

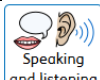

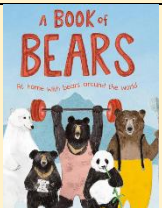

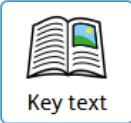
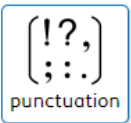
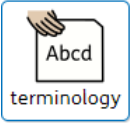
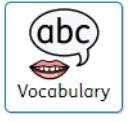







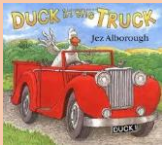
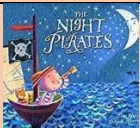

Overview English 2025-6


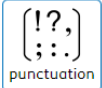
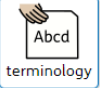



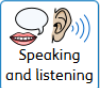
EYFS						
Term	key text	Writing purpose	Writing skill	 Comprehension Skill	 Additional vocab	 Speaking and listening
Autumn 1	As We Grow by Libby Walden 	Fiction: Listen to and engage in extended conversations about stories, learning new vocabulary. Non-Fiction: People Who Help us information books Poetry: rhyme time	Use some of their print and letter knowledge in their early writing. Write some or all their names Drawing Club: Letter formation (phonics daily GPC), initial sounds	Engage in extended conversations about stories, learning new vocabulary.	Grow Change First Then Now Community Help Emergency Role	LAU: Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts SPK: Start a conversation with an adult or a friend and continue it for many turns. Be able to express a point of view and to debate when they disagree, with an adult or friend
Autumn 2	A BOOK of BEARS 	Fiction: Retelling and sequencing a story. Use story language. Non-Fiction: Using non-fiction texts (bears) to retrieve facts Labelling maps Poetry: rhyme time	spell words by identifying the sounds and then writing the sound with letter/s. Drawing Club: CVC/ CCVC/ CVCC words- Magic code pad	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Hibernate, season, dormant, blubber species, adapt, camouflage	LAU: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary SPK: Ask questions to find out more and to check they understand what has been said to them Describe events in some detail.
Spring 1		Fiction: Non-Fiction: phrases Poetry: Listen carefully to rhymes and songs, paying attention to how they sound.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Drawing Club: Two-word	Use and understand recently introduced vocabulary during discussions about non-fiction, rhymes and poems	Freeze, melt, solid, liquid transparent, opaque, shadow, silhouette	LAU: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary SPK: Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Describe events in some detail.

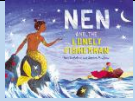
Spring 2		<p>Fiction: Sequence story (Jasper's beanstalk)</p> <p>Non-Fiction: spring books about growing</p> <p>Poetry: Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Drawing Club: Three- word sentences</p>	<p>Use and understand recently introduced vocabulary during discussions about non-fiction, rhymes and poems</p>	<p>planted, watered, sprayed, rake, hoe, mow</p> <p>Significant, Achievement,</p>	<p>LUA: Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>SPK: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>
Summer 1	<p>Traditional Tales</p> 	<p>Fiction: Traditional Tales</p> <p>Non-Fiction:</p> <p>Poetry:</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Drawing Club- Capital letters/ full stops/ Tricky words</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Settings, Problem, Character</p>	<p>LUA: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>SPK: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
Summer 2		<p>Fiction: predicting what characters will do next</p> <p>Non-Fiction: Life-cycles</p> <p>Poetry:</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Drawing Club- Extended sentences</p>		<p>Endangered Recycling, environment</p> <p>Change, moving on,</p> <p>grow, transform Life cycle, chrysalis</p>	<p>LUA: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>SPK: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

