

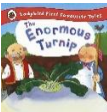


Resilient, Aspirational Learners

Year One: English Overview 2026/27

Whole School English Events	Thursday 1 st October 2026: National Poetry Day (Theme: Wonder) – Poetry Slam Thursday 4th March 2026 : World Book Day – Whole School Text
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* texts will include opportunity for independent writing

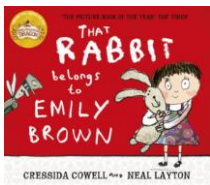
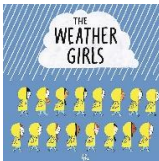
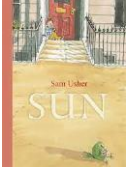
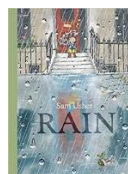
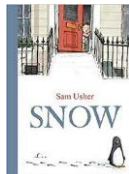
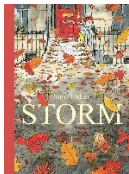
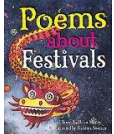
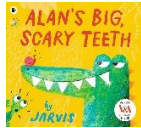
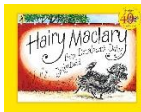
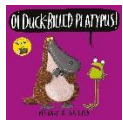
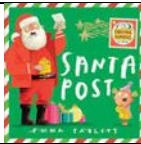
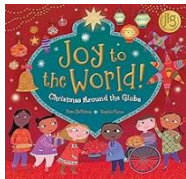
	Autumn 1 – Drawing Club				
	Text	Vocabulary		Grammar and Punctuation Focus	Additional Texts
Wk1	 Fiction: The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear – Don and Audrey Wood	curious harvest aware aroma	tromp concealed distribute content	Say, and hold in memory whilst writing, simple sentences which make sense. (Focus this week then reinforced throughout)	'Can I Build Another Me? – Sinsuke Yoshtake Argh! There's a Skeleton Inside You! - Idan Ben-Barak & Julian Frost Goodbye Summer, Hello Autumn Hardcover - Kenard Pak The Princess and the Wizard – Julia Donaldson Dolphin Boy – Michael Morpurgo and Michael Foreman 
Wk2	 Animation: Inspector Gadget	aquarium oceanographer careering flabbergasted	combustion villain mechanical apoplectic	Write simple sentences that can be read by themselves and others. (Focus this week then reinforced throughout)	
Wk3	 Traditional Tale: Cinderella	reprehensible wretched sneered bewailed	plumpest transformed declare compassionate	Separate words with spaces. (Focus this week then reinforced throughout)	
Wk4	 Fiction: The Story of the Little Mole who knew it was None of his Business – Werner Holzworth	astounded kersplish consistency atrocious	loathsome pasture mesmerised appealing	Use punctuation to demarcate simple sentences (capital letters and full stops).	
Wk5	 Animation: Scooby Doo	petrifying phantom curious investigate	mystery lunar baffled spectacles	Use punctuation to demarcate simple sentences (capital letters and full stops).	
Wk6	 Traditional Tale: The Enormous Turnip	budge dashed colossal supported	eager fluttered inch weary	Identify and use question marks and exclamation marks.	Class Reads should also include texts linked to topical issues and provide opportunity for teacher to share books that they are passionate about e.g. books they loved as a child or books they love sharing with their own children



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	Autumn 2 – The Curious Quests					
	Text		Vocabulary		Grammar and Punctuation Focus	Additional Texts
Wk1	Introduction to the Curious Quest					Storm / Snow / Rain / Sun – Sam Usher The Weather Girls – AKI Lift-the-Flap Questions and Answers About Weather - Katie Daynes That Rabbit Belongs to Emily Brown – Cressida Cowell The Bumblebear – Nadia Shireen 
Wk2		Poetry: Fireworks (Poems about Festivals – Bryan Moses)	crackling deafening weaving erupt	entice cacophony pyrotechnic spectacular	Identify and use question marks and exclamation marks.	
Wk3		Fiction: Alan's Big Scary Teeth - Jarvis	terrifying ablutions slinking unwind	remove ashamed sobbing gleeful	Use the joining word and to link words and clauses.	
Wk4		Non-Fiction: Tree – Britta Teckentrup	gripped peeping flit cub	shimmering ripe abloom humming	Use the joining word and to link words and clauses.	
Wk5		Fiction: Hairy Maclary from Donaldson's Dairy – Lyndsay Dodd	pottering substantial coated emerge	prancing debris squat hair-raising	Use capital letters for names of people, places and days of the week.	
Wk6		Fiction: Oi Duckbilled Platypus – Kes Gray & Jim Field	zilch nincompoop farcial cadence	sherbets ukulele surname indifferent	Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.	
Wk7		Fiction: Santa's Post – Emma Yarlett	schedule post chimney dash	chief stacking surfing howdy	Use capital letters for names of people, places and days of the week.	
Wk8		Non-Fiction: Joy to the World – Usborne – Lesley Sims			Use capital letters for names of people, places and days of the week.	

