



Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

At OBPS we follow the National Curriculum objectives for Writing and ensure full coverage in all year groups. We teach these objectives using Jane Considine's 'The Write Stuff' as a vehicle for learning from the Early Years up to the end of Year 6. We have chosen this schema as our vehicle for teaching writing at OBPS because it brings together the 'how' and subject knowledge. Rob Coe (2020) stated '*what teachers know and do makes more difference to pupils' outcomes than anything else we can change*'. We implement our writing curriculum, ensuring that the sequence of teaching is a 'lived experience.'

The basic structure of a unit of work consists of developing plot points across a series of sentence stacking lessons (unit dependent), leading to 2 lessons for planning, followed by 2 lessons of independent writing, incorporating opportunities for editing after each plot point has been written. Interspersed within sentence stacking lessons, there will also be at least one 'Experience' lesson. This is to promote engagement and immerse the children in the subject and develop knowledge of the genre/ topic/text being written about. It should be noted that Experience lessons may last a whole day, for example, if a recount is being written, the experience could be a trip/ enrichment session.

Within a school week, in Reception, four daily sessions are taught lasting 30 minutes. In Years 1-6, teachers deliver a daily session of writing for 1 hour.

By the end of Reception, children should be writing at least one sentence. In Year 1, this progresses to being able to write 2 sentences in the Autumn term, 3 sentences in Spring, by the end of Year 1, children are confidently writing a paragraph. As children progress through the year groups, so they will continue to increase the number of plot points (which represent a paragraph) in their writing.

All children in Years 1-6 have a 'Creation book' and a 'Presentation book.' The Creation book is used for sentence stacking lessons and experience lessons as well as during the planning lesson. Presentation books are used for the independent writing lessons.

Writing is edited during each sentence stacking lesson against success criteria shared in the Creation Book. Following the first independent writing lesson, all children edit their overall piece against the following:

E1: The Revise

- These are often 'little' adjustments or changes and tend to fall into the categories of *Spelling, Missed or Additional Words, Punctuation*

E2 Edit: The Rewrite

- This is crucial and particularly for primary age pupils' thinking needs to be attached to sentence rewrites. A rewrite would be appropriate if a sentence doesn't make sense, could be restructured, or generally improved.

E3 Edit: The Reimagine

- This is when a writer wants to add more sentences to develop an idea further. Pupils are often resistant about adding more as it presents the problem of where to fit additional sentences. This is an ideal opportunity to train pupils to use ‘editing flaps’ – extra pieces of paper that stick onto their writing and show the additional sentences added into their work.

Editing will be evident in both Creation and Presentation books through the use of purple pens.

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EYFS Writing

*See separate curriculum planning document for phonics

Writing ELG Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others

EYFS Transcription- handwriting and spelling

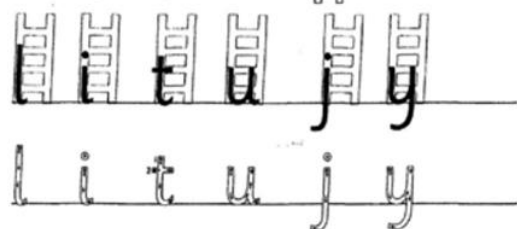
| Autumn | Spring | Summer |
|---|--|---|
| <p>Spelling (see phonics programme for detail of specific sounds)</p> <ul style="list-style-type: none"> • Write own name. • Orally segment and write VC and CVC words independently. • Begin to use some phase 3 digraphs in their writing <p>Handwriting</p> | <p>Spelling (see phonics programme for detail of specific sounds)</p> <ul style="list-style-type: none"> • Spell to write words independently using Phase 2 and some taught Phase 3 digraphs. • Spell some High Frequency words e.g., the, to etc independently • Spell words using knowledge of phase 3 and phase 3 graphemes. • Attempting phase 4. - Make phonetically plausible attempts when writing more complex unknown word <p>Handwriting</p> <ul style="list-style-type: none"> • Holds a pencil effectively to form recognisable letters (all lowercase letters). • Form some lower-case letters correctly • Starting to use Capital letters. • Begin to form clear ascenders and descenders. | <p>Spelling (see phonics programme for detail of specific sounds)</p> <ul style="list-style-type: none"> • Spell words independently using Phase 2-Phase 4 • Make phonetically plausible attempts when writing more complex unknown words. • Spell some High Frequency Words e.g., he, she, we, be, me independently <p>Handwriting</p> <ul style="list-style-type: none"> • Form most lower-case letters correctly. • Can include spaces between words. |




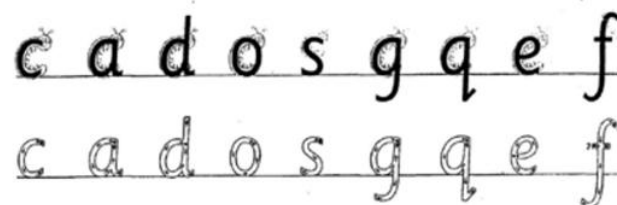
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- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Begin to form letters from their name correctly.• Modelling comfortable pen grip.• Beginning to form other recognisable letters from Phase 2 phonics. | <ul style="list-style-type: none">• Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to right when writing.• Anticlockwise movements | <ul style="list-style-type: none">• Write more capital letters correctly.• Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.• Use finger spaces between their words independently.. |
|---|--|---|

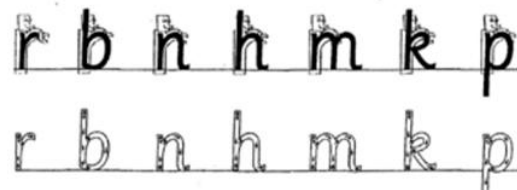
The family of long ladder letters 




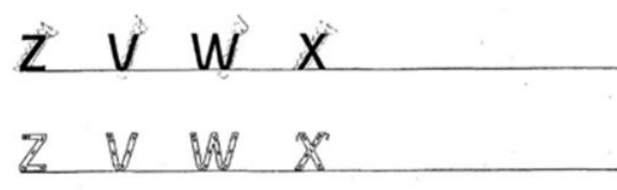
The family of curly caterpillar letters 



The family of one-armed robot letters 



The family of zig-zag monster letters 



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We use Letterjoin to teach handwriting. Printplus font is used in EYFS.

EYFS composition

| Autum | Spring | Summer |
|---|--|--|
| <ul style="list-style-type: none"> • Talk to link ideas, clarify thinking and feelings • Write their name by copying it from a name card or memory. • Begin to write some initial sounds. • Segment CVC words and attempting to write using taught sounds. • Begin to write short phrases / captions with support. (the cat) • Know there is a sound/symbol relationship. | <ul style="list-style-type: none"> • Orally compose a 4–5-word phrase and hold it in memory • Writing short captions/phrases independently. (4-5 words) I can see a cat • Begin to write a simple sentence with support. • Begin to use a capital letter at the beginning of a sentence. • Begin to use full stop at the end of a sentence. | <ul style="list-style-type: none"> • Developing the ability to write captions and short sentences independently. • Can read writing back to themselves. • Write short sentences using a capital letter and full stop. • Write different text forms for different purposes (e.g., lists, simple stories, instructions) • They can read their own sentences and so can teachers <p>Year 1 ready:</p> <ul style="list-style-type: none"> • Demarcate sentences with full stops • Leave spaces between words • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' |

EYFS Write Stuff units

| Autum | Spring | Summer |
|---|--|---|
| <p>Narrative 'On Sudden Hill'</p> <p>Non -Fiction Instructions 'Chocolate Mug Cake'</p> | <p>Narrative 'Lost and Found'</p> <p>Non-Fiction Fact File / Report 'If Sharks Disappear'</p> | <p>Narrative 'Jack and the Jellybean Stalk'</p> <p>Non- Fiction</p> |

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| | | |
|--|---|---|
| <p>Narrative 'Ruby's Worry'</p> | <p>Non-Fiction Fact File / Report National Geographic 'Penguins'</p> | <p>Recount of School Trip Non-Fiction Review Meet the Weather</p> |
| <p>Narrative 'Poppies' Narrative-Trad tale with twist 'Pigs Might Fly' Non-Fiction 'Gingerbread Biscuits'</p> | <p>Narrative Nat Fantastic Non-Fiction Real Life Superheroes Fiction The Proudest Blue</p> | <p>Narrative 'Handa's Surprise' Non-Fiction Recount of School Trip Narrative All Aboard the London Bus Narrative 'Perfectly Norman'</p> |

| <p align="center">Year 1 Writing Transcription *See separate curriculum planning document for phonics</p> | | |
|---|--------|--------|
| Autumn | Spring | Summer |
| <p>spell: The national curriculum in England- English Appendix 1: Spelling</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs | | |

- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting:

