English overview 2026-2027 CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/Year 1 *Writing opportunities are included within the continuous provision and during focused writing sessions.* *Writing is taught through Drawing Club* *Get Up Stand Up- introducing vocabulary* *Read the story/Watch the animation* *Model Drawing* *Session 1- character* *Session 2- setting* *Session 3 adventure* *Write a magic number* *Write a YR code* *Send YR to Drawing Club* *Write a Y1 code* *Send Y1 to Drawing Club* *Children will also write two dictated words/captions/ sentences a week focussing on grammar and handwriting.*	**YR:** **Mark making** **Patterns** **Y1:** **Grammar Unit [Y1]** **Writing a sentence** **All About Me:** **Text:** Whatever Next **Traditional Tale:** Goldilocks **Animation:** SuperTed **Text:** The Colour Monster **Traditional Tale:** Little Red Riding Hood **Animation:** The Magic Roundabout	**YR:** **CVC Words** **Y1:** **Writing a sentence** **Frozen Planet:** **Text:** Lost and Found **Traditional Tale:** The Little Red Hen **Animation:** Pingu **Text:** Stickman **Traditional Tale:** Gingerbread man **Instructions:** Baking **Animation:** The Snowman	**YR:** **Captions** **Y1:** **Join two clauses with and** **Dinosaurs:** **Text:** Diplodocus' can't draw **Traditional Tale:** The three little pigs **Animation:** Barney the Dinosaur **Text:** Harry and his bucketful of dinosaurs **Non-Fiction:** Birds **Animation:** The land before time	**YR:** **Captions** **Simple sentences** **Y1:** **Adjectives** **Farms:** **Text:** Superworm **Traditional Tale:** Jack and the Beanstalk **Animation:** Poddington Peas **Text:** The Ladybird that heard **Traditional Tale:** The enormous turnip **Animation:** Little Rabbit Foo Foo	**YR:** **Sentences** **Y1:** **Sequence of sentences** **People who help us:** **Text:** Monkey Puzzle **Traditional Tale:** Three billy goats gruff **Animation:** Fireman Sam **Text:** Supertato **Traditional Tale:** Rapunzel **Animation:** Postman Pat	**YR: Sentences** **Y1: Developing narrative** **Castles:** **Text:** Winnie and Wilbur and the naughty knight **Traditional Tale:** Cinderella **Animation:** Paddington **Text:** Zog **Traditional Tale:** Sleeping Beauty **Animation:** Barbar
Year 1/2	**GRAMMAR UNIT** **Focus on:** **Sentence structure** **Types of sentences**	The Bear – *letter* We read the story and learn about the	Dinosaur Department store - *persuasive*	Secret Sky Garden - story, *poetry and narrative*	Toby and the Great Fire of London - *Non-fiction text*	Look Inside a Castle About Castles – *Non-fiction*

	Word classes Look Up! – *non-fiction flyers and fact files* We learn about the difference between Fiction and Non-Fiction. We write an example of a flyer to advertise for a meteor shower like Rocket in the story. We study May Jemison and Katherine Johnson as inspirational historical figures and use facts about them and space to create fact files.	importance of characters in a story. We bring the story to life through role play and then write letters from the characters to each other continuing the story. The Lost Iceberg - *Narrative* We study the structure of a narrative and work on our comprehension skills. Verbal Poetry Unit Rhyming words and acrostic poetry	We read the story and learn about persuasive writing. We study different dinosaurs and then pick our favourite to write some persuasive writing about which would make the best pet. Dinosaur awards - *non-fiction writing* We study dinosaurs in more detail and completed some non-fiction writing about them. A trip to The Norris Museum added to our research.	We read the story and studied the immersive language and description. We are then inspired to create our own poetry inspired by the sounds of the old abandoned airport. We create our own version about finding our own abandoned place to make better.	We look at a mixed non-fiction and fiction text and study the events of the GFoL. Inspired by Samuel Pepys' diary we write our own versions. We then make our own Tudor houses in DT and write a recount of us burning them in a 'mini fire'.	We study the history of castles and coupled with a trip to Mountficet Castle we create leaflets about visiting the castle. Winnie and Wilbur & The naughty Knight. – We write our own narratives based on our experiences of castles.

