

	Autumn Term		Spring Term		Summer Term	
<b>Text:</b>	Stone Soup	Dinosaur Bones	Katie's Picture Show	There's a Tiger in the Garden	The Tunnel	Traction Man
<b>Genre:</b>	Fiction: Narrative	Rhyming/factual	Fiction: Narrative	Fiction Adventure	Fiction: Spooky	Fiction: Adventure
<b>Writing Opportunities</b>	<p><b>To entertain:</b> Re-tell of the story Story mapping</p> <p><b>To describe:</b> Character descriptions</p>	<p><b>To inform:</b> Fact file about different dinosaurs</p> <p><b>To describe:</b> Descriptions and comparisons of different dinosaurs</p>	<p><b>To entertain:</b> Descriptive poetry</p> <p><b>To inform:</b> Fact file (tiger)</p>	<p><b>To entertain:</b> Adventure narrative</p> <p><b>To inform:</b> Non-fiction Instructions (cross curricular link to life cycles)</p>	<p><b>To entertain:</b> Recount</p> <p><b>To describe:</b> Setting description</p>	<p><b>To entertain:</b> Postcard from an adventure</p> <p>Speech bubbles into a narrative.</p>
<b>Purpose: Audience:</b>	To discuss Share with the wider school or families	To inform friends and family about different dinosaurs	To entertain the wider school in our poetry challenge To inform family and friends	To entertain our friends with our story To inform To teach Reception how to look after frog spawn	To add suspense The rest of the class who want to build tension around throughout story	To entertain people by creating my own traction man adventure
<b>Composition</b>	<p>Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense with the appropriate intonation to make the meaning clear Evaluate writing with the teacher and other pupils and make simple additions and revisions Proof read to check for errors in spelling, grammar and punctuation Write for different purposes Plan what they are going to write about including ideas and new vocabulary Develop positive attitudes and stamina for writing</p>					
	Write for different purposes:					
	Write narratives about fictional events	Write about real events	Write poetry	Write narratives about fictional events  Write about real events	Write about personal experiences of others (fictional)	Write narratives about fictional events

## Crocus Class: Year 1/2

## English Overview 2025 – 2026

## Cycle A

<p><b>Vocabulary, Punctuation &amp; Grammar</b></p>	<p>Use spaces to separate words Capital letters and full stops. Combine words to make sentences (word classes) Begin a sentence with a capital letter Use a full stop to demarcate sentences</p> <p>Use coordination using 'and, or, but and so'</p> <p>Introduce and begin to use statement, question and command</p>	<p>Capital letter 'I' for personal pronoun Sequencing sentences to form short narratives</p> <p>Use subordination using 'if, that, when and because'</p> <p>Use of the suffixes –er,-est in adjectives and -ly in adverbs</p>	<p>Joining clauses using 'and' Use the prefix un- to change the meanings of words Sequencing sentences to form short narratives Regular plural noun suffixes –s and es</p> <p>Use suffix ending-ing Use suffix ending-ed Begin to punctuate questions with a question mark Begin to punctuate sentences with exclamation marks as appropriate</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Choose and apply between present and past tense</p> <p>Expanded Noun phrases</p>	<p>Sequence sentences to form short narratives</p> <p>Begin to punctuate questions with a question mark Begin to punctuate sentences with exclamation marks as appropriate</p> <p>Commas to separate items in a list Suffix endings – -less, ful and -ness</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use the progressive form of verbs in the present and past tense</p>	<p>Use suffix ending-er Use suffix ending-est</p> <p>Use capital letters for all proper nouns</p> <p>Sequence sentences to form short narratives</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Use suffix ending-ing,-ed,er and est</p> <p>Sequence sentences to form short narratives</p> <p>Choose and apply between present and past tense</p>
<p><b>Handwriting:</b>  <b>Letters family/ patterns to be taught/letter joins</b></p>	<p>Rollercoaster letters:  c, a, s, d, e and o</p> <p>Joining the above letters</p>	<p>Bouncy letters:  i, l, t, h, b, k, u, n, m and r</p> <p>Joining the above letters</p>	<p>Underground letters:  j, f, q, g, y and p</p> <p>Joining the above letters</p>	<p>Zig-zag letters:  v, w, x and z</p> <p>Joining the above letters</p>	<p>Consolidation and joining when appropriate</p> <p>Consolidate joining</p>	<p>Consolidation and joining when appropriate</p> <p>Consolidate joining</p>

<p><b>Spellings and Phonics</b></p>	<p>See <i>Monster Phonics</i> overview</p>					
<p><b>Reading – Word reading</b></p>	<p>Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words Re-read these books to build up my fluency and confidence in word reading</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Read accurately words of two or more syllables that contain known graphemes</p>	<p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>			
<p><b>Reading – Comprehension</b></p>	<p>Retell familiar stories Join in with repeated refrains</p> <p>Discuss new word meaning and links these to words already known</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Make simple inferences on the basis of what is being said and done.</p> <p>Demonstrate a growing awareness of how to use non-fiction books to find information.</p> <p>Know that some books tell stories and others give information.</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand that nonfiction books that are structured in different ways</p>	<p>Outline a familiar story using key points</p> <p>Predict what a book may be about based on the front cover</p> <p>Predict what might happen next, giving reasons for their thinking.</p> <p>Explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for themselves</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>			
<p><b>Class novel:</b></p>	<p>The Enchanted Wood by Enid Blyton</p>	<p>Rabbit and Bear – Rabbit's bad habits</p>	<p>Mr Majeika by Humphrey Carpenter</p>	<p>Sona Sharma Very Best Big Sister by Chitra</p>	<p>The Hodgeheg by Dick King Smith</p>	<p>The Boy Who Grew Dragons by Andy</p>

**Crocus Class: Year 1/2**

**English Overview 2025 – 2026**

**Cycle A**

		by Julian Gough		Soundar		Shepherd
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