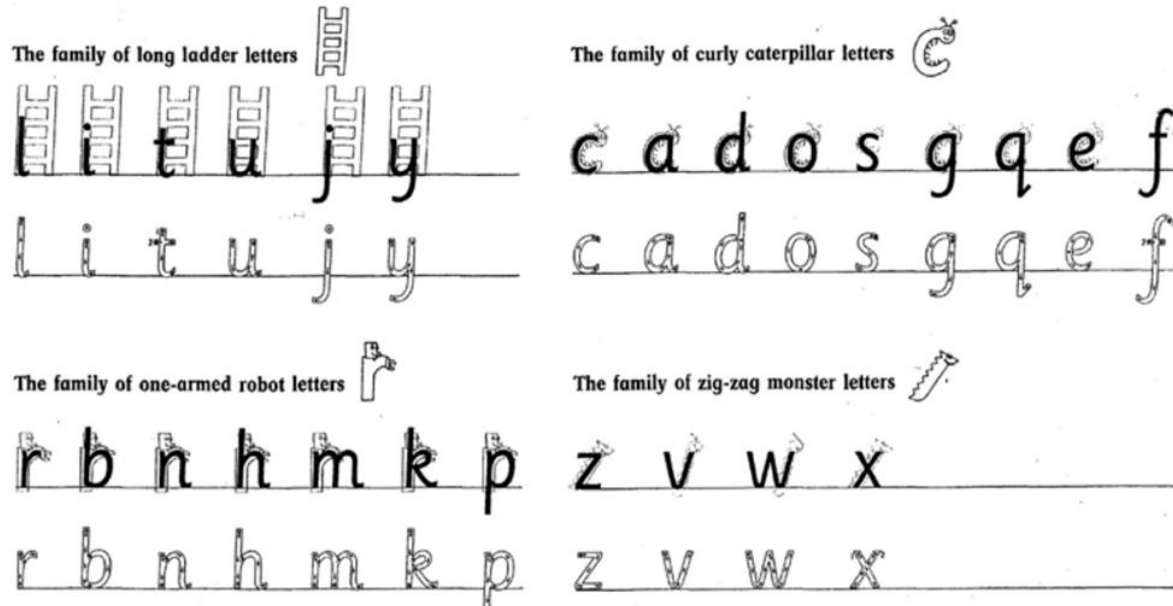
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

The letter families

- **long ladder** letters l i j t u y
- **one-armed robot** letters r b h k m n p
- **curly caterpillar** letters c a d e g o q f s
- **zigzag** letters z, v, w, x

Children will work in **pencil**.

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Year 1 Handwriting (Letter join Module 2 Print to Cursive)

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|---|---|
| 1) Warm up activities 2) Letter Families- long ladder, curly caterpillar letters 3) Letter Families- One armed robot, Zig Zag letters 4) Capital letters- A- E 5) Capital letters- F- J 6) Capital letters- K- O | 1) Capital letters- P- T 2) Capital letters- U- Z 3) Form printed letters- a- t 4) Form printed letters- u- z 5) Numbers- 0- 9 6) Punctuation marks and maths symbols Handwriting assessment- first name and letter formation | Revision of capital letter and printed letter formation, number formation- analysis of writing assessment | Revision of capital letter and printed letter formation Handwriting assessment- first name and letter formation | 1) Revision of curly caterpillar letter family- capital letters 2) Revision of curly caterpillar letter family- lower case letters 3) Revision of one armed robot letters- capital letters 4) Revision of one armed robot letters- lower case letters 5) Revision of long ladder letters 6) Revision- writing own name | 1) Other symbols, punctuation actions 2) Circles, spirals, lines, jellies 3) Zig zags, loopies, waves and easy cursive letters 4) Easy and harder cursive letters Handwriting assessment- first name and letter formation |

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| Year 1 Writing Composition | | |
|---|---|---|
| <p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • Sequence sentences to produce non- narrative writing • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. | | |
| Year 1 Writing Vocabulary, grammar and punctuation | | |
| Autum | Spring | Summer |
| <ul style="list-style-type: none"> • Demarcate sentences with full stops • Leave spaces between words • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | <ul style="list-style-type: none"> • Demarcate sentences with full stops • Leave spaces between words • Join words and clauses using and • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | <ul style="list-style-type: none"> • Demarcate sentences with full stops • Leave spaces between words • Join words and clauses using and • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • demarcate sentences with a question mark or exclamation mark where appropriate |



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| Year 1 Write Stuff units | | | | | |
|--------------------------|--|--------|---|--------|--|
| Autum | | Spring | | Summer | |
| | Narrative: Character Description -Picture-Lizzie Non-Fiction: Instructions ‘How to Grow a Unicorn’ Narrative: Adventure ‘Jo-Jo and Gran-Gran’ | | Narrative ‘The Train Ride’ Non-Fiction: Information ‘Seasons’ | | Narrative: Irish Myth ‘Song of the Sea’ Non-fiction: Letter ‘Grandma Benjo-Davies’ |
| | Poem: ‘Firework Night’ Narrative: Adventure ‘The Bear and the Piano’ | | Narrative ‘Wombat Goes Walkabout’ Poetry ‘When I am by Myself’ | | Narrative: Science Fiction ‘The Way Back Home’ Non-fiction: Recount ‘Our Trip to the Woods’ |

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| Year 1: Detail of content to be introduced (statutory requirement) | |
|--|--|
| Word | <p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p> |
| Sentence | <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p> |
| Text | Sequencing sentences to form short narratives |
| Punctuation | <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> |
| Terminology for pupils | <p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> |

Year 2 Writing **Transcription**

*See separate curriculum planning document for phonics

Autumn

Spring

Summer

The national curriculum in England- English Appendix 1: Spelling

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English 30 Statutory requirements
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Begin to form and use the four basic handwriting joins
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

The letter families

- **long ladder** letters l i j t u y
- **one-armed robot** letters r b h k m n p
- **curly caterpillar** letters c a d e g o q f s
- **zigzag** letters z, v, w, x

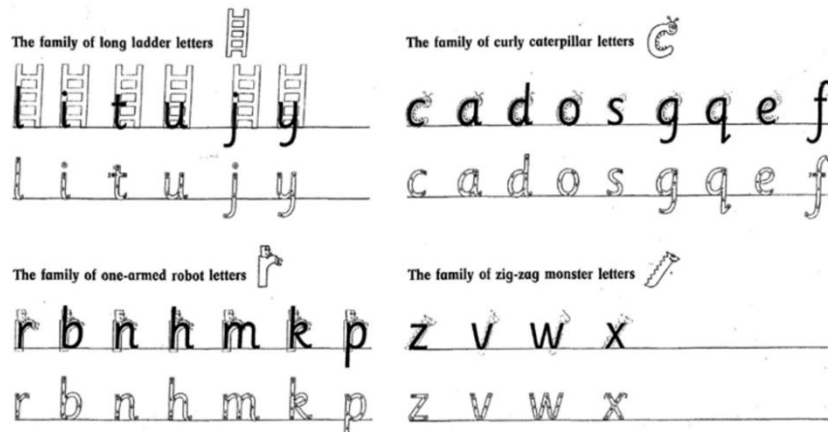
The Joining Style

Joins are made **both to and from** the following 17 letters: a c d e f h i k l m n o r t u v w

Joins are made **to but not from** the following 8 letters: b g j p q s x y

Joins are not made **to or from** the letter z

Children will work in **pencil** in all learning.



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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|--|
| 1)Forming and joining letters 2)Forming and joining letters lesson 4-6 3)Letter families, high frequency words, dictation-long ladder letters 4)Letter families, high frequency words, curly caterpillar letters-dictation 5)Letter families, high frequency words, dictation-one-armed robot letters 6)Letter families, high frequency words, zig zag letters-dictation | 1)Diagonal joins, high frequency words, dictation 2)Horizontal joins, high frequency words, dictation 3)The letter 'f', high frequency words, sequencing sentences 4)The letter 'k', high frequency words, sequencing sentences 5)The letter 'b' and 'd', high frequency words and sequencing sentences 6)The letter 'w', high frequency words and sequencing sentences Handwriting assessment | 1)The letter 's', high frequency words and sequencing sentences 2)The letter 'z' and high frequency words 3)Dictations exercises and high frequency words 4)as above 5) as above 6)Dictation exercises and 2 x tables | 1)Dictation exercises and x 5 tables 2)Dictation exercises and x10 tables 3)KS1 spelling and grammar punctuation practice 4)as above 5) as above Handwriting assessment | 1)KS1 spelling and grammar punctuation practice 2) as above 3) as above 4)as above 5)KS1 Grammar and Punctuation 6) Dictation and 3x tables | 1) Dictation exercises and writing numbers 2) Dictation exercises and x4 tables 3) Dictation exercises and place value 4) Dictation exercises and digraphs 5) Dictation exercises and rhyming words 6) Handwriting assessment |

Year 2 Writing Composition

Pupils should be taught to: develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

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- read aloud what they have written with appropriate intonation to make the meaning clear.

Year 2 Key Content Knowledge Phonics/Spelling

| Autumn | | Spring | | Summer | |
|--|--|--|---|--|--|
| Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| <p>Phase 5 Review /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou People, eye, whole</p> <p>/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow through improve move prove shoe two who beautiful their parents</p> <p>/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si Thought, sure</p> <p>/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re once again any many friend busy pretty because laugh**</p> | <p>Bridge to Spelling-LW What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Why do I double letters at the end of words? Why do I double letters in some longer words ending in-er? Why do some words end in ‘k’ or ‘ck’? Why do some words end in ‘ch’ or ‘tch’? When do I add the suffix-es/-s to words? Why do I double the final letter in some words when I add the suffix-ing? Why do I swap the ‘y’ for an ‘i’ when I add the suffix-ed? Why do I drop the ‘e’ when I add the suffix-ing</p> | <p>Why do some words have the spellings ‘kn’ and ‘gn’ for /n/, and ‘wr’ for /r/? Prickly words: one once Homophones: knight/night Why do I drop the ‘e’ when I add the suffixes-ed, -ing,-er,-est and-y? Prickly words: two again Homophones: one/won Why do some words end ‘ge’ or ‘dge’? Why can /j/ be spelled ‘j’ or ‘g’ in different words? Prickly words: any many Homophones: where/wear</p> | <p>How do ‘w’ and ‘qu’ change the sounds that ‘a’, ‘ar’ and ‘or’ make in some words? Prickly words: who whole Homophones: our/hour Why do I swap the ‘y’ for an ‘i’ when I add the suffix-es? Prickly words: eye people Homophones: quite/quiet Why do some words have the spelling ‘ey’ for the sound /ee/? Prickly words: journey friend Homophones: see/sea Why do some words end-le,- el,-al or-il? Prickly words: move improve Homophones: to/too/two</p> | <p>Why does ‘c’ make the sound /s/ in some words? Prickly words: says said Homophones: here/hear How can I spell the sound /zh/? Prickly words: busy pretty Homophones: be/bee What happens when I add the suffixes-ment,-ness,-ful-less and-ly to a root word? Prickly words: parents because Homophones: bare/bear How can I show missing letters in a word? Prickly words: laugh Homophones: there/their/ they’re</p> | <p>Why do some longer words have the spelling ‘ti’ for /sh/? Prickly words: sure sugar shoe Homophones: sun/son How do I use the possessive apostrophe (singular possession)? Prickly words: Mr Mrs (Ms) Homophones: whole/hole When do I swap, drop or double? (-ing,-er,-est,-y,-ed) Prickly words: thought through Homophones: blue/blew</p> |

