



**Thoresby Vale**  
Primary Academy

# English: Writing

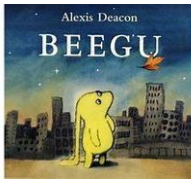

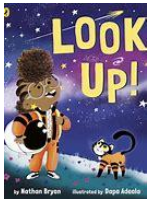
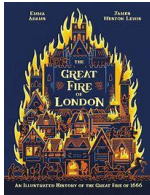
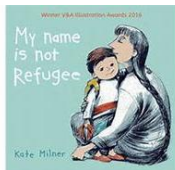
## Curriculum overview

**Cycle A 2025 – 2026**

**Cycle B 2026 - 2027**

We empower | We respect | We care

Part of  **Diverse  
Academies**

Key Stage 1 – Cycle A							
Writing	Text	Meesha Makes Friends by Tom Percival 	Nibbles: The Book Monster by Emma Yarlett 	The Lion Inside by Rachel Bright & Jim Field 	Beegu by Alexis Deacon 	Somebody Swallowed Stanley by Stanley Richardson 	A Midsummer Night's Dream Adapted by Brooke Jorden 
	Outcome	Recount: write a diary entry in the first person	Recount: write a diary entry	Fiction: write a story	Fiction: write own version of the story	Non-fiction: write information about sea animals	Fiction: write a character description
Key Stage 1 – Cycle B							
Writing	Text	Look up! By Nathan Bryon 	The Great Fire of London by Emma Adams 	The Dragon Machine by Helen Ward How To Train Your Dragon (2010 Film) The Dragonsitter by Josh Lacey 	My Name is Not Refugee by Kate Milner 	Tidy by Emily Gravett 	Usbourne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens 
	Outcome	Recount: write a diary entry	Non-fiction: write a fact sheet	Fiction: write a story with an adventure focus	Recount: write a recount of events from a character's perspective	Persuasion: write a letter in role	Fiction: retell an abridged & adapted version

## Year 1 writing skills

Use plural noun suffixes -s and -es	Say out loud what is going to be written about
Add suffixes to verbs where no change is needed to the root	Compose a sentence orally before writing it
Change the meaning of verbs and adjectives by adding the prefix un-	Sequence sentences to form short narratives
Combine words to make sentences	Re-read what they have written to check that it makes sense
Leave spaces between words	Discuss what has been written with the teacher or other pupils
Join words and clauses using <i>and</i>	Read aloud their writing clearly enough to be heard by their peers and the teacher
Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	
Use a capital letter for names of people, places, the days of the week and the personal pronoun <i>I</i>	
Use simple description	
Spell words containing phonemes already taught	
Spell common exception words	
Make phonically plausible attempts to spell words that have not yet been learnt	

## Year 2 writing skills

Form nouns and adjectives using suffixes	Write narratives about personal experiences and those of others (real or fictional)
Ad -er and -est to adjectives	Write about real events
Add -ly to turn adjectives into adverbs	Write poetry
Use punctuation correctly: full stops, capital letters, exclamation marks, question marks	Write for different purposes
Use punctuation correctly: commas for lists	Plan or say aloud what is going to be written about
Use punctuation correctly: apostrophes for contracted forms	Write down ideas, key words, new vocabulary
Use punctuation correctly: apostrophes for the possessive (singular)	Encapsulate what is to be written, sentence by sentence
Write sentences with different forms: statement, questions, exclamation, command	Make simple additions, revisions and corrections
Use expanded noun phrases to describe and specify	Evaluate writing with the teacher and other pupils
Use present and past tenses correctly and consistently	Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
Use the progressive form of verbs in the present and past tense	Proof-read to check for errors in spelling, grammar and punctuation
Use sub-ordination (using when, if, that or because)	Read aloud with intonation
Use co-ordination (using or, and so, but)	
Use homophones and near homophones	



## Lower Key Stage 2 – Cycle A

Writing	Text	Coming to England by Floella Benjamin 	Nen and the Lonely Fisherman by Ian Eagleton 	The Fossil Girl by Catherine Brighton 	Big Blue Whale by Nicola Davies This Morning I Met a Whale by Michael Morpurgo  	Amazing Rivers by Julie Vosburgh Agnone 	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar) 
	Outcome	Recount: write a letter in role recounting events of the story	Fiction: write a fantasy story based on a classic tale	Recount: write a fossil journal	Persuasion: write an informative article	Persuasion: information board to persuade people	Persuasion: write a leaflet

## Lower Key Stage 2 – Cycle B

Writing	Text	Counting on Katherine by Helaine Becker 	Leon and the Place Between by Graham Baker-Smith Oz the Great and Powerful (2013) film 	Our Tower by Joseph Coelho 	Amazing Islands by Sabrina Weiss Kji's Island by The Literacy Company 	Alba the Hundred-Year-Old Fish by Lara Hawthorne A Planet Full of Plastic by Neal Layton  	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar) 
	Outcome	Non-fiction: write a fact file	Recount: write a diary	Recount: write the adventure as a journal	Fiction: write a adventure story from the point of view of the boy	Non-fiction: write an information board	Fiction: write a playscript for a part of the story



