

English Topic List – Spring 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: reflecting children's own experiences	All Autumn's curriculum coverage with a focus on: - Demarcate simple and compound sentences reliably - Use question marks and exclamation marks as an alternative to full stops. - Confidently and correctly join words and clauses with 'and'	Children will have written and published their own story reflecting their own experiences
		Report: simple non-chronological report	All Autumn's curriculum coverage with a focus on: - Demarcate simple and compound sentences reliably - Use question marks and exclamation marks as an alternative to full stops. - Confidently and correctly join words and clauses with 'and'	Children will written and published their own simple non-chronological report
		Recount: based on personal experiences	All Autumn's curriculum coverage with a focus on: - Demarcate simple and compound sentences reliably - Use question marks and exclamation marks as an alternative to full stops. - Confidently and correctly join words and clauses with 'and'	Children will have written and published their own recounts based on personal experiences
		Poems: about senses	All Autumn's curriculum coverage with a focus on: - Demarcate simple and compound sentences reliably - Use question marks and exclamation marks as an alternative to full stops. - Confidently and correctly join words and clauses with 'and'	Children will have written and published their own poems with a pattern and/or rhyme

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KEY STAGE 1	YEAR 2	Traditional Tales: from different cultures	All Autumn's curriculum coverage with a focus on: • Apostrophes for contractions and to show simple singular possession • Commas in a list • Expanded noun phrases • Correct and consistent use of present/past tense including progressive forms e.g. it was my birthday last week • Record ideas in words or pictorially • Proof read and edit work	Children will have written and published their own traditional tales based on a traditional tale from a different culture
		Fantasy stories	All Autumn's curriculum coverage with a focus on: • Apostrophes for contractions and to show simple singular possession • Commas in a list • Expanded noun phrases • Correct and consistent use of present/past tense including progressive forms e.g. it was my birthday last week • Record ideas in words or pictorially • Proof read and edit	Children will have written their own fantasy story
		Instructions: fiction-based e.g. how to trap an Ogre	All Autumn's curriculum coverage with a focus on: • Apostrophes for contractions and to show simple singular possession • Commas in a list • Expanded noun phrases • Correct and consistent use of present/past tense including progressive forms e.g. it was my birthday last week • Record ideas in words or pictorially • Proof read and edit	Children will have written and published their own instructions that are based on fiction
		Recount	All Autumn's curriculum coverage with a focus on: • Apostrophes for contractions and to show simple singular possession • Commas in a list • Expanded noun phrases • Correct and consistent use of present/past tense including progressive forms e.g. it was my birthday last week • Record ideas in words or pictorially • Proof read and edit	Children will have written and published their own recount
		Poems: about senses	All Autumn's curriculum coverage with a focus on: • Apostrophes for contractions and to show simple singular possession • Commas in a list • Expanded noun phrases • Correct and consistent use of present/past tense including progressive forms e.g. it was my birthday last week • Record ideas in words or pictorially • Proof read and edit	Children will have written and published their own poems about senses

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LOWER KEY STAGE 2	YEAR 3	Myths and Legends: effective characterisation, speech and action e.g. descriptions, wanted posters, job applications	All Autumn's curriculum coverage with a focus on: • Possessive apostrophe accurately in words with regular plurals • Inverted commas confidently and consistently to punctuate direct speech. • Whether a noun needs 'a' or 'an' in front of it • Range of appropriate conjunctions, adverbs and prepositions to express time, cause (and place)	Children will have written and published their own myths and legend
		Plays: writing a play based on a familiar story	All Autumn's curriculum coverage with a focus on: • Possessive apostrophe accurately in words with regular plurals • Inverted commas confidently and consistently to punctuate direct speech. • Whether a noun needs 'a' or 'an' in front of it • Range of appropriate conjunctions, adverbs and prepositions to express time, cause (and place)	Children will have written and published their own play based on a familiar setting
		Non-chronological reports: including note taking, using ICT, spidergrams	All Autumn's curriculum coverage with a focus on: • Possessive apostrophe accurately in words with regular plurals • Inverted commas confidently and consistently to punctuate direct speech. • Whether a noun needs 'a' or 'an' in front of it • Range of appropriate conjunctions, adverbs and prepositions to express time, cause (and place)	Children will have written and published their own non-chronological report
		Performance Poems	All Autumn's curriculum coverage with a focus on: • Whether a noun needs 'a' or 'an' in front of it • Range of appropriate conjunctions, adverbs and prepositions to express time, cause (and place)	Children will have written, published and performed their own performance poems

