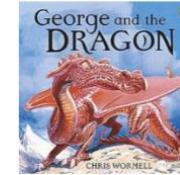
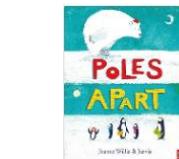
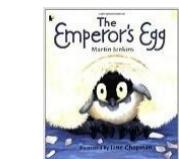
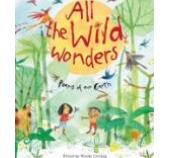
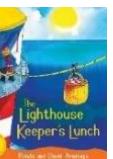
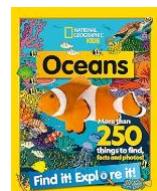
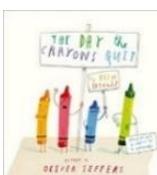
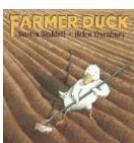
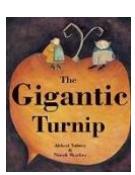


# Year 1 and 2 English Overview

2025-2026

Year 1 & 2						
	Autumn 1 Once upon a Time	Autumn 2 Castles	Spring 1 Poles apart	Spring 2 Oceans and Islands	Summer 1 School Days	Summer 2 Life on the Farm
<b>Whole class GR text</b>	RWI reading approach	RWI reading approach	RWI reading approach	RWI reading approach	Whole class Guided Reading	
<b>Key Text</b>	  	 	  	  	 	 
<b>Writing outcomes/Genres</b>	<b>Learning literacy routines</b>  <b>Goldilocks and the Three Bears</b> <b>Narrative</b> Retell (beginning, middle, end)  <b>Letter</b> writing in the role of character 'Goldilocks')	<b>George and the Dragon</b> <b>Narrative</b>  <b>Letter (Persuasive)</b>  <b>Castles – Nonfiction Text</b> <b>Information Report</b> Information report about castles	<b>Poles Apart</b> <b>Narrative</b>  <b>The Emperor's eggs by Martin Jenkins</b> <b>Information Report</b> about penguins	<b>Oceans</b> <b>Information Report</b> What lives in the ocean? How to keep ocean habitats clean  <b>The Lighthouse Keeper's Lunch</b> <b>By Ronda &amp; David Armitage</b> <b>Diary</b> Diary in role of Mr Gringling each day of the week - seagulls stealing his lunch	<b>The pigeon has to go to school by Mo Willems</b> <b>Letter</b> Letter to the pigeon - why he should come to school  <b>Diary Recount</b> <b>The day the crayons quit by Drew Daywalt</b> <b>Diary Recount</b> <b>Instruction Writing</b>  <b>Poetry</b> Write a Colour poem	<b>The Gigantic Turnip by Aleksei Tolstoy</b>  <b>Narrative Retelling</b>  <b>Farmer Duck by Martin Waddell</b> <b>Persuasive Letter in the Role</b>  Consolidation of learning

