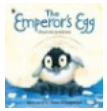
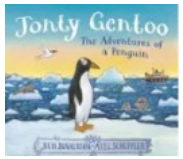
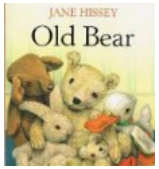
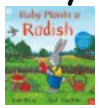
ENGLISH OVERVIEW 2026-27

<table>
<tr><th>WILLOW CLASS
RECEPTION</th><th colspan="2">Autumn Term</th><th colspan="2">Spring Term</th><th colspan="2">Summer Term</th></tr>
<tr><td rowspan="2">BOOK CLUB BOOKS: chosen by the teacher and voted for by the children
Little Wandle Rhyme Time:
*1,2,3,4,5
*Baa Baa Black Sheep
*Hey Diddle Diddle
*Humpty Dumpty
*Jack and Jill
*Miss Molly Had a Dolly
*Pat a Cake
*Round and Round the Garden
*Grand Old Duke of York
*Twinkle, Twinkle
*Wind the Bobbing Up
*Wheels on the Bus
*Row, Row, Row Your Boat
*Ring-a-Ring of Roses
*1,2 Buckle My Shoe
*Mary, Mary Quite Contrary
*Incey Wincey Spider</td><td colspan="2">Reception writing outcomes:
*Fine motor strength activities (Funky Fingers)
*Begin to adopt tripod pencil grip
*Write own name with correctly formed letters
*Write initial sounds for labels
*Learn and recite a known poem with actions (Harvest)</td><td colspan="2">Reception writing outcomes:
*Write words by segmenting to spell
*Know the capital letters that match each lower-case letter
*Write lower case and upper-case letters accurately
*Write coherent phrases and sentences using known sounds
*Begin to leave spaces between words when writing phrases and sentences
*Begin to use capital letters at the start of sentences, and end sentences with a full stop</td><td colspan="2">Reception writing outcomes:
*Write sentences about own experiences
*Write a simple set of sequenced instructions
*Order events in a narrative and write captions and labels
*Write simple sentences to describe
*Create a poster for an audience</td></tr>
<tr><td>'The Colour Monster' by Anna Llenas

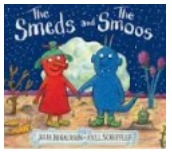
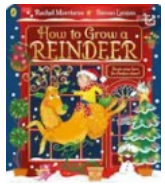
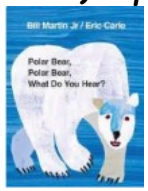
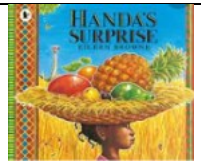
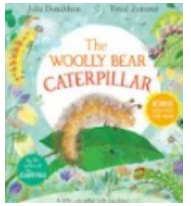
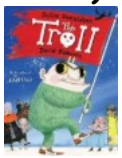
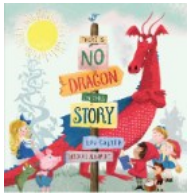
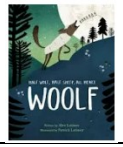
'Funnybones' by Allan Ahlberg
</td><td>'Owl Babies' by Martin Waddell

'The Leaf Thief' by Alice Hemming
</td><td>'The Emperor's Egg' by Martin Jenkins

'Jonty Gentoo' by Julia Donaldson

'Polar Bear, Polar Bear, What do you Hear?' (Bill</td><td>'We're Going on a Bear Hunt' by Michael Rosen

'Old Bear' by Jane Hissey

'Handa's Surprise' by Eileen Browne</td><td>'Ruby Plants a Radish' by Kate Petty

'Bug Hotel' by Libby Walden

'The Woolly Bear Caterpillar'</td><td>'Somebody Swallowed Stanley' by Sarah Roberts

'The Troll' by Julia Donaldson (or 'What the Ladybird Heard on Holiday' / 'The Singing Mermaid'</td></tr>
</table>

