

Year R/1 English Overview 2026–2027 Cycle B

Persuade

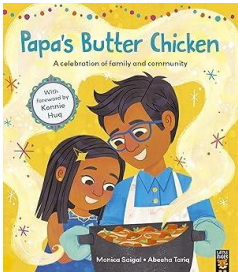
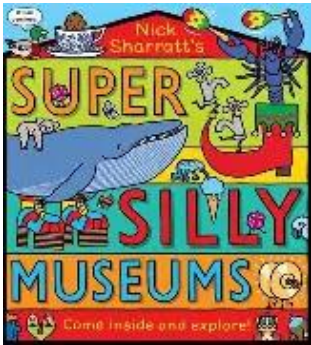
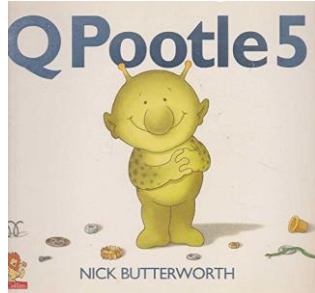
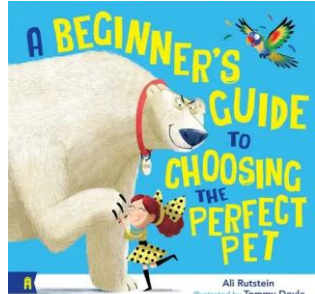
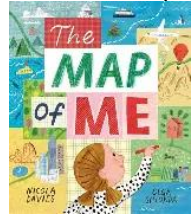
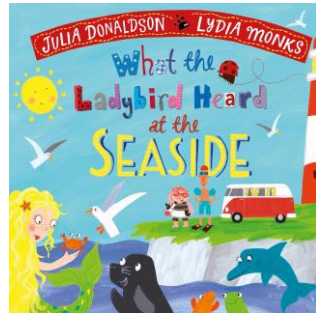
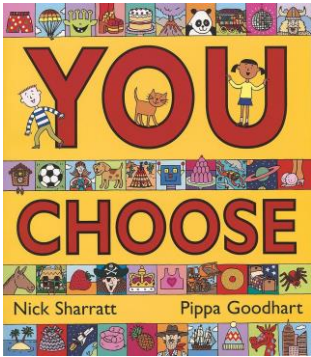
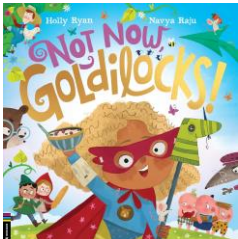
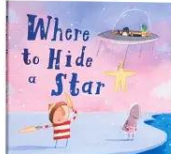
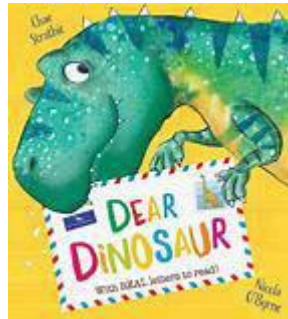
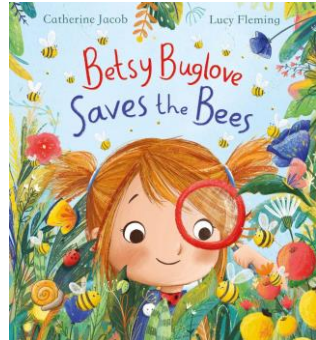
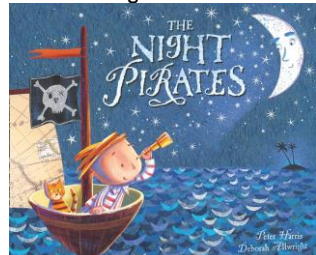
Inform