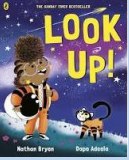
Year 1

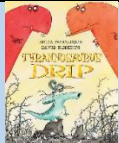

Year 1								
	 Key text	Writing purpose	 punctuation	 terminology	National curriculum		 Vocabulary	 Speaking and listening
					 Writing	 Comprehension		
Autumn 1	Little Red by Bethan Woolvin. 	<p>Fiction: Narrative -Retelling a known story</p> <p>Poetry: Have you met a wolf by James Carter – performance poetry - performing it to each other.</p> <p>Non-fiction: Simple fact sheet (To prove to people that all wolves aren't big and bad!)</p>	Full stops Finger spaces Capital letters	letter, capital letter, word, sentence	Write sentences by saying out loud what they are going to write about. Composing a sentence orally before writing it Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop Personal pronoun 'I'	listening to and discussing poems & stories. becoming very familiar with key stories, fairy stories and traditional tales, retelling them recognising and joining in with predictable phrases learning to appreciate poems, and to recite some by heart predicting what might happen on the basis of what has been read so far	Author Illustrator Brave Fierce howling lean prowling Non-fiction Caption	listen and respond appropriately to adults and their peers maintain attention and participate actively in collaborative conversations ask relevant questions to extend their understanding and knowledge



Autumn 2	 <p>The Egg by MP Robertson</p>	<p>Fiction: Narrative -Writing a follow up sentence</p> <p>Poetry: Verb strings winter poems.</p> <p>Non-fiction: Fact file on castles.</p>	<p>Full stops Finger spaces Capital letters</p>	<p>punctuation, full stop</p>	<p>Add the suffix ing Using and to extend sentences</p>	<p>listening to and discussing stories. discussing the significance of the title and events</p>	<p>Perched Swooped Non-fiction (specific language related to castles – portcullis, drawbridge etc.)</p>	
Spring 1	<p>Duck in the Truck</p> 	<p>Fiction: 3 sentence narrative in first person</p> <p>Poetry: Transport poems –</p> <p>Non-fiction: Recount school trip Real event</p>	<p>Question marks</p>	<p>question mark,</p>	<p>Adding er and est to adjectives. Use capital letter for places.</p>		<p>Muddy, mucky, clever, silly, squelchy, yucky, spy</p>	<p>participate in discussions, presentations, performances, role play</p> <p>use spoken language to develop understanding through imagining and exploring ideas</p>
Spring 2	 <p>The Night pirates by</p>	<p>Fiction: Explanations – how to be a pirate</p> <p>Poetry: Days of the week poem</p> <p>Non-fiction: Writing recipe for pirate stew.</p>	<p>Exclamation mark</p>	<p>plurals singular</p>	<p>Use capital letters for the days of the week. Using the spelling rule for adding –s or –es to nouns Sequencing sentences to form short narratives</p>		<p>bossy verbs Days of the week</p>	
Summer 1	 <p>Bog Baby by Jeannette Wilson</p>	<p>Fiction: Bog baby descriptions</p> <p>Non-fiction: Writing instructions to look after a Bog Baby</p> <p>Poetry: What am I riddles?</p>	<p>commas in a list past and present tenses.</p>	<p>Exclamation mark</p>	<p>Adding the suffix ed – past tense. Beginning to punctuate sentences using question marks.</p>		<p>squelchy ticklish sneaked drooped blabbed misty belonged spat</p>	<p>gain the interest of the listener(s)</p> <p>consider different viewpoints, attending to and building on the contributions of others</p>

Summer 2		<p>Fiction: Creating a plant protector – character descriptions</p> <p>Non-fiction: Fact file – plant</p> <p>Poetry: The Sound Collector by Roger McGough</p>			<p>Past tense – ed</p> <p>Adding the pre-fix Un</p> <p>Extended noun sentences – the enormous giant listened to the gentle harp</p>		<p>dull, junk, greasy, wrinkled, dazzling, dejected, horrifying, crooked, scraggly, eerie, sneaking</p>	<p>articulate and justify answers and opinions</p> <p>select and use appropriate registers for effective communication.</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>
Term	Key text	Writing Purpose	 punctuation	 Grammar terminology	National Curriculum coverage Writing 	Comprehension 	 Additional vocab	Speaking & listening skills 