*Hickory Dickory Dock *A Sailor Went to Sea **Plus additional books to share during DEAR time** (as voted for by pupils or free choice reading time for pupils) **BOOK CLUB** introduced/led and chosen by the class teacher	**'The Smeds and the Smoos' by Julia Donaldson**  **Additional Texts:** *All are welcome *Our Class is a Family *The Gingerbread Man *Elmer *Supertato *Zog and the Flying Doctor *Farmer Duck *Rainbow Fish *My Mum/Dad is a Superhero *Gruffalo Granny	**'How to Grow a Reindeer' by Rachel Morrisroe**  **Additional Texts:** *Bonfire Night Diwali *The Nativity *Leaf Man *Book Advent stories for children to bring from home*	**Martin Jr. & Eric Carle) - *poetry***  **Additional Texts:** *Lost and Found (Jeffers) *The Snow Thief *The Gruffalo's Child *King/Queen/Princess story?	 **Additional Texts:** *The Three Little Pigs *The Little Red Hen *The Easter Story	**by Julia Donaldson**  **Additional Texts:** *The Very Hungry Caterpillar *Oi Frog! *That's my Flower!	**(to suit the theme)**  **'There is No Dragon in this Story' by Lou Carter**  **Additional Texts:** *Pirates love Underpants' *Lighthouse Keeper's Lunch *Commotion in the Ocean *Sharing a Shell
OAK CLASS **YEAR ONE**	**Autumn Term**		**Spring Term**		**Summer Term**	
	CORE UNITS of writing and supporting texts: ***'Woolf' by Alex Latimer**  		**CORE UNITS of writing and supporting texts:** ***'On the Way Home' by Jill Murphy**		**CORE UNITS of writing and supporting texts:** ***'The Darkest Dark' by Chris Hadfield**	

Additional texts to share during the year:

Nursery rhymes REVISION of those learned in Reception

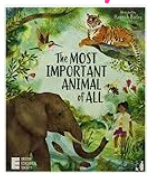
Plus additional books to share during DEAR time (as voted for by pupils or free choice reading time for pupils

BOOK CLUB introduced/led and chosen by the class teacher including:

*The Odd Fish
*Who Are You ?
*How to Help a Hedgehog and Protect a Polar Bear
*The Skies Above My Eyes
*Red Alert
*Rosie Revere, Engineer
*What's the Weather ?
*Sunflower Sisters
*Diary of a Big Bad Wolf
*Fleabag
*Dick King Smith - More Animal Stories
*Tigress
*Princess and the Pea

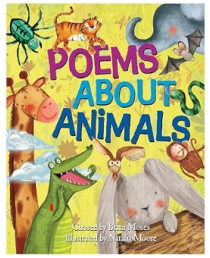
RECOUNT:
*Retell a familiar story (Y1)
*Order the events in a familiar story (Y1)

***'The Most Important Animal of All' by the British Ecological Society**



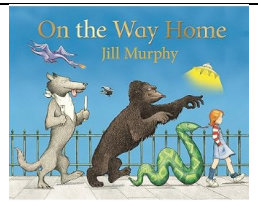
INFORMATION:
*Labels and captions for pictures (Y1)
*Simple sentences with capital letters and full stops (based on a given topic or stimulus) (Y1)

***'Poems about Animals' chosen by Brian Moses**



POETRY:
*Learn and recite a known poem with actions (Y1)

***'Dear Father Christmas' by Alan Durant**



Writing Outcome: RECOUNT – written in a familiar style of the events in a story (Y1)

***'The Great Explorer' by Chris Judge**



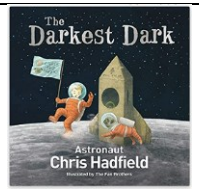
NARRATIVE:
*Sequenced sentences based on given pictures (Y1)

***'Coming to England' by Floella Benjamin**



RECOUNT:
*A basic postcard in the persona of a given character (Y1)

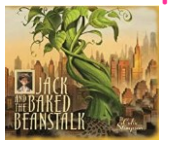
***'Poems to Perform' by Julia Donaldson**



INFORMATION:
* Retell an event using a sequence of simple sentences (and some simple organisational devices where appropriate) (Y1)

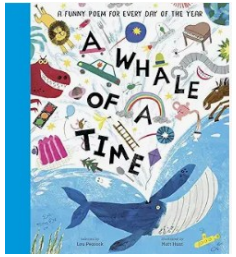
Additional texts:
*'Neil Armstrong – Little People, Big Dreams Series'
*'Everything Space' – National Geographic

