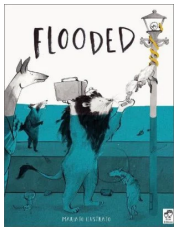
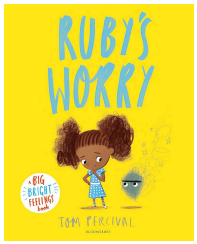
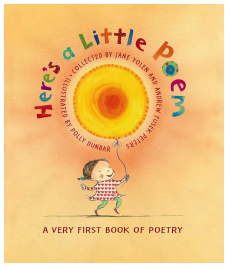
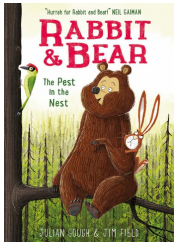
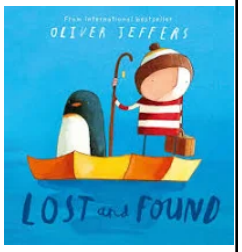
WARREN FARM PRIMARY SCHOOL

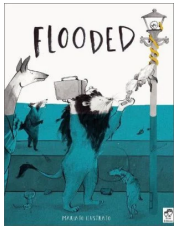
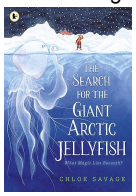
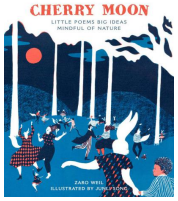
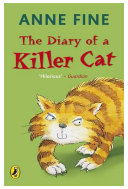
English Overview KS1 2026/27

	Character Waypoints: Empathy & Problem Solving	Values: Courage	British Values / Celebrating Differences	Traditional Tales	Poetry	Spring	Belonging *(link with transition)*
Year 1	Whole school text 	**Possible writing outcomes** Orally rehearse sentences Write adjectives to describe Captions Conversation	**Possible writing outcomes** Orally rehearse sentences Write adjectives to describe Captions Diary	**Possible writing outcomes** Instructions Retell the story Narrative	**Possible writing outcomes** Performance Class poem Noun phrases Rhyming words	**Possible writing outcomes** Dictated sentences Exclamations and questions Compound sentences	**Possible writing outcomes** A thank you letter to a friend who makes you feel included Advice for the penguin A poster for a child new to school A class poem
		Core text - Ruby's Worry by Tom Percieval 	**Core text -** The Queen's Hat by Steve Antony 	**Core text -** Hansel and Gretel by Brothers Grimm 	**Core text -** Here's a little poem By Jane Yollen & Andrew Fusek Peters 	**Core text -** Rabbit and Bear: The Pest in the Nest by Julian Gough 	**Core text -** Lost and Found by Oliver Jeffers 
		Complementary texts- Be Brave Little Penguin by Giles Andreae, Orion in the Dark by Emma Yarlett	**Complementary texts-** Queen Munch and Queen Nibble by Carol Ann Duffy, The Queen's Hat Series	**Complementary texts-** Brothers Grimm fairytales, Goldilocks by Allan Ahlberg	**Complementary texts-** Out and About: A First Book of Poems by Shirley Hughes	**Complementary texts-** The Little Gardener By Emily Hughes, A Little Book to Wild Flowers by Charlotte Voake	**Complementary texts-** Beegu by Alexis Deacon, The Suitcase by Chris Naylor-Ballesteros

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PRIMARY SCHOOL

By the end of Year 1	
Reading KPIs	• I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • I can blend sounds in unfamiliar words • Reading common exception words: I can read books 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 • Develops pleasure in reading, motivation to read, vocabulary and understanding: I can listen to and talk about a wide range of poems, stories and non-fiction I am very familiar with key stories, fairy stories and traditional tales. • Understands both the books they can already read accurately and fluently and those they listen to: I can check that the text makes sense to me as I read I can correct myself I can talk about the title and what happens in a book I can predict what might happen next or later on in the book and say why
Writing KPIs	• To write sentences in order to create short narratives and non-fiction texts. • To use some features of different text types (although these may not be consistent). • To reread their writing to check that it makes sense and make suggested changes. • To use adjectives to describe. • To use simple sentence structures • To use the joining word (conjunction) 'and' to link ideas and sentences. • Some use of: exclamation marks and question marks. • To spell most words containing previously taught phonemes and GPCs accurately. • To Spell most common exception words To use -s and -es to form regular plurals correctly. • To use the prefix 'un'. • To add the suffixes –ing, -ed, -er and –est to root words • To write lower case and capital letters in the correct direction, starting and finishing in the right place. • To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.

WARREN FARM PRIMARY SCHOOL

	Character Waypoints: Empathy & Problem Solving	Values: Courage	British Values / Celebrating Differences	Alternative Tales	Information writing	Poetry	Perspective
Year 2	Whole School Text 	**Possible writing outcomes** Character Descriptions Recount	**Possible writing outcomes** Diary / journal Postcard Poetry Letter Email	**Possible writing outcomes** Poetry Narrative Setting description Instructions	**Possible writing outcomes** Information writing: non-chronological report Factfile Labeling Simple biography	**Possible writing outcomes** Narrative poem Description Haiku Rap Play Shape poem	**Possible writing outcomes** Writing from the perspective of something non-human Letter of apology Retelling from another perspective Diary entries Letter of complaint Wanted poster
		Core text - My Beautiful Voice By Joseph Coelho 	**Core text -** Mixed by Aree Chung 	**Core text -** Rapunzel by Bethan Woollvin 	**Core text -** The Search for the Giant Arctic Jellyfish by Chloe Savage 	**Core text -** Cherry Moon by Zaro Weil 	**Core text -** Diary of a Killer Cat by Anne Fine 
		Complementary texts - Tomorrow I'll be brave by Jessica Hische, The Day You Begin by Jaqueline Woodson	**Complementary texts -** Sulwe by Lupita Lupita Nyong'o, The Proudest Blue by Ibtihaj Muhammed	**Complementary texts -** Once upon a Big Bad Wolf by Leigh Hodgkinson, The Magic Callaloo by Trish Cooke	**Complementary texts -** Penguin Huddle by Ross Montgomery	**Complementary texts-** When Poems Fall from the Sky by Zaro Weil, The Proper Way to meet a Hedgehog by Paul B Janeczko	**Complementary texts-** The True Story of the Three Little Pigs by Jon Scieszka, Meerkat Mail by Emily Gravett, Click, Clack, Moo: Cows That Type by Doreen Cronin

WARREN FARM
PRIMARY SCHOOL

By the end of Year 2	
Reading KPIs	• I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • I can read frequently encountered words quickly and accurately without overt sounding and blending. • I can read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. I can read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. • I can sequence and discuss the main events in stories and recounts • I can check that texts make sense while reading and self-correct. • I can demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions • I can make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? • I can make predictions based on what has been read so far. • I can make links between the book I am reading and other books I have read
Writing KPIs	• write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters