



**Attleborough Primary Curriculum Intent for Writing**

**At Attleborough Primary School we aim to:**

- Encourage every child to consider themselves as both a reader and a writer.
- Teach children how to escape into the lives that literature create and transfer their reading knowledge into their writing, showing confidence and creativity through their published work.
- Support children to express themselves through the beauty of the spoken language.
- Encourage children to read and write a range of published works of poetry.
- Create a culture when children take pride in their writing.
- Develop children into fluid writers, who write confidently for a range of purposes and using a range of genres, with the correct punctuation, grammar, vocabulary and finally stamina to engage the reader.

**In EYFS, KS1 and KS2, the components of writing are taught through the following schemes:**

- Daily English Writing lessons using the 'Writing To' approach.
- Daily phonics lessons using 'Little Wandle' SSP scheme.
- Spelling lessons using 'Spelling Shed'.
- Handwriting lessons using our own school scheme.
- Grammar lessons through 'Grammarsaurus'.
- Intervention lessons using 'Pixl therapies'.



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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	Poetry One	Poetry Two
<b>EYFS</b>			Writing to describe - The Gruffalo.	Writing to entertain - The Gigantic Turnip.	Writing to inform – Yucky Worms.	Writing to entertain – The Everywhere Bear.	I am (Spring 2)	Nursery Rhymes. (Summer 2)
<b>Year One</b>	Writing to entertain - Patten's Pumpkin.	Writing to entertain – Hortense and the Shadow.	Writing to describe – Lila and the Secret of Rain.	Writing to entertain – The True Story of the Three Little Pigs	Writing to inform – One Day on Our Blue Planet: in the Ocean.	Writing to describe – Zeraffa Giraffa.	Acrostic Poems (Autumn 2)	Playground Rhymes (Spring 2)
<b>Year Two</b>	Writing to describe – Beauty and the Beast.	Writing to entertain – Traction Man.	Writing to inform – Florence Nightingale and Mary Seacole.	Writing to inform – Leaf.	Writing to persuade – The Day the Crayons Quit.	Writing to Entertain - A Mouse Called Julian.	Narrative (Autumn 2)	Limerick (Summer 2)
<b>Year Three</b>	Writing to persuade – Arthur and the Golden Rope.	Writing to inform – Great Rivers of the World.	Writing to entertain – Marcy and the Riddle of the Sphinx.	Writing to persuade – Vanishing Rainforest.	Writing to entertain – Stone Age Boy.	Writing to inform – Pebble in My Pocket.	Riddles (Spring 1)	Kennings (Summer 2)
<b>Year Four</b>	Writing to describe and entertain – Queen of Darkness.		Writing to inform – The Last Bear.	Writing to persuade – One Plastic Bag.	Writing to persuade – The Boy at the Back of the Class.	Writing to entertain – Beowulf.	Cinquains (Autumn)	Free Verse (Spring 2)
<b>Year Five</b>	Writing to entertain – The Adventures of Odysseus.	Writing to discuss – The Three Little Pigs.	Writing to persuade – The Journey.	Writing to entertain – The Highway Man.	Writing to describe – Viking Boy.	Writing to inform – The London Eye Mystery.	Ballads (Autumn 1)	Haiku (Spring 2)
<b>Year Six</b>	Writing to describe and entertain.  Text – Goodnight Mr Tom and Rose Blanche.		Writing to persuade – Pax.	Writing to discuss – Varmints.	Writing to entertain - Alma and Clockwork or All Wound Up.	Writing to inform – The Maya: Clever Ideas and Inventions from past Civilisations.	Epitaph (Autumn)  Concrete (Spring 2)	Sonnet (Summer 2)



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*THIS DOCUMENT IS TO BE DEVELOPED WITH STAFF THROUGHOUT THEY YEAR 2024-2025*

### EYFS Statutory Framework Writing Related Objectives

#### Three and Four Year Olds:

- Understand the five key concepts about print:
- Print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.
- Develop their phonological awareness, so that they can:  
Spot and suggest rhymes, count or clap syllables in a word, recognize words with the same initial sound such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page writing 'm' for mummy
- Write some or all of their name
- Write some letters accurately.

#### EYFS Development Matters:

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter – sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower – case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known letter – sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

#### EYFS Early Learning Goals:

- Write recognizable 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



RECEPTION Key content knowledge. <i>What knowledge children will have at the end of each unit- these will also be used for assessment</i>				
Autumn Term	Spring Term One Writing to describe. Text – The Gruffalo by Julia Donaldson.	Spring Term Two Writing to entertain. Text- The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey. Poetry – I am.	Summer Term One Writing to inform. Text – Yucky Worms by Vivian French and Jessica Ahlberg.	Summer Term Two Writing to entertain. Text – The Everywhere Bear by Julia Donaldson and Rebecca Cobb. Poetry – Nursery Rhymes.
<b>Grammar, Punctuation and Handwriting:</b> <ul style="list-style-type: none"><li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page writing ‘m’ for mummy</li><li>Write some or all of their name.</li><li>Write some letters accurately.</li><li>Spell words by identifying the sounds and then writing the sound with letter/s</li></ul> <b>Phonics (LW, CEW, Spelling):</b> Phase 2 s a t p l n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"><li>words with –s /s/ added at the end (hats sits)</li><li>words ending –s /z/ (his) and with –s /z/ added at the end (bags)</li><li>is I the put* pull* full* as and has his her go no to into she push* he of we me be</li></ul>	<b>Grammar, Punctuation and Handwriting:</b> <ul style="list-style-type: none"><li>Spell words by identifying the sounds and then writing the sound with letter/s</li><li>Write captions and short sentences with words with known letter – sound correspondences using a capital letter and full stop.</li><li>Learning to form all lower – case and capital letters correctly</li></ul> <b>Phonics (LW, CEW, Spelling):</b> Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"><li>words with double letters</li><li>longer words, including those with double letters</li><li>words with –s /z/ in the middle</li><li>words with –es /z/ at the end</li><li>words with –s /s/ and /z/ at the end</li><li>was you they my by all are sure pure</li></ul>	<b>Grammar, Punctuation and Handwriting:</b> <ul style="list-style-type: none"><li>Understand what a sentence is.</li><li>Recognise the number of words in a sentence.</li><li>Continue to write labels and captions.</li><li>Write simple phrases and sentences that can be read by others.</li><li>Some words are spelt correctly and others are phonetically plausible.</li><li>All sentences include finger spaces, capital letters and full stops.</li><li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li></ul> <b>Phonics (LW, CEW, Spelling):</b> Phase 4 Short vowels with adjacent consonants <ul style="list-style-type: none"><li>CVCC CCVC CCVCC CCCVC CCCVCC</li><li>longer words and compound words</li><li>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</li></ul> Long vowel graphemes with adjacent consonants <ul style="list-style-type: none"><li>CVCC CCVC CCCVC CCV CCVCC</li></ul>		



