

## English Curriculum Overview 2025-2026

(See separate Reading and Writing Progression Grids for coverage of all English objectives and EYFS progression grid for EYFS curriculum links)

Power of Reading teaching sequences

Project books e.g. local heritage project, STEM, human rights, cultural celebrations, PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BE	<p><b>The Leaf Thief by Alice Hemming &amp; Nicola Slater</b></p> <p>Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p><b>Stick Man by Julia Donaldson (Christmas)</b></p> <p>Rhyme and rhythm of words and phrases, joining in with repeated refrains, understanding story, listening and attending</p>	<p><b>Brown Bear, Brown bear What do you see? by Bill Martin Jr</b></p> <p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p><b>Jaspers Beanstalk by Nick Buttersworth and Mick Inkpen</b></p> <p>Ask questions about the book. Makes comments and shares their own ideas. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p><b>Dear Zoo by Rod Campbell</b></p> <p>Listen to a familiar story and communicate what is happening, using the pictures as prompts. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p><b>Who's Hiding at the Seaside by Katherine McEwan</b></p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p>

<p><b>N</b></p>	<p><b>Owl babies - Martin Waddell</b> To know that text has a meaning.</p> <p><b>Pumpkin soup - Helen Cooper</b> To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p><b>Little Red Hen- Traditional Tale</b> Retelling (speaking focus) To sing rhymes and look at picture books. To talk about the different characters and what they are doing.</p>	<p><b>Cycle 1 Confetti A colourful celebration of love and life by Dean Atta</b></p> <p><b>Cycle 2: Elmer by David McKee</b></p> <p><b>Nativity Story – Picture book</b></p> <p><b>The Gingerbread Man- Traditional Tale</b> Retelling (speaking focus)</p> <p>To sing rhymes and look at picture books. To talk about the different characters and what they are doing. To join in with repeated refrains.</p>	<p><b>Cycle 1. The everywhere bear by Julia Donalson</b></p> <p><b>Cycle 2. The Hungry Caterpillar by Eric Carle</b></p> <p>Using books to find things out, listening and attending, talk with confidence about their experiences, asking why and how questions, widening vocabulary</p> <p>Create a class book about weather.</p> <p><b>Goldilocks and the Three Bears- Traditional Tale</b> Retelling (speaking focus) To know different traditional stories. To retell the story in their own play.</p>	<p><b>Cycle 1. Through my window by Tony Bradman and Eileen Browne</b></p> <p><b>Cycle 2: Oliver's Vegetables by Vivien French</b></p> <p>Exploring Ideas through talk, listening and enjoying, Using books to find things out</p> <p>Create a class book about Growing</p> <p><b>The Three Billy Goats Gruff- Traditional Tale</b> Retelling (speaking focus) To listen to traditional stories and retain key vocabulary. To be able to talk about the setting, characters and the structure of the story.</p>	<p><b>Cycle 1. What the ladybird heard by Julia Donaldson</b></p> <p><b>Cycle 2. Whatever next by Jill Murphy</b></p> <p>Listening, responding, joining in with repeated refrains, raise confidence in developing thoughts through talk, describing feelings</p> <p>Create a class book around minibeasts</p> <p><b>The Elves and the Shoemaker- Fairy Tale</b> Retelling (speaking focus) To listen to traditional stories and retain key vocabulary. To be able to talk about the setting, characters and the structure of the story. To use puppets to retell the story in play.</p>	<p><b>Cycle 1. Doing the animal bop by Jan Ormerod</b></p> <p><b>Cycle 2. Commotion in the ocean by Giles Andreae</b></p> <p>Talk confidently about their response to the book, read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print</p> <p><b>Hansel and Gretel- Fairy Tale</b> Retelling (speaking focus) To be able to talk about the setting, characters and the structure of the story with confidence.</p>
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R	<p><b>Stanley's Stick - John Hegley</b> Children will sequence the story and write initial sounds of key words about the text.</p> <p><b>Peace at Last - Jill Murphy</b> Listening, attention, understanding and speaking focus: Children will know and retell the story of Peace at Last, using vocabulary from the text and noises.</p>	<p><b>The Jolly Christmas Postman - Janet and Allan Ahlberg</b> Letter writing (links to letters to Santa Claus and Christmas card writing) role play in areas, story sequencing, simple character descriptions (recording initial sounds or CVC words).</p> <p><b>Diwali - The Story of Rama and Sita</b> Listening, attention, understanding and speaking focus: children will retell the story and discuss feelings regarding characters. <b>PSHE Anti bullying week</b> <b>The Ugly Duckling</b></p>	<p><b>The Lost Property Office - Emily Rand</b> Discussions using 'I see, I wonder' sentence starters. Children can make predictions about what is going to happen on the journey. Non-fiction connection to vehicles topic.</p> <p>Listening, attention, understanding and speaking focus: children will tell the story to a talk partner and ask questions about the text to learn more.</p>	<p><b>Handa's Surprise - Eileen Browne</b> Role play using props, story sequencing, fruit descriptions after fruit tasting (simple sentences), cultural differences discussions (environments).</p> <p><b>The Three Little Pigs - Traditional Tale</b> Listening, attention, understanding and speaking focus: the children will act out the story and ask questions during hot seating task.</p>	<p><b>Yucky Worms by Vivian French</b> Information texts about worms (discussing fiction and non-fiction, labels, story captions.</p> <p><b>Jack and the Beanstalk - Traditional Tale</b> Listening, attention, understanding and speaking focus: Children will act out the story as different characters and link events from the story to their own experiences (e.g. a time they were brave). Rhyme, labelling description writing</p>	<p><b>Sharing a Shell - Julia Donaldson</b> Writing in role, character description, story sequencing. Encouraging reading children's writing back to check that it makes sense. <b>PSHE focussed teaching and learning around tolerance and sharing.</b></p> <p><b>Little Red Riding Hood - Traditional Tale</b> Listening, attention, understanding and speaking focus: Children will discuss the story and take turns to 'hot seat' in the role of the different characters.</p>
Y1	<p><b>Elmer by David McKee</b> Captions, descriptions</p> <p><b>PSHE</b> <b>Feelings by Libby Walden and Richard Jones</b></p> <p><b>The Colour Monster by Anna Llenas</b></p>	<p><b>The Gigantic Turnip by Aleksei Tolstoy (outdoor learning link)</b> Non fiction-recipe Recount</p>	<p><b>The Lighthouse Keeper's Lunch by David and Ronda Armitage</b> Labelling, non-fiction, re-telling</p>	<p><b>Tell me a dragon by Jackie Morris</b> Poetry, descriptions, labelling</p> <p><b>PSHCE</b> <b>Ruby's Worry by Tom Percival</b> (children design their own worry and discuss how to remove a worry - by talking about it!)</p>	<p><b>The Lonely Beast by Chris Judge</b> Information text/PSHE</p> <p><b>Human Rights</b> <b>The Silence Seeker by Ben Morley</b></p>	<p><b>Man on the Moon by Simon Bartram</b> Character descriptions, diary entry</p> <p><b>PSHE</b> <b>I Like Bee's, I Don't Like Honey by Sam Bishop</b> (children discuss their own likes and dislikes and address that their differences make them special).</p>
Y2	<p><b>Gruffalo by Julia Donaldson</b> Retell, sequencing, character descriptions</p>	<p><b>Vlad and the Great Fire of London by Kate Cunningham (Link to history topic)</b> Retell, diary entry, instructions, informal letter, inference</p>	<p><b>The Last Wolf by Mini Grey</b> (link to geography, science, PSHE) Narrative, letter writing, persuasive writing, poetry, thought and speech bubbles</p>	<p><b>The Dragon Machine by Helen Ward</b> Descriptive sentences, prepositions, explanations, a guide to spotting dragons</p>	<p><b>Leaf by Sandra Dieckmann (Link to science and geography topics)</b> Non-chronological report, poetry, letters,</p>	<p><b>The Princess and the Pea originally by Hans Christian Anderson</b> character description, alternative story, thought bubbles, writing in role</p>

