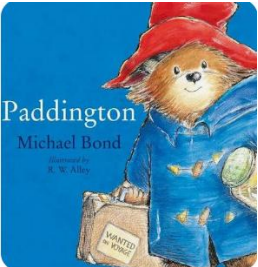
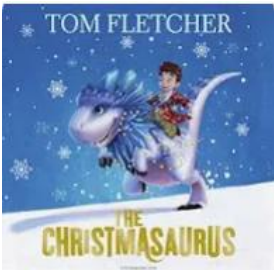
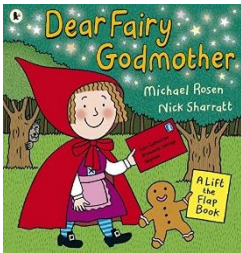
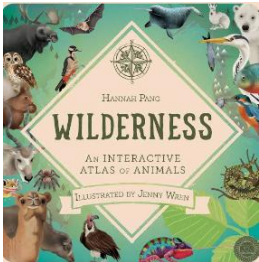


St George's Central CE Primary School and Nursery

Subject Overview for English: Year 1/Year 2 2027-2028

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre: Simple Description Narrative (Recount)	Genre: Character Description (Wanted poster)	Genre: Persuasive Letters	Genre: Narrative (Stories)	Genre: Information Report/ Fact File	Genre: Narrative (Recount)
Text: 	Text: 	Text: 	Text: 	Text: 	Text: 
Audience: Children in Early Years	Audience: Children in Key Stage 2	Audience: Characters from the text	Audience: Enthusiasts of Julia Donaldson	Audience: World Explorers	Audience: Young Historians
Purpose: To entertain	Purpose: To describe	Purpose: To persuade	Purpose: To entertain	Purpose: To inform	Purpose: To explain
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 -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 where no change is needed to the root word. -Identify common 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 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 -Coordination (and, but) to join clauses -Subordination to join clauses (because) -Expanded noun phrases to add description -Demarcate most sentences with full stops and capital letters (including proper nouns) -Identify and write statements, questions and exclamations	Year 2 -Use present tense mostly correctly -Coordination (or, but) to join clauses -Use '–ly' to turn adjectives into adverbs eg 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 -Use of verbs to mark actions in progress -Subordination to join clauses (but, when) -Adverbs and subordinate clauses used to support sequence of events e.g. suddenly, when we entered the gingerbread house -Some use of exclamation marks for effect -Apostrophes for singular possession	Year 2 -Coordination (or) to join clauses -Subordination to join clauses (because, but, when, if) -Adverbs and subordinate clauses to support sequence of ideas e.g. carefully, slowly, when the owl saw the Gruffalo he ran away -Commas to separate items in lists -Begin to make simple revision, additions and corrections	Year 2 -Some apostrophes for simple contracted forms -Some 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 -Use of subordination to join clauses (that) -Adverbs and subordinate clauses to support sequence of ideas e.g. quickly, shockingly, when the Titanic hit the iceberg, it started to fill with water -Proof read and edit writing
Poem: <i>In the fashion</i> A.A. Milne	Poem: <i>Crayon Poem</i> James Carter	Poem: <i>Frost</i> Valerie Bloom	Poems: <i>If I were a shape</i> Brian Moses	Poem: <i>Bugs</i> Andy Tooze	Poem: <i>Bed in Summer</i> Robert Louis Stevenson

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