

English Whole Academy Overview 2025-2026

2025-2026	LB2 4 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
Rec	All About Me	People Who Help Us		Little Explorers	It's A Small World	Imagine, Imagine, Imagine
	<p><b>Initial Phonics Assessment</b></p> <p><u>Phonics</u></p> <p>Consolidate Phase 1 &amp; introduce Phase 2:</p> <ul style="list-style-type: none"> <li>Set 1: s, a, t, p</li> <li>Set 2: l, n, m, d</li> <li>Set 3: g, o, c, k</li> <li>Set 4: ck, e, u, r</li> <li>Practise oral blending and segmentation</li> <li>Blending for reading</li> <li>Blending and reading the high frequency words: is, it, in, at, and</li> <li>Tricky words: to, the</li> </ul> <p><u>Fiction</u> <b>PSED Reading Focus</b> (Labelling, speaking and listening)</p> <p><b>Stories With Repeated Pattern</b> (Oral story telling looking at repeated pattern stories)</p> <p><b>Poetry and Nursery Rhymes</b> (Patterns, rhythm and rhyme - linked to phonics &amp; story sequencing – ordering and retelling well-known stories nursery /rhymes e.g. Humpty Dumpty)</p>	<p><u>Phonics</u></p> <p>Phase 2:</p> <ul style="list-style-type: none"> <li>Set 4: ck, e, u, r</li> <li>Set 5: h, b, f, ff, l, ll, ss</li> <li>Practise previously learned letters and sounds</li> <li>Practise blending to read</li> <li>Practise segmentation to spell</li> <li>Tricky words: no, go, l</li> <li>Reading captions</li> <li>Spelling captions</li> </ul> <p>Introduce Phase 3:</p> <ul style="list-style-type: none"> <li>Alphabet</li> <li>Set 6: j, v, w, x</li> <li>Set 7: y, z, zz, qu</li> <li>Consonant digraphs: ch, sh, th, ng</li> <li>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>Tricky words: he, se, we, me, be, was</li> <li>Blending for reading</li> <li>Segmentation for spelling</li> <li>Reading &amp; writing captions and sentences</li> </ul> <p><u>Non-fiction</u> <b>Generic - Names, Labels, Signs</b> (Labelling e.g. objects found at school using CVC words, label basic body parts)</p> <p><b>Family Groupings</b></p> <p><b>Instructions</b> (Sequencing and verbally instructing e.g. how to brush your teeth)</p> <p><u>Fiction</u> <b>Descriptive Writing On A Theme – Fire</b></p>	<p><b>Phonics Assessment</b></p> <p><u>Phonics</u></p> <p>Recap Phase 2, continue to teach Phase 3:</p> <ul style="list-style-type: none"> <li>Practise previously learned GPCS</li> <li>Vowel digraphs</li> <li>Consonant digraphs</li> <li>Tricky words: my, you, they, her, all, are</li> <li>Letter names</li> <li>Blending for reading</li> <li>Segmentation for spelling</li> <li>Reading and spelling high-frequency words</li> <li>Spelling two-syllable words</li> <li>Reading and writing captions and sentences</li> <li>Consolidation</li> </ul> <p><u>Fiction</u> <b>Poetry and Nursery Rhymes</b> (Patterns, rhythm and rhyme - linked to phonics)</p> <p><u>Non-fiction</u> <b>Non-chronological Report - Interviews and Information</b> (Letters and posters e.g., wanted posters linked to stories shared in class, lost dog poster, littering poster)</p> <p><b>Letter Writing</b> (Writing a letter in character)</p> <p><b>Extended Sentences</b> (Explanation focus e.g. why did this happen?)