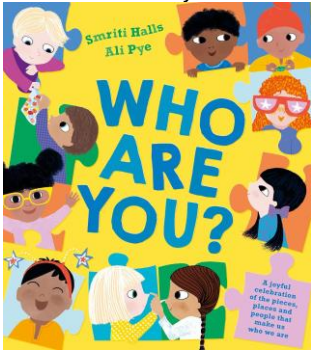
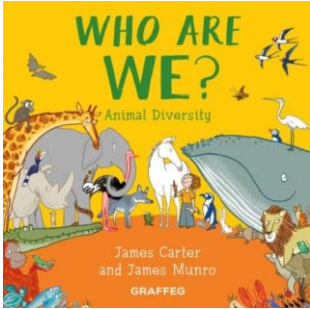
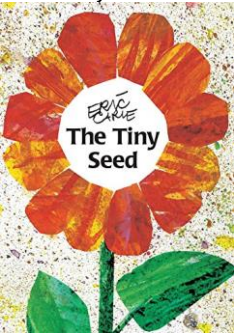
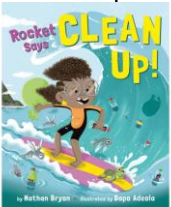
Entertain

Discuss

Recount

Year 3

Amazing me	Memory box	Back to the future	Who made these footprints	Come outside- plants and minibeats	Land Ahoy!
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Papa's Butter Chicken  Outcome: Captions linking to a meal	Super Silly museums  Outcome: information page- link to Milestones trip (I, R) Recount- Milestones	Q Pootle  Outcome: Write a list of items (I, E) SOA: letter	Beginners guide to Choosing a perfect pet  Outcome: Instructions (I,) Soa: animal description	The Map of me  Outcome: Pupils create their own map of the future and writing a short description to match. (E) SOA: instructions	What the ladybird heard as the seaside  Outcome: narrative (E) Soa: factfile on what to do at the beach
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
You choose  Outcome: factfile about me (I)	Now Now Goldilocks!  Outcome: Letter (P)	Where to Hide a star  Outcome: Instructions (I) Soa: List	Dear Dinosaur  Outcome: letter or postcard (E, I) Soa: instructions for catching a dinosaur	Betsy Buglove Saves the Bees  Outcome: Factfile on a bee (I) Soa: habitat description	Night Pirates  Outcome: character description (E) Soa: narrative
Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3

Who are you  Outcome: Labels and captions (I)	Nativity focus	The Mystery of the Golden Wonder Flower  Outcome: narrative of their journey (E) Soa: instructions	Animal poetry- James Carter  Outcome: perform and write a poetry (E)	Tiny Seeds  Outcome: Life cycle (I) Soa: Instructions	Clean up  Outcome: Factfile (I) Soa: setting description
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Y1 whole class writing objectives – what we are teaching, when and why - To be included in phase 2: 'capture sift and sort' and phase 3: 'create, refine and evaluate' of learning journeys - These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child friendly, simple 'learning focus' for each session					
Butter chicken I can sit correctly at a table, holding a pencil comfortably and correctly I can write sentences by saying out loud what I am going to write about it I can put words together to make sentences Oracy Speaking loudly and clearly enough to be heard by a partner, a small group, or the teacher without shouting. You Choose I can write capital letters I can use spaces between Words I can talk about my writing with my teacher or the children in my class	Super silly museums I can read my sentences out loud so that children in my class can hear and understand Me I can use joining words like 'and' I can use capital letters for names, places, the days of the week and the word ' Oracy: Starting to link ideas together using simple coordinating and subordinating conjunctions like and, but, so, and because Not now Goldilocks! I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, exclamation mark, question mark I can write capital letters	Q Pootle I can use joining words like 'and' I know the plural rule and can add 's' and 'es' in the right place ie. dog, wish, wishes I can write lower-case letters in the right direction, starting and finishing in the right place Where to Hide a star I can use question marks (?) and exclamation marks (!) I can add suffixes -ing, -ed, -er, and -est where no change is needed to the spelling of the root word (e.g., <i>helping, helped, helper, quicker, quickest</i>). I can read my sentence to check it makes sense oracy : Being able to retell a simple story or describe an event	Beginners guide to Choosing a perfect pet I can write lower-case letters in the right direction, starting and finishing in the right place I can write capital letters I can use joining words and joining clauses using and I can read my sentence to check it makes sense Oracy: I can talk about my writing with my teacher or the children in my class Dear Dinosaur I can add 'ing,' 'ed,' 'er,' and 'est' to the end of a word to make a new word ie. helping, Helped I can write lower-case letters in the right direction, starting and finishing in the right place	The Mop of me I can add 'ing,' 'ed,' 'er,' and 'est' to the end of a word to make a new word ie. helping, Helped- I can use capital letters and full stops(using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I') I can plan my writing by writing down ideas and/or key words and new vocabulary Oracy: Actively trying out newly introduced topic vocabulary in class discussions, even if they don't get it perfectly right every time Betsy Buglove Saves the Bees I can use description in my	What the ladybird heard as the seaside I can use capital letters and full Stops (personal I pronoun) I can add 'un' to the start of a word to make a different word I can explain how 'un' changes the meaning of a word I can say my sentence out loud before I write it Oracy: Actively trying out newly introduced topic vocabulary in class discussions, even if they don't get it perfectly right every time Night Pirates I can write lower-case letters in the right direction, starting and finishing in the right place I can write capital letters I can use these words in my