		<p><b>Max the Brave</b> <b>Narrative Retelling</b></p> <p><b>Dragons Love Tacos</b> <b>Instructions</b></p>		<p><b>Instructions</b> Instructions- making a seagull sandwich</p> <p><b>The Tale of the Whale</b> <b>Narrative Retelling</b> Explore through writing, the relationship between main characters</p>			
	<b>Key Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly</li> <li>spelling many common exception words (y1 list)</li> <li>Forming lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>demarcating some sentences with capital letters and full stops and use of question marks exclamation marks</li> <li>using some expanded noun phrases to describe and specify</li> <li>using some subordination (when / if / that / because)</li> </ul>	<ul style="list-style-type: none"> <li>using co-ordination (or / and / but)</li> <li>including Homophones (sea/see and be/bee) and Homophones (blue/blew)</li> <li>Forming lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>using present and past tense mostly correctly and consistently</li> <li>using the diagonal and horizontal strokes needed to join letters in some of their writing spelling</li> <li>Spell many common exception words (year 1 &amp; 2 list)</li> </ul>	<ul style="list-style-type: none"> <li>using present and past tense mostly correctly and consistently</li> <li>Forming lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>using present and past tense mostly correctly</li> <li>consistently using the diagonal and horizontal strokes needed to join letters in some of their writing</li> <li>using some subordination (when / if / that / because)</li> <li>using co-ordination (or / and / but)</li> <li>spelling most common exception words</li> </ul>			
<b>Essential Knowledge (National Curriculum) Year 2</b>							
	<b>Phonics</b>	<ul style="list-style-type: none"> <li>Revision of Set 2-3 Read write inc (phase 5)</li> <li>Phase 6 spelling patterns</li> </ul>					
	<b>Spelling</b>	<ul style="list-style-type: none"> <li>Plurals -es, -s</li> <li>Adding -ing, -ed, -er, -est and -y to the end of words</li> <li>learning the possessive apostrophe (singular) ex. (Sadia's book)</li> <li>learning to spell more words with contracted forms</li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>spell all year 1 and 2 common exception words</li> <li>Spelling contractions (can't, didn't, hasn't)</li> <li>Difference between homophones (their, there, they're)</li> </ul>					

	<b>Handwriting</b>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined e.g. 'br ea d'</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional) writing</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what is wanting to be said in written form.</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
	<b>Vocab, Grammar, Punctuation</b>	<ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify</li> <li>sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and coordination (using or, and, or but)</li> <li>suffixes to form new words (-ful, -er, -ness)</li> <li>commas in lists</li> <li>apostrophes for omission &amp; singular possession</li> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>
	<b>Grammatical Terminology</b>	<ul style="list-style-type: none"> <li>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</li> </ul>

<b>Reading-Word reading</b>	<ul style="list-style-type: none"> <li>to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<b>Reading-Comprehension</b>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in diverse ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences relating to texts</li> <li>answering and asking questions</li> <li>predicting what might happen based on what has been read so far</li> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to what others say</li> <li>explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.</li> </ul>

### Essential Knowledge (National Curriculum) Year 1

<b>Phonics (Read, write, Inc) Set 2-3</b>	<ul style="list-style-type: none"> <li>• Revision of Set 1 (Phase 2) phonemes</li> <li>• Set 2 &amp; 3 Phonemes (phase 3,4,5)</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spelling of the same sound</li> <li>• using the spelling rule for adding -s or -es as the plural marker</li> <li>• for nouns and the third person singular marker for verbs</li> <li>• using the prefix un-</li> <li>• using -ing, -ed, -er and -est where no change is needed in the</li> <li>• spelling of root words</li> <li>• apply simple spelling rules</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• appropriate sitting positions at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher and other pupils.</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
<b>Vocab, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using '<b>and</b>'</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• regular plural noun suffixes (-s, -es)</li> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> </ul>

	<ul style="list-style-type: none"> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using and</li> <li>• Sequencing sentences to form short narratives</li> </ul>
<b>Reading – word reading</b>	<ul style="list-style-type: none"> <li>• To apply phonic knowledge and skills to decode words.</li> <li>• To respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</li> <li>• To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and –s, -es, -ing, -ed, -er and –est endings including words of more than one syllable.</li> <li>• To read common exception words, noting unusual correspondences between spelling and sound and when these occur in the word.</li> <li>• To read words with contractions [e.g. I'm, I'll, we'll] and understand that the apostrophe represents the omitted letter.</li> <li>• To read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>• To re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<b>Reading-Comprehension</b>	<p>To develop pleasure in reading, motivation to read, vocabulary and understanding by</p> <ul style="list-style-type: none"> <li>• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently.</li> <li>• Participate in discussion and explain their understanding of books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> <li>• beginning to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far and using visual context clues.</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>

- explain clearly their understanding of what is read to them.