	<p><b>PSHCE - A Secret Worth Sharing by Jonathan Emmett- being a good friend</b></p> <p>PSHE / IT - <b>Chicken Clicking</b>- online safety</p>			<p>(non-fiction writing), alternative story</p> <p><b>PSHE / IT - Jessie and Friends</b> – online safety</p>	<p>description, explanations, narrative</p> <p><b>Poems to Perform by Julia Donaldson</b> poetry, performing</p> <p><b>Human Rights We Are All Born Free:</b> The Universal Declaration of Human Rights in pictures</p>	
Y3	<p><b>Ug: Boy Genius of the Stone Age by Raymond Briggs</b> Narrative, descriptive writing, diary entry</p>	<p><b>The Iron Man by Ted Hughes</b> Persuasive writing, letter, non-chronological reports</p>	<p><b>Jelly boots, smelly boots by Michael Rosen</b> compare themes and styles of poetry, own poetry writing</p>	<p><b>The Great Kapok tree by Lynne Cherry</b> writing in role, global issues, debate, exploring language use</p>	<p><b>George's Marvellous Medicine by Roald Dahl</b> Instructions, narrative, recount, character descriptions</p> <p><b>Human Rights I am Rosa Parks by Brad Meltzerand/Rosa Parks by Yona Zeldis McDonough</b></p>	<p><b>Leon and the place between by Angela McAlister</b> drama activities, dialogue, descriptive writing, writing in role, writing own magical world story</p>
	<p><b>Stone Age Boy by Satoshi Kitamura</b> Narrative retelling, descriptive writing, diary entry</p>			<p><b>The Tin Forest by Helen Ward</b> Explanation texts, diary entry, newspaper report</p>		