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	YEAR 4	Historical stories: about time past	All Autumn's curriculum coverage with a focus on: - Assess the effectiveness of their own and others' writing and make improvements - Wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) at the beginning of a sentence - Apostrophes for plural possession - Commas after fronted adverbials consistently	Children will have written and published their own story based on time past
		Playscripts: write and perform a play based on a familiar story	All Autumn's curriculum coverage with a focus on: - Assess the effectiveness of their own and others' writing and make improvements - Wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) at the beginning of a sentence - Apostrophes for plural possession - Commas after fronted adverbials consistently	Children will have written, published and performed their own play based on a familiar story
		Newspapers	All Autumn's curriculum coverage with a focus on: - Assess the effectiveness of their own and others' writing and make improvements - Wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) at the beginning of a sentence - Apostrophes for plural possession - Commas after fronted adverbials consistently	Children will have written and published their own Newspaper articles
		List Poems	All Autumn's curriculum coverage with a focus on: - Assess the effectiveness of their own and others' writing and make improvements - Wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) at the beginning of a sentence	Children will have discussed and written and published their own list poem

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UPPER KEY STAGE 2	YEAR 5	Short stories: suspense and mystery building up atmosphere and tension	All Autumn's curriculum coverage with a focus on: - Propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing - Produce internally coherent paragraphs in a logical sequence - Decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - Identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis	Children will have written and published their own short story based on suspense and mystery
		Diary: write in role	All Autumn's curriculum coverage with a focus on: - Propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing - Produce internally coherent paragraphs in a logical sequence - Decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - Identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis	Children will have written and published their own diary writing in role
		Persuasion: A range of writing to show how persuasive writing can be adapted for different audiences and purposes	All Autumn's curriculum coverage with a focus on: - Propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing - Produce internally coherent paragraphs in a logical sequence - Decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - Identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis	Children will have written and published their own persuasive texts
		Instructions – detailed with clear introduction and conclusion	All Autumn's curriculum coverage with a focus on: - Propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing - Produce internally coherent paragraphs in a logical sequence - Decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - Identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis	Children will have written and published their own story based on a narrative poem.
		List Poems and Kennings	All Autumn's curriculum coverage with a focus on: - Propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Children will have written and published their own List

	YEAR	TOPIC NAME	CURRICULUM COVERAGE	BIG FINISH What children need to be able to do by the end
UPPER KEY STAGE 2	YEAR 6	Character Description	All Autumn's curriculum coverage with a focus on: - Select appropriate grammar and vocabulary and make choices to change and enhance meaning - Produce internally coherent paragraphs in a logical sequence - Deploy some hooking devices to create cohesion between paragraphs - Evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details - Use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. - Use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetical commas	Children will have written and published their own character description
		Non-Chronological Report Explanation Text	All Autumn's curriculum coverage with a focus on: - Select appropriate grammar and vocabulary and make choices to change and enhance meaning - Produce internally coherent paragraphs in a logical sequence and understands - Deploy some hooking devices to create cohesion between paragraphs - Evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details - Use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. - Use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetical commas	Children will have written and published their own: - Non-chronological report - Explanation Text
		Persuasive writing	As above All Autumn's curriculum coverage with a focus on:	Children will have written and published their own:
		Diary entry	- Select appropriate grammar and vocabulary and make choices to change and enhance meaning - Produce internally coherent paragraphs in a logical sequence and understands - Deploys some hooking devices to create cohesion between paragraphs - Evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details - Use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. - Use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetical commas	- Persuasive text - Diary entry

		Classic Poetry	As above All Autumn's curriculum coverage with a focus on: • Select appropriate grammar and vocabulary and make choices to change and enhance meaning • Evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details	Children will have written and published their own classic poem
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