</p>	<p><u>Phonics</u></p> <p>Recap Phase 3 and introduce Phase 4:</p> <ul style="list-style-type: none"> <li>Represent each of 42 phonemes by a grapheme</li> <li>Blend phonemes to read CVC (e.g. cat, pop, big) words and segment CVC words for spelling.</li> <li>Read simple two-syllable words and captions.</li> <li>Know letter names</li> <li>Read and spell phase 2 and 3 tricky words.</li> <li>Consolidate knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.</li> <li>Tricky words: said, so, have, like, some, come, were, there, little, one, do, when, out, what</li> <li>Reading and writing sentences.</li> </ul> <p><u>Fiction</u> <b>Descriptive Writing</b> (Focusing on a story read in class e.g. the Gruffalo. Using adjectives and vocabulary learnt to describe animals)</p> <p><b>Poetry &amp; Rhymes</b> (Patterns, rhythm and rhyme - linked to phonics)</p> <p><u>Non-fiction</u> <b>Facts</b> (Information about the Arctic)</p>	<p><b>Phonics Assessment</b></p> <p><u>Phonics</u> Phase 4:</p> <ul style="list-style-type: none"> <li>Represent each of 42 phonemes by a grapheme</li> <li>Blend phonemes to read CVC (e.g. cat, pop, big) words and segment CVC words for spelling.</li> <li>Read simple two-syllable words and captions.</li> <li>Know letter names</li> <li>Read and spell phase 2 and 3 tricky words.</li> <li>Consolidate knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.</li> <li>Tricky words: said, so, have, like, some, come, were, there, little, one, do, when, out, what</li> <li>Reading and writing sentences.</li> <li>Blending for reading CVCC (e.g. tent, bend, hump) and CCVC words (e.g. spot, spin, trip, glass).</li> </ul> <p><u>Fiction</u> <b>Creative Writing</b> (Focusing on stories read and topic. Using adjectives and vocabulary learnt)</p>	<p><u>Phonics</u> Phase 4 consolidation:</p> <ul style="list-style-type: none"> <li>Practise previously learned graphemes</li> <li>Tricky words</li> <li>Blending and reading words with adjacent consonants</li> <li>Segmentation and spelling words with adjacent consonants</li> <li>Reading and writing sentences using one or more high frequency words and words containing adjacent consonants.</li> </ul> <p><u>Fiction</u> <b>Creative Writing</b> (Focusing on stories read and topic. Using adjectives and vocabulary learnt)</p> <p><b>Traditional Tales</b> (Re-telling stories with changes)</p> <p><u>Poetry</u> <b>Poetry and Rhyme</b> (Patterns, rhythm and rhyme - linked to phonics)</p> <p><u>Non-fiction</u> <b>Labelling</b> (Link to science topic – labelling a ladybird)</p> <p><b>Explanation</b> (Sequence and explain a simple life cycle)</p>

