

English – Year 1 Overview 2025-26

	Autumn 1 7 weeks and 3 days	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Unit Heading	Bridging Unit Harry, the Happy Mouse Talk Unit	Supertato Talk Unit	Traditional Rhymes	Peter Rabbit Talk Unit	Zog	How to Train a Train Talk Unit
Text Types	Nursery Rhyme/Poem with a structure Story with a familiar setting Information texts	Story as a theme Poems on a theme Instructions	Poems on a theme Traditional Rhymes	Information texts Classic stories Traditional rhymes	Non-chronological report on animals Stories with repetitive patterns	Non-fiction texts: information, instructions and persuasion Stories with familiar settings Traditional songs and rhymes
Skill Focus	<ul style="list-style-type: none"> • Rhyming words • Capital letters • Capital letter for Personal pronoun 'I' • Simple sentence which make sense • Full stops • Question marks 	<ul style="list-style-type: none"> • Concept of a sentence • Full stops and capital letters • Suffix <i>ed</i> • Joining word <i>and</i> to link words and clauses 	<ul style="list-style-type: none"> • Listening to poems. • Recognise and join in with language patterns and repetition. • Recite rhymes and poems by heart. • Use patterns and repetition to support oral retelling. • Introduce and discuss 	<ul style="list-style-type: none"> • Question marks • Joining words <i>and but</i> • Capital letters for names 	<ul style="list-style-type: none"> • Joining words <i>and but</i> • Capital letters • Exclamation marks • Common exception words 	<ul style="list-style-type: none"> • Joining words <i>and but or</i> • Common Exception words • Exclamation marks • Editing common errors • Common exception words • Suffixes <i>er</i> and <i>est</i>

			<p>key vocabulary.</p> <ul style="list-style-type: none"> • Listen to what others say. • Capital letters for names of people. • Use finger spaces. • Use phonic knowledge when spelling any unfamiliar words. 			
Talk Programme Strategies	Talk strategies detailed in the Bridging Unit planning document.	<p>Vocabulary - pre-teaching, identifying and using orally</p> <p>Word maps</p> <p>Book talk</p> <p>Copycat reading</p> <p>Drama – Magic Mirror</p> <p>Role play</p> <p>Oral rehearsal of sentences, stories and instructions</p> <p>Oral re-telling</p> <p>Story mapping and innovating</p>	<p>Orally plan and rehearse ideas.</p> <p>Copycat reading.</p> <p>Oral re-telling of poems.</p> <p>Read aloud</p> <p>writing to peers and adults.</p>	<p>Image Inference</p> <p>Sentence maps</p> <p>Talk Like an Expert - Mastermind</p> <p>Oral rehearsal – sentences, songs and stories</p> <p>Talk like an expert linked to oral rehearsal</p> <p>Close reading</p> <p>Vocabulary</p> <p>Book talk – non-fiction</p> <p>Oral re-telling</p> <p>Whoosh story</p> <p>Story mapping and innovating</p>	<p>Innovated story using story mapping.</p> <p>Information poster or booklet.</p> <p>Orally plan and rehearse ideas.</p> <p>Copycat reading.</p> <p>Oral re-telling of poems.</p> <p>Read aloud</p> <p>writing to peers and adults.</p>	<p>Oral sentence rehearsal</p> <p>Mind maps for oral rehearsal</p> <p>Vocabulary – pre-teaching, identifying, using orally</p> <p>Domain Cards and word rap</p> <p>Background knowledge discussion including dual coding</p> <p>Sentence maps</p> <p>Information writing about trains</p> <p>Book talk – comprehension</p> <p>Role play and drama</p> <p>Oral re-telling – story mapping/text mapping/poetry mapping</p>

