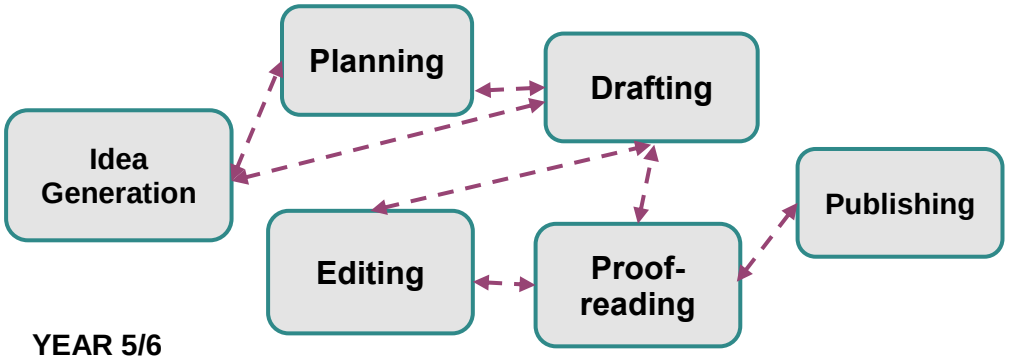
HFL Education

© HFL Education

YEAR 3/4

In lower key stage two (Years 3/4), the children consolidate their understanding of writing to entertain and to inform. For children in Year 3, 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 key stage one 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 3/4, along with the use of prepositions and adverbs to tell the reader when, where and how things happened. The children 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. 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 to children 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.

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/ an imaginary child, 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



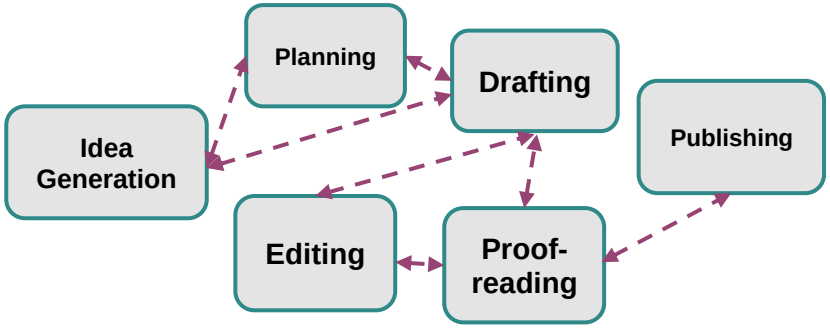
YEAR 5/6

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.

© HFL Education

In upper key stage two (Year 5/6), 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 5/6 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. They are encouraged to focus on cohesion (making sure that the ideas within the writing link and flow) within and across paragraphs. Children in Year 6 will be encouraged to experiment more widely 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 in Year 6 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 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.

© HFL Education