I can read my sentence to check it makes sense Oracy Speaking loudly and clearly enough to be heard by a partner, a small group, or the teacher without shouting. Who are you I can sit correctly at a table, holding a pencil comfortably and correctly I can use capital letters and full Stops I can talk about my writing with my teacher or the children in my class Oracy: Starting to link ideas together using simple coordinating and subordinating conjunctions like <i>and</i>, <i>but</i>, <i>so</i>, and <i>because</i>	I can talk about my writing with my teacher or the children in my class Oracy: Being able to retell a simple story or describe an event (like a weekend trip or a science experiment) in a logical, chronological order.	(like a weekend trip or a science experiment) in a logical, chronological order. The Mystery of the Golden Wonder Flower I can use capital letters and full Stops I can add 'un' to the start of a word to make a different word I can explain how 'un' changes the meaning of a word I can say my sentence out loud before I write it Oracy: Asking simple "how" and "why" questions to find out more information when they don't understand something	I can read my work aloud with confidence using the tone of my voice to make the meaning Clear Oracy: Moving beyond stating an opinion to justifying <i>why</i> they think that way (e.g., "<i>We should build a bridge because the water is too deep</i>"). Animal poetry I can use capital letters and full Stops I can use description in my writing e.g. the blue butterfly (start to introduce adjectives) I can say my sentence out loud before I write it Oracy: Actively listening to what a partner says and making a relevant response, rather than just waiting to say their own pre-planned thought.	writing e.g. the blue butterfly, plain flour, then man in the Moon I can use joining words and joining clauses using and I can read my work aloud with confidence using the tone of my voice to make the meaning Clear Tiny Seeds I can use capital letters and full Stops I know the plural rule and can add 's' and 'es' in the right place ie. dog, wish, wishes I can read my sentences out loud so that children in my class can hear and understand Me Oracy: Moving beyond stating an opinion to justifying <i>why</i> they think that way (e.g., "<i>We should build a bridge because the water is too deep</i>").	writing: when, if, that because, and, or, but I can use description in my writing e.g. the blue butterfly I can read my sentence to check it makes sense I can talk about my writing with my teacher or the children in my class Oracy Learning how to say "<i>I don't agree because...</i>" without upsetting their peers. Clean up I know the plural rule and can add 's' and 'es' in the right place ie. dog, wish, wishes I can use capital letters and full Stops- personal pronoun I I can join my sentences to make a story I can use description in my writing e.g. the blue butterfly I can say my sentence out loud before I write it Oracy: Moving beyond stating an opinion to justifying <i>why</i> they think that way (e.g., "<i>We should build a bridge because the water is too deep</i>").
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Spelling taught discreetly through Little Wandle Phonics sessions-daily

Year 1

Spelling (embedded throughout the year/ taught in discrete spelling sessions)

- I can break down spoken words into their sounds and spell some correctly
- I can spell words containing each of the letter sounds I have been taught

- I can spell some common exception words
- I can name letters of the alphabet using letter names to distinguish between alternative spellings of the same sound
- I can write the correct spellings in simple sentences I hear my teacher say
- I can use simple spelling rules
- I can add 'er' and 'ing' to a word to make a new word