

English Topic List – Autumn Term

	YEAR	TOPIC NAME	CURRICULUM COVERAGE	BIG FINISH What children need to be able to do by the end
KEY STAGE 1	YEAR 1	Stories with repeating/pre dictable phrases patterns	• Correctly form most letters • Decide on a topic for writing about • Compose a sentence orally ready to replicate it in writing. • Spaces between words • Capital letters and full stops used appropriately	Children will have written and published their own story with a repeating pattern or predictable phrases
		Labels, lists and signs: in class exhibition, museum display	• Correctly form most letters • Spaces between words • Capital letters and full stops used appropriately	Children will have used labels, lists and signs around the classroom and in displays
		Letters	• Correctly form most letters • Decide on a topic for writing about • Compose a sentence orally ready to replicate it in writing. • Spaces between words • Capital letters and full stops used appropriately	Children will have written and published their own letters.
		Poems with pattern and rhymes	• Correctly form most letters • Decide on a topic for writing about • Compose a sentence orally ready to replicate it in writing. • Spaces between words • Capital letters and full stops used appropriately • Use phonological knowledge e.g. rimes	Children will have written and published their own poems with a pattern and/or rhyme

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KEY STAGE 1	YEAR 2	Stories in familiar settings	- Correctly form most lower case letters with entrance and exit strokes - Upper and lower case letters are correct orientation and size - Demarcation of simple and compound sentences accurately - Question marks and exclamation marks as alternative to the full stop appropriately - Appropriate sized spaces between words - Use phonic knowledge to segment and blend - Compose and orally rehearse sentences - Write some ideas, key words and new vocabulary and use them to improve writing	Children will have written and published their own stories in a familiar setting.
		Traditional Tales: fairy tales	- Correctly form most lower case letters with entrance and exit strokes - Upper and lower case letters are correct orientation and size - Demarcation of simple and compound sentences accurately - Question marks and exclamation marks as alternative to the full stop appropriately - Appropriate sized spaces between words - Use phonic knowledge to segment and blend - Compose and orally rehearse sentences - Write some ideas, key words and new vocabulary and use them to improve writing	Children will have written their own traditional tale.
		Postcards and letters	- Correctly form most lower case letters with entrance and exit strokes - Upper and lower case letters are correct orientation and size - Demarcation of simple and compound sentences accurately - Question marks and exclamation marks as alternative to the full stop appropriately - Appropriate sized spaces between words - Write from personal experiences and that of others - Use phonic knowledge to segment and blend - Compose and orally rehearse sentences - Write some ideas, key words and new vocabulary and use them to improve writing	Children will have written and published their own postcards and letters.
		Explanations: simple flowchart	- Correctly form most lower case letters with entrance and exit strokes - Upper and lower case letters are correct orientation and size - Demarcation of simple and compound sentences accurately - Question marks and exclamation marks as alternative to the full stop appropriately - Appropriate sized spaces between words - Write from personal experiences and that of others - Use phonic knowledge to segment and blend - Compose and orally rehearse sentences - Write some ideas, key words and new vocabulary and use them to improve writing	Children will have created an explanation using a simple flowchart.
		Non-chronological report Explanations: flow chart clearly sequenced	- Correctly form most lower case letters with entrance and exit strokes - Upper and lower case letters are correct orientation and size - Demarcation of simple and compound sentences accurately - Question marks and exclamation marks as alternative to the full stop appropriately - Appropriate sized spaces between words - Write from personal experiences and that of others - Use phonic knowledge to segment and blend - Compose and orally rehearse sentences - Write some ideas, key words and new vocabulary and use them to improve writing - Write about real events	Children will have written and published their non-chronological report Children will have created a clearly sequenced flow chart providing an explanation.

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LOWER KEY STAGE 2	YEAR 3	Stories in familiar settings	• Correctly form and join most letters cursively • Writing is pleasing to look at • Identify and name key organisational and language features • Plan writing using <i>boxing up method</i> • Compose and speak a whole sentences • Create an appropriate setting, two or three distinguishable characters and a coherent plot • Self and peer check work for sense and identifying aspects linked to success criteria (SC) • Edit and improve work using SC and rubrics • Appropriate tense for task	Children will have written and published their own story in a familiar setting.
		Stories from other cultures	• Correctly form and join most letters cursively • Writing is pleasing to look at • Identify and name key organisational and language features • Plan writing using <i>boxing up method</i> • Compose and speak a whole sentences • Create an appropriate setting, two or three distinguishable characters and a coherent plot • Self and peer check work for sense and identifying aspects linked to success criteria (SC) • Edit and improve work using SC and rubrics • Appropriate tense for task	Children will have written and published their own story based on stories from other cultures.
		Instructions: giving directions e.g. a treasure hunt	• Correctly form and join most letters cursively • Writing is pleasing to look at • Identify and name key organisational and language features • Plan writing using <i>boxing up method</i> • Compose and speak a whole sentences • Create an appropriate setting, two or three distinguishable characters and a coherent plot • Self and peer check work for sense and identifying aspects linked to success criteria (SC) • Edit and improve work using SC and rubrics • Appropriate tense for task	Children will have written and published their own instructions giving directions e.g. a treasure hunt.
		Recount: a news/sports report on an unfolding event e.g. commentary	• Correctly form and join most letters cursively • Writing is pleasing to look at • Identify and name key organisational and language features • Plan writing using <i>boxing up method</i> • Compose and speak a whole sentences • Create an appropriate setting, two or three distinguishable characters and a coherent plot • Self and peer check work for sense and identifying aspects linked to success criteria (SC) • Edit and improve work using SC and rubrics • Appropriate tense for task • Writing is in logical chunks with appropriate heading and subheadings	Children will have written and published their own recount based on a news or sport report on an unfolding event.
		Shape Poems	• Correctly form and join most letters cursively • Writing is pleasing to look at • Identify and name key organisational and language features • Plan writing using <i>boxing up method</i> • Compose and speak a whole sentences • Create an appropriate setting, two or three distinguishable characters and a coherent plot • Self and peer check work for sense and identifying aspects linked to success criteria (SC) • Edit and improve work using SC and rubrics	Children will have written and published their own shape poems.