**Note**

For writing composition please refer to Reception's Year Group Overview.

**Transcription Focus:**

- Handle equipment and tools effectively including scissors and correct pencil grip.
- Write own name starting with a capital letter.
- Write recognisable letters.
- Form lower case letters.
- Form upper case letters.
- Use phonic knowledge to write words in ways which match their spoken sounds.

**Grammar and Punctuation Focus:**

- Write simple phrases and sentences that can be read by others.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check it makes sense.

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2025-2026	LB1 7 weeks June - July	LB2 4 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
1	<b>Changes</b>		<b>Reach for the Stars</b>		<b>Wildlife Wonders</b>		
	<p><u>Phonics</u> Consolidate Phase 3 and 4.</p> <p><u>Fiction</u> <b>Stories With Repeating Patterns</b> (Explore repeated refrains and develop sentence writing and basic punctuation skills. Use known and predictable phrases in own writing)</p> <p><u>Shared Stories</u></p> <ul style="list-style-type: none"> <li>Farmer Duck</li> <li>Three Little Pigs</li> <li>Goldilocks</li> <li>Little Red Hen</li> <li>Chicken Licken</li> <li>Not Now Bernard</li> </ul> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Tripod pencil grip</li> <li>Lower and uppercase letter formation</li> <li>Capital letters – demarcating sentences, proper nouns and pronoun 'I'</li> </ul>	<p><u>Phonics</u> Begin Phase 5:</p> <ul style="list-style-type: none"> <li>Practise recognition and recall of Phase 2, 3 and 5 graphemes as they are learned.</li> <li>Learn new graphemes for reading.</li> <li>Read the words: oh, their, people, Mr, Mrs, looked, called, asked.</li> <li>Spell the words: said, so, have, like, some, come, were, there.</li> <li>Read and spell words containing adjacent consonants and some polysyllabic words.</li> <li>Read and write sentences including high frequency and tricky words.</li> </ul> <p><u>Fiction</u> <b>Stories With Familiar Settings</b> (Writing a description of a familiar story setting, focusing on building sentences and sentence punctuation. Using words and phrases from known stories in own writing)</p> <p><u>Shared Stories</u></p> <ul style="list-style-type: none"> <li>Changes</li> <li>Little Penguin</li> <li>Fletcher and the Blossoms</li> <li>Fletcher and the Falling Leaves</li> </ul> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Tripod pencil grip</li> <li>Spacing between words</li> <li>Dictation</li> <li>Sentence writing – subject, verb, adjective, noun</li> <li>Assess, review, consolidate</li> </ul>	<p><u>Phonics</u> Phase 5:</p> <ul style="list-style-type: none"> <li>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</li> <li>Alternative pronunciations of graphemes for reading.</li> <li>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>Read the words: water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</li> <li>Spell the words: little, one, do, when, what, out.</li> </ul> <p><u>Poetry</u> <b>Poems On A Theme - Senses</b> (Link to Changes topic - use simple adjectives and descriptive phrases, alliteration and imagery)</p> <p><u>Fiction</u> <b>Fantasy</b> (Imaginary characters and invented settings description. Focusing on sequencing sentences to form short narratives)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Sentence writing – subject, verb, adjective, noun</li> <li>Joining clauses using 'and'</li> <li>Questions, exclamations</li> <li>Expanded noun phrases</li> <li>Punctuating sentences accurately</li> <li>Adjectives</li> <li>Adverbs</li> <li>Alliteration</li> </ul>	<p><u>Phonics</u> Phase 5 – see notes below.</p> <p><u>Fiction</u> <b>Traditional Tales – Fairy Tales</b> (Writing an alternative story ending / section of a known fairy tale)</p> <p><u>Non-fiction</u> <b>Information</b> (Exploring differences between fiction and non-fiction using a range of books – based on topics being studied. Using features of information texts and sequencing and punctuating sentences)</p> <p><u>Class Read</u> <b>The Enormous Crocodile by Roald Dahl</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Plural nouns</li> <li>Joining clauses using 'and'</li> <li>Adjectives</li> <li>Adverbs</li> <li>Dictation</li> <li>Assess, review, consolidate</li> </ul>	<p><u>Phonics</u> Phase 5 – see notes below.</p> <p><u>Non-fiction</u> <b>Instructions</b> (Practise giving and receiving instructions verbally then writing and illustrating own set of instructions)</p> <p><b>Recount</b> (Where possible, link to a school event. In the form of a diary entry, focus on sentence types, writing chronologically and describing feelings)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Sentence type - commands</li> <li>Causal conjunction – because</li> <li>Singular nouns</li> <li>Past and present tense</li> <li>Time related words – yesterday, later, after, tomorrow</li> <li>First person</li> </ul>	<p><u>Phonics</u> Phase 5 – see notes below.</p> <p><u>Fiction</u> <b>Traditional Tales From Other Cultures</b> (Setting and descriptive writing linked to Handa's Surprise and Handa's Hen or Wildlife Wonders topic. Focusing on writing complex sentences using simple coordination and subordination)</p> <p><u>Class Read</u> <b>Handa's Surprise by Eileen Browne</b></p> <p><b>Handa's Hen by Eileen Browne</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Coordination – and, but</li> <li>Subordination – because</li> <li>Plural nouns</li> <li>Compound words</li> <li>Sequencing sentences</li> <li>Past tense</li> <li>Dictation</li> </ul>	<p><u>Phonics</u> Phase 5 – see notes below.</p> <p><u>Fiction</u> <b>Adventure</b> (Focusing on sequencing sentences to form a short narrative)</p> <p><u>Non-fiction</u> <b>Non-chronological Report</b> (Link to topic)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Punctuating sentences</li> <li>Capital letters for proper nouns and I</li> <li>Joining clauses using simple coordination and subordination</li> <li>Present and past tense</li> <li>Adjectives</li> <li>Adverbs</li> <li>Time related words</li> </ul>