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| ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ friend | | | | | |
|---|--|--|--|---|--|
| Year 2 Writing Vocabulary, grammar and punctuation | | | | | |
| Autum | | Spring | | Summer | |
| <ul style="list-style-type: none"> • full stop • capital letters • exclamation marks • sentences with different forms: statement, , exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) | | <ul style="list-style-type: none"> • full stop • capital letters • exclamation marks • question marks • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • subordination (using when, if, that, or because) | | <ul style="list-style-type: none"> • full stop • capital letters • exclamation marks • question marks • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • subordination (using when, if, that, or because) • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> | |
| Year 2 Write Stuff units | | | | | |
| Autum | | Spring | | Summer | |



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| | | |
|---|--|---|
| <div data-bbox="286 392 607 826" style="border: 1px solid black; padding: 5px;"> <p>Narrative: Character Description Picture prompt-Lizzie</p> <p>Non-Fiction: Instructions 'How to Make a Bird-Feeder'</p> <p>Narrative 'The Owl who was Afraid of the Dark'</p> <hr/> <p>Narrative 'My Christmas Star'</p> <p>Non-Fiction: Postcard 'Meerkat Christmas'</p> </div> | <div data-bbox="956 440 1319 778" style="border: 1px solid black; padding: 5px;"> <p>Narrative 'Stardust'</p> <p>Non-Fiction: Non-Chron Report 'Hibernation'</p> <hr/> <p>Narrative: Fable 'The Crow's Tale'</p> <p>Non-Fiction: Biography 'Grace Darling'</p> <p>Narrative: Description</p> </div> | <div data-bbox="1594 424 1973 730" style="border: 1px solid black; padding: 5px;"> <p>Narrative 'The Lighthouse Keeper's Lunch'</p> <p>Non-Fiction: Letter 'The Day the Crayons Quit'</p> <hr/> <p>Narrative: Legend 'George and the Dragon'</p> <p>Non-Fiction Recount Letter</p> </div> |
|---|--|---|



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| Year 2: Detail of content to be introduced (statutory requirement) | |
|--|--|
| Word | <p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p> |
| Sentence | <p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> |

| Year 2: Detail of content to be introduced (statutory requirement) | |
|--|--|
| Text | <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> |
| Punctuation | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p> |
| Terminology for pupils | <p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p> |

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| Year 3 Writing Transcription | | | | | |
|--|----------|----------|----------|----------|----------|
| *See separate curriculum planning document for phonics | | | | | |
| Autumn | | Spring | | Summer | |
| <p>Spelling The national curriculum in England- English Appendix 1: Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p><u>The letter families</u></p> <ul style="list-style-type: none"> • long ladder letters l i j t u y one-armed robot letters r b h k m n p curly caterpillar letters c a d e g o q f s zigzag letters z, v, w, x <p>In maths children will work in pencil. In all other learning children will work in pen.</p> | | | | | |
| Year 3 Handwriting (Letterjoin Module 4) | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |

Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

| | | | | | |
|--|---|--|--|--|---|
| <p>1)Dictation-regular verbs-i 2)Dictation-regular verbs-double letters-bb 3)Dictation-double letters- cc, verbs ending in e, i 4)Dictation-double letters- dd, verbs ending in e: u 5)Dictation-double letters-ee, irregular verbs-l 6)Irregular verbs, ascenders</p> | <p>1)Double letters-ff, number operations 2)Double letters gg, roman numerals 3)Double letters-U, odd and even numbers 4) Double letters- mm, palindromes 5)Double letters- nn 6) Double letters-oo, number names and roman numerals Handwriting assessment</p> | <p>1)Double letters-pp, French colours 2)Double letters-rr, French colours 3)Double letters- ss, French animals 4)Double letters-tt, French Fruit and veg 5)Double letters zz-French-weather</p> | <p>1)Onomatopoeia, French-parts of the body 2)Dictation- comparative adjectives: i 3)Dictation-comparative adjectives: u 4)Word of the week, dictation-comparative adjectives ending in 'e' 5)Word of the week, dictation-comparative adjectives ending in 'e'- u Handwriting assessment</p> | <p>1)Dictation-comparative adjectives ending in 'y', word of the week 2)Dictation-comparative adjectives ending in 'y'-u, copying and labelling 3)Word of the week, comparative adjectives needing a double letter- l' 4)Word of the week, dictation-comparative adjectives needing a double letter-u 5)Word of the week, dictation-irregular comparative adjectives-i</p> | <p>1)Word of the week, irregular comparative adjectives-u' 2)Word of the week, collective nouns 3)Word of the week, synonyms for 'said' Handwriting assessment Revision of any gaps</p> |
|--|---|--|--|--|---|

Year 3 Writing Composition

Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising **paragraphs** around a theme
- In narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

| Year 3 Key Knowledge: Spelling (Emile) | | | | | |
|---|---|---|--|---|---|
| Autumn | | Spring | | Summer | |
| Term One | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| <p>The /ay/ sound spelt ei.</p> <p>The /ay/ sound spelt ey.</p> <p>Homophones and near-homophones</p> <p>Homophones and near-homophones 2.</p> <p>*The /s/ sound spelt c before e, i and y. (Year 2 revision).</p> <p>*Double consonants.</p> | <p>Suffix-ly.</p> <p>Suffix-ly where the root word ends in y</p> <p>Adverbs with the suffix-ly where the root word ends in le.</p> <p>Adverbs with the suffix-ly where the root word ends in ic .</p> <p>Adverbs with the suffix-ly exceptions & consolidation.</p> | <p>The prefix dis–</p> <p>The prefix mis–</p> <p>The prefix re-</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable.</p> <p>*Split digraph i-e with a short & long vowel sound (Year 1 revision).</p> <p>The /n/ sound spelt kn and gn at the beginning of words. (Year 2 revision).</p> | <p>The /k/ sound spelt ch.</p> <p>The /sh/ sound spelt ch.</p> <p>Words ending with the /g/& /k/ sound spelt gue and que.</p> <p>The /s/ sound spelt sc</p> <p>The /i/ sound spelt y.</p> <p>The /u/ sound spelt ou.</p> | <p>*Words containing the letter string ough.</p> <p>2. *Days of the week & seasons.</p> <p>3. *Months of the Year</p> <p>4. *Time & Place</p> <p>5. *Cross curricular.</p> <p>6. *Direction Dimension & Amount.</p> | <p>*The vowel digraph ea and trigraph ear.</p> <p>*Word family – sol.</p> <p>*Word families – dec, cent, milli & micro</p> <p>. *Conjunctions</p> <p>*Prepositions</p> <p>*Long /ee/ sound spelt y at the end of words.</p> |
| <h3 style="margin: 0;">Key spellings</h3> <p style="margin: 0;">Red words- Y3 & Y4 spellings</p> <p style="margin: 0;">Purple words- spelling appendix</p> | | | | | |
| <p>1.vein</p> <p>2. weigh</p> <p>3. eight</p> <p>4. neighbour</p> <p>5. they</p> <p>6.obey</p> <p>7. accept/except</p> <p>8. affect/effect</p> | <p>sadly 2. completely 3. usually 4. finally 5. Comically</p> <p>actually</p> <p>occasionally</p> <p>happily 2. Angrily</p> | <p>disappoint 2. disagree 3. Disobey</p> <p>misbehave 2. mislead 3. Misspell</p> <p>redo 2. refresh 3. return 4. reappear 5. Redecorate</p> | <p>scheme 2. chorus 3. chemist 4. echo</p> <p>5. Character</p> <p>chef 2. Chalet 3. Machine</p> <p>4. Brochure</p> | <p>enough 2. though 3. although 4. thought 5. Through</p> <p>February</p> <p>June, July</p> | <p>Dream, each, read (present tense)</p> <p>Head, read, instead</p> <p>Breathe, breath, earth, heard, learn, early</p> <p>solve 2. solution 3. solver 4. dissolve 5. Insoluble</p> |



Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

| | | | | | |
|---|---|---|--|--|---|
| <p>9. ball/bawl 10. berry/bury 11. brake/break 12. fair/fare 13. grate/great 14. groan/grown 15. here/hear 16. heel/heal/hell 17. knot/not mail/male main/mane meat/meet medal/meddle missed/mist peace/piece plain/plane rain/rein/reign scene/seen weather/whether whose/who's 5. eighth 6. reign 7. weight bicycle centre century certain circle decide exercise experience medicine notice recent sentence accident</p> | <p>gently 2. simply 3. humbly 4. Nobly probably</p> <p>basically 2. frantically 3. dramatically 4. Comically</p> <p>truly 2. duly 3. wholly 4. sadly 5. usually 6. finally 7. happily 8. angrily 9. greedily 10. gently 11. simply 12. humbly 13. basically 14. frantically 15. dramatically</p> | <p>gardening 2. gardener 3. limiting 4. limited 5. Limitation forgetting 8. forgotten 9. beginning 10. beginner 11. prefer 12. Preferred</p> <p>arrive 2. decide 3. describe 4. guide 5. surprise 6. favourite 7. imagine 8. Promise</p> <p>knock 2. know 3. Knee knowledge 5. Knowledgeable gnat, gnaw</p> | <p>league 2. Tongue, antique, unique</p> <p>science 2. scene 3. discipline 4. fascinate 5. Crescent</p> <p>myth 2. gym 3. Egypt 4. pyramid 5. Mystery</p> <p>young 2. touch 3. double 4. trouble 5. Country group</p> | <p>Minute, week, early, often</p> <p>Answer, experiment, heart, history, fruit, earth, island, material, science</p> <p>Position, forward, length, increase, weight, quarter, opposite.</p> | <p>when, after</p> <p>berry, bury</p> <p>busy, early, February, history library, naughty, ordinary, probably</p> |
|---|---|---|--|--|---|

Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

| <p>address appear arrive business different difficult disappear grammar occasion opposite possess possible pressure suppose</p> | | | | | |
|--|--|--|--|--|--|
| Year 3 Writing Vocabulary, grammar and punctuation | | | | | |
| Autumn | | Spring | | Summer | |
| <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • subordination (using when, if, that, or because) • some features of written Standard English | | <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) | | <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • some features of written Standard English • Begin to use adverbs | |



Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

| | | | | | | | | |
|---|--|--|--|---|---|---|---|--|
| <ul style="list-style-type: none"> • Begin to use adverbs • Begin to use prepositions to express time and cause | <ul style="list-style-type: none"> • some features of written Standard English • Begin to use adverbs • Begin to use prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) | <ul style="list-style-type: none"> • Begin to use prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) | | | | | | |
| <h3>Year 3 Write Stuff units</h3> | | | | | | | | |
| <h4>Autum</h4> | | <h4>Spring</h4> | <h4>Summer</h4> | | | | | |
| <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="230 847 701 1018"> <p>Non-Fiction: Instructions 'My Strong Mind'</p> <p>Narrative 'The Blue Umbrella'</p> <p>Narrative: Description-Picture</p> </td> <td data-bbox="230 1018 701 1157"> <p>Narrative 'Stone Age Boy'</p> <p>Non-Fiction- Non-Chron 'Earthquakes'</p> </td> </tr> </table> | <p>Non-Fiction: Instructions 'My Strong Mind'</p> <p>Narrative 'The Blue Umbrella'</p> <p>Narrative: Description-Picture</p> | <p>Narrative 'Stone Age Boy'</p> <p>Non-Fiction- Non-Chron 'Earthquakes'</p> | <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="1043 847 1379 1007"> <p>Narrative: Trad Tale 'The Magic Paintbrush'</p> <p>Non-Fiction: Explanation 'The Street Beneath My Feet'</p> </td> <td data-bbox="1043 1007 1379 1177"> <p>Narrative: Comedy 'The Incredible Book-Eating Boy'</p> <p>Poetry: 'I asked the little boy who could not see'</p> </td> </tr> </table> | <p>Narrative: Trad Tale 'The Magic Paintbrush'</p> <p>Non-Fiction: Explanation 'The Street Beneath My Feet'</p> | <p>Narrative: Comedy 'The Incredible Book-Eating Boy'</p> <p>Poetry: 'I asked the little boy who could not see'</p> | <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="1675 847 2022 986"> <p>Narrative: Myth 'Theseus and the Minotaur'</p> <p>Non-Fiction: Report 'Climate Change'</p> </td> <td data-bbox="1675 986 2022 1157"> <p>Narrative 'Wisp, A Story of Hope'</p> <p>Non-Fiction: Non-Chron 'Skeletons'</p> <p>Narrative: Diary</p> </td> </tr> </table> | <p>Narrative: Myth 'Theseus and the Minotaur'</p> <p>Non-Fiction: Report 'Climate Change'</p> | <p>Narrative 'Wisp, A Story of Hope'</p> <p>Non-Fiction: Non-Chron 'Skeletons'</p> <p>Narrative: Diary</p> |
| <p>Non-Fiction: Instructions 'My Strong Mind'</p> <p>Narrative 'The Blue Umbrella'</p> <p>Narrative: Description-Picture</p> | <p>Narrative 'Stone Age Boy'</p> <p>Non-Fiction- Non-Chron 'Earthquakes'</p> | | | | | | | |
| <p>Narrative: Trad Tale 'The Magic Paintbrush'</p> <p>Non-Fiction: Explanation 'The Street Beneath My Feet'</p> | <p>Narrative: Comedy 'The Incredible Book-Eating Boy'</p> <p>Poetry: 'I asked the little boy who could not see'</p> | | | | | | | |
| <p>Narrative: Myth 'Theseus and the Minotaur'</p> <p>Non-Fiction: Report 'Climate Change'</p> | <p>Narrative 'Wisp, A Story of Hope'</p> <p>Non-Fiction: Non-Chron 'Skeletons'</p> <p>Narrative: Diary</p> | | | | | | | |
| <p>Shed Sentence Units Week 2- Use of capital letters, full stops , question marks and exclamation marks to demarcate sentences Shed Sentences Stage 3.3 The Sky Ship - Question Pack.pptx Week 3- Subordination (using <i>when, if, that, because</i>)</p> | <p>Shed Sentence Units Week 1- Week 2- The Lantern- <i>demonstrate understanding of similes-</i> Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 3.20 the Lantern</p> | <p>Shed Sentence Units Week 1- Use of the possessive apostrophe (singular and plural) Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 3.28 Three Little Pigs</p> | | | | | | |



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[Shed Sentences Stage 3.4 The Dragon Slayer - Question Pack.pptx](#)

Week 4- Use of capital letters, full stops , question marks and exclamation marks to demarcate sentences . How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

[Shed Sentences Stage 3.5 A New Friend - Question Pack.pptx](#)

Week 5- Expressing time, place and cause using conjunctions [for example, *when, before, after, so, while, because*]

[Shed Sentences Stage 3.7 Mystery Door - Question Pack.pptx](#)

Week 6- Formation of nouns using a range of prefixes [for example super—, anti—, auto—]

[Shed Sentences Stage 3.8 Pigeon Impossible - Question Pack.pptx](#)

Week 7- Expressing time, place and cause using prepositions [for example, *before, after, during, in, because of*]

[Shed Sentences Stage 3.9 Deserted Fairground - Question Pack.pptx](#)

Week 8- Assessment

Week 9- *Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]*

[Shed Sentences Stage 3.13 Message in a Bottle - Question Pack.pptx](#)

Week 10- Expressing time, place and cause using prepositions [for example, *before, after, during, in, because of*]

Week 3-**Upside Down**- Expressing time, place and cause using conjunctions [for example, *when, before, after, so, while, because*]

Week 4- **Spy Fox**- Introduction to inverted commas to punctuate direct speech-[Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 3.14 Spy Fox](#)

Week 5- **Labyrinth**- introduction to inverted commas to punctuate direct speech

Week 6- **The Lighthouse**- Expressing time, place and cause using conjunctions, adverbs and prepositions

Week 7- **Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although**

[Shed Sentences Stage 3.24 The Little Shoemaker - Question Pack.pptx](#)

Week 8- Begin to use fronted adverbials

[Shed Sentences Stage 3.25 Closing In - Question Pack.pptx](#)

Week 9- Assessment

Week 10- Use of present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.]

[Shed Sentences Stage 3.26 The Present - Question Pack.pptx](#)

Week 2- Co-ordination using (and,or, but)- [Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 2.5 The Dragon Slayer](#)

Week 3- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition [Shed Sentences Stage 3.32 Memories - Image.pptx](#)

Week 4- Expressing time, place and cause using prepositions [for example, *before, after, during, in, because of*] Begin to understand and use antonyms for effect using adverbs <https://www.literacyshedplus.com/en-us/resource/shed-sentences-stage-3-30-treasure-en-gb>

Week 5- Expressing time, place and cause [for example, then, next, soon, therefore]

[Shed Sentences Stage 3.31 Lonely Lighthouse - Image.pptx](#)

Week 6- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Demonstrate an understanding of figurative language (similes)

[Shed Sentences Stage 3.29 Space Train - Image.pptx](#)

Week 7- Introduction to inverted commas to punctuate direct speech, Use powerful synonyms for verbs and adverbs [Shed Sentences Stage 3.34 One Girl, One Empty Town - Image.pptx](#)

Week 8- Formation of nouns using a range of prefixes [for example super—, anti—, auto—], Use of the possessive apostrophe (singular and plural) [Shed Sentences Stage 3.35 The Glow of the Departed - Image.pptx](#)

Week 9- Begin to spell a range of homophones, Use of present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went



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| | | |
|--|--|--|
| <p>Week 11- Expressing time, place and cause using adverbs [for example, <i>then, next, soon, therefore</i>] Shed Sentences Stage 3.17 Into the Unknown - Question Pack.pptx</p> <p>Week 12- Expressing time, place and cause using conjunctions [for example, <i>when, before, after, so, while, because</i>]</p> <p>Short film: Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 3.12 Soar</p> <p>Week 13- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: <i>when, if, because, although</i></p> <p>Shed Sentences Stage 3.15 A Giant Foot - Question Pack.pptx</p> <p>Week 14- Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p> <p>Shed Sentences Stage 3.11 Animal Classroom - Question Pack.pptx</p> | | <p>out to play.] - Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 3.33 A Viking Village</p> <p>Week 10- Begin to use fronted adverbials, Begin to use commas to demarcate fronted adverbials Shed Sentences Stage 3.36 Backpack Portal - Image.pptx</p> |
|--|--|--|



Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

| Year 3: Detail of content to be introduced (statutory requirement) | |
|--|---|
| Word | Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>] |
| Sentence | Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>] |
| Text | Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] |
| Punctuation | Introduction to inverted commas to punctuate direct speech |

| Year 3: Detail of content to be introduced (statutory requirement) | |
|--|--|
| Terminology for pupils | preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') |

[Year 3 TAF \(1\) \(1\).docx](#)

| Year 4 Writing Transcription | | |
|---|--------|--------|
| *See separate curriculum planning document for phonics | | |
| Autumn | Spring | Summer |
| Spelling The national curriculum in England- English Appendix 1: Spelling | | |

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- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting: :

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

The letter families

- **long ladder** letters l i j t u y
- **one-armed robot** letters r b h k m n p
- **curly caterpillar** letters c a d e g o q f s
- **zigzag** letters z, v, w, x

In maths children will work in **pencil**. In all other learning children will work in **pen**.