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	YEAR 4	Fables	• Correctly form and join most letters in accordance with the school's agreed house style. • Joined handwriting is the norm • Identify and name key organisational and language features of a shared text • Compose and orally rehearse sentences incorporating new vocabulary • Plan narrative <i>by using a 'boxing up'</i> • Create an appropriate setting, two or three distinguishable characters and a coherent plot • Descriptions contain some detail • Proof-read and amend writing • Correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity • Use of tense in writing is usually consistent • Inverted commas and other punctuation to indicate direct speech consistently and reliably	Children will have written and published their own fable to convey a moral.
		Stories in imaginary worlds: character focus	• Correctly form and join most letters in accordance with the school's agreed house style. • Joined handwriting is the norm • Identify and name key organisational and language features of a shared text • Compose and orally rehearse sentences incorporating new vocabulary • Plan narrative <i>by using a 'boxing up'</i> • Create an appropriate setting, two or three distinguishable characters and a coherent plot • Descriptions contain some detail • Proof-read and amend writing • Correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity • Use of tense in writing is usually consistent • Inverted commas and other punctuation to indicate direct speech consistently and reliably	Children will have written and published their own story set in an imaginary world focusing on a detailed character description.
		Explanations	• Correctly form and join most letters in accordance with the school's agreed house style. • Joined handwriting is the norm • Identify and name key organisational and language features of a shared text • Compose and orally rehearse sentences incorporating new vocabulary • Plan narrative <i>by using a 'boxing up'</i> • Proof-read and amend writing • Correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity • Use of tense in writing is usually consistent • Inverted commas and other punctuation to • Cluster related information logically • Write an engaging main heading for the text and relevant subheadings	Children will have written and published their own explanation texts.
		Discussion: considering different sides	• Correctly form and join most letters in accordance with the school's agreed house style. • Joined handwriting is the norm • Identify and name key organisational and language features of a shared text • Compose and orally rehearse sentences incorporating new vocabulary • Plan narrative <i>by using a 'boxing up'</i>	Children will have discussed and written up a discussion text considering opposing viewpoints.

			• Proof-read and amend writing • Correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity • Use of tense in writing is usually consistent • Cluster related information logically • Write an engaging main heading for the text and relevant subheadings	
		Syllabic Poems	• Correctly form and join most letters in accordance with the school's agreed house style. • Joined handwriting is the norm • Identify and name key organisational and language features of a shared text • Compose and orally rehearse sentences incorporating new vocabulary • Plan narrative <i>by using a 'boxing up'</i> • Proof-read and amend writing • Correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity	Children will have written and published their own syllabic poems.

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UPPER KEY STAGE 2	YEAR 5	Traditional Tales: Legends (reflect on the main character and retell the story from several different viewpoints)	• Make choices over letter shapes and joins to ensure fluency, legibility and good presentation • Select the appropriate writing instrument • Identify the intended audience and purpose • Draw on what they have learned about how authors develop characters and settings to help them create their own • Use tense consistently and correctly throughout • Commas to clarify meaning or avoid ambiguity • Use devices to build cohesion, including adverbials of time, place and number • Pupil can usually work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement	Children will have written and published their own traditional tale retelling the story from different viewpoints.
		Recount: Compose a biographical account based on research	• Think aloud and record their ideas, sometimes drawing on independent reading and research • Use further organisational and presentational devices to structure text and to guide the reader • Coherent paragraphs in a logical sequence: e.g. using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences	Children will have written and published their own biographical account based on research.
		Explanations	• Think aloud and record their ideas, sometimes drawing on independent reading and research • Use further organisational and presentational devices to structure text and to guide the reader • Coherent paragraphs in a logical sequence: e.g. using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences	Children will have written and published their own explanation texts.
		Narrative Poems	• Make choices over letter shapes and joins to ensure fluency, legibility and good presentation • Select the appropriate writing instrument • Identify the intended audience and purpose • Draw on what they have learned about how authors develop characters and settings to help them create their own • Use tense consistently and correctly throughout • Commas to clarify meaning or avoid ambiguity • Use devices to build cohesion, including adverbials of time, place and number • Pupil can usually work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement	Children will have written and published their own story based on a narrative poem.

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UPPER KEY STAGE 2	YEAR 6	Narrative Greek Myth	• Choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy • Pupils select the appropriate writing instrument • Identify the intended audience and purpose for writing • Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing • Spot most of own and others' spelling and punctuation errors quickly and know how to correct them, including errors in the most recently taught spelling patterns and punctuation items • Bullet points hyphens to avoid ambiguity • Use devices to build cohesion, including adverbials of time, place and number	Children will have written and published their own myth based on a Greek Myth.
		Informal Letter Balanced Argument (Discussion) Newspaper Article Film Review Biography	• As above including the following: ○ Think aloud and record their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write ○ Use further organisational and presentational devices to structure text and to guide the reader	Children will have written and published their own: • Informal letters • Balanced arguments • Newspaper articles • Film reviews • Biographies
		Narrative Poetry WWII	• As above	Children will have written and published their