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		<ul style="list-style-type: none"><li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li><li>• said so have like some come love do were here little says there when what one out today</li></ul>
<b>Handwriting:</b>  Pupils are encouraged to use an effective pincer pencil grip. They are taught all of the letters and digits, with a focus on start and end points for each letter. Children complete daily fine and gross motor activities to help strengthen their hands and fingers.		
<b>Enrichment Opportunities</b> Trips / visitors/ WOW moments		
	Visit from the Dentist, Police, Paramedics.	Make a wormery. Trip to Gressenhall to complete a Once Upon a Time workshop for Traditional Tale writing.



YEAR 1

Key Stage 1 National Curriculum Objectives

**Writing Transcription:**

**Spelling**

- spell words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet: naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs and using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules
- 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

**Writing Composition:**

- write sentences by: saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- 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.

**Writing Vocabulary, Grammar and Punctuation:**

- leaving spaces between words
- joining words and joining clauses using and



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- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

### Year 1

Key content knowledge.

*What knowledge children will have at the end of each unit- these will also be used for assessment*

Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Writing to entertain. Text - Patta's Pumpkin by Chitra Soundar.	Writing to entertain. Text – Hortense and the Shadow, by Natalia O'Hara. <b>Poetry – Acrostic Poems.</b>	Writing to describe. Text – Lila and the Secret of Rain by David Conway and Jude Daly.	Writing to entertain. Text – The True Story of the Three Little Pigs by Jon Scieszka. Book and YouTube Clip <b>Poetry – Playground Rhymes.</b>	Writing to inform. Text – One Day on Our Blue Planet: in the Ocean by Ella Bailey.	Writing to describe. Text – Zeraffa Giraffa, by Dianne Hofmeyr
<b>Phonics / Spellings:</b>  Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each  Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	<b>Phonics / Spellings:</b>  Phase 5 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw  their people oh your Mr Mrs Ms ask* could would	<b>Phonics / Spellings:</b>  Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	<b>Phonics / Spellings:</b>  Phase 5 /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/	<b>Phonics / Spellings:</b>  Summer One Phonics screening check review – no new GPCs or tricky words	<b>Phonics / Spellings:</b>  Phase 5 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more



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	should our house mouse water want	any many again who whole where two school call different thought through friend work	ze freeze schwa at the end of words: actor  once laugh because eye		busy beautiful pretty hour move improve parents shoe
<b>Handwriting:</b>  Daily gross motor movements with different media e.g. paintbrushes, water or foam.  Daily fine motor skill activities with different equipment e.g. tweezers, peg boards, chopsticks.  Review 'Rocking Round' letters: a, d, g, q, c.  Capital versions of these letters. Review digits 0 – 9  Writing the date in short or long form	<b>Handwriting:</b>  Review 'Climb 'n' Slide' letters: i, u, w, t.  Capital versions of these letters. Review digits 0 – 9  Letters sitting on the line, not hovering above.  Writing the date in short or long form  Continue fine and gross motor skill development.	<b>Handwriting:</b>  Review 'Loopy' letters: e, l, h, k, b, f, j.  Capital versions of these letters.  Review digits 0 – 9  Letters sitting on the line, not hovering above.  Writing the date in short or long form  Continue fine and gross motor skill development.	<b>Handwriting:</b>  Review 'Lumpy' letters: n, m, v, x.  Capital versions of these letters.  Review digits 0 – 9  Letters sitting on the line, not hovering above.  Writing the date in short or long form  Continue fine and gross motor skill development.	<b>Handwriting:</b>  Review 'Mix 'n' Match' letters: p, r, s, o, y, z.  Capital versions of these letters.  Review digits 0 – 9  Letters sitting on the line, not hovering above.  Writing the date in short or long form  Continue fine and gross motor skill development.	<b>Handwriting:</b>  Review any other letters that are not secured.  Capital versions of these letters.  Review digits 0 – 9  Letters sitting on the line, not hovering above.  Writing the date in short or long form  Continue fine and gross motor skill development.





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### Sentence:

- Secure the understanding that words can combine to make phrases.
- Secure the understanding that when a verb is added to a phrase, it makes a clause.
- Secure the understanding that a clause is a group of words that contains a subject and a verb.
- Secure moving the children's understanding on from a clause to a sentence/s.
- To orally use coordinating conjunctions: and / but /so.
- To use the conjunctions: and to link ideas and sentences in their writing.
- Teach what a verb is, including 'to be' and 'to have' verbs. Children spot verbs in sentences.
- Write sentences that use adjectives to describe.

### Text:

- Sequence sentences to form short narratives in writing.

### Punctuation:

- Use finger spaces between words to separate them.
- Begin more secure using capital letters and full stops to demarcate sentences.
- Begin to use exclamation marks and question marks to demarcate sentences.
- Use capital letter for the personal pronoun 'I', names of people, places and days of the week.

### Other important features:

- Choosing specific nouns to engage the reader.
- Use noun phrases orally and in some writing which add detail to description.
- Organise ideas into groups.
- Re-read your writing yourself, to make sure it makes sense.
- Read aloud writing so it can be clearly heard by peers and teachers.
- Begin to show awareness of adverbials in oral retelling.
- Orally devise alliteration.
- Try to use some similes orally.
- Have an awareness of comparative and superlative adjectives.

### Handwriting:

- Sitting correctly at a table with good posture.



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- Ensure use of correct pincer pencil grip.
- No cursive font but letters to lead out with a flick.
- Ensure size and proportions of letters and spacing between letters and words.
- (Left – handed specific teaching begins)
- Be aware of which letters are left not joined onto any other letter: b, p, y, g, j, x.
- Sit correctly at a table, holding a pencil comfortably and correctly

### Key Vocabulary

All children to know the meaning of these words by the end of the unit

letter,  
capital letter word,  
singular,  
plural,  
sentence punctuation,  
full stop,  
question mark,  
exclamation mark

### Enrichment Opportunities

Trips / visitors/ WOW moments

Trip to Africa Alive.

Trip to the beach.



YEAR 2

Key Stage 1 National Curriculum Objectives

**Writing Transcription**

**Spelling:**

- 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
- 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

**Writing Composition**

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



**Writing – vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use: sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing

**Year 2**

Key content knowledge.

*What knowledge children will have at the end of each unit- these will also be used for assessment*

Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Writing to describe. Text – Beauty and the Beast by Sally Morgan.	Writing to entertain. Text – Traction Man by Mini Grey <b>Poetry - Narrative.</b>	Writing to inform. Text – Florence Nightingale by Maria Isabel Sanchez Vegara. Mary Seacole by Naida Redgrave.	Writing to inform. Text – Leaf by Sandra Dieckmann.	Writing to persuade. Text – The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers.	Writing to entertain. A Mouse Called Julian by Joe Todd – Stanton. <b>Poetry - Limerick.</b>
<b>Phonics / Spellings: Spelling Shed Stage 2</b>  1.Words where ‘dge’ makes a /j/ sound 2.Words where ‘ge’ makes a /j/ sound 3. Words where ‘g’ makes a /j/ sound	<b>Phonics / Spellings: Spelling Shed Stage 2</b>  As Autumn 1  Christmas busy break gold	<b>Phonics / Spellings: Spelling Shed Stage 2</b>  13.Words where ‘y’ makes an /igh/ sound 14.Words where ‘-es’ is added to words ending in ‘y’	<b>Phonics / Spellings: Spelling Shed Stage 2</b>  As Spring 1  Cold floor hold kind	<b>Phonics / Spellings: Spelling Shed Stage 2</b>  25.Words where ‘ey’ makes an /ee/ sound 26.Words where ‘a’ makes an /o/ sound	<b>Phonics / Spellings: Spelling Shed Stage 2</b>  As Summer 1  Steak sugar prove whole



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<p>4.Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</p> <p>5.Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</p> <p>6.Challenge Words</p> <p>7.Words where 'wr' makes a /r/ sound at the beginning of words</p> <p>8.Words ending in 'le'</p> <p>9.Words ending in 'el'</p> <p>10.Words ending in 'al'</p> <p>11.Words ending in 'il'</p> <p>12.Challenge Words</p> <p>Father</p> <p>grass</p> <p>child</p> <p>children</p> <p>class</p> <p>clothes</p> <p>path</p> <p>plant</p> <p>old</p>	<p>money</p> <p>bath</p> <p>after</p> <p>everybody</p>	<p>15.Words where '-ed' is added to words ending in 'y'</p> <p>16.Words where '-er' and '-est' are added to words ending in 'y'</p> <p>17.Words where '-ing' is added to words ending in 'e'</p> <p>18.Challenge Words</p> <p>19.Words where '-er', '-est' and '-ed' is added to words ending in 'e'</p> <p>20.Words where '-ing' is added to single syllable words</p> <p>21.Words where '-ed' is added to single syllable words</p> <p>22.Words where 'a' makes an /or/ sound</p> <p>23.Words where 'o' makes an /u/ sound</p> <p>24.Challenge Words</p> <p>Find</p> <p>great</p> <p>half</p> <p>wild</p> <p>poor</p> <p>most</p> <p>mind</p> <p>both</p>	<p>told</p> <p>past</p> <p>every</p> <p>last</p> <p>fast</p>	<p>27.Words where 'or' and 'ar' make an /er/ or /or/ sound</p> <p>28.Words where 's' makes an /z/ sound</p> <p>29.Words ending in '-ment' and '-ness'</p> <p>30.Words ending in '-ful' and '-less'</p> <p>31.Words that are homophones or near homophones</p> <p>32.Words that are homophones or near homophones</p> <p>33.Words ending in '-tion'</p> <p>34.Words containing an apostrophe for contraction</p> <p>35.Words containing an apostrophe for possession</p> <p>36.Challenge Words</p> <p>Climb</p> <p>behind</p> <p>pass</p> <p>door</p> <p>even</p> <p>only</p>	
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<b>Handwriting:</b>  Review of digits 0-9.  Review of letters taught so far.  Review keeping each letter sitting on the line, not hovering above.  Writing the date and the Can I statement.	<b>Handwriting:</b>  Diagonal 'up' joins: ay, ch, co, dr, ef, fi, he, ic, kn, la, mo, nt, qu, rl, st, uv, zi.  Diagonal 'down' joins: oe, we, ve  Horizontal joins: ou, ow, vo, wr, oi, ra, of, on.  Join high frequency words: the, it, she, in, with, my, you, to, is.	<b>Handwriting:</b>  Begin to join their own name – first and surname.  Join the following high frequency words: and, said, went, was, they, for, at, his, but, that, all, can, are, up, had, what, there, out, this, have, some, so, not, then, were, little, as, no, mum, one, them, do, to.  Join the following high frequency words: me, down, dad, big, when, see, looked, very, look, come, will, into, back, from, him, just, now, oh, about, their, people, your, put, could, house, old, day, get, got.	<b>Handwriting:</b>  Join the following high frequency words: made, time, if, help, called, here, off, asked, saw, make, an, about, after, again, another, ball, because, been, boy, brother, did, dig, door, first, girl, half, has, home, how, jump, last, laugh, loved, love, good.  Join the following high frequency words: man, many, may, more, much, must, name, new, next, night, once, our, over, push, pull, ran, school, seen, should, sister, take, than, these, three, took, tree, two, want, water, way.	<b>Handwriting:</b>  Join the following high frequency words: Where, who, would.  Join a range of current topic words.  Encourage writing at speed when joining up.	<b>Handwriting:</b>  Review of digits 0-9.  Review of letters taught so far.  Review keeping each letter sitting on the line, not hovering above.  Writing the date and the Can I statement.
<b>Sentence:</b> <ul style="list-style-type: none"><li>• Planning out loud what is going to be written before writing it.</li><li>• Use subordination (using when, if, that, because) and coordination (using or, and, but).</li><li>• Introduce the word class – nouns as common or proper.</li><li>• Write noun phrases for description and specification e.g. the blue butterfly / plain flour / the man in the moon.</li><li>• Understand whether writing is a: statement, question, exclamation and command.</li><li>• Recall definition of verbs, including 'to be' and 'to have'.</li></ul>					