Y4	<p><b>Mama Miti. Wangari Maathai and the Trees of Kenya</b></p> <p>Letter of Advice, cookery book, Science investigation report, free verse poetry, book of proverbs and biographies.</p> <p>(cooking berry crumble-link to DT)</p>	<p><b>The Lion, the Witch and the Wardrobe</b> by C.S. Lewis</p> <p>Fantasy, narrative, letter writing, persuasive writing, character and setting descriptions.</p>	<p><b>Town is By the Sea</b> by Joanne Schwartz Link to mining for topic work</p> <p><b>A Jumble for the Queen</b> by Julia Donaldson</p> <p><b>Fantastic Mr Fox</b> by Roald Dahl Playscripts, performance</p>	<p><b>Until I met Dudley</b> by Roger McGough</p> <p><b>How to train your dragon</b> by Cressida Cowell <b>Collection of Dragon Poems</b></p> <p>Explanation texts, poetry: acrostic, limerick, haiku, narrative.</p> <p><b>Digestive System</b> Collection of Non-Fiction books (Science topic)</p>	<p><b>The Frog Prince, Continued</b> by Jon Scieszka (link to computing Publisher)</p> <p><b>Escape to Pompeii</b> by Christina Balit (link to Volcanoes geog topic and Romans history topic)</p> <p>Fairy tales. comic strips. Historical fiction and newspaper reports</p> <p><b>Human Rights</b> <b>Martin Luthor King Jr.</b> (Make a change project link)</p>	<p><b>Harry Potter</b> by J,K, Rowling (DT link to make wands and pop-up books)</p> <p>Fantasy Stories, newspaper articles, character descriptions, writing in role, non-fiction reports.</p>
Y5	<p><b>Viking Boy</b> by Tony Bradman (Geog and History link vikings and Anglo Saxons)</p> <p>Character and plot development inference, prediction</p> <p><b>Jotun (Literacy Shed video)</b></p>	<p><b>The Orchard book of Greek Myths and Legends</b> by Geraldine McCaughrean (History link Ancient Greece)</p> <p>Plotting, character and scene description, traditional stories/mythology retrieval</p>	<p><b>Race to the Frozen North</b> by Catherine Johnson (Geog voyagers link)</p> <p>Persuasive writing, setting description, information writing, diary writing, debate</p> <p><b>Dark Sky Park - Poems from the edge of nature</b> (Science link Living things and their habitats) Poetry, performance</p>	<p><b>Beowulf</b> by Michael Morpurgo (History link Anglo Saxons)</p> <p>Character and scene description, dialogue, performance inference</p> <p><b>Cosmic Disco -A poetry collection</b> (Science link Earth and Space) Poetry, performance</p>	<p><b>Journey to Jo'burg</b> by Beverley Naidoo (Geog Where does it come from? link)</p> <p>Newspaper article, diary entry, information writing vocabulary in context, inference</p> <p><b>Human Rights</b> <b>The Diary of Anne Frank</b> <b>Diary entry</b></p>	<p><b>Skellig</b> by David Almond (Geog local area link - local author)</p> <p>Character descriptions, dialogue</p>
Y6	<p><b>Red Miss Take (Literacy Shed)</b></p> <p>Character development, descriptive settings, fairytale narratives.</p> <p><b>Fantastic Beasts and Where to Find Them</b> by J K Rowling Non-chronological</p>	<p><b>D-day Dog</b> by Tom Palmer and <b>Beyond the Lines (Literacy Shed video)</b></p> <p>Letters, prediction, diary entry, narrative, speech, fact retrieval.</p>	<p><b>The Arrival</b> by Shaun Tan</p> <p><b>Refugees</b> by Brian Bilston</p> <p><i>Inference, prediction, narrative, first person</i></p>	<p><b>Holes</b> by Louis Sachar</p> <p><i>Prediction, informal letter writing, characters, persuasion and discussion</i></p>	<p><b>SATs</b></p> <p><b>Alma (Literacy Shed)</b> setting description, using dialogue to advance the action of a narrative</p> <p><b>Human Rights</b> <b>Malala's Magic Pencil</b></p>	<p><b>Macbeth</b> by William Shakespeare</p> <p>Playscripts, Drama, Poetry</p>

	reports, newspaper reports, explanation  <b>The Highwayman by Alfred Noyes</b> Narrative poetry, performance, discussion				Persuasive writing, discussion/debate.	
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