						<p>Oral rehearsal – composition prior to writing</p> <p>Oral rehearsal in role</p> <p>Oral presentations – purpose and audience</p>
Modelled and Independent Short Writing Opportunities		<p>Descriptive sentences</p> <p>Predictions</p> <p>Write in role -</p> <p>Speech bubbles</p> <p>Write in role -</p> <p>Questions</p> <p>Poems with 'ed' or 'ing' verbs</p> <p>Character descriptions of using adjectives</p> <p>Sentences with 'and'</p> <p>Recounts – Supertato (modelled)</p> <p>Evil Pea (independent)</p>	<p>Poems based on a traditional rhyme.</p> <p>Published poems.</p> <p>Story map of poem.</p>	<p>Sentence strip writing about an author</p> <p>Questions</p> <p>Role on the wall</p> <p>Sentences including new vocabulary</p> <p>Character profiles – Mr McGregor (modelled)</p> <p>Peter Rabbit (Independent)</p> <p>Dictated sentences</p> <p>Sentences to create and innovated verse of a song</p> <p>Recount in role – Peter Rabbit (modelled)</p> <p>Benjamin Bunny (independent)</p> <p>Short burst write focused on the escape using +ed vocabulary</p>		<p>Questionnaire – questions and answers</p> <p>A guide for looking after pets</p> <p>Sentences including new vocabulary</p> <p>Sentences using 'er' and 'est'</p> <p>Sentences based on a song</p> <p>Description of a train</p> <p>Top Trumps card</p> <p>A guide book (Independent)</p> <p>Speech bubble in role as a character</p>
Modelled and Independent Extended Writing Outcome(s)	<p>Oral presentation of a poem.</p> <p>Innovated poem based on a structure.</p> <p>Innovated story based on a plot pattern (modelled)</p>	<p>Innovation of the 'learned' story with elements changed (modelled)</p> <p>Innovation of the 'learned' story with</p>		<p>Information booklet on Debi Gliori (modelled)</p> <p>Information booklet on Beatrix Potter (independent)</p>		<p>Information Text – Looking after pets</p> <p>Information transcript for TV Programme about trains</p> <p>Instructions for trapping a pet train</p>

	<p>Innovated story based on a plot pattern (independent)</p> <p>An information poster focused on an animal (modelled)</p> <p>An information poster focused on an animal (independent)</p>	<p>elements changed (independent)</p> <p>Instructions on a trap (independent)</p>		<p>Innovation of the 'learned' story with elements changed (modelled)</p> <p>Innovation of the 'learned' story with elements changed (independent)</p>		<p>Persuasive sales pitch in role as a train (modelled)</p> <p>Persuasive sales pitch in role as a train (independent)</p> <p>Storybook based on a film episode (modelled)</p> <p>Storybook which includes your own train (independent)</p>
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Talk One Text Overview

Bridging Unit title	Talk Unit: Supertato	Talk Unit: Peter Rabbit	Talk Unit: How to Train a Train
Focus Text Harry The Happy Mouse by N.G.K	Focus Text Supertato by Sue Hendra	Focus Text The Tale of Peter Rabbit by Beatrix Potter	Focus Text How to Train a Train by Jason Carter Eaton Thomas and Friends Thomas Goes Crash! By Egmont Publishing Uk
Link Texts Harry's Lovely Spring Day by N.G.K Harry's Spooky Adventure by N.G.K Harry the Christmas Mouse by N.G.K and Janelle Dimmett	Link Texts Supertato Veggies Assemble by Sue Hendra Various Supertato books by Sue Hendra in the collection	Link Texts The Complete Adventures of Peter Rabbit by Beatrix Potter The Tales of Beatrix Potter Flora's Flowers by Debi Gliori Various Debi Gliori animal books	Link Texts Wanted: The Perfect Pet by Fiona Robertson The Perfect Pet by Margie Palatini Piper Picks the Perfect Pet by Caroline Tuohey and Nicky Johnston

<p>Little Mouse's Book of Big Fears by Emily Gravett</p> <p>Hermelin the Detective Mouse by Mini Grey</p> <p>Mouse House by John Burningham</p>	<p>Cake by Sue Hendra and Paul Linnet</p>		<p>Winnie's Perfect Pet – Oxford Owl</p> <p>My Pet Star by Corrinne Averiss</p> <p>National Geographic Look & Learn – Dogs</p> <p>Beanstalk Books Science Decodables</p> <p>Pets/Dogs/Rabbits/Fish/Parrots</p> <p>Pet Poems compiled by Jennifer Curry</p> <p>The Usbourne Flip Flip Book See Inside Trains</p> <p>Thomas and Friends Christmas Annuals</p>
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