Autumn 1	 <p>Nen & the lonley fisherman by Stanley</p>	<p>Fiction: narrative – sentence structure</p> <p>Non-fiction: Someone swallowed stanley – information leaflet</p> <p>Poetry: Inside a shell by John Foster – performance poetry</p>	coordination – and Capital letters & full stops.	Noun Adjective	<p>Write from memory simple sentences dictated by the teacher</p> <p>consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Expanded noun phrases for description</p>	<p>listening to, discussing and expressing views about a wide range of contemporary poetry & stories</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, and reciting some, with appropriate intonation to make the meaning clear</p>	<p>jagged gentle graceful mysterious <i>glistening</i>,</p> <p>similes: as rough as barnacles as vast as a cave</p> <p>beady wrinkly</p> <p>murmur, promise.</p>	<p>use relevant strategies to build their vocabulary</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>listen and respond appropriately to adults and their peers</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>speak audibly and fluently with an increasing command of Standard English</p>
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Autumn 2	<p>Look up by</p> 	<p>Fiction: First person, present tense narrative</p> <p>Non-fiction: Recount – school trip</p> <p>Poetry: Christmas shape poems (sentence building)</p>	<p>Capital letter Full stop Exclamation</p>	<p>Past tense Present tense</p>	<p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing down key words, including new vocabulary</p> <p>Use of the present tense to mark actions in progress [for example, she is drumming,</p> <p>Use of capital letters, full stops, and question marks exclamation marks to demarcate sentences</p> <p>co-ordination using and</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>	<p>being introduced to non-fiction books that are structured in different ways</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p>	<p>Exotic, rare, speechless, spectacular, extraordinaire</p>	<p>participate in discussion about books, poems and other works</p>
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Spring 1	 <p>Tyrannasaurus drip by</p>	<p>Fiction: retelling from the characters viewpoint</p> <p>Poetry: A first book of dinosaurs -</p>	Apostrophe for contractions	Apostrophe noun phrase adverb,	<p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>co-ordination (using or, and, but)</p>	<p>discussing the sequence of events in books and how items of information are related</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>predicting what might happen on the basis of what has been read so far</p>	Timid, fierce, yelp, grisly, heroic, delighted	<p>ask relevant questions to extend their understanding and knowledge</p> <p>articulate and justify answers and opinions</p> <p>select and use appropriate registers for effective communication.</p>
Spring 2		<p>Fiction: Writing origin stories</p> <p>Non-fiction: Recipe for the cafe at the edge of the woods – purpose is recipe book</p>	exclamations	statements, exclamation Command	Subordination (using when, if, that, because)	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>making inferences on the basis of what is being said and done</p>	Unpredictable, fiendish, wickedness, devouring, insatiable, cunning	

Summer 1		<p>Fiction: Extended narrative sentences.</p> <p>Non-fiction: persuasive posters – Madagascar</p> <p>Poetry “Madagascar” by Valerie Bloom List poems</p>		Comma Suffix	<p>writing about real events</p> <p>Commas to separate items in a list</p> <p>Subordination (using when, if, that, because)</p> <p>To spell longer words using suffixes such as ment, ness, ful, less, ly</p>	recognising simple recurring literary language in stories and poetry	Flutter, silence, shuffles,	<p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider different viewpoints, arguments and opinions attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>
Summer 2		<p>Fiction: Extended narrative (3rd person)</p> <p>Non-fiction: fact page / mini biography about an Olympic sportsperson (real or imagined).</p> <p>Poetry To Be an Olympic Athlete . . . Brian Moses</p>		adverb,	<p>Subordination (using when, if, that, because)</p> <p>statement, question, exclamation or command</p>	<p>discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>answering and asking questions</p>	Thundering, achievement, tenacity, endurance	