***'Jack and the Baked Beanstalk' by Colin Stimpson**

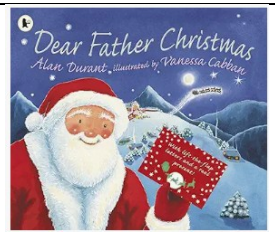
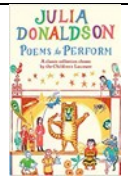


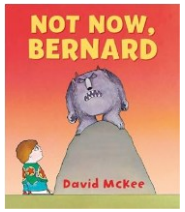
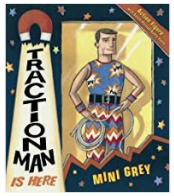
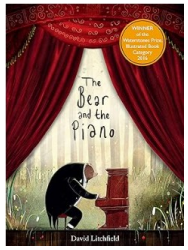
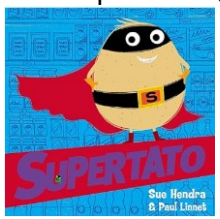
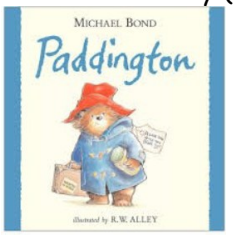
*Describe a familiar setting using a sequence of sentences with describing words (Y1)

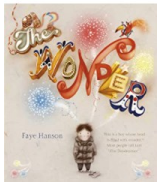
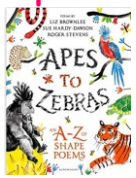
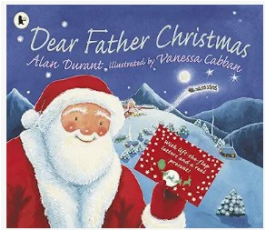
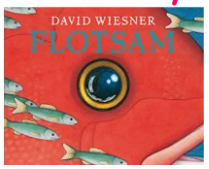
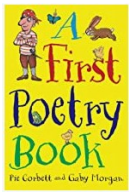
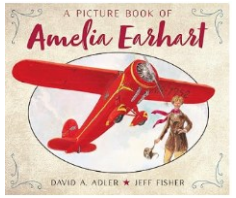
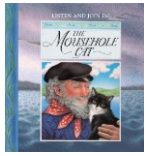
***'A Whale of a Time' by Lou Peacock**

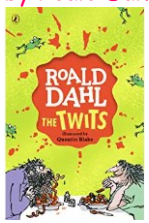
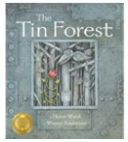


POETRY

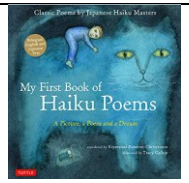
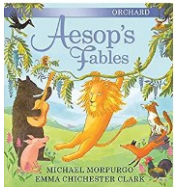
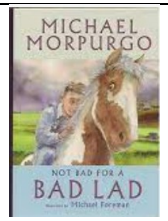
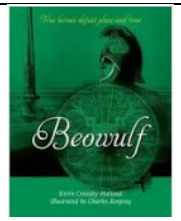
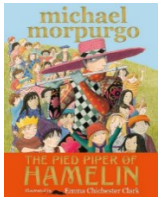
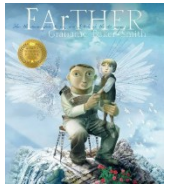
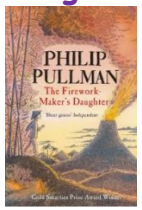
	 **LETTER:** *A simple letter for a given purpose (Y1) **Additional texts:** 'Santa's Post' by Emma Yarlett 'Maisy's Christmas Letters' by Lucy Cousins	 **POETRY:** *A simple list poem (Y1)	*Perform a known poem in parts with appropriate actions and accompaniment (Y1)
JOINT YEAR 1 and 2 units (St Andrew's **and** MAT units) **CROSS CURRICULAR WRITING OPPORTUNITIES – YEAR 1/2:** *Write a recount of a real event (Christmas Performance) (Y1,2 &3) *Write a simple biography	***'How to Look After Your Human' by Kim Sears**  **Writing Outcome:** EXPLANATION – step-by-step guide using formal language to explain the process of how to look after a human being	***'Meerkat Mail' by Emily Gravett**  **Writing outcome:** INFORMAL LETTER AND POSTCARD written in the voice of a familiar character including details from the text	***'If I were an Astronaut' by Eric Braun**  **Writing outcome:** RECOUNT using facts gathered from various sources, write 'A Day in the Life of an Astronaut' using a range of organisational devices to organise the text, a formal tone and appropriate vocabulary **Additional texts:** *'Max's Midnight Space Ride' *'The First Moon Landing'