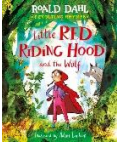
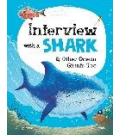


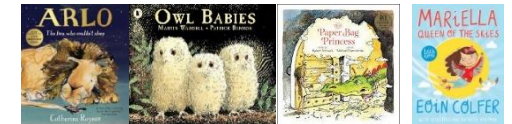
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	Text	Vocabulary	Grammar and Punctuation Focus	Additional Texts to be shared with children during class read time and to support non-core learning
Wk1	Introduction to Faithful Friends			Errol's Garden - Gillian Hibbs Eddie's Garden: and How to Make Things Grow - Sarah Garland Bloom (Hope in a Scary World) – Anne Booth Katie and the Great British Artists/Katie in London/Katie in Scotland – James Mayhew Wales – Anita Ganeri The Tall Tale of the Giant's Causeway – Lari Don & Emilie Gill
Wk2 Lava Lake	Fiction: Harry's Lovely Spring Day - NGK	grand saviour crest wisp gusty endeavour season transport	Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.	
Wk3 The Biscuit Goblin	Poetry (Traditional): The North Wind Doth Blow	poverty doth barn dormouse gust toasty snug conceal	Use the joining word and to link words and clauses.	
Wk4 The Bag of Joy	Non-Fiction: The Woolly-bear Caterpillar – Julia Donaldson	pupa toxins camouflage ecosystem predator evolved compound eyes wingspan	Extend range of joining words to link words and clauses using but and or.	
Wk5 The Hovering Helicopter	Fiction: I want my Hat Back – Jon Klassen	devasted questioning quest defensive untruthful supportive unsure revenge	Extend range of joining words to link words and clauses using but and or.	
Wk6 The Malevolent Mountains	Non-Fiction: Attacking a Norman Castle – Robin Tweedy	battle rebellion defences collapse moat drawbridge missiles siege	Extend range of joining words to link words and clauses using but and or.	



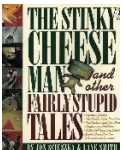
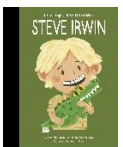
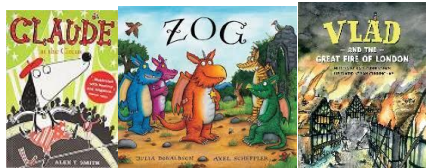
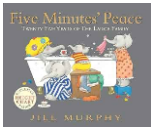
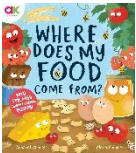
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Spring 2 – The Curious Quests: Faithful Friends					
	Text	Vocabulary		Grammar and Punctuation Focus	Additional Texts to be shared with children during class read time and to support non-core learning
Wk1 The Spider Dragons	 Fiction: The Tiger who came to Tea – Judith Kerr	safari extravagant appetite befriended	lurking comical imposing mischievous	Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.	Owl Babies – Martin Waddell & Patrick Benson Arlo the Lion who couldn't Sleep – Catherine Raynor The Paper Bag Princess - Robert Munsch The Crocodile under the Bed – Judith Kerr Katinka's Tale – Judith Kerr The King's Pants – Nicholas Allan The Corgi and the Queen - Caroline L. Perry & Lydia Corry Queen Victoria – V&A Mariella, Queen of the Skies - Eoin Colfer & Katy Halford
Wk2 The Staff of Life	 Fiction: Little Red – Bethan Woollvin	ginger beer highwaymen keg drooling	overhearing torn short sighted drapes	Use capital letters for names of people, places and days of the week.	
Wk3 The Muddled-up motor car	 Non-Fiction: Owls & Owlets – Annabelle Lynch	owlet helpless protection swivel	fuzzy surroundings talons pellets	Extend range of joining words to link words and clauses using but and or.	
Wk4 The Whispering Wood	 Poetry: Revolting Rhymes – Little Red Riding Hood – Roald Dahl	decent terrified tough wailed	deceive caviar whips valiant	Identify and use question marks and exclamation marks.	
Wk5 The Gingerbread Giant	 Non-Fiction: Interview with a Shark – Andy Seed	remarkable global warming orca tide	blubber conservation sonar food chain	Identify and use question marks and exclamation marks.	
Wk6 The Timeless Clock	 Fiction: Percy the Park Keeper	reconstruction adaptability innovative hollow tree	lightning collaboration compassionate overcome	Use capital letters for names of people, places and days of the week. Add suffixes to verbs where no spelling change is needed to the root word	





