At Strathmore Infant and Nursery 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 Nursery – Year 2. 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
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.

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

Children in Nursery & Reception are not introduced to specific genres; instead, they take part in bookmaking projects to support their understanding that writing is a multi-sensory and joyous activity, that is purposeful. Within Year 1 – Year 2, genres linked to the writing purpose are studied across each year group as follows:

	Write to entertain	Write to inform
Year 1	Storyboard Short picture book Simple fairy tale Short story Poetry	Lists, labels and captions Instructions Rules Letter Recount Simple explanation/ fact file
Year 2	Picture book Short story Narrative based on real experiences Fairy tale/ Traditional tale Poetry	Instructions Letter Postcard Recount (inc. real events) Simple non-chronological report

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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).

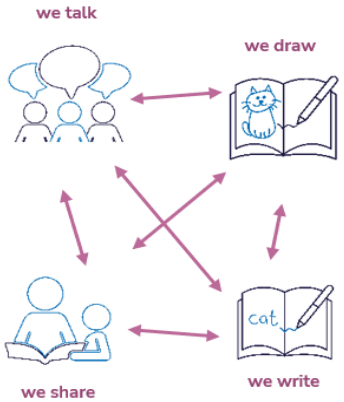
Alongside **ESSENTIAL**WRITING, at Strathmore, we have adopted Little Wandle as the basis of our spelling curriculum. **ESSENTIAL**WRITING supports our children to apply this learning in context and build their spelling confidence. Writing models reflect age-appropriate spelling objectives and children are taught how to monitor the accuracy of their writing. Handwriting is also taught. We have adopted the Strathmore Handwriting Curriculum which incorporates Little Wandle handwriting formation phrases and workbooks in Reception 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.

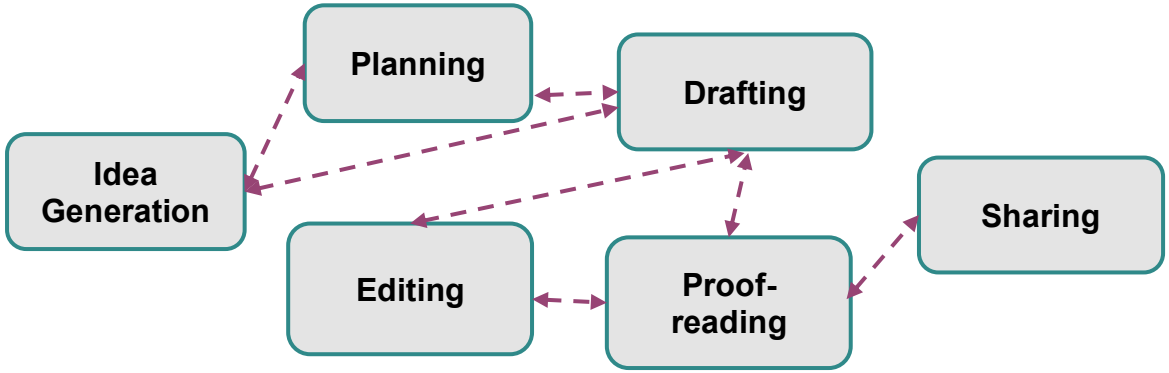
Autumn					**Spring**					**Summer**				
Labels, lists and captions 	**Narrative** 	**Poetry** 	**Recipes/ Instructions** 	**Narrative** 	**Narrative** 	**Rules & recount** 	**Poetry** 	**Narrative** 	**Poetry** 	**Letters** 	**Poetry** 	**Narrative** 	**Explanation** 	**Narrative** 
A range of labels, 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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