## Year 3 writing skills

Use adverbs to express time, place and cause	Plan writing by discussing the structure, vocab and grammar of similar writing
Use prepositions to express time, place and cause	Discuss and record ideas
Use conjunctions to express time, place and cause (when, before, after, while, so because)	Compose and rehearse sentences orally
Use inverted commas to punctuate direct speech	Assess the effectiveness of own and others' writing
Group related ideas into paragraphs	Propose changes to grammar and vocabulary to improve consistency
Use the present perfect form of verbs in contrast to the past tense	Proof-read for spelling and punctuation errors
Build an increasing range of sentence structures	Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Form nouns with a range of prefixes	
Use a or an according to whether the next word begins with a vowel or consonant	
Build a varied and rich vocabulary	
In narratives, create settings, characters and plot	
In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation	

## Year 4 writing skills

Recognise the grammatical difference between plural and possessive 's'	Plan writing by discussing the structure, vocab and grammar of similar writing
Use Standard English forms for verb inflections	Discuss and record ideas
Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)	Compose and rehearse sentences orally
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Build an increasing range of sentence structures
Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases	In narratives, create settings, characters and plot
Use fronted adverbials	In non-narrative material, use simple organisational devices
Use commas after fronted adverbials	Assess the effectiveness of own and others' writing
Indicate possession by using the possessive apostrophe with plural nouns	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Use inverted commas and other punctuation to punctuate direct speech	Proof-read for spelling and punctuation errors
Organise paragraphs around a theme	Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Build a varied and rich vocabulary	
Use present and past tenses correctly and consistently, including the progressive form and the present perfect form	

Upper Key Stage 2 – Cycle A							
Writing	Text	Queen of the Falls by Chris Van Allsburg Good Night Stories for Rebel Girls by Elena Favilli and Francesca Cavallo 	The Lost Happy Ending by Carol Ann Duffy 	Kai and the Monkey King by Joe Todd-Stanton 	Malala's Magic Pencil by Mala la Yousafzai For the Right to Learn by Rebecca Langston-George 	The Brilliant Deep by Kate Messner Coral Reefs by Jason Chin 	Bold and Brave Women from Shakespeare-by-Shakespeare Birthplace Trust A Stage Full of Shakespeare Stories by Angela McAllister 
	Outcome	Recount: write a series of diary entries	Fiction: write a further adventure	Fiction: write a myth	Recount: write an autobiography	Persuasion / information: write an information leaflet	Recount: write & perform a soliloquy
Upper Key Stage 2 – Cycle B							
Writing	Text	King Kong by Anthony Browne King Kong (1933 film) 	The Place For Me: stories about the Windrush Generation by Black Cultural Archives 	Shackleton's Journey by William Grill 	Island by Jason Chin Jemmy Button by Alix Barzelay 	Plastic Planet by Georgia Amson-Bradshaw Greta's Story: The schoolgirl who went on strike to save the planet by Valentina Camerini 	Poetry for kids: William Shakespeare by Marguerite Tassi A Stage Full of Shakespeare Stories by Angela McAllister 
	Outcome	Write an action-packed story ending	Non-fiction: write a hybrid leaflet	Recount: write a journal entry from the expedition	Recount: write a journalistic report	Persuasion: write a persuasive speech	Fiction: write a sonnet



## Year 5 writing skills

Use expanded noun phrases to convey complicated information concisely	Identify the audience for and purpose of writing
Use modal verbs or adverbs to indicate degrees of possibility	Note and develop initial ideas, drawing on reading and research
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Enhance meaning through selecting appropriate grammar and vocabulary
Use devices to build cohesion within a paragraph	Describe settings, characters and atmosphere
Link ideas across paragraphs using adverbials of time, place and number	Précis longer passages
Link ideas using tense choices	Integrate dialogue to convey character and advance the action
Use commas to clarify meaning or avoid ambiguity in writing	Use organisational and presentational devices to structure text
Use brackets, dashes or commas to indicate parenthesis	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Variety of verb forms used correctly and consistently including the present perfect form	Use consistent and correct tense
Use commas after fronted adverbials (Y4)	Distinguish between the language of speech and writing
Organise paragraphs around a theme (Y4)	Choose the appropriate register
Use inverted commas and other punctuation to punctuate direct speech (Y4)	Proof-read for spelling and punctuation errors
Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	Perform own compositions using appropriate intonation, volume and movement

## Year 6 writing skills

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms	Identify the audience for and purpose of writing
Use passive verbs	Note and develop initial ideas, drawing on reading and research
Use the perfect form of verbs	Enhance meaning through selecting appropriate grammar and vocabulary
Use expanded noun phrases to convey complicated information concisely	Describe settings, characters and atmosphere
Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)	Précis longer passages
Use hyphens to avoid ambiguity	Integrate dialogue to convey character and advance the action
Use semi-colons, colons or dashes to mark boundaries between independent clauses	Use organisational and presentational devices to structure text
Use a colon to introduce a list and use of semi-colons within lists	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Punctuate bullet points consistently	Use consistent and correct tense
Link ideas across paragraphs using a wide range of cohesive devices (Y5)	Distinguish between the language of speech and writing
Use modal verbs or adverbs to indicate degrees of possibility (Y5)	Choose the appropriate register
Use brackets, dashes or commas to indicate parenthesis (Y5)	Proof-read for spelling and punctuation errors
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Perform own compositions using appropriate intonation, volume and movement