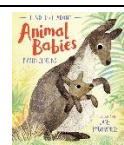
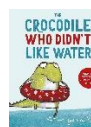
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Summer 1 – The Curious Quests: Faithful Friends					
	Text	Vocabulary		Grammar and Punctuation Focus	Additional Texts to be shared with children during class read time and to support non-core learning
Wk1 The Rapid Roller-skates	 Fiction: The Stinky Cheese Man and other fairly stupid tales – Jon Scieszka & Lane Smith	creaky malodorous escapade refuse conniving	dissolve traverse inhale capture	Use capital letters for names of people, places and days of the week. Add suffixes to verbs where no spelling change is needed to the root word.	Vlad and the Great Fire of London - Kate Cunningham The Great Fire of London: 350th Anniversary of the Great Fire of 1666 - Emma Adams & James Weston Lewis The Great Fire of London Unclassified - Nick Hunter
Wk2 The Pond of Despond	 Poetry: Summer Clouds (Poems about Seasons – Bryan Moses)	bloom buds summer breeze sprout	sweltering pollination harvest thaw	Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.	Zog: Julia Donaldson Claude at the Circus – Alex T Smith (Chapter Book)
Wk3 The Chocolate Zombie	 Non-Fiction: Little People, Big Dreams – Steve Irwin	marsupials refuge expeditions volunteered	documentary expanded magnificent reptiles	Identify and use question marks and exclamation marks.	
Wk4	 Fiction: Five Minutes Peace – Jill Murphy	dishevelled traipse blissful impatient	pestering congregate descend scrabble	Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.	
Wk5	 Non-Fiction: Where does my Food come from? – Annabel Karmel & Alex Willmor	wheat dairy pasture artificial	sustainable import compost pesticide	Identify and use question marks and exclamation marks.	





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Summer 2 – The Curious Quests: Faithful Friends						
	Text		Vocabulary		Grammar and Punctuation Focus	Additional Texts to be shared with children during class read time and to support non-core learning
Wk1		Fiction: The Giant Jam Sandwich – Janet Burroway & John Vernon Lord Writing Genre: Instructions	scorching nuisance gathering elucidation	claggy yeast kafuffle miracle	Revisit all grammar and punctuation from the year (dependent on children’s needs) to ensure that children are secure moving into year two.	The Last Polar Bears - Harry Horse One Day on our Blue Planet: In the Savannah - Ella Bailey George’s Marvellous Medicine– Roald Dahl 
Wk2		Non-Fiction: Animal Babies – Martin Jenkins Writing Genre: Information Text / Non-chron	species marsupials solitary metamorphosis	scoot extinct innumerable infant		
Wk3		Poetry: Please Mrs Butler – Allan Ahlberg				
Wk4		Fiction: Luna Loves Art – Joseph Coelho Writing Genre: Recounts	canvas texture exhibition symmetry	visionary serene apprehensive inquisitive		
Wk5		Fiction: Clean Up – Nathan Bryan Writing Genre: Instructions	exhilarated prepared adventurous organise	skilful devastate warning increasing		
Wk6		Fiction: The Crocodile who didn’t like Water – Gemma Merino Writing Genre: Information Text / Non-chron	aversion preoccupied clambering isolated	buoyant courageous irritated swooping		
Wk7		Non-Fiction: How Much Does a Ladybird Weigh? – Alison Limentani Cross-curricular Maths	humungous bunglesome flimsy nanoscopic	multitude arthropod exoskeleton load		
Wk8 The Bridge of Doom		Fiction: George’s Marvellous Medicine – Roald Dahl	Class story at the end of the day during summer 2			