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### Phonics & GPS

**Phonics:** From LB4-8 objectives remain the same. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.
- Alternative spellings of phonemes for spelling.
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
- Spell the words: oh, their, people, Mr, Mrs, looked, called, asked.
- Practise reading and spelling high-frequency words.
- Practise reading and spelling polysyllabic words.
- Practise reading sentences.
- Practise writing sentences.

The Y1 GPS objectives should be taught by March. The GPS focus within each learning block is linked to the text type studied and the key elements expected within these text types.

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2	Oceans & Seas		Fire Fire!		The Big Build		Brilliant Bletchley & Marvellous MK
	<p><u>Fiction</u> <b>Stories By The Same Author</b> (Link to books by Oliver Jeffers)</p> <p><u>Non-fiction</u> <b>Instructions</b> (Focusing on planning and writing a simple set of instructions linked to science topic – planting a seed. Focus on imperative verbs, chronology, numbering, commas for lists, sentence types and time related words)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Word classes – nouns, verbs, adjectives, adverbs</li> <li>• Pronouns</li> <li>• Sentence types – statements and commands</li> <li>• Imperative verbs</li> <li>• Time related words (first, next, then, later)</li> <li>• Numbering</li> <li>• Commas for lists</li> </ul>	<p><u>Fiction</u> <b>Adventure</b> (Link to The Owl Who Was Afraid of the Dark. Focusing on writing down key ideas, words and vocabulary to recount an event/part of the story)</p> <p><u>Class Read</u> <b>The Owl Who Was Afraid of the Dark by Jill Tomlinson</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Nouns including proper nouns</li> <li>• Vowels and consonants</li> <li>• Demarcating sentences</li> <li>• Forming nouns using 'ness'</li> <li>• Expanded noun phrases</li> <li>• Apostrophes for contractions</li> </ul>	<p><u>Fiction</u> <b>Familiar Settings</b> (Drawing on classic picture books, sequence plots, study description and noun phrases and learn progressive forms of verbs. Focusing on structuring and sequencing ideas orally through drama and role-play)</p> <p><u>Non-fiction</u> <b>Non-chronological Report</b> (Link to history topic. Focusing on writing several pieces of information, grouping sentences about the same thing together under a heading. Using technical words in writing)</p> <p><u>Class Read</u> <b>Dogger by Shirley Hughes</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Time adverbials to link ideas or give chronological order</li> <li>• Adjectives with 'er' and 'est'</li> <li>• Compound words</li> <li>• Subordination</li> <li>• Sentence types - statements and exclamations</li> <li>• Standard English</li> <li>• Modifying nouns, adjective and adverbs using suffixes</li> <li>• Assess, review, consolidate</li> </ul>	<p><u>Non-fiction</u> <b>Recount</b> (Link to history topic. Write a diary entry based on Samuel Pepys, exploring conjunctions and the correct use of past and present tense. Write in role)</p> <p><u>Poetry</u> <b>Poems On A Theme – Fire</b> (Writing a descriptive poem using alliteration for effect. Focusing written standard English)</p> <p><u>Class Read</u> <b>George's Marvellous Medicine by Roald Dahl</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Time adverbials to link ideas or give chronological order</li> <li>• 'How, when, where' adverbials to give extra information</li> <li>• Coordination</li> <li>• Subordination</li> <li>• Alliteration</li> <li>• Descriptive language</li> <li>• Apostrophes for contractions</li> </ul>	<p><u>Fiction</u> <b>Fantasy</b> (Link to video stimulus. Focusing on making predictions, using coordination and subordination to extend sentences and using past and present tense)</p> <p><u>Non-fiction</u> <b>Explanation</b> (Focusing on writing simple phrases to explain why something happened)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Noun phrases</li> <li>• Homophones</li> <li>• Forming adjectives using 'ful' and 'less'</li> <li>• Sentence types – questions, exclamations, statements and commands</li> <li>• Present and past tense including progressive form</li> <li>• Assess, review, consolidate</li> </ul>	<p><u>Fiction</u> <b>Quest / Adventure</b> (Writing a section of a text linked to The Journey by Anthony Browne or similar. Focusing on writing a simple narrative including a beginning, middle and end, using varied sentence types)</p> <p><u>Non-fiction</u> <b>Non-chronological Report</b> (Focusing on rehearsing sentences and writing about personal experiences. Explore differences between fiction and non-fiction, research and create fact files using noun phrases and varied sentence types)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Verbs</li> <li>• Adverbs with 'ly'</li> <li>• Singular and plural</li> <li>• Commas in lists</li> <li>• Changing adjectives into adverbs</li> <li>• Subordination</li> <li>• Coordination</li> <li>• Tenses</li> </ul>	<p><u>Poetry</u> <b>Classic Poems</b> (Look at a range of classic poems and explore nouns, adjectives, prepositions and expanded noun phrases)</p> <p><u>Non-fiction</u> <b>Information</b> (Link to topic)</p> <p><u>Non-fiction</u> <b>Persuasion</b> (Focusing on writing several points to persuade the reader, using detail. Using a spoken style in writing to persuade – adverts linked to coming to MK for a day out)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Word classes</li> <li>• Coordination</li> <li>• Apostrophes for possession</li> <li>• Past and present tense</li> <li>• Uplevelling sentences</li> <li>• Standard English</li> <li>• Forming nouns using 'er'</li> <li>• Progressive tenses</li> <li>• Apostrophes for contractions</li> <li>• Imperative verbs</li> <li>• Repetition for persuasion</li> </ul>
<b>Phonics &amp; GPS</b>	<p>Phonics: By the beginning of Phase Six, children should know most of the common grapheme– phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:</p> <ol style="list-style-type: none"> <li>1. Reading the words automatically if they are very familiar</li> <li>2. Decoding them quickly and silently because their sounding and blending routine is now well established</li> <li>3. Decoding them aloud.</li> </ol> <p>Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. During this phase, children become fluent readers and increasingly accurate spellers.</p> <p>The Y2 GPS objectives should be taught by March. The GPS focus within each learning block is linked to the text type studied and the key elements expected within these text types.</p>						