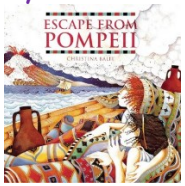
(including factual information and basic organisational devices) about a known person (history – significant person)	**MAT JOINT UNITS** **Unit 2: To Entertain** ***'Not Now Bernard' by David McKee** Y1 – Retell (seq. of captions) Y1 – Character Description Y2 – Character Description Y2 – Short Story  **Unit 5: To Entertain** ***'Traction Man' by Mini Grey**  Y1 – Character Description Y1 – Short Story Y2 – Retell Y2 – Short Story (simple plot)	**MAT JOINT UNIT** **Unit 7: To Entertain** ***'The Bear and the Piano' by David Litchfield**  Y1 – Object Description Y1 – Setting Description Y2 – Setting Description Y2 – Short Story (inc. character and setting description)	**MAT JOINT UNITS** **Unit 10: To Inform** ***'Supertato' by Julia Donaldson** Y1 – Invitation Y1 – Explanation Y2 – Advert Y2 – Explanation (How)  **Unit 14: To Entertain** ***'Paddington' by Michael Bond** Y1 – Description - Setting Y1 – Short Story (Description) Y2 – Description (Ch or Set) Y2 – Short Story (description and plot) 

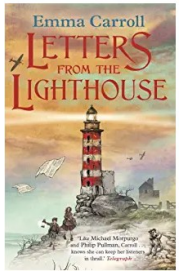
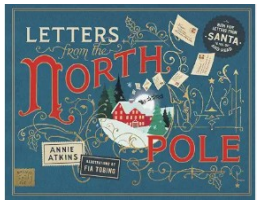
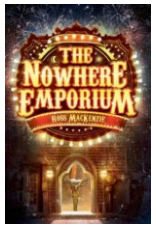
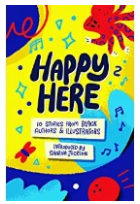
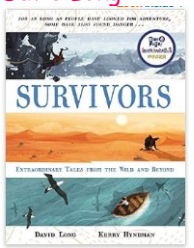
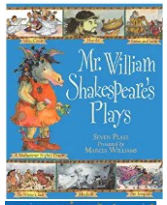
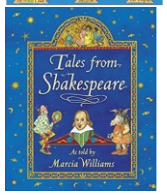
BEECH CLASS YEAR TWO	Autumn Term	Spring Term	Summer Term
Additional texts to share during the year: Classic poems: *A selection of Revolting Rhymes by Roald Dahl Traditional tale/classic story to study: *Black Beauty *Alternative versions of well-known fairy tales /traditional tales Plus additional books to share during DEAR time (as voted for by pupils or free choice reading time for pupils BOOK CLUB introduced/led and chosen by the	**CORE UNITS of writing and supporting texts:** **'The Wonder' by Faye Hanson**  ***RECOUNT:** *A sequence of sentences to retell a familiar story (Y2) *A sequence of sentences to describe a familiar setting (Y2) **'Apes to Zebras' by multiple poets**  ***POETRY** read and analyse a range of shape poems AND write a detailed shape poem about an animal (Y2) **'Dear Father Christmas' by Alan Durant** 	**CORE UNITS of writing and supporting texts:** **'This is Our World' by Tracey Turner**  ***TOURIST PAGE/WIKIPEDIA PAGE:** *Plan and write an information page including basic organisational devices with a given frame for structure (Y2) **'Flotsam' by David Wiesner**  ***DIARY ACCOUNT** *Several short first-person narratives in a sequence (diary) (Y2) **'A First Poetry Book' by Pie Corbett and Gaby Morgan**  ***PERFORMANCE POETRY** learning a well-known poem and performing it to an audience (Y2)	**CORE UNITS of writing and supporting texts:** **'A Picture of Amelia Earhart' by David Adler**  ***INFORMATION:** *Create a simple information book using basic organisational devices to present and organise writing (Y2) **'The Mousehole Cat' by Antonia Barber**  ***POETRY – NARRATIVE:** *A narrative poem based on the story line of a known story and including descriptive language and simple similes (Y2)