3/4	**GRAMMAR UNIT** **Sentence structure** **Types of sentences** **Word classes** **Tuesday By David Weisner** **Setting description** Vocabulary focus to begin the year and enhance word choices. Focus on sentence structure to embed basic sentence structure. **Writing a newspaper report –** based on the extra-ordinary events in the story, the children will write a report based on the story. **Writing the narrative** the children will create the text to accompany the book's illustrations. **Egyptian Day –** recount Non-fiction (dependant on booking)	**Lost Happy Endings by Carol Ann Duffy** **Character description** Study the witch at points in the story. Focus on inference skills in order to develop understanding of character. **Witch Potion instructions -** Children to create a potion based on the text. Features of writing instructions. **First person diary recount** – Using characters from the story, write the story from an alternate point of view as a diary entry. Focus on first person, past tense, emotive language and diary style	**How to train your dragon** Guided reading-based questions centred around vocabulary and word meanings; retrieval skills – skimming and scanning; and inference. **Narrative based on the book and film.** Focus on extending sentences using fronted adverbials and introducing clauses. Focus into speech and building character through speech. **Poetry –** short unit to focus in on fluency and expression when reading	**Non-chronological Report Writing** Children to write a non-chronological report about health/digestion and their science learning from last half term. We will study other reports in preparation for writing. Then focus on features such as headings, sub-headings, factual tone of voice and linking connectives. **Script work Performance** The children will be performing their annual production for parents. This will include performance skills and speaking and listening skills.	**The Iron Man** Guided reading and drama to explore the narrative and the characters. **Character Description** Focusing on character development and description their challenge to create a new character. **Persuasive letters** to persuade people to include the Iron Man and welcome him into the community.	**Performance Poetry** Linked to a number of poems by Michael Rosen, the children perform poetry in pairs and groups. Vocabulary focus – developing the range of words as well as the ability to choose words for effect in poetry. Children write poems in groups and perform them at our phase poetry jam. **Biography** based on the historical learning about Alexander the Great

5/6	**GRAMMAR UNIT** **Sentence structure** **Types of sentences** **Word classes** **The Lost Thing by Shaun Tan.** Writing text: **Setting description** Working on: Subject, object, verb. Main and Subordinate clauses. Prepositions. Similes and metaphors. The Lorax – adaptation of a similar narrative ***School Trip –*** Writing text: **Recount** Working on: Past tense writing Emotive descriptions Adverbials and connectives	**A Christmas Carol by Charles Dickens** Guided reading focusing in on SAT style questions linked to the text. Writing text: **Persuasive letter** Working on: Emotive language. Persuasive language. Modal verbs. Writing text: **Narrative** Working on: Adverbs/adverbial phrases. Punctuating speech. Characterisation through speech.	**Should children have mobile phones?** Writing text: **Balanced Argument** Debates and discussions before writing. Formality in their writing. **The Watertower by Gary Crew** Writing text: **Suspense Narrative** Working on: Suspense devices and language. Description through character reaction, personification, expanded noun-phrases and speech.	***Mock Week*** **Biography** Writing text: **Non-Fiction Writing** Science based writing based on famous scientists. **Reading Paper preparation and developing guiding reading explicitly for SATS**	Grammar focus in preparation for SATs. Science based writing: **Explanation Text.** **Non-chronological report.** Cross curricular links: Science – The Human Body. **Rock, Paper, Scissors Narrative Text** Focusing on character, setting descriptions with atmosphere and speech.	**Rainforests: The Great Kapok Tree and the Vanishing Rainforest** **Persuasive writing** to save and preserve the Rainforests Cross-Curricular Links: Geography- The Amazon Computing – Researching the Yanomamo Tribe **Playscripts work** – linked to production Reading and performing playscripts focusing on building projection, characterisation and confidence in performing. Understanding the difference between script writing and speech in narratives. Using stage directions to add characterisation.