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3	Extreme Weather		My Super Earth			Victorian Change	
	<p><u>Fiction</u> <b>Adventure</b> (Link to the class read)</p> <p><u>Non-fiction</u> <b>Instructions</b> (Link to geography topic e.g. how to stay safe in extreme weather. Focusing on writing a brief introduction and conclusion to instructions. Organising instructions into clear chronological order and presenting instructions appropriately e.g. recipe, rules for a game. Planning and writing a complete instructional text)</p> <p><u>Class Read</u> <b>The Hodgeheg by Dick King-Smith</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Nouns including proper nouns and pronouns</li> <li>Sentence types – command, question, exclamation &amp; statement</li> <li>Bullet points and numbering</li> <li>Headings and subheadings</li> <li>Imperative verbs</li> <li>Time conjunctions</li> </ul>	<p><u>Fiction</u> <b>Traditional Tales – Fairy Tales</b> (Using visual stimulus from the Literacy Shed, create characters, setting and plot)</p> <p><u>Class Read</u> <b>Charlie and the Chocolate Factory by Roald Dahl</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Consonants and vowels</li> <li>Past tense</li> <li>Coordinating conjunctions; and, but, or</li> <li>Subordinate clauses</li> <li>Paragraphs</li> <li>Dictation</li> <li>Adjectives</li> <li>Expanded noun phrases</li> <li>Adverbs</li> </ul>	<p><u>Fiction</u> <b>Short Stories</b> (Little and often writing opportunity, focusing on description, setting the scene and creating atmosphere)</p> <p><u>Non-fiction</u> <b>Persuasion</b> (Link to a chosen text or video stimulus e.g. The Day the Crayons Quit. Focusing on choosing words and phrases carefully to emphasise a point. Make arguments in writing for and against something and provide some evidence to support views)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Inverted commas</li> <li>Adjectives</li> <li>'a' or 'an'</li> <li>Present tense including present perfect (I have seen)</li> <li>Apostrophes</li> <li>Verbs, adverbs</li> <li>Expanded noun phrases</li> <li>Collective nouns</li> <li>Similes</li> <li>Alliteration</li> </ul>	<p><u>Fiction</u> <b>Adventure</b> (Link to the class read or another chosen stimulus. Focusing on planning and writing a simple story: beginning, problem, resolution, ending. Using person and tense consistently)</p> <p><u>Class Read</u> <b>Adventure Island Series by Helen Moss</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Vary sentences openers for effect e.g. adverbs, fronted adverbials, preposition phrases and subordinate clauses</li> <li>Paragraphs</li> <li>Adjectives, expanded noun phrases, range of verbs, adverbs, preposition phrases</li> <li>Dictation</li> <li>Standard English</li> <li>Express time, place and cause using adverbs (then, next, soon, therefore)</li> <li>Prepositions (before, after, during, in, because of)</li> </ul>	<p><u>Non-fiction</u> <b>Recounts: Newspaper Report</b> (Link to geography topic – deforestation. Focus on planning and writing a complete recount, using paragraphs. Introduce the 5 W's of reporting)</p> <p><b>Non-chronological Report</b> (Link to topic teaching. Focus on using simple organisational devices e.g. headings, sub-headings; introduction and summary. Sequencing ideas logically)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Verbs</li> <li>Subordinating conjunctions</li> <li>Inverted commas</li> <li>Generalisations for effect in writing explanations: <i>always, never</i></li> <li>Cause and effect conjunctions '<i>because, if, since, when, although</i>'</li> <li>Coordinating conjunctions</li> <li>Organisational devices of</li> </ul>	<p><u>Non-fiction</u> <b>Recounts: Diary Entries</b> (Link to history topic e.g. life in the workhouse, focusing on using paragraphs, interesting vocabulary, viewpoint and emotion.)</p> <p><u>Poetry</u> <b>Creating Images</b> (Focusing on reading and understanding different types of poetry, looking at figurative language, patterns and free verse. Using varied and rich vocabulary including adjectives, similes and alliteration)</p> <p><u>Class Read</u> <b>Street Child by Berlie Doherty</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Word families</li> <li>Cause and effect conjunctions</li> <li>Coordinating conjunctions</li> <li>First person</li> <li>Past tense: simple, continuous, perfect</li> </ul>	<p><u>Fiction</u> <b>Historical</b> (Link to class read, Street Child. Focusing on writing in character with clear viewpoint and emotion)</p> <p><u>Non-fiction</u> <b>Explanation</b> (Link to history topic – The Great Exhibition or potential to link to Wendel's Workshop by Chris Riddell. Focusing on expressing time, place and cause using conjunctions, using technical vocabulary and paragraphs)</p> <p><u>Class Read</u> <b>Street Child by Berlie Doherty</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Vary sentences openers for effect e.g. adverbs, preposition phrases and subordinate clauses</li> <li>Generalisations for effect in writing explanations: <i>always, never</i></li> <li>Varied conjunctions - when, before, after, while, because)</li> </ul>
<b>GPS</b>	The Y3 GPS objectives should be taught by March. The GPS focus within each learning block is linked to the text type studied and the key elements expected within these text types.						