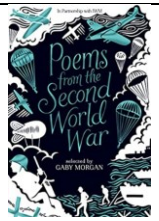
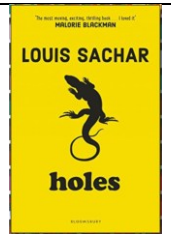
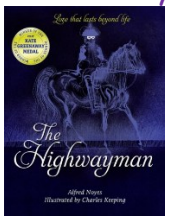
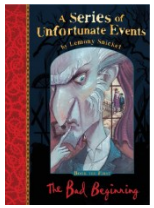
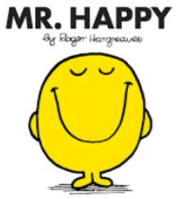
class teacher including:	***INFORMAL LETTER** write a letter for a given purpose featuring simple organisational devices (Y2) **Additional unit:** ***NARRATIVE** write an additional chapter in the style of a given story based on 'The Twits' by Roald Dahl 	**EXTRA UNIT IF NEEDED:** **'The Tin Forest' by Helen Ward**  ***NARRATIVE - SETTING DESCRIPTIONS:** *A sequence of sentences to describe a familiar setting using descriptive phrases (Y2)	

SYCAMORE CLASS YEAR THREE and FOUR	**Autumn Term**	**Spring Term**	**Summer Term**
Additional texts to share during the year: *The Magic Box *What Are Heavy? By Christina Rossetti *Please Mrs Butler by Allan Ahlberg	**CORE UNITS of writing and supporting texts:** ***NARRATIVE - SETTING DESCRIPTION** of the main setting in the story including similes and metaphors based on 'Leon and the Place Between' by Grahame Baker-Smith  ***POETRY - SYLLABIC POEMS** appraise, write and share a range of different poetry types based on a range of haiku / tanka / cinquain nature poems written by different poets	**CORE UNITS of writing and supporting texts:** ***POETRY** appraise, write and compare kenning and haiku poems about a specific theme/s based on a selection of different poems chosen by Roger Stevens  ***INFORMATION PAGE/GUIDE** write an informative information page that provides the reader with a guide for how to complete a specific task (how to look after a horse) based on 'Not a Bad Lad' by Michael Morpurgo	**CORE UNITS of writing and supporting texts:** ***FORMAL LETTER** write a letter from a specific point of view (following on from the formal debate) based on 'The Window' by Jeannie Baker  ***PERSUASIVE SPEECH** written from the perspective of a character justifying their actions focussing on multi-clause sentences and including a range of punctuation based on 'Beowolf' by Michael Morpurgo

Traditional tale/classic story to study: *Pocahontas *Hunchback of Notre Dame *Mulan *Hercules **Plus additional books to share during DEAR time** (as voted for by pupils or free choice reading time for pupils **BOOK CLUB** introduced/led and chosen by the class teacher including:	 **POTENTIAL ADDITIONAL UNIT:** ***NARRATIVE - FABLE** write an individual fable with new characters and events whilst following a given format based on 'Aesop's Fables' abridged by Michael Morpurgo 	 **NARRATIVE** write an additional chapter for a known narrative based on 'Asha and the Spirit Bird' by Jasbinder Bilan 	
MAT units of writing	**Unit 2: To Entertain** **Book Hook: 'The Pied Piper'** by Michael Morpurgo  **Writing Outcomes:** Y3 – Character/ Setting Description Y3 – Retelling Y4 – Character Description (with Speech) Y4 – Short Story (with speech) **Unit 6: To Inform**	**Unit 7: To Entertain** **Book Hook: 'FArTHER'** by Grahame Baker Smith  **Writing Outcomes:** Y3 – Setting Description Y3 – Short Story (Sequel) Y4 – Description with Dialogue Y4 – Short Story (Sequel)	**Unit 10: To Entertain** **Book Hook: 'Firework Maker's Daughter'** by Philip Pullman  **Writing Outcomes:** Y3 – Recount: Letter (in role) Y3 – Short Narrative (Next Chapter) Y4 – Recount: Letter (in role) Y4 – Short Narrative (Next Chapter) **Unit 14: To Entertain**

