Bisley Blue Coat Writing Curriculum Map 2025-2026

Spring Year 4/5/6

Y4/5/6	Spring 1			Spring 2	
Text type	**Recount**	**Poetry**	**Spaced Learning**	**Fiction**	**Spaced Learning**
Genre	Diary entry based on *The Nowhere Emporium*	Haiku, Tankas and Cinquains	First person narrative	Adventure story	Non-chronological reports
Writing outcome	Anne Frank	Poems		Short, action spy story	
Model text	Recount			Mission Impossible T4W text/ Alex Rider Stormbreaker	
SPAG focus	Prepositions to denote a place, in the form of adverbials; I found a dusty book in the library/ In the library, I found a dusty book.			Use inverted commas correctly with the correct punctuation (.,?!) Follow the new speaker, new line rule.	
Explicit terminology to be taught	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears Preposition Adverbial	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears Haiku Tanka Cinquain Syllable		Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears Inverted commas Speech marks	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears
Class novel/ text	The Nowhere Emporium				

Spring Term

Spelling	Handwriting	Punctuation	Grammar
Pupils should be taught using the Spelling Shed scheme	*Ensure that children with weak dexterity and grip have the opportunity to use finger gym or warm up*	**Revise and ensure accuracy:**	**Pupils should be taught to:**

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Stage 4 Weeks 13-25	*activities prior to handwriting sessions in order to improve strength and stamina for writing.* **Teachers must: Reference Handwriting Policy and school handwriting scheme** **Pupils should be taught to:** Follow the 4 Ps rule: **Posture:** Sit correctly at a table, with a straight back and two feet flat on the floor. **Position:** slant paper/ book accordingly depending on right or left-handed. **Pencil:** Hold the pencil or pen comfortably using a tripod grip. **Pressure:** Pressure should be moderate and not too tight. • Use the diagonal and horizontal strokes that are needed to join • Increase the legibility, consistency and quality of their handwriting *e.g. downstrokes are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.*	• Use capital letters and full stops consistently • Use capital letters for proper nouns • Use capital letters for the personal pronoun 'I' • Use apostrophes for contraction • Use possessive apostrophes for singular regular nouns • Use question marks and exclamation marks correctly • Use commas for lists • Use inverted commas to demarcate speech • Use commas, question marks or exclamation marks alongside inverted commas to correctly punctuate speech • Use commas after fronted adverbials	• Be increasingly secure in using and understanding word classes e.g. *noun, adjective, verb, adverb* • Identify the subject and verb within an active sentence e.g. *The girl was washing the dog (active) as opposed to The dog was being washed by the girl (passive)* • Use present, simple past, past progressive verb tenses (incl. most irregular verb forms) to show the difference in time when relating events in a piece of writing • Understand how to use most coordinating conjunctions *(and, but, or, yet, so)* • Understand how to use and increasing range of subordinating conjunctions *(if, since, as, although, while, after, before, until and because)* • Extend the range of sentences with more than one clause by using a wider range of these conjunctions • Choose nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition • Create/ identify expanded noun phrases *(two purposeful adjectives & noun)* • Understand and use verb inflections *was/ were, etc.* • Revise different sentence types: *command, question, statement, exclamation* • Revise formation of past, present and future tense • Use fronted adverbials with commas after these