**Text:**

- Write sentences with different forms within a longer text; statement, question, exclamation and command.
- Correct choice and consistent use of present tense and past tense throughout writing.
- Form simple past tense sentences by adding 'ed'.
- Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she was drumming, he was shouting). (Present and past progressive tenses)

**Punctuation:**

- Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Commas to separate items in a list.
- Apostrophes to mark where letters are missing in spelling (contractions).
- To begin to put spoken words into inverted commas, starting with a capital letter.
- Accurate use of capital letters for first person 'I', names of people, places and days of the week.

**Other important features:**

- Use apostrophe to mark singular possession.
- Begin to use adverbials in your written work to sequence events.
- Be introduced to rhetorical questions to engage the reader.
- Begin to evaluate the effectiveness of their own writing and their peers, correcting mistakes through punctuation and spelling yet also making additions to enhance their work.
- Use adjectives including comparative adjectives to aid description and make comparisons.
- Consider using time linking words, such as first, later.

**Handwriting:**

- Ensure use of correct pincer pencil grip.
- No cursive font but letters to lead out with a flick.
- Ensure size and proportions of letters and spacing between letters and words.
- Review which letters are not joined onto any other letter: b, p, y, g, j, x.
- Daily gross motor movements with different media e.g. paintbrushes, water or foam.
- Daily fine motor skill activities with different equipment e.g. tweezers, peg boards, chopsticks
- Sit correctly at a table, holding a pencil comfortably and correctly.



Key Vocabulary		
All children to know the meaning of these words by the end of the unit		
noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma		
Enrichment Opportunities		
Trips / visitors/ WOW moments		
Trip to London	Visit to Norwich Cathedral	Residential Trip





YEAR 3

Key Stage 2 National Curriculum Objectives

**Writing Transcription**

**Spelling:**

- 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. English 38 Notes and guidance (non-statutory)
- Pupils should learn to spell new words correctly and have plenty of practice in spelling them.
- As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).
- Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

**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]

**Writing – composition:**

- 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



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- 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.

### Writing – vocabulary, grammar and punctuation:

- develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by: using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
- 

<b>Year 3</b> Key content knowledge. <i>What knowledge children will have at the end of each unit- these will also be used for assessment</i>					
Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Writing to persuade. Text – Arthur and the Golden Rope by Joe Todd Stanton.	Writing to inform Text – Great Rivers of the World by Volker Mehnert and Martin Haake	Writing to entertain. Text – Marcy and the Riddle of the Sphinx by Joe Todd Stanton.  <b>Poetry - Riddles.</b>	Writing to persuade. Text – Vanishing Rainforest.	Writing to entertain. Text – Stone Age Boy by Satoshi Kitamura.	Writing to inform. Text – Pebble in My Pocket by Meredith Hooper and Chris Coady.  <b>Poetry – Kennings</b>



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Phonics / Spellings: Spelling Shed Stage 3	Phonics / Spellings: Spelling Shed Stage 3	Phonics / Spellings: Spelling Shed Stage 3	Phonics / Spellings: Spelling Shed Stage 3	Phonics / Spellings: Spelling Shed Stage 3	Phonics / Spellings: Spelling Shed Stage 3
1.Words where 'ou' makes an /ow/ sound 2.Words where 'ou' makes a /u/ sound 3.Words where 'y' makes an /i/ sound 4.Words ending in '-sure' 5.Words ending in '-ture' 6.Challenge words 7.Words with the prefix 're-' 8.Words with the prefix 'dis-' 9.Words with the prefix 'mis-' 10.Words where '-ing' and '-ed' are added to multisyllabic words 11.Words where '-ing', '-en' and '-ed' are added to multisyllabic words 12.Challenge words  Address describe different earth grammar history straight	As Autumn 1  Believe arrive answer famous extreme question experiment eight eighth remember often	13.Words with the 'ai' digraph 14.Words with the 'ei' digraph 15.Words where 'ey' makes an /ai/ sound 16.Adding the suffix '-ly' 17.Words that are homophones 18.Challenge Words 19.Words ending in 'al' 20.Words ending in 'le' 21.Adding '-ly' when the root word ends in '-le' 22.Adding '-ally' when the root word ends in '-ic' 23.Adding '-ly' when the words do not follow the spelling patterns 24.Challenge Words Find great half wild poor most mind both  February island exercise	As Spring 1  Group important Breath breathe difficult early library learn quarter ordinary certain calendar	25.Words ending in '-er' when the root word ends in 'ch' 26.Words where 'ch' makes a /k/ sound 27.Words where 'que' makes a /k/ sound 28.Words where 'sc' makes a /s/ sound 29.Words that are homophones 30.Challenge Words 31.Words that end in 'sion' 32.Revision of spelling patterns learned in Stage 3 33.Revision of spelling patterns learned in Stage 3 34.Revision of spelling patterns learned in Stage 3 35.Revision of spelling patterns learned in Stage 3 36.Revision of spelling patterns learned in Stage 3	As Summer 1  Medicine mention minute woman women heard knowledge enough