Resilient, Aspirational Learners

Key Learning in Reading: Year 1

Word Reading	Comprehension
As above and: ▪ Read aloud accurately books that are consistent with their developing phonic knowledge. ▪ Apply phonic knowledge and skills as the route to decode words. ▪ Respond speedily with the correct sound to grapheme for the 44 phonemes. ▪ Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>. ▪ Read accurately by blending sounds in unfamiliar words. ▪ Read common exception words, noting tricky parts (see below). ▪ Read words containing <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> endings. ▪ Split two and three syllable words into the separate syllables to support blending for reading. ▪ Read words with contractions e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i> and understand that the apostrophe represents the omitted letter. ▪ Develop fluency, accuracy and confidence by re-reading books. ▪ Read more challenging texts using phonics and common exception word recognition.	As above and: Developing pleasure in reading and motivation to read ▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▪ Relate texts to own experiences. ▪ Recognise and join in with language patterns and repetition. ▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▪ Orally retell familiar stories in a range of contexts e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. ▪ Enjoy and recite rhymes and poems by heart. ▪ Make personal reading choices and explain reasons for choices. Understanding books which they can read themselves and those which are read to them ▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▪ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> ▪ Check that texts make sense while reading and self-correct. ▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▪ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> ▪ Explain clearly their understanding of what is read to them. ▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Recall specific information in fiction and non-fiction texts. ▪ Locate parts of text that give particular information, e.g. <i>titles</i>, <i>contents page</i> and <i>labelled diagram</i>. ▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. ▪ Make basic inferences about what is being said and done. ▪ Make predictions based on what has been read so far. Participating in discussion ▪ Listen to what others say. ▪ Take turns.



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Key Learning in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
- Say, and hold in memory whilst writing, simple sentences which make sense. - Write simple sentences that can be read by themselves and others. - Separate words with spaces. - Use punctuation to demarcate simple sentences (capital letters and full stops). - Use capital letter for the personal pronoun <i>I</i>. - Use capital letters for names of people, places and days of the week. - Identify and use question marks and exclamation marks. - Use the joining word <i>and</i> to link words and clauses. - Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. - Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. - Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. - Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.	Planning - Orally plan and rehearse ideas. - Sequence ideas and events in narrative. - Sequence ideas and events in non-fiction. - Use familiar plots for structuring the opening, middle and end of their stories. Drafting and Writing - Orally compose every sentence before writing. - Re-read every sentence to check it makes sense. - Compose and sequence their own sentences to write short narratives. - Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. - Use formulaic phrases to open and close texts. - Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. Evaluating and Editing - Discuss their writing with adults and peers. Performing - Read aloud their writing audibly to adults and peers.	- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. - Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. - Spell words with the /ŋ/ sound spelt n before k, e.g. <i>bank, think</i>. - Divide words into syllables, e.g. <i>pocket</i>. - Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. - Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. - Add s and es to words, e.g. <i>thanks, catches</i>. - Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. - Add -er and -est to adjectives where no change is needed to the root word. - Spell words with vowel digraphs. - Spell words with vowel trigraphs. - Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>. - Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. - Spell words using k for the /k/ sound, e.g. <i>Kent</i>. - Add the prefix -un. - Spell compound words, e.g. <i>farmyard, bedroom</i>. - Spell common exception words (see below). - Spell days of the week. - Name the letters of the alphabet in order. - Use letter names to distinguish between alternative spellings of the same sound. - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	- Sit correctly at a table and hold a pencil correctly. - Hold a pencil with an effective grip. - Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. - Form digits 0-9 correctly. - Practise forming letters in handwriting families: 'Long ladders' – i, j, l, t, u, 'One armed robots' – b, h, m, n p, r 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z - Have clear ascenders ('tall letters') and descenders ('tails'). - Form capital letters correctly.



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Key Learning in Spoken Language: Year 1

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
As above and: - Listen and maintain attention to an adult in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> - Listen and maintain attention to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i>	As above and: - Respond appropriately to adults after listening attentively. - Respond appropriately to peers after listening attentively. - Respond appropriately to questions posed by an adult, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, e.g. <i>Where does the character live in the story?</i> - Ask questions to clarify thinking using <i>who, what, where, when, why</i> and <i>how</i>. - Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class. - Provide simple oral explanations, e.g. <i>explaining a simple process using the joining word because.</i> - Speak audibly when communicating with others in pairs and small groups.	As above and: - Speak in complete sentences linked to the context. - Use past, present and future tense, orally, e.g. <i>past tense when recounting an event, present tense when working in role, and future tense when making a prediction.</i> - Use joining words during talk to extend ideas, e.g. <i>and, but, or, because, so.</i>	As above and: - Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i> - Describe settings orally using vocabulary provided. - Describe characters orally using vocabulary provided. - Describe feelings orally using vocabulary provided, e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends.</i>	As above and: - Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. <i>small world figures, props, images, actions and story maps.</i> - Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. <i>small world figures, props, images, actions and text maps.</i> - Participate in role in English and across the curriculum, e.g. <i>take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone.</i> - Take part in imaginative role play, e.g. <i>linked to familiar contexts in role play areas, by using small world props and figures, or miming events.</i> - Recite rhymes and poems by heart and perform to an audience, e.g. <i>different groups or another class.</i> - Present simple information to an audience. - Read and perform stories using a voice with an appropriate volume, e.g. <i>a child's own story.</i>