English Whole Academy Overview 2025-2026

2025-2026	LB1 7 weeks June - July	LB2 4 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
4	Roman Empire		World War 2		Reduce Reuse Recycle		All Around the World
	<p><u>Fiction</u> <b>Myths and Legends</b> (Using this unit as a stimulus to introduce the Romans as a topic in History. Start by focusing on Romulus and Remus – understanding the myth and retelling it.)</p> <p><u>Non-fiction</u> <b>Recount</b> (Writing a diary entry focusing on using direct address and information for the reader as well as consistent viewpoint. Link to a stimulus event or video)</p> <p><u>Class Read</u> <b>Across The Roman Wall by Theresa Breslin or The Thieves of Ostia by Caroline Lawrence</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Singular and plural nouns</li> <li>Possessive apostrophes – singular and plural</li> <li>Pronouns</li> <li>Standard English</li> <li>Paragraphs around a theme and building cohesion within a paragraph</li> <li>Past tense – simple, progressive</li> <li>Homophones</li> </ul>	<p><u>Non-fiction</u> <b>Instructions</b> (Focusing on showing the writer’s viewpoint e.g. persuasive, advisory, explanatory, through word choice and formal / informal style choice. Use numbering, line breaks or paragraphing to organise instructions and develop an introduction and conclusion)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials of time, place and number</li> <li>Standard English</li> <li>Compound words</li> <li>Adverbs to express time and cause</li> <li>Possessive pronouns</li> <li>Assess, review, consolidate</li> </ul>	<p><u>Fiction</u> <b>Adventure</b> (Link to stimulus from the Literacy Shed – focusing on writing a creative build up. Plan and write a story structured with opening, problem / dilemma / conflict, resolution, ending. Using person and tense consistently and developing character through descriptive and emotive language choices)</p> <p><u>Non-fiction</u> <b>Non-chronological Report</b> (Link to history topic. Focusing on developing each section with detail using facts to support information. Writing a well-organised report and organising ideas into logical sections)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Expanded noun phrases for effect and purpose</li> <li>Adjectives and adverbs</li> <li>Prepositional phrases</li> <li>Collective nouns</li> <li>Direct speech</li> <li>Paragraphs and cohesion</li> </ul>	<p><u>Fiction</u> <b>Historical</b> (Link to Rose Blanche and topic teaching. Focusing on writing the next scene based on what has been read so far, make logical predictions using knowledge of the historical period and surrounding events)</p> <p><u>Non-fiction</u> <b>Recounts</b> (Writing a newspaper report linked to history topic. Focusing on accurately punctuating direct and indirect speech. Reporting using the five W’s – who, what, where, when and why)</p> <p><u>Class Read</u> <b>Grandpa’s Great Escape by David Walliams</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Punctuating direct speech</li> <li>Linking ideas using varied conjunctions</li> <li>Possessive pronouns</li> <li>Fronted adverbials</li> <li>Prepositions to express time and cause</li> <li>Plural and possessive ‘-s’</li> <li>Commas</li> <li>Assess, review, consolidate</li> </ul>	<p><u>Fiction</u> <b>Stories From Other Cultures</b> (Link to Abdullah’s Butterfly by Janine M Fraser and Seasons of Splendour by Madhur Jaffrey. Focusing on writing the next scene of the story based on what has been read)</p> <p><u>Poetry</u> <b>Performance Poems including Poems from Other Cultures</b> (Focus on reading and understanding poems from other cultures. Speaking and listening focus to perform poems - considering tone, intonation, voice, volume and actions. Broaden range of figurative language to include metaphors, personification and repetition)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Commas after fronted adverbials</li> <li>Expanded noun phrases</li> <li>Determiners</li> <li>Verb tense – past simple, past continuous, past perfect and past perfect continuous</li> <li>Figurative language to include metaphors, personification and repetition</li> </ul>	<p><u>Fiction</u> <b>Science Fiction</b> (Descriptive writing linked to chosen stimulus or class read)</p> <p><u>Non-fiction</u> <b>Explanation</b> (Link to the recycling centre visit or how paper is recycled. Focusing on structuring the text logically in chronological order with relevant detail and topical vocabulary)</p> <p><u>Class Read</u> <b>The Iron Man by Ted Hughes</b></p> <p><b>The Iron Woman by Ted Hughes</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Tenses – simple present, present continuous, present perfect and present perfect continuous</li> <li>Verb inflections – Standard English</li> <li>Paragraphs</li> <li>Subordinate clauses</li> <li>Organisational devices</li> </ul>	<p><u>Non-fiction</u> <b>Persuasion</b> (Link to history topic or writing to another child to persuade them to join TPA. Focusing on writing persuasively - <i>not adverts</i>. Focus on making the writer’s view clear throughout, for example, I believe, no one can deny)</p> <p><u>Non-fiction</u> <b>Discussion</b> (Speaking and listening, debate - for and against a topic of interest, focusing on bias. Logically sequence points of a discussion into paragraphs to show viewpoints, with an opening and closing statement)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Expanded noun phrases</li> <li>Determiners</li> <li>Verb tense – past simple, past continuous, past perfect and past perfect continuous</li> <li>Possessive apostrophes for plural</li> <li>Nouns and pronouns for clarity and cohesion</li> </ul>
<b>GPS</b>	The Y4 GPS objectives should be taught by March. The GPS focus within each learning block is linked to the text type studied and the key elements expected within these text types.						