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strength height position material length interest natural complete circle		favourite fruit heart potatoes weight bicycle through strange popular		Thought perhaps consider decide possible probably separate promise particular forward(s)	
<b>Handwriting and Presentation throughout the year:</b> <ul style="list-style-type: none"><li>• Review any misconceptions from Y2 or 3.</li><li>• Review of digits 0-9.</li><li>• Practise weekly spellings using joined up.</li><li>• Teach about the different ways to present work in books.</li><li>• Writing the date and the Can I statement.</li></ul>					
<b>Sentence:</b> <ul style="list-style-type: none"><li>• Expressing time, place and cause using conjunctions: when, before, after, while, so, because if, although, unless, since, rather, whereas, in order to, whenever, whether.</li><li>• Expressing time, place and cause using adverbs: then, next, soon, therefore</li><li>• Expressing time, place and cause, using prepositions: before, after, during, in, because of</li><li>• Remind children about vowels and consonants before teaching the use of 'a' or 'an' correctly throughout a piece of writing.</li><li>• Use imperative verbs to convey urgency.</li><li>• Introduce the terminology of main clause and not main clause.</li><li>• Secure the word class – nouns as common or proper. Introduce the word class – nouns as collective nouns.</li></ul>					
<b>Text:</b> <ul style="list-style-type: none"><li>• Introduction to paragraphs as a way to group related ideas.</li><li>• Children begin to organise each paragraph into themes.</li><li>• Use headings and subheadings to label content to help with organisation and presentation.</li><li>• Recap on the use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she was drumming, he was shouting). (Present and past progressive tenses)</li><li>• Begin to use present perfect tense form of verbs instead of just the simple past, to place events in time, instead of the simple past (e.g. He has gone out to play, instead of He went out to play).</li></ul>					



## Attleborough Primary School – Writing Curriculum: EYFS – Year 6 (2024 / 2025)

- Begin to write verb phrases.

### Punctuation:

- Use full punctuation for direct speech, including punctuation within and before inverted commas.
- Accurately use commas to separate adjectives in a list.

### Other important features:

- Develop the use of expanded noun phrases to add detail and description.
- Use nouns and pronouns for clarity and cohesion.
- Plan writing though discussing and recording your ideas.
- Continuously evaluate the effectiveness of their own writing and their peers, correcting mistakes through punctuation and spelling yet also making additions to enhance their work

### Handwriting and Presentation:

- Ensure use of correct pincer pencil grip.
- No cursive font but letters to lead out with a flick.
- Ensure size and proportions of letters and spacing between letters and words.
- Review which letters are not joined onto any other letter: b, p, y, g, j, x.
- Daily gross motor movements with different media e.g. paintbrushes, water or foam.
- Daily fine motor skill activities with different equipment e.g. tweezers, peg boards, chopsticks
- Sit correctly at a table, holding a pencil comfortably and correctly

### Key Vocabulary

All children to know the meaning of these words by the end of the unit

adverb,  
preposition,  
conjunction,  
word family,  
prefix clause,  
subordinate clause,  
direct speech,  
consonant,  
consonant letter  
vowel,



vowel letter inverted commas (or ‘speech marks’)		
Enrichment Opportunities Trips / visitors/ WOW moments		
Trip to Norwich Castle		Trip to Thetford Forest.



YEAR 4

Key Stage 2 National Curriculum Objectives

**Writing Transcription**

**Spelling:**

- 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. English 38 Notes and guidance (non-statutory)
- Pupils should learn to spell new words correctly and have plenty of practice in spelling them.
- As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).
- Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

**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]

**Writing – composition:**

- 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



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- 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.

### Writing – vocabulary, grammar and punctuation:

- develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by: using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

### Year 4

Key content knowledge.

*What knowledge children will have at the end of each unit- these will also be used for assessment*

Autumn Term One and Two		Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Writing to describe and entertain. Text – Queen of Darkness by Tony Bradman.		Writing to inform. Text – The Last Bear by Hannah Gold.	Writing to persuade Text – One Plastic Bag by Miranda Paul.	Writing to persuade. Text – The Boy at the Back of the Class by Onjali Rauf.	Writing to entertain. Text – Beowulf by Michael Morpurgo.
Poetry - Cinquains.			Poetry – Free Verse		
Spellings: Spelling Shed Stage 4	Spellings: Spelling Shed Stage 4	Spellings: Spelling Shed Stage 4	Spellings: Spelling Shed Stage 4	Spellings: Spelling Shed Stage 4	Spellings: Spelling Shed Stage 4
1.Words that are homophones 2.Words with the prefix 'in-' 3.Words with the prefixes 'il-', 'im-' and 'ir-'	As Autumn 1  Accident accidentally caught experience	13.Words ending in '-sion' 14.Words ending in '-ous'	As Spring 1  Environment exaggerate necessary marvellous	25.Words that are homophones 26.Words spelled with 'c' before 'i' and 'e' 27.Words containing 'sol' and 'real'	As Summer 1  Queue privilege amateur restaurant