Year 4 Handwriting (Letterjoin Module 5)

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|--|
| 1) Drawing with words 2) Spelling Y3/ 4 words- cloze sentences 1, 2,3,4 and 5 | 1) Spelling Y3/4 words- cloze sentences 6, 7, 8, 9, 10 and 11 Handwriting Assessment | 1) KS2 Dictation- x6 times table 2) Ks2 Dictation-x7 times table 3) KS2 Dictation-x8 times table 4) KS2 Dictation- x9 times table 5) KS2 Dictation- x11 times table 6) KS2 Dictation-x12 times table | 1) Rounding Rhyme-French-House 2) Perimeter Rhyme-French-Garden 3) 2D shapes, French-in the kitchen 4) 2D shapes, French-in the bathroom Handwriting Assessment | 1) 3D shapes, French-in the living room 2) 3D shapes, French- in the bedroom 3) 2) Pangram 4) Palindromes, Word of the week | 1) Alliteration 2) Word of the Week, Geography 2) Word of the week, Science 3) Pangrams 2 Handwriting Assessment |

Year 4 Writing **Composition**

Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Clearly and coherently convey plot in a narrative

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 4 Key Knowledge and Skills : Spelling

Red words- Y3 & Y4 spellings
Purple words- spelling appendix

| Autumn | | Spring | | Summer | |
|------------------------|------------------------|---|---|--|--|
| Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| Prefix in- | *Adverbs of Manner | Word ending sounds /zhuh/ spelt-sure. | Suffix-ous with no change to the root word. | Possessive apostrophe with plural words. | *Word families – acro, acu/accu & aero. |
| Prefix im-. | *Adverbs of Time | Word ending sounds /cher/ spelt-ture. | Suffix-ous with no root word. | *The suffix-ary. | *Word families – anni/annu, aqu & Astro. |
| Prefix il- and ir | *Adverbs of Place | Words ending /shuhn/ spelt-sion. Words ending /shuhn/ spelt-ssion. | | *Words spelt-ar. | *Word families – bi & bio. |
| Prefix sub- and super- | Nouns ending in-ation. | Words ending /shuhn/ spelt-tion. | | *Words spelt-er. | |
| Prefix inter- | Y3 & 4 Word List 1. | | | | |

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| Prefix anti- & auto- | Year 3 & 4 Word List 2. | Words ending /shuhn/ spelt-cian. | Suffix-ous where –our is changed to –or before ous is added. Suffix-ous where the word ends in-y become i Suffix-ous where root word ends in e. Suffix-ous – consolidation. | Word families – uni, bi, tri & quad. *Word families – pent, hex, oct, & dec. | *Word families – cert, chrono & circ. *Word families – co & corp. *Word families – demo, dent & dia. |
|---|--|--|--|--|---|
| Key spellings | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Inactive, incorrect Immature, immortal, impossible, impatient, imperfect Illegal, illegible, irregular, irrelevant, irresponsible Subdivide, subheading, submarine, submerge, supermarket, superman, superstar | After, early, often Forwards Information, adoration, sensation, preparation, admiration actual 2. believe 3. build 4. busy 5. continue 6. guard 7. important 8. interest 9. extreme 10. Complete | Measure, treasure, pleasure, enclosure Creature, furniture, picture, nature, adventure division 2. invasion 3. confusion 4. decision 5. collision 6. television 7. expansion 8. extension 9. comprehension 10. Tension occasion | expression 2. discussion 3. confession 4. permission 5. Admission possession expression 2. discussion 3. confession 4. permission 5. Admission position | poisonous 2. dangerous 3. Mountainous tremendous 2. enormous 3. jealous 4. obvious 5. hideous 6. spontaneous 7. serious 8. Curious, courteous humorous 2. glamorous 3. Vigorous various, serious, obvious, curious | girls' 2. boys' 3. babies' 4. children's 5. men's 6. mice's women's library, ordinary, February particular 2. peculiar 3. popular 4. calendar 5. Grammar remember 2. believer 3. answer 4. consider |

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| <p>Interact, intercity, international, interrelated</p> <p>Antiseptic, anticlockwise, antisocial, autobiography, autograph</p> | <p>naughty 2. special 3. natural 4. strength 5. perhaps 6. potatoes 7. strange 8. important 9. pressure 10. separate</p> | | <p>musician 2. electrician 3. magician 4. politician 5. Mathematician</p> | <p>courageous, outrageous</p> | |
|--|--|--|--|-------------------------------|--|
| Year 4 Writing Vocabulary, grammar and punctuation | | | | | |
| Autum | Spring | | Summer | | |
| <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • adverbs • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of | <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • adverbs • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of | | <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • adverbs • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) • Use fronted adverbials and punctuate these with commas | | |



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| <p>sentences with more than one clause (when, as, because, although...)</p> <ul style="list-style-type: none"> • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences | <p>sentences with more than one clause (when, as, because, although...)</p> <ul style="list-style-type: none"> • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases • Use apostrophes to show plural progression • Standard English | <ul style="list-style-type: none"> • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases • Use apostrophes to show plural progression • Standard English |
| <h3>Year 4 Write Stuff units</h3> | | |
| <p>Autum</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Narrative: Description- Picture Narrative Feast'</p> <p>Non-Fiction: Balanced Argument 'Should we feed animals at National Parks?'</p> <p>Narrative Picture prompt-Lizzie</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Narrative: Story 'Float'</p> <p>Non-Fiction: Explanation 'Digestive Biome'</p> </div> | <p>Spring</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Narrative 'Charlie and the Chocolate Factory'</p> <p>Non-Fiction: Diary 'Diary of Iliona'</p> <p>Narrative: Picture prompt</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Narrative: Mystery 'The Great Chocoplot'</p> <p>Narrative: Trad Tale 'Aladdin and the Enchanted Lamp'</p> <p>Non-Fiction: Diary-prompt</p> </div> | <p>Summer</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Narrative: Legacy 'Farther'</p> <p>Narrative: Science Fiction 'Journey'</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Non-Fiction: Newspaper 'The Wizard of Once'</p> <p>Non-Fiction: Advert 'An Alternative to Plastic Straws'</p> </div> |
| <p>Shed Sentences Week 1- Introduction to inverted commas to punctuate direct speech</p> | <p>Week 1- Shed Sentences Stage 4.13 Whispers from Beneath - Question Pack.pptx Use of inverted commas and other punctuation to indicate direct speech</p> | <p>Shed Sentences Week 1- The grammatical difference between plural and possessive -s- Shed Sentences Stage 4.29 The Bake Off - Image.pptx</p> |