English Whole Academy Overview 2025-2026

2025-2026	LB1 7 weeks June - July	LB2 4 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
5	Anglo-Saxons, Scots & Vikings		Space	Around the World		Earth Matters	
	<p><u>Non-fiction</u> <b>Recount</b> (Link to the class read focusing on writing with a consistent viewpoint)</p> <p><u>Non-fiction</u> <b>Explanation</b> (Focusing on maintaining viewpoint and joining ideas together by referring back to points made earlier)</p> <p><u>Class Read</u> <b>Boy: Tales of Childhood by Roald Dahl</b> (Read excerpts/chapters that link to focused work)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Phrases and clauses</li> <li>• Complex sentences using subordinating conjunctions</li> <li>• Relative clauses with relative pronouns</li> <li>• Colons to introduce a list</li> <li>• Adverbial clauses using commas</li> <li>• Modal verbs</li> </ul>	<p><u>Fiction</u> <b>Traditional Tales – Aesop’s Fables</b> (Writing own short fable/retell a known fable)</p> <p><u>Non-fiction</u> <b>Non-chronological Report</b> (Link to history topic – writing a fact file about Alfred the Great. Focusing on teaching how to research using a range of sources for information and how to determine worthy and reliable sources. Research, making notes and turning notes into full sentences)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Proper nouns</li> <li>• Converting nouns and adjectives to verbs</li> <li>• Tenses – past, present progressive and present perfect</li> <li>• Possessive plural apostrophes</li> <li>• Expanded noun phrases</li> <li>• Main clauses and subordinating clauses</li> <li>• Linking ideas across paragraphs using adverbials of time, place and number or by varying tense</li> </ul>	<p><u>Fiction</u> <b>Adventure</b> (Short chapter writing linked to the Wreck of the Zanzibar. Focusing on writing a story creating mood, atmosphere and plot development which will engage and surprise the reader)</p> <p><u>Non-Fiction</u> <b>Recounts</b> (Writing a report based on the science/history topic e.g. moon landing. Focusing on writing with a consistent viewpoint and covering each section thoroughly and writing a conclusion which draws together key features and includes the summary viewpoint)</p> <p><u>Class Read</u> <b>The Wreck of the Zanzibar by Michael Morpurgo</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Degree of possibility – modal verbs</li> <li>• Prepositional phrases</li> <li>• Reported speech</li> <li>• Parenthesis</li> <li>• Assess, review, consolidate</li> </ul>	<p><u>Fiction</u> <b>Science Fiction – Aquila by Andrew Norris</b> (Writing a section of text, focusing on creating mood and atmosphere)</p> <p><u>Non-fiction</u> <b>Instructions</b> (Link to science topic, focusing on clearly describing the purpose of the instructions in the opening and linking the conclusion to this. Focusing on having an established and controlled viewpoint with some development of opinion and explanation)</p> <p><u>Class Read (optional)</u> <b>Cosmic by Frank Cottrell Boyce</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Commas for meaning and clarity</li> <li>• Determiners</li> <li>• Subordinating and coordinating conjunctions</li> <li>• Direct and indirect speech</li> <li>• Writing cohesive paragraphs</li> <li>• Bullet points</li> <li>• Commas</li> <li>• Cohesion</li> <li>• Time conjunctions</li> <li>• Prepositions</li> <li>• Modal verbs</li> <li>• Adverbs</li> </ul>	<p><u>Fiction</u> <b>Contemporary</b> (Link to class read. Short writes about characters and building tension through specific word choice and sentence style)</p> <p><u>Non-fiction</u> <b>Persuasion</b> (Exploring persuasive letters and speeches. Focusing on the impact of modal verbs and cohesion through adverbs and conjunctions/ Deliver persuasive speeches)</p> <p><u>Class Read</u> <b>There’s a Boy in the Girls’ Bathroom by Louis Sachar</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Direct speech</li> <li>• Modifiers to create shades of meaning</li> <li>• Simple emphasis to argue a point</li> <li>• Pronouns and possessive pronouns</li> <li>• Modal verbs</li> <li>• Writing cohesively</li> <li>• Parenthesis</li> <li>• Assess, review, consolidate</li> </ul>	<p><u>Fiction</u> <b>Classics – Oliver by Charles Dickens</b> (Short descriptive writing)</p> <p><u>Non-fiction</u> <b>Explanation</b> (Link to geography topic, writing an explanation about why earthquakes occur in certain places and what happens during a quake. Re-visit features and use causal conjunctions)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Causal conjunctions</li> <li>• Adverbials and fronted adverbials</li> <li>• Relative clauses</li> <li>• Parenthesis</li> <li>• Formal language</li> </ul>	<p><u>Non-fiction</u> <b>Non-chronological Report</b> (Link to geography or history topic. Focusing on writing a clear opening and conclusion which draws together key features and includes a summary viewpoint. Use research skills)</p> <p><u>Poetry</u> <b>Poems To Perform</b> (Reading, writing and performing – focusing on using language imaginatively and rhythm and rhyme successfully to create poetry that appeals to audience. Considering, word choice, tone, repetition, personification, metaphor and assonance)</p> <p><u>Non-fiction</u> <b>Discussion – Balanced Argument</b> (Focusing on writing a logically organised text with a clear opening and closing statement. Writing several arguments for and against using connectives to shift from one viewpoint to the other. Focusing on balanced content and control with detail and chosen style appropriate to audience)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Headings and sub-headings to clarify meaning as relevant</li> <li>• Paragraphs and writing cohesively</li> <li>• Clauses</li> <li>• Complex sentences</li> <li>• Parenthesis</li> <li>• Casual conjunctions</li> <li>• Fronted adverbials of time</li> <li>• Adverbials for opposing views and for addition</li> <li>• Formal language</li> <li>• Figurative language – imagery, style and effect (personification and metaphors)</li> </ul>
<b>GPS</b>	The Y5 GPS objectives should be taught by March. The GPS focus within each learning block is linked to the text type studied and the key elements expected within these text types.						