## Attleborough Primary School – Writing Curriculum: EYFS – Year 6 (2024 / 2025)

<p>4.Words with the prefix 'sub-'</p> <p>5.Words with the prefix 'inter-'</p> <p>6.Challenge Words.</p> <p>7.Words ending in '-ation'</p> <p>8.Words ending in '-ation'</p> <p>9.Words ending '-ly'</p> <p>10.Words ending '-lly'</p> <p>11.Words where 'ch' makes a /sh/ sound</p> <p>12.Challenge Words</p> <p>Actual</p> <p>actually</p> <p>build</p> <p>centre</p> <p>century</p> <p>peculiar</p> <p>purpose</p> <p>reign</p> <p>Busy</p> <p>guide</p> <p>naughty</p> <p>possess</p> <p>possession</p> <p>leisure</p> <p>disastrous</p>	<p>guard</p> <p>notice</p> <p>sentence</p> <p>controversy</p> <p>foreign</p> <p>government</p> <p>prejudice</p> <p>aggressive</p> <p>soldier</p> <p>conscience</p>	<p>15.Words ending in '-ous' where the ge from the root word remains</p> <p>16.Words where 'i' makes an /ee/ sound</p> <p>17.Words ending in '-ious' and 'eous'</p> <p>18.Challenge Words</p> <p>19.Words where 'au' makes an /or/ sound</p> <p>20.Words ending in '-tion'</p> <p>21.Words ending in '-sion'</p> <p>22.Words ending in '-cian'</p> <p>23.Words that are adverbs of manner</p> <p>24.Challenge Words</p> <p>Imagine</p> <p>increase</p> <p>occasion</p> <p>occasionally</p> <p>various</p> <p>Business</p> <p>continue</p> <p>special</p> <p>therefore</p> <p>though</p> <p>although</p> <p>correspond</p> <p>curiosity</p>	<p>explanation</p> <p>nuisance</p> <p>especially</p> <p>according</p> <p>appreciate</p> <p>awkward</p> <p>committee</p> <p>conscious</p>	<p>28.Words containing 'phon' and 'sign'</p> <p>29.Words with the prefixes 'super-', 'anti-' and 'auto</p> <p>30.Words with the prefix 'bi-'</p> <p>31.Challenge Words</p> <p>32.Words containing an apostrophe for possession</p> <p>33.Revision of spelling patterns learned in Stage 4</p> <p>34.Revision of spelling patterns learned in Stage 4</p> <p>35.Revision of spelling patterns learned in Stage 4</p> <p>36.Revision of spelling patterns learned in Stage 4</p> <p>Yacht</p> <p>sacrifice</p> <p>existence</p> <p>guarantee</p> <p>convenience</p> <p>mischievous</p> <p>recognise</p> <p>relevant</p>	<p>secretary</p> <p>sufficient</p> <p>interfere</p> <p>hindrance</p> <p>frequently</p> <p>familiar</p> <p>bruise</p> <p>cemetery</p>
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		signature persuade		equip / equipment / equipped Criticise accompany	
<b>Handwriting and Presentation throughout the year:</b> <ul style="list-style-type: none"> <li>• Review any misconceptions from Y2 or 3.</li> <li>• Review of digits 0-9.</li> <li>• Practise weekly spellings using joined up.</li> <li>• Teach about the different ways to present work in books.</li> <li>• Writing the date and the Can I statement.</li> </ul>					
<b>Sentence:</b> <ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>• Use fronted adverbials to show how / when an event occurs (e.g. Later that day, I heard the bad news.)</li> <li>• Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> <li>• Secure identification of determiners and articles.</li> <li>• Secure the ability to identify the main clause and that which is not the main clause.</li> <li>• Begin to use subordinate clauses.</li> <li>• Introduce relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun to provide supporting detail or context. Identify relative pronouns.</li> </ul> <b>Text:</b> <ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme.</li> <li>• Link ideas across paragraphs using adverbials, including of number, soon, meanwhile, as, the next day, later, secondly, carefully, without a thought.</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>• Continue to secure the use of present perfect tense form of verbs instead of just the simple past, to place events in time, instead of the simple past (e.g. He has gone out to play, instead of He went out to play).</li> </ul> <b>Punctuation:</b> <ul style="list-style-type: none"> <li>• Consolidate the consistent use of four main punctuation marks.</li> <li>• Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</li> <li>• Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</li> <li>• Use of commas after fronted adverbials.</li> </ul>					



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- Use of the colon to introduce a list and use of bullet points to list items.
- Continue to write verb phrases.
- Use a comma to denote relative clauses.
- Use a comma to denote subordinate clauses.

### Other important features:

- Secure the use of adverbials to show how / when an event occurs, e.g. firstly, also, in addition, however, on the other hand, therefore, in conclusion.
- 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 taught words and punctuation taught so far.
- Secure understanding of homonym and homophones.
- Remind about the word class – nouns - as common , proper or collective nouns.
- Lots of word class work on: How does X word function in this sentence?

### Handwriting and Presentation:

- Ensure use of correct pincer pencil grip.
- No cursive font but letters to lead out with a flick.
- Ensure size and proportions of letters and spacing between letters and words.
- Review which letters are not joined onto any other letter: b, p, y, g, j, x.
- Daily gross motor movements with different media e.g. paintbrushes, water or foam.
- Daily fine motor skill activities with different equipment e.g. tweezers, peg boards, chopsticks
- Sit correctly at a table, holding a pencil comfortably and correctly

### Key Vocabulary

All children to know the meaning of these words by the end of the unit

determiner  
pronoun,  
possessive pronoun,  
adverbial,  
determiners,  
articles

### Enrichment Opportunities

Trips / visitors/ WOW moments

Trip to Thetford Ancient House.

Residential



**YEAR 5**

**Key Stage 2 National Curriculum Objectives**

**Writing Transcription**

**Spelling:**

- 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 three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

**Handwriting and Presentation:**

- 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.

**Writing – composition:**

- 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
- 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
- proof-read for spelling and punctuation errors English 48 Statutory requirements
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Writing – vocabulary, grammar and punctuation:

- develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
- Notes and guidance (non-statutory) Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

### Year 5

Key content knowledge.

*What knowledge children will have at the end of each unit- these will also be used for assessment*

Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Writing to entertain. Text – The Adventures of Odysseus by Hugh Lupton and Christina Balit. <b>Poetry - Ballads.</b>	Writing to discuss. Text – The Three Little Pigs. The Guardian Article and YouTube.	Writing to persuade. Text – The Journey by F Sanna.	Writing to entertain. Text – The Highway Man by Alfred Noyes. <b>Poetry - Haiku.</b>	Writing to describe. Text – Viking Boy by Tony Bradman.	Writing to inform. Text – The London Eye Mystery by Siobhan Dowd.