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| <p>Shed Sentences Stage 4.4 A Friend in the Night- Question Pack.pptx</p> <p>Week 2- Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] (Stage 3)</p> <p>Shed Sentences Stage 4.3 Evol- Question Pack.pptx</p> <p>Week 3- Expressing time, place and cause using prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>] Shed Sentences Stage 4.1 Dreamgiver - Question Pack.pptx</p> <p>Week 4- Use of present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>.] Shed Sentences Stage 4.5 Contre Temps - Question Pack.pptx</p> <p>Week 5- Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] Shed Sentences Stage 4.8 The Hand That Holds Time- Question Pack.pptx</p> <p>Week 6- Formation of nouns using a range of prefixes [for example super—, anti—, auto—] Shed Sentences Stage 4.2 A Whale of a Home- Question Pack.pptx</p> <p>Week 7- consolidation</p> <p>Week 8- The grammatical difference between plural and possessive -s Shed Sentences Stage 4.7 Ruckus- Question Pack.pptx</p> <p>Week 9- Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition</p> | <p>Week 2- Shed Sentences Stage 4.15 Gone Without Trace - Question Pack.pptx</p> <p>Use of commas after fronted adverbials</p> <p>Week 3- Shed Sentences Stage 4.17 Classroom in the Clouds - Question Pack.pptx</p> <p>Noun phrases expanded by use of modifying adjectives, nouns and preposition phrases</p> <p>Week 4- Shed Sentences Stage 4.14 Teeth - Question Pack.pptx</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Week 5- Shed Sentences Stage 4.16 The Windmill Farmer - Question Pack.pptx</p> <p>Using prepositions to express time and cause</p> <p>Week 6- Shed Sentences Stage 4.18 Ride of Passage - Question Pack.pptx</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Week 7- Shed Sentences Stage 4.19 Magic in the Park - Question Pack.pptx</p> <p>Using adverbs to express time and cause</p> <p>Week 8- Shed Sentences Stage 4.20 Treasure - Question Pack.pptx</p> <p>Using conjunctions to express time and cause</p> <p>Week 9- Shed Sentences Stage 4.21 The Mystery at the Train Station - Question Pack.pptx</p> <p>Using prepositions to express time and cause</p> | <p>Week 2- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although- Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 4.24 Rooted</p> <p>Week 3- Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] Shed Sentences Stage 4.23 The Night of the Hidden Door - Image.pptx</p> <p>Week 4- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Shed Sentences Stage 4.31 When Shadows Speak - Image.pptx</p> <p>Week 5-- Use of commas after fronted adverbials, Fronted adverbials- Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 4.22 The Rocketeer</p> <p>Week 6- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Shed Sentences Stage 4.26 Field of Umbrellas - Image.pptx</p> <p>Week 7- Using conjunctions to express time and cause- Shed Sentences Stage 4.27 The Journey of Eli and Ella - Image.pptx</p> <p>Week 8- Using adverbs to express time and cause- Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 4.28 Invasion</p> <p>Week 9- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although- Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 4.32 The Wishgranter</p> <p>Week 10- Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]- Shed Sentences Stage 4.34 Finding Me - Image.pptx</p> |
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| <p>Shed Sentences Stage 4.9 Tabula Rasa - Question Pack.pptx</p> <p>Week 10- Fronted adverbials [For example, <u>Later that day</u>, I heard the bad news.]</p> <p>Shed Sentences Stage 4.10 The Skybound River - Question Pack.pptx</p> <p>Week 11- Expressing time, place and cause using conjunctions [for example, <i>when, before, after, so, while, because</i>]</p> <p>Shed Sentences Stage 4.6 Footprints into the Unknown- Question Pack.pptx</p> <p>Week 12- Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition Shed Sentences Stage 4.12 The Woodland Tea Party- Image.pptx</p> <p>Week 13 Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Literacy Shed Plus- LitShed Resource // Shed Sentences Stage 4.11 The Black Hat</p> | | <p>Week 11- Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition- Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 4.35 The Tiny Crusader</p> <p>Week 12- Fronted adverbials- Shed Sentences Stage 4.33 The Window That Wasnt There Yesterday - Image.pptx</p> |
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[Year 4 TAF \(1\).docx-](#)

| Year 5 Writing Transcription *See separate curriculum planning document for phonics | | |
|--|--------|--------|
| Autumn | Spring | Summer |
| <p>Spelling- see English appendix 1</p> <ul style="list-style-type: none"> • Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus <p>Handwriting: :</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task | | |
| Handwriting (Letterjoin Module 6) | | |

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|---|---|
| 1) Mirror writing 2) Cloze sentences- using Y5/6 spellings 3) Secret Codes- seasonal 4) Cloze sentences- using Y5/6 spellings | 1) Cloze sentences using Y5/6 spellings 2) Proverbs 3) Idioms 4) Jokes 1 5) Dictation- Shape Poem Handwriting assessment | 1) Dictation- Haiku Poem 2) Dictation- Kennings 3) Dictation-Riddles 4) Dictation- Limericks 5) Jokes 2- seasonal | 1) French Farm Animals 2) French zoo animals 3) French clothes Handwriting Assessment | 1) The Beach- French 2) Parts of a flower, French café 3) Properties of materials, French prepositions 4) Aesop's Fables, Map of Europe | 1) Writing at speed- 'turtles', Volcanoes 2) Aboriginal tale, Egyptians 3) The Great Plague, Tudors 4) Welsh anthem, Ancient Greece 5) Shakespeare Sonnet, Vikings Handwriting Assessment |

Year 5 Writing Composition

Pupils should be taught to plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Select language that shows good awareness of the reader
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

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- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Year 5 Key Knowledge and Skills: Spelling

Red words- Y3 & Y4 Spellings
Green words- Y5 & Y6 spellings
Purple words- spelling appendix

| Autumn Term | | Spring Term | | Summer Term | |
|--|---|--|---|---|--|
| Term One | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| <p>Words with endings that sound like /shuhs/ spelt with –cious.</p> <p>Words with endings that sound like /shuhs/ spelt with –tious or –ious.</p> <p>*The sound /i/ spelt y (revision from year 3 & 4).</p> <p>*Words that start with ‘con-’.</p> <p>*Words ending /shuhn/ spelt-tion. (Year 4 revision).</p> <p>*The /l/ or /əl/ sound spelt –le at the end of words. (Year 3 revision). 7. Silent letters</p> | <p>Adjectives ending in-ant into nouns ending in-ance/-ation .</p> <p>Adjectives ending in-ent into nouns ending in-ence/-ency.</p> <p>Words ending in-able.</p> <p>Words ending in-able &-eable.</p> <p>Words ending in-ible.</p> <p>Words that end in-ibly.</p> | <p>*Words spelt ie.</p> <p>Words with a long /ee/ sound spelt ie or ei after c (and the exceptions).</p> <p>Words where c makes an /s/ sound before i, e and y.</p> <p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p>*Words ending-ment.</p> <p>*Words ending-ity.</p> | <p>Adding suffixes beginning with vowel letters to words ending in-fer.</p> <p>Words with endings which sound like /shuhl/ after a vowel spelt-cial.</p> <p>Words with endings which sound like /shuhl/ after a consonant spelt-tial.</p> <p>*Words beginning acc-.</p> <p>*Words beginning occ-.</p> <p>*Words ending in-ant</p> | <p>*Words containing the letter string ough.</p> <p>*Words ending in-ate.</p> <p>*Words ending in-ture (inc year 4 content).</p> <p>*Words ending in-age.</p> <p>*Words ending in-ary.</p> <p>*Suffix-ly (inc year 3 content)</p> | <p>*Prefix-inter.</p> <p>*Double consonant.</p> <p>*Year 5 & 6 Word List 1.</p> <p>*Year 5 & 6 Word List 2.</p> <p>*Modal verbs.</p> <p>*Word families – dis & dur</p> |



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| <p>vicious 2. precious 3. conscious 4. delicious 5. malicious 6. Suspicious</p> <p>ambitious 2. cautious 3. fictitious 4. infectious 5. Nutritious</p> <p>physical 2. symbol 3. System myth 5. gym 6. Egypt 7. pyramid 8. Mystery</p> <p>conscience 2. conscious 3. controversy 4. Convenience</p> <p>competition 7. explanation 8. Pronunciation position</p> <p>available 7. vegetable 8. vehicle 9. muscle</p> | <p>observant 2. observance 3. observation 4. expectant 5. expectation 6. hesitant 7. hesitancy 8. hesitation 9. tolerant 10. tolerance 11. toleration 12. substance 13. substantial 14. assistant 15. Assistance</p> <p>innocent 2. innocence 3. decent 4. decency 5. frequent 6. frequency 7. confident 8. Confidence, obedient 14. obedience 15. independent 16. Independence</p> <p>adorable 2. adorably 3. adoration 4. applicable 5. applicably 6. application 7. considerable 8. considerably 9. Consideration</p> <p>changeable, noticeable, dependable 8. comfortable 9. understandable 10. reasonable 11. enjoyable 12. Reliable</p> <p>forcible 2. legible 3. horrible 4. terrible 5. visible 6. incredible 7. sensible 8. Possible</p> <p>possible 2. possibly 3. horrible 4. horribly 5. terrible 6. terribly 7. visible 8. visibly 9. incredible 10. incredibly 11. sensible 12. sensibly</p> | <p>soldier 2. sufficient 3. variety 4. ancient 5. achieve 6. convenience 7. Mischievous believe</p> <p>deceive 2. conceive 3. receive 4. perceive 5. ceiling 6. deceit 7. protein 8. caffeine 9. seize 10. either 11. Neither</p> <p>cemetery 2. convenience 3. excellent 4. existence 5. hindrance 6. necessary 7. prejudice 8. Sacrifice, criticise bicycle</p> <p>co-ordinate 2. re-enter 3. co-operate 4. co-own</p> <p>parliament 2. environment 3. equipment 4. Government</p> <p>identity 2. curiosity 3. community 4. opportunity</p> | <p>referring 2. referred 3. referral 4. reference 5. referee 6. preferring 7. preferred 8. preference 9. transferring 10. transferred 11. Transference</p> <p>official, special, artificial</p> <p>partial, confidential, essential</p> <p>accommodate, accompany, according accident, accidentally</p> <p>occur, occupy occasion, occasionally</p> <p>relevant, restaurant</p> | <p>Thorough</p> <p>enough 3. though 4. although 5. thought 6. Through</p> <p>appreciate 2. communicate 3. desperate 4. exaggerate 5. Immediate</p> <p>temperature, signature</p> <p>average, language</p> <p>dictionary, necessary, secretary</p> <p>February, ordinary, library</p> <p>Probably, especially, frequently, sincerely, immediately</p> | <p>Interfere, interrupt</p> <p>aggressive 2. apparent 3. appreciate 4. attached 5. committee 6. correspond 7. embarrass 8. equipped 9. harass 10. marvellous 11. profession 12. programme 13. recommend 14. Suggest</p> <p>amateur 2. awkward 3. bargain 4. bruise 5. category 6. definite 7. develop 8. equip 9. guarantee 10. hindrance 11. neighbour 12. leisure 13. mischievous 14. forty 15. Disastrous</p> <p>individual 2. lightning 3. nuisance 4. persuade 5. privilege 6. queue 7. recognise 8. rhyme 9. rhythm 10. sincere 11. stomach 12. twelfth 13. yacht 14. Foreign naughty</p> |
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| Year 5 Writing Vocabulary, grammar and punctuation | | |
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| Autum | Spring | Summer |
| <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases | <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases | <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases |



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| <ul style="list-style-type: none"> • Use apostrophes to show plural progression • Standard English • Adverbials of time place and number • Relative clauses – who, which, when, whose, that or with | <ul style="list-style-type: none"> • Use apostrophes to show plural progression • Standard English • Adverbials of time place and number • Relative clauses who, which, when, whose, that or with • Brackets, dashes, and commas to indicate parenthesis • Commas to clarify meaning | <ul style="list-style-type: none"> • Use apostrophes to show plural progression • Standard English • Adverbials of time place and number • Relative clauses who, which, when, whose, that or with • Brackets, dashes, and commas to indicate parenthesis • Commas to clarify meaning |
| <p>Shed Sentences Week 1-Shed Sentences Stage 5.2 The Hidden Treehouse- Question Pack.pptx Expressing time, place and cause using conjunctions [for example, <i>when, before, after, so, while, because</i>] (<i>use wide range of conjunctions-TAF</i>) Week 2-Shed Sentences Stage 5.1 Cyber Kicks- Question Pack.pptx Noun phrases expanded by use of modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher</i> expanded to: <i>the strict teacher with curly hair</i>) Week 3- Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition Shed Sentences Stage 5.3 Birthday Boy- Question Pack.pptx https://www.edshed.com/en-gb/resource/shed-sentences-stage-5-3-birthday-boy-en-gb Week 4- Apostrophes to mark plural possession [for example, the girl's name] Shed Sentences Stage 5.4 The Secret of the Egg- Image.pptx</p> | <p>Shed Sentences Week 1-Relative clauses beginning with who, which, where, that, when, whose Shed Sentences Stage 5.13 The Lighthouse- Question Pack.pptx Week 2- Use of inverted commas and other punctuation to indicate direct speech Shed Sentences Stage 5.14 Improving Childrens Lives- Question Pack.pptx Week 3- Brackets, dashes and commas to indicate parenthesis Week 4- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Shed Sentences Stage 5.16 The Colourless World- Question Pack.pptx Week 5- Using a colon to introduce a list Shed Sentences Stage 5.17 The Ghosts of Pre Lachaise- Question Pack (1).pptx Week 6- Linking ideas across paragraphs using tense choices [for example, he had seen her before] Shed Sentences Stage 5.18 The Return- Question Pack.pptx</p> | <p>Shed Sentences Week 1: Use of commas to clarify meaning and avoid ambiguity- Shed Sentences Stage 5.23 Choose Your Path- Image.pptx Week 2: Brackets, dashes and commas to indicate parenthesis- Literacy Shed Plus- LitShed Resource // Shed Sentences Stage 5.24 Day of the Dead Week 3- In narratives, describing characters and settings and atmosphere- Shed Sentences Stage 5.29 Seeds of Strength- Image.pptx Week 4- Write effectively for a range of purposes and audiences- Literacy Shed Plus- LitShed Resource // Shed Sentences Stage 5.26 Passing Through Week 5- Indicating degrees of possibility using modal verbs [for example might, should, will, must]- Shed Sentences Stage 5.30 Against the Currant- Image.pptx Week 6- Using expanded noun phrases to convey complicated information concisely- Shed Sentences Stage 5.25 Where the Dragon Watches- Image.pptx</p> |



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| <p>Week 5- Indicating degrees of possibility using modal verbs [for example might, should, will, must] Shed Sentences Stage 5.7 High Diving Giraffes- Question Pack.pptx</p> <p>Week 6- Linking ideas across paragraphs using adverbials of time [for example, later] place [for example, nearby] and number [for example, secondly]. Shed Sentences Stage 5.8 Stairway to the Sun- Question Pack.pptx</p> <p>Week 7- consolidation</p> <p>Week 8- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Shed Sentences Stage 5.6 Message in a Bottle- Image.pptx</p> <p>Week 9- To use standard English forms for verb inflections e.g. we were instead of we was and I did instead of I done. Shed Sentences Stage 5.5 Aviatrice - Question Pack.pptx</p> <p>Week 10- Indicating degrees of possibility using adverbs [for example, perhaps, surely] Shed Sentences Stage 5.10 The Edge of Creation- Question Pack.pptx</p> <p>Week 11- Use of commas to clarify meaning and avoid ambiguity Shed Sentences Stage 5.9 Oktapodi - Question Pack.pptx</p> <p>Week 12- Assessment</p> <p>Week 13- Verb prefixes [for example, dis-, de-, mis-, over- and re-] Shed Sentences Stage 5.12 The Infinite Playground - Question Pack.pptx</p> <p>Week 14- Linking ideas across paragraph using tense choices [for example, he had seen her before]. Shed Sentences Stage 5.11 Pandora- Question Pack.pptx</p> | <p>Week 7- Shed Sentences Stage 5.20 Perilous Heights- Question Pack.pptx Write effectively for a range of purposes and audiences</p> <p>Week 8- In narratives, describing characters and settings and atmosphere Shed Sentences Stage 5.21 Lily and the Snowman- Question Pack.pptx</p> <p>Week 9- Using expanded noun phrases to convey complicated information concisely Shed Sentences Stage 5.19 Wing- Question Pack.pptx</p> <p>Week 10- Relative clauses beginning with who, which, where, that, when, whose or an omitted relative pronoun Shed Sentences Stage 5.22 The Twilight Bazaar- Question Pack.pptx</p> | <p>Week 7- Use of inverted commas and other punctuation to indicate direct speech- Literacy Shed Plus- LitShed Resource // Shed Sentences Stage 5.28 French Roast</p> <p>Week 8- In narratives, describing characters and settings and atmosphere- Shed Sentences Stage 5.36 She was the Change- Image.pptx</p> <p>Week 9- Using a colon to introduce a list- Shed Sentences Stage 5.27 Into the Heart of the Temple- Image.pptx</p> <p>Week 10- Devices to build cohesion within a paragraph. [For example, then, after that, this, firstly]- Literacy Shed Plus- LitShed Resource // Shed Sentences Stage 5.31 Anchored</p> <p>Week 11- Indicating degrees of possibility using adverbs [for example, perhaps, surely]- Literacy Shed Plus- LitShed Resource // Shed Sentences Stage 5.32 Flight</p> <p>Week 12- Using expanded noun phrases to convey complicated information concisely- Literacy Shed Plus- LitShed Resource // Shed Sentences Stage 5.35 Monkey Symphony</p> <p>Week 13- Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]- Literacy Shed Plus- LitShed Resource // Shed Sentences Stage 5.32 Brave</p> |
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Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

| Year 5 Write Stuff units | | |
|---|---|---|
| Autumn | Spring | Summer |
| <p>Narrative 'Lizzie'-prompt</p> <p>Narrative 'Gorilla'</p> <p>Non-Fiction: Balanced</p> <p>Argument 'Screen Use'</p> <hr/> <p>Narrative 'The Present'</p> <p>Narrative 'The Snowman'</p> | <p>Narrative: Mystery 'The Nowhere Emporium'</p> <p>Narrative 'One Small Step'</p> <hr/> <p>Non-Fiction: Diary Writing 'Scott of the Antarctic'</p> <p>Narrative The Piano</p> <p>Non-Fiction Newspaper-prompt given</p> | <p>Narrative: Science Fiction 'Cosmic'</p> <p>Non-Fiction: Biography Attenborough</p> <hr/> <p>Non-Fiction: Persuasive Letter 'Kick'</p> <p>Narrative Poetry 'The Highway Man'</p> |



Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

| Year 5: Detail of content to be introduced (statutory requirement) | |
|--|--|
| Word | Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>] |
| Sentence | Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>] |
| Text | Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] |
| Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity |
| Terminology for pupils | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |

Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

| Year 6 Writing Transcription | | | | | |
|---|--|---|---|--|---|
| *See separate curriculum planning document for phonics | | | | | |
| Autumn | | Spring | | Summer | |
| <p>Spelling Spelling- see English appendix 1</p> <ul style="list-style-type: none"> • Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus <p>Handwriting:</p> <p>:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task | | | | | |
| Year 6 Handwriting (Letterjoin Module 7) | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1) KS2 Dictation 2) French numbers, months, days 3) All about me 4) Spelling Revision (1, 2 and 3) | 1) Spelling Revision (4, 5, 6, 7, 8) 2) Nouns and verbs Handwriting Assessment | 1)Statement, command, question, adjectives 2)commas and adverbs 3)colons and pronouns 4)semi-colons and prepositions | 1)apostrophes: contractions and conjunctions 2)apostrophes: possession and articles 3)Hyphens and common suffixes | 1)Parenthesis and synonyms 2)Ellipsis and antonyms 3)Homographs and homophones 4)Punctuation marks and punctuation practice | 1)Note- taking-Little Red Riding Hood 2)Note-taking- Sharks 3)Maths Averages 4)Metaphors, Rivers 5)Personification, Boudica |

Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

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|---|---------------|------------------------------|---------------|---------------|---------------|
| | | 4) Speech marks and Prefixes | | 6) Hyperbole | |
| Year 6 Writing Composition | | | | | |
| <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Select language that shows good awareness of the reader precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | | | | | |
| Year 6 Key Knowledge and Skills: Spelling | | | | | |
| Autumn | | Spring | | Summer | |
| Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |



Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

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| <p>*Synonyms 1. 2. *Synonyms 2. 3. *Antonyms. 4. *Word families – com & contra. 5. *Word families – equ, ex & extra. 6. *Word families – gen, geo & graph.</p> | <p>*Word families – labor & liber . 2. *Word families- loc & log. 3. *Word families – maxi & mini. 4. *Word families – mid & mal. 5. *Word families – mono & du. 6. *Word families – nat & mort.</p> | <p>Identifying & Addressing Gaps</p> | <p>Identifying & Addressing Gaps</p> | <p>*Word families – non & neg. 2. *Word families – nov & numer. 3. *Word families – omni & para. 4. *Word families – per & pre. 5. *Word families – post & pro. 6. *Word families – re & reg.</p> | <p>*Word families – rupt & trans. 2. *Word families – sect & super. 3. *Word families – tele & terr. 4. *Word families – scribe/scrip. 5. *Word families – ver & verb. 6. *Word families – aud, vid & vac.</p> |
| <p>Year 6 Writing Vocabulary, grammar and punctuation</p> | | | | | |
| <p>Autum</p> | | <p>Spring</p> | | <p>Summer</p> | |
| <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) | | <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) | | <ul style="list-style-type: none"> • full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) | |



Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

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| <ul style="list-style-type: none">• Use fronted adverbials and punctuate these with commas• Use subordinating conjunctions at the start of sentences• Use pronouns to avoid repetition• Use prepositional phrases• Use apostrophes to show plural progression• Standard English• Adverbials of time place and number• Relative clauses who, which, when, whose, that or with• Brackets, dashes, and commas to indicate parenthesis• Commas to clarify meaning• Use of passive verbs• Using the perfect form of verbs• Using modal verbs or adverbs to indicate degrees of possibility | <ul style="list-style-type: none">• Use fronted adverbials and punctuate these with commas• Use subordinating conjunctions at the start of sentences• Use pronouns to avoid repetition• Use prepositional phrases• Use apostrophes to show plural progression• Standard English• Adverbials of time place and number• Relative clauses who, which, when, whose, that or with• Brackets, dashes, and commas to indicate parenthesis• Commas to clarify meaning• Use of passive verbs• Using the perfect form of verbs• Using modal verbs or adverbs to indicate degrees of possibility• Hyphens to avoid ambiguity• Use semi colons, colons and dashes to mark boundaries• Use colon to introduce a list• Punctuate bullet points consistently | <ul style="list-style-type: none">• Use fronted adverbials and punctuate these with commas• Use subordinating conjunctions at the start of sentences• Use pronouns to avoid repetition• Use prepositional phrases• Use apostrophes to show plural progression• Standard English• Adverbials of time place and number• Relative clauses who, which, when, whose, that or with• Brackets, dashes, and commas to indicate parenthesis• Commas to clarify meaning• Use of passive verbs• Using the perfect form of verbs• Using modal verbs or adverbs to indicate degrees of possibility• Hyphens to avoid ambiguity• Use semi colons, colons and dashes to mark boundaries• Use colon to introduce a list• Punctuate bullet points consistently |
| Year 6 units | | |



Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

| Autumn | Spring | |
|--|---|--|
| <p>Week 1- Indicating degrees of possibility using adverbs [for example, perhaps, surely] Shed Sentences Stage 6.1 Ancient Egypt- Question Pack.pptx</p> <p>Week 2- Brackets, dashes and commas to indicate parenthesis Shed Sentences Stage 6.2 Pedals in the Clouds- Question Pack.pptx</p> <p>Week 3- Devices to build cohesion within a paragraph. [For example, then, after, that, this, firstly]. (Stage 5) Shed Sentences Stage 6.6 The Enchanted Blue Doorway- Question Pack.pptx</p> | <p>Week 1- The use of a semi-colon, colon, dash to mark the boundary between independent clauses - Shed Sentences Stage 6.16 The Mirror Between - Image.pptx</p> <p>Week 2- The use of a semi-colon, colon, dash to mark the boundary between independent clauses - colon- Shed Sentences Stage 6.22 Two bags, One Mystery - Image.pptx</p> <p>Week 3- How words are related by meaning as synonyms and antonyms [for example, big large, little] Shed Sentences Stage 6.20 The Pet Parade - Image.pptx</p> <p>Week 4- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out — discover; ask</p> | <p>Shed Sentences Week 1-use of subjunctive forms such as If I were to come, used in some very formal writing and speech. Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 6.19 The Three Little Pigs</p> <p>Week 2- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man eating shark, or recover versus re-cover] Shed Sentences Stage 6.24 It Came From The Clouds - Image.pptx</p> <p>Week 3- Linking ideas across paragraphs using a wide range of cohesive devices > grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence] > A specific</p> |

Narrative: Story Opening
 'Lizzie'
Narrative
 'Window'
Non-Fiction: Biography
 'Rosa Parks'
Non-Fiction: Speech
 'Greta'
Non-Fiction: Diary
 Link to one of people-choice
Narrative: 3rd person (setting description)
 'Who Let the God's Out?'
Non-Fiction: Diary and Informal Letter
 'Wonder'

Narrative: Flashback
 'Ancient Athens'
Non-Fiction: non chron
 Animal of choice
Non-Fiction: Report (Police)
 Three Little Pigs/ Goldilocks
Narrative: Advancing the dialogue
 'Alma'
Narrative: Description
Non-Fiction: Biography, Playscript
 Counting on Katherine by Helaine Becker

Narrative- Description, Flashbacks
Non-Fiction- Journal writing
 'The Arrival' Shaun Tang
 Pet Peeves- Blog Writing
 Non-Chronological Report- Ancient Greece



Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

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| <p>Week 4- The use of a semi-colon, colon, dash to mark the boundary between independent clauses Shed Sentences Stage 6.9 Faded- Question Pack.pptx</p> <p>Week 5- Converting nouns or adjectives into verbs using suffixes [for example, — ate; —ise; —ify] (Stage 5) Shed Sentences Stage 6.3 Draculas Whitby- Question Pack (1).pptx</p> <p>Week 6- Use of commas to clarify meaning and avoid ambiguity (Stage 5) Shed Sentences Stage 6.4 Floating Glass Island- Image.pptx</p> <p>Week 8- Relative clauses beginning with who, which, where, that, when, whose (Stage 5) Shed Sentences Stage 6.5 Beyond the Lines- Question Pack.pptx</p> <p>Week 9- The difference between structures typical of informal speech and structures appropriate for formal speech. Shed Sentences Stage 6.7 The Dreadful Menace- Question Pack.pptx</p> <p>Week 10- How words are related by meaning as synonyms and antonyms [for example, big large, little] Shed Sentences Stage 6.8 The Forgotten Machine- Question Pack.pptx</p> <p>Week 11- Use of the colon to introduce a list and the use of semi-colon within lists Shed Sentences Stage 6.10 The Library of the Lost Stories- Question Pack.pptx</p> <p>Week 12- Use of the colon to introduce a list and the use of semi-colon within lists Shed Sentences Stage 6.10 The Library of the Lost Stories- Question Pack.pptx</p> <p>Week 13- Linking ideas across paragraphs using a wide range of cohesive devices: repetition of a word</p> | <p>for — request; go in — enter] Shed Sentences Stage 6.14 The Interview Mix-Up - Image.pptx</p> <p>Week 5- Linking ideas across paragraphs using a wide range of cohesive devices > repetition of a word or phrase Shed Sentences Stage 6.18 The Discovery - Image.pptx</p> <p>Week 6- Use of the passive to affect how the information is presented in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 6.13 The One For All</p> <p>Week 7- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out — discover; ask for — request; go in — enter Shed Sentences Stage 6.14 The Interview Mix-Up - Image.pptx</p> <p>Week 8- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man eating shark, or recover versus re-cover Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 6.15 The Eye of the Storm</p> <p>Week 9- The use of a semi-colon, colon, dash to mark the boundary between independent clauses > semi -colon Shed Sentences Stage 6.16 The Mirror Between - Image.pptx</p> <p>Week 10- Linking ideas across paragraphs using a wide range of cohesive devices > ellipsis Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 6.17 Maux Dits</p> | <p>focus on conjunctive adverbs- Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 6.23 Road's End</p> <p>Week 4- Integrating dialogue to convey character and advance the action- Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 6.28 Broken</p> <p>Week 5- SATS week</p> <p>Week 6- Distinguish between the language of speech and writing and choose the appropriate register- Shed Sentences Stage 6.30 Listen The Planet is Talking - Image.pptx</p> <p>Week 7- Use of the passive to affect how the information is presented in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] Shed Sentences Stage 6.36 The City Under Seige - Question Pack.pptx</p> <p>Week 8 In narratives, describing characters and settings and atmosphere- Shed Sentences Stage 6.26 Not Ready to Go - Image.pptx</p> <p>Week 9- Write effectively for a range of purposes and audience Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 6.27 The Ridge</p> <p>Week 10- Using expanded noun phrases to convey complicated information concisely Shed Sentences Stage 6.35 The Power of Your Words - Image.pptx</p> <p>Week 11- Integrating dialogue to convey character and advance the action https://www.literacyshedplus.com/en-us/resource/shed-sentences-stage-6-34-little-freak-en-gb</p> <p>Week 12- Using commas to clarify meaning and avoid ambiguity in writing (+ Oxford comma discussion) Literacy Shed Plus - LitShed Resource // Shed Sentences Stage 6.32 Punctuation Party Panic!</p> |
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Old Buckenham Primary School – Writing Curriculum: EYFS – Year 6 (2025 / 2026)

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| <p>or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis.</p> <p>Shed Sentences Stage 6.12 The Last Letter- Question Pack.pptx</p> | | |
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| Year 6: Detail of content to be introduced (statutory requirement) | |
|--|--|
| Text | <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> |
| Punctuation | <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> |
| Terminology for pupils | <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p> |

| Year 6: Detail of content to be introduced (statutory requirement) | |
|--|--|
| Word | <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> |
| Sentence | <p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> |



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