	Book Hook: 'Escape from Pompeii' by Christina Balit  **Writing Outcomes:** Y3 – Formal Character Description Y3 – Recount: Newspaper Y4 – Characterising Speech Y4 – Recount: Newspaper		**Book Hook: 'Iron Man'** by Ted Hughes  **Writing Outcomes:** Y3 – Character Description (Wanted Poster) Y3 – Short Story Y4 – Speech - Characterisation Y4 – Short Story

MAPLE CLASS YEAR FIVE and SIX	Autumn Term	Spring Term	Summer Term
Additional texts to share during the year: **Classic poems:** *'From a Railway Carriage' by Robert Louis Stevenson *Dulce et Decorum Est' by Wilfred Owen **Traditional tale/classic story to study:** *King Arthur and the Knights of the Round Table *The Trojan Horse *Frankenstein **Plus additional books to share**	**CORE UNITS of writing and supporting texts:** ***RECOUNT - PERSONAL LETTER** written from a character's perspective based on 'Letters from the Lighthouse' by Emma Carroll  ***INFORMAL LETTER WRITING** children adopt a persona and reply to the Santa letters written by Reception/Key Stage 1 based on letters written by Reception/Key Stage One children and 'Letters from the North Pole' by Annie Atkins  ***POETRY** reading, analysing and presenting views about a collection of war poetry. Pupils will then write their own poem in the style of one of the poems based on a collection of war poems selected by Gabby Morgan	**CORE UNITS of writing and supporting texts:** ***NARRATIVE – ADDITIONAL CHAPTER** write an additional chapter for a story and **TWO CONTRASTING DIARY ACCOUNT** of an event within a text based on 'The Nowhere Emporium' by Ross McKenzie  ***POETRY - NARRATIVE** analysis and comprehension tasks about a collection of poetry. Write a narrative poem to add to the collection based on 'Happy Here' by multiple authors  ***ARGUMENT** children to decide which side they would support and write a detailed argument to support either the closing down or keeping open of Camp Green Lake based on extracts from the 'Holes' by Louis Sachar	**CORE UNITS of writing and supporting texts:** ***CHRONOLOGICAL REPORT** detailing the key events of a survival story based on 'Survivors' by David Long  ***POETRY** (writing a narrative poem to capture the key points of a plot from a famous set of stories) based on Shakespeare's Plays  

during DEAR time (as voted for by pupils or free choice reading time for pupils **BOOK CLUB** introduced/led and chosen by the class teacher including:			
MAT units of writing	**Unit 2: To Entertain** **Book Hook: 'The Highwayman'** by Alfred Noyes  **Writing Outcomes:** Y5 – Diary/ Letter Y5 – Retelling (Ext. Narrative) Y6 – Diary/ Letter Y6 – Retelling (Ext. Narrative) **Unit 5: To Persuade** **Book Hook: 'Rough Guide to Athens – Travel Guide'** by Rough Guides 	**Unit 7: To Entertain** **Book Hook: 'A Series of Unfortunate Events'** by Lemony Snicket  **Writing Outcomes:** Y5 – Diary (to entertain) Y5 – Extended Story (Sequel) Y6 – Diary (to entertain) Y6 – Extended Story (Sequel)	**Unit 9: To Inform** **Book Hook: 'Darwin's Dragons'** by Lindsay Galvin  **Writing Outcomes:** Y5 – Recount: Biography Y5 – Information Text Y6 – Recount: Biography Y6 – Information Text Opt: Persuasive Letter/ leaflet **Unit 14: To Entertain** **Book Hook: 'Mr Men Books'** by Roger Hargreaves  **Writing Outcomes:**

	Writing Outcomes: Y5 – Recount: Diary Y5 – Persuasive Leaflet Y6 – Recount: Diary Y6 - Persuasive Leaflet		Y5 – Character Description Y5 – Short Story Y6 – Character Description Y6 – Short Story