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Spellings: Spelling Shed Stage 5	Spellings: Spelling Shed Stage 5	Spellings: Spelling Shed Stage 5	Spellings: Spelling Shed Stage 5	Spellings: Spelling Shed Stage 5	Spellings: Spelling Shed Stage 5
1.Words ending in ‘-tious’ and ‘-ious’ 2.Words ending in ‘-cious’ 3.Words ending in /shul/ spelled. ‘-cial’ 4.Words ending in /shul/ spelled ‘-tial’ 5.Words ending in /shul/ spelled ‘-cial’ and ‘-tial’ 6.Challenge words 7.Words ending in ‘-ant’ 8.Words ending in ‘-ance’ and ‘-ancy’ 9.Words ending in ‘-ent’ and ‘-ence’ 10.Words ending in ‘-able’ and ‘-ible’ 11.Words ending in ‘-ably’ and ‘-ibly’ 12.Challenge Words  According ancient twelfth forty physical profession identity excellent	As Autumn 1  Achieve Parliament communicate desperate determined harass neighbour occupy vehicle	13.Words ending in ‘-able’, where the ‘e’ from the root word remains 14.Words that are adverbs of time 15.Words ending in ‘-fer’ 16.Words with ‘silent’ first letters 17.Words with ‘silent’ letters 18.Challenge Words 19.Words spelled with ‘ie’ after c 20.Words where ‘ei’ makes an /ee/ sound 21.Words where ‘ough’ makes an /or/ sound 22.Words containing ‘ough’ 23.Adverbs of possibility and frequency 24.Challenge Words  Individual sincere(ly) immediate immediately	As Spring 1  Category community symbol pronunciation average available definite develop language	25.Words that are homophones or near homophones 26.Words that are homophones 27.Words that are homophones 28.Words that are homophones or near homophones 29.Words that are homophones or near homophones 30.Challenge Words 31.Words with hyphens 32.Challenge Words 33.Revision: Year 5 words 34.Revision: Year 5 words 35.Revision: Year 5 words 36.Revision: Year 5 words  Recommend System opportunity occur rhyme rhythm interrupt lightning	As Summer 1  Competition temperature thorough vegetable variety shoulder programme stomach muscle



## Attleborough Primary School – Writing Curriculum: EYFS – Year 6 (2024 / 2025)

embarrass dictionary		suggest bargain apparent attached			
<b>Handwriting and Presentation throughout the year:</b> <ul style="list-style-type: none"><li>• Start to build up speed and fluency when writing.</li><li>• Review of digits 0-9.</li><li>• Use handwriting sessions to learn and practise key spellings using joined up.</li><li>• Reinforce all previous work, especially considering the spacing of letters, consistent spacing and size, distinguishing ascenders and descenders.</li><li>• Reinforcing that the capital letter is not joined.</li><li>• Analyse writing styles and presentation choices.</li><li>• Writing the date and the Can I statement.</li></ul>					
<b>Sentence:</b> <ul style="list-style-type: none"><li>• Secure relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun to provide supporting detail or context. Identify relative pronouns.</li><li>• Use imperative and modal verbs (auxiliary/helper verbs) to convey degrees of probability and urgency e.g. might, should, will, must, and use adverbs too e.g. perhaps, surely.</li><li>• Use subordinate clauses to add detail or context including in varied positions.</li><li>• Use a wide range of sentence structures to add interest e.g. short sentences for emphasis to good effect.</li><li>• Secure use and understanding of finite and non-finite verbs.</li></ul> <b>Text:</b> <ul style="list-style-type: none"><li>• Use devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly).</li><li>• Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) to provide cohesion across the text e.g. firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion.</li><li>• Linking ideas across paragraphs using tense choices, e.g. he had seen her before... and also using time, place and sequence.</li><li>• Adapt the degrees of formality and informality to suit the form of discussion.</li><li>• Recap on the use of present perfect tense form of verbs instead of just the simple past, to place events in time, instead of the simple past (e.g. He has gone out to play, instead of He went out to play). Use perfect form of verbs to mark relationship of time and cause.</li></ul> <b>Punctuation:</b> <ul style="list-style-type: none"><li>• Consistently use the four main punctuation marks.</li><li>• Use commas to mark relative clauses, to clarify meaning or avoid ambiguity.</li><li>• Use commas after subordinate clauses.</li></ul>					



## Attleborough Primary School – Writing Curriculum: EYFS – Year 6 (2024 / 2025)

- Secure the use of brackets, dashes or commas to indicate parenthesis, including for emphasis.

### Other important features:

- Show accuracy in proof-reading for spelling punctuation and grammar errors.
- Use ideas from their own wide breadth of reading experience and modelled examples to plan their writing.
- Perform their own compositions confidently using appropriate intonation, tone, movement and volume so that the meaning is clear.
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (assured and conscious control)
- Continue to use conjunctions: if, when, because, while, as, until, whenever, once, since, although, unless, rather.
- Use layout devices to provide additional information to guide the reader
- Remind about the word class – nouns - as common , proper or collective nouns.
- Lots of word class work on: How does X word function in this sentence?

### Handwriting and Presentation:

- Ensure use of correct pincer pencil grip. Start to use a pen when the speed, fluency and control is apparent.
- No cursive font but letters to lead out with a flick.
- Ensure size and proportions of letters and spacing between letters and words.
- Review which letters are not joined onto any other letter: b, p, y, g, j, x.
- Sit correctly at a table, holding a pencil comfortably and correctly

### Key Vocabulary

All children to know the meaning of these words by the end of the unit

modal verb,  
relative pronoun  
relative clause  
parenthesis,  
bracket,  
dash  
cohesion,  
ambiguity,  
finite verb,  
non finite verb

### Enrichment Opportunities

Trips / visitors/ WOW moments

Trip to Cambridge – Ancient Greece.