**English Whole Academy Overview 2025-2026**

2025-2026	LB1 7 weeks June - July	LB2 4 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
<b>6</b>	<b>Drugs &amp; Bugs</b>	<b>People &amp; Places</b>		<b>Blast Through The Past</b>		<b>Past, Present, Future</b>	
	<p><u>Fiction</u> <b>Classics – Romeo &amp; Juliet by William Shakespeare</b></p> <p><u>Non-fiction</u> <b>Persuasion</b> (Link to science topic, focusing on persuasive language techniques and structure including: present tense, cause and effect conjunctions, exaggeration and emotive language, rhetorical questions, modal verbs and repetition, title, introduction – including statement of position, paragraphs ordering arguments and conclusion)</p> <p><u>Class Read</u> <b>Kensuke’s Kingdom by Michael Morpurgo</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Word classes</li> <li>• Noun phrases</li> <li>• Phrases and clauses</li> <li>• Relative clauses</li> <li>• Modal verbs and subjunctive mood</li> <li>• Suffixes – noun and adjectives to verbs</li> </ul>	<p><u>Fiction</u> <b>Adventure</b> (Focusing on integrating dialogue to advance action and convey character linked to Kensuke’s Kingdom)</p> <p><u>Non-fiction</u> <b>Biography</b> (Writing a biography on Henry VIII / Wives focusing on retrieving, recording and presenting non-fiction information)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Direct and reported speech</li> <li>• Subordinating conjunctions and clauses</li> <li>• Pronouns and possessive pronouns</li> <li>• Adverbs to show frequency</li> <li>• Assess, review, consolidate</li> </ul>	<p><u>Fiction</u> <b>Mystery</b> (Writing a section of text focusing on description and atmosphere)</p> <p><u>Poetry Analysis</u> <b>Power Of Imagery</b> (Link to The Highwayman and The Tyger. Focusing on exploring the poems’ context, language, imagery, feelings, form and structure. Analysing key elements of the poems and their effect on the reader and summarising the central theme)</p> <p><u>Class Read</u> <b>Holes by Louis Sachar</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Active and passive voice</li> <li>• Colons in lists and to mark independent clauses</li> <li>• Subordinating conjunctions and clauses</li> <li>• Complex sentences using embedded clauses</li> <li>• Ellipsis</li> <li>• Manipulating word and clause or phrase order to create an intended effect</li> <li>• Commas for clarity</li> </ul>	<p><u>Non-fiction</u> <b>Recount</b> (Writing a letter/diary entry linked to Holes, focusing on informal language)</p> <p><u>Non-fiction</u> <b>Formal Language</b> (Writing linked to history topic - Shang Dynasty)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal speech and vocabulary</li> <li>• Synonyms and antonyms</li> <li>• Adverbs to show possibility</li> <li>• Root words</li> <li>• Hyphens</li> <li>• Coordinating conjunctions</li> <li>• Cohesive devices – repetition of words/phrases, adverbials and ellipsis</li> <li>• Parenthesis – brackets, dashes and commas</li> </ul>	<p><u>Fiction</u> <b>Science Fiction</b> (Writing a developed plot focusing on describing characters, setting and atmosphere)</p> <p><u>Non-fiction</u> <b>Non-chronological Report</b> (Writing about a significant individual from the Shang Dynasty)</p> <p><u>Class Read</u> <b>Fox Girl and the White Gazelle by Victoria Williamson</b></p> <p><b>GPS</b></p> <ul style="list-style-type: none"> <li>• Integrating dialogue to advance action and convey character</li> <li>• Tense consistency and perfect form to indicate time/cause</li> <li>• Verb tenses – past: simple, continuous, perfect and perfect continuous</li> <li>• Verb tenses – present: simple present continuous, present perfect</li> <li>• Assess, review, consolidate</li> </ul>	<p><u>Fiction</u> <b>Contemporary</b> (Writing dialogue based on the class read, Fox Girl and the White Gazelle)</p> <p><u>Fiction</u> <b>Mystery</b> (Based on Alma – a short, animated film)</p> <p><u>Non-fiction</u> <b>Recount</b> (Writing linked to history topic, using a stimulus - discovery of artefacts)</p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Integrating dialogue to advance action and convey character</li> <li>• Subject and object</li> <li>• Ambiguity</li> <li>• Hyphenated compound words</li> <li>• Complex sentences, embedded clauses, relative clauses, subordinating clauses</li> </ul>	<p><u>Fiction</u> <b>Extended Stories – Genre Recap</b> (Writing linked to Wonder)</p> <p><u>Non-fiction</u> <b>Explanation</b> (Writing linked to history topic – process of mummification. Focusing on including an opening and closing statement which are linked)</p> <p><u>Non-fiction</u> <b>Discussion</b> (Writing linked to history topic e.g. Should Howard Carter have entered the tomb of Tutankhamun? Focusing on using formal language)</p> <p><u>Class Read</u> <b>Wonder by RJ Palacio</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• Bullet points</li> <li>• Reported speech</li> <li>• Active and passive voice</li> <li>• Semi-colons, colons and dashes to mark clauses</li> <li>• Formal and informal speech and vocabulary</li> <li>• Layout devices</li> <li>• Verb tenses</li> <li>• Parenthesis – brackets, dashes and commas</li> <li>• Cohesion across paragraphs</li> <li>• Assess, review, consolidate</li> </ul>
<b>GPS</b>	The Y6 GPS objectives should be taught by March. The GPS focus within each learning block is linked to the text type studied and the key elements expected within these text types.						