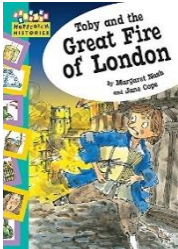
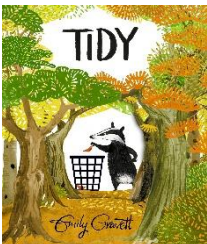
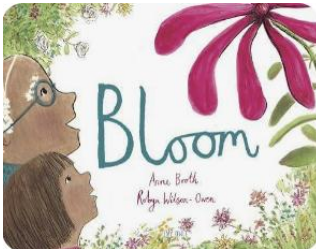
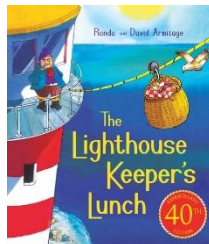
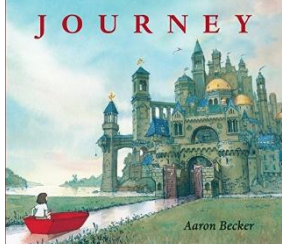


St George's Central CE Primary School and Nursery

Subject Overview for English: Year 1/Year 2 2026-2027

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre: Simple description/ Narrative (Recount)	Genre: Information Report	Genre: Narrative (Stories) Letters/Postcards	Genre: Instructions	Genre: Recount (Personal experience)	Genre: Narrative (Adventure stories)
Text 	Text: 	Text: 	Text: 	Text: 	Text: 
Audience: Young Historians	Audience: Young Scientists	Audience: Characters from the text	Audience: Children in Early Years	Audience: Children's parents	Audience: Children in Key Stage 1
Purpose: To provide a recount of events or describe a setting	Purpose: To inform	Purpose: To entertain	Purpose: To explain	Purpose: To provide a recount of a trip	Purpose: To entertain
Grammar: Year 1 -Combine words to make sentences -Some use of full stops and capital letters to demarcate sentences -Leave spaces between words -Capital letters for names of people and places and personal pronoun 'I'	Grammar: Year 1 - Sequence sentences to write short narratives based on fictional and real experiences - Able to write 3 good quality sentences with appropriate punctuation -Use 'and' to join words -Begin to link ideas by subject or pronoun I can see the cat. He is on the mat. -Suffixes 's' and 'es' applied with accuracy where no change is needed to the root word. - Identify common nouns and proper nouns	Grammar: Year 1 -Use 'and' to join clauses I can see the cat and he is on the mat -Begin to use question marks - Suffixes 'ed' and 'ing' applied with accuracy where no change is needed to the root word. -Use of capital letters for names of people -Identify what a verb is	Grammar: Year 1 -Begin to use exclamation marks -Suffixes 'er' and 'est' applied with accuracy where no change is needed to the root word. -Use of imperative verbs -Use time adverbials 'first, next, then'	Grammar: Year 1 -Use 'and' and 'because' to join clauses -Use some simple description -Use of exclamation marks -Many suffixes applied with accuracy 's', 'es', 'ed', 'ing', 'er', 'est' - Identify what an adjective is -Use of capital letters for names of places	Grammar: Year 1 -Build writing stamina to write short narratives independently, based on fictional experiences, ensuring that many sentences are sequenced accurately -Use of capital letters for names of people and places

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 -Use of coordination (and, but) to join clauses -Some use of subordination to join clauses (because) -Use expanded noun phrases to add description and detail -Demarcate most sentences in writing with capital letters and full stops (including proper nouns) -Identify and write statements, questions and exclamations appropriately	Year 2 - Use present tense mostly correctly throughout writing -Use of coordination (or, but) to join clauses -Use –ly to turn adjectives into adverbs e.g. slow to slowly -Some use of commas to separate items in lists -Some use of question marks for effect	Year 2 - Use past tense mostly correctly throughout writing - Use of verbs to mark actions in progress -Some use of subordination to join clauses (because, but, when) -Adverbs and subordinate clauses used to support sequence of events e.g. suddenly, quickly, when it was dinner time -Some use of exclamation marks for effect -Use of apostrophes for singular possession in nouns	Year 2 -Use of coordination (and, but, or) to join clauses -Some use of subordination to join clauses (because, but, when, if) -Adverbs and subordinate clauses used to support sequence of ideas e.g. carefully, slowly, when you have put the soil in the pot, you should wet it. -Some use of commas to separate items in lists -Begin to make simple revision, additions and corrections	Year 2 -Some apostrophes for simple contracted forms - Some accurate use of suffixes to correctly spell words e.g. ‘-ing, -ed, -er, -est, -y’ where change is needed to the root word and to spell longer words e.g. ‘-ment, -ful’ -Re-read and evaluate writing, checking for meaning and tense form	Year 2 -Write with increasing fluency and stamina to produce longer narratives - Use past tense mostly consistently - Some use of subordination to join clauses (because, when, if, that) -Adverbs and subordinate clauses used to support sequence of ideas e.g. quickly, tearfully, when she walked the door, it led to a magical forest -Proof read and edit writing
Poem: <i>London’s burning</i> Traditional Nursery Rhyme	Poem: <i>Jolly Old Saint Nicholas</i> ohn Piersol McCaskey	Poem: <i>What is Pink?</i> Christina Rossetti	Poems: <i>The Little Seed</i> Emily Green	Poem: <i>One Kind Word</i> Andy Tooze	Poem: <i>Your Dream</i> Andy Tooze

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