Trip to London Houses of Parliament

Trip to How Hill





YEAR 6

Key Stage 2 National Curriculum Objectives

**Writing Transcription**

**Spelling:**

- 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 three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

**Handwriting and Presentation:**

- 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.

**Writing – composition:**

- 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
- 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



## Attleborough Primary School – Writing Curriculum: EYFS – Year 6 (2024 / 2025)

- 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
- proof-read for spelling and punctuation errors English 48 Statutory requirements
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### **Writing – vocabulary, grammar and punctuation:**

- develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
  - indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
- Notes and guidance (non-statutory) Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.



## Attleborough Primary School – Writing Curriculum: EYFS – Year 6 (2024 / 2025)

Year 6				
Key content knowledge.				
What knowledge children will have at the end of each unit- these will also be used for assessment				
Autumn Term One and Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Writing to describe and to entertain. Text – Goodnight Mr Tom by Michelle Magorian. Rose Blanche, by Ian McEwan. Poetry - Epitaph.	Writing to persuade. Text – Pax by Sara Pennypacker and Jon Klassen.	Writing to discuss. Text – Varmints by Helen Ward. Poetry – Concrete Poems.	Writing to entertain. Alma -(Literacy Shed) Text – Clockwork or All Wound Up by Philip Pullman.	Writing to inform. Text – The Maya: Clever Ideas and Inventions from past Civilisations (The Genius of) by Izzi Howell.  Poetry – Sonnet
<b>Spellings:</b> <b>Spelling Shed Stage 6</b>  1.Challenge Words 2.Challenge Words 3.Challenge Words 4.Challenge Words 5.Challenge Words 6.Challenge Words 7.Challenge Words 8.Challenge Words 9.Challenge Words 10.Challenge Words 11.Words with the short vowel sound /i/ spelled ‘y’ 12.Words with the long vowel sound /igh/ spelled ‘y’  Review all previous spellings Y1 – Y5	<b>Spellings:</b> <b>Spelling Shed Stage 6</b>  13.Words ending in ‘-able’, where the ‘e’ from the root word remains 14.Words that are adverbs of time 15.Words ending in ‘-fer’ 16.Words with ‘silent’ first letters 17.Words with ‘silent’ letters 18.Challenge Words 19.Words spelled with ‘ie’ after c 20.Words where ‘ei’ makes an /ee/ sound 21.Words where ‘ough’ makes an /or/ sound 22.Words containing ‘ough’ 23.Adverbs of possibility and frequency 24.Challenge Words  Review all previous spellings Y1 – Y5	<b>Spellings:</b> <b>Spelling Shed Stage 6</b>  25.Words that are homophones or near homophones 26.Words that are homophones 27.Words that are homophones 28.Words that are homophones or near homophones 29.Words that are homophones or near homophones 30.Challenge Words 31.Words with hyphens 32.Challenge Words 33.Revision: Year 5 words 34.Revision: Year 5 words 35.Revision: Year 5 words 36.Revision: Year 5 words  Review all previous spellings Y1 – Y5		



## Attleborough Primary School – Writing Curriculum: EYFS – Year 6 (2024 / 2025)

### Handwriting and Presentation throughout the year:

- Start to build up speed and fluency when writing.
- Review of digits 0-9.
- Use handwriting sessions to learn and practise key spellings using joined up.
- Reinforce all previous work, especially considering the spacing of letters, consistent spacing and size, distinguishing ascenders and descenders.
- Reinforcing that the capital letter is not joined.
- Analyse writing styles and presentation choices.
- Writing the date and the Can I statement.

### Sentence:

- Use of active and passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]). Use the passive voice to remain formal or detached.
- Understand and show the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of subjunctive forms such as 'If I were you' or 'Were they to come', in some very formal writing and speech)
- Use of subjunctive form to hypothesise.
- Recap on third person and past tense used to include past progressive (were eating), past perfect (had tried) and past perfect progressive (had been searching).
- Remind about the word class – nouns - as common , proper or collective nouns. Introduce partitive and abstract.

### Text:

- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.
  - Use precise longer paragraphs
  - Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
  - Ensure the consistent and correct use of tense throughout all pieces of writing including when using singular and plural.
- of present tense including present perfect.

### Punctuation:

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)
- Recapping the use of the colon to introduce a list.
- Recapping the punctuation of bullet points to list information.
- How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)

### Other important features:

- Proofread their work to evaluate the effectiveness of their own writing and their peers, correcting mistakes and making improvements to enhance their work and ensure cohesion, correct spelling and punctuation throughout.
- Create cohesion across the text using a wide range of cohesive devices.



## Attleborough Primary School – Writing Curriculum: EYFS – Year 6 (2024 / 2025)

- Continue using subordinate and relative clauses to add detail or context.
- Continue using expanded noun phrases to convey complicated information concisely.
- Focus on how words are related by meaning as synonyms and antonyms (e.g. big, large, little).
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)
- Use a dictionary to check the spelling and meaning of words. Use a thesaurus.
- Perform their own compositions confidently using appropriate intonation, tone, movement and volume so that the meaning is clear.
- Lots of word class work on: How does X word function in this sentence?

### Handwriting and Presentation:

- Ensure use of correct pincer pencil grip. Start to use a pen when the speed, fluency and control is apparent.
  - No cursive font but letters to lead out with a flick.
  - Ensure size and proportions of letters and spacing between letters and words.
  - Review which letters are not joined onto any other letter: b, p, y, g, j, x.
- Sit correctly at a table, holding a pencil comfortably and correctly

### Key Vocabulary

All children to know the meaning of these words by the end of the unit

object  
active,  
passive  
synonym,  
antonym  
ellipsis,  
hyphen,  
colon,  
semi-colon,  
bullet points

### Enrichment Opportunities

Trips / visitors/ WOW moments

Duxford Imperial War Museum  
Residential

Transition Days  
Norfolk Show  
Crucial Crew