



## KS1 English –Summer Term 2025

### FICTION : Contemporary Picture Books

Focus	Genre and texts	Summary of content	Texts studied
Comprehension	Contemporary Fiction	Children read and enjoy four classic and contemporary American picture books, <b>Where the Wild Things Are</b> , <b>Make Way for Ducklings</b> , <b>Watercress</b> and <b>It's a Book</b> . They compare all four, answer comprehension questions about <b>Where the Wild Things Are</b> and sequence events from <b>Make Way for Ducklings</b> . They finish the Unit by writing a review of their favourite title.	<i>Where the Wild Things Are</i> by Maurice Sendak <i>Make Way for Ducklings</i> by Robert McCloskey <i>Watercress</i> by Andrea Wang and illustrated by Jason Chin <i>It's a Book</i> by Lane Smith
SPaG	Contemporary Fiction	Children re-read <b>It's a Book</b> . They identify co-ordinating and subordinating conjunctions in sentences linked to the story, using these conjunctions to then write <b>It's a Book</b> -related sentences of their own.	<i>It's a Book</i> by Lane Smith
SPaG	Contemporary Fiction	Children re-read <b>Watercress</b> . They learn to distinguish the simple past and present tenses, and rehearse spellings of verbs in the past tense, both those with -ed endings and others. They then look at the progressive form of the past tense and note spelling patterns in verbs taking the form. Children conclude the Unit by using the present tense to write an account of a journey or outing they have taken.	<i>Watercress</i> by Andrea Wang and illustrated by Jason Chin <i>Make Way for Ducklings</i> by Robert McCloskey
Composition	Contemporary Fiction	Children re-read <b>Where the Wild Things Are</b> . They create their own fantastic destinations and wild creatures in imitation of those in the book and use these to plan and write their own story based on Maurice Sendak's tale. They tell their stories in the past tense, making use of conjunctions to link ideas and add information to sentences.	<i>Where the Wild Things Are</i> by Maurice Sendak



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### NON-FICTION : Food Stories

Focus	Genre and texts	Summary of content	Texts studied
Comprehension	Instructions	Children read two fun, food-centric stories, the Hamilton Group Reader <b>No Thank You</b> and <b>I Will Not Ever Never Eat a Tomato</b> by Lauren Child. They complete recall and comprehension exercises for each story then explore writing bossy orders and sets of instructions linked to the books' themes and characters.	<i>I Will Not Ever Never Eat a Tomato</i> by Lauren Child <b>Hamilton Group Reader:</b>  <i>No Thank You</i> by Ruth Mертtens
SPaG	Instructions	Children re-read <b>No Thank You</b> and use the Hamilton <b>PowerPoint: Different sorts of sentence</b> to read, write and correctly punctuate statements, commands, questions and exclamations linked to the story.	<i>No Thank You</i> by Ruth Mертtens
SPaG	Instructions	Children re-read <b>I Will Not Ever Never Eat a Tomato</b> . They discover rules for the spelling of plural nouns, then use these in conjunction with the learning in the Hamilton <b>PowerPoint: Commas in Lists</b> to write correctly spelt and punctuated lists of their own.	<i>I Will Not Ever Never Eat a Tomato</i> by Lauren Child
Composition	Instructions	Children read <b>Eat Your Peas Daisy</b> by Nick Sharratt and Kes Gray. They plan and write a story featuring characters from the book in which Mum promises Daisy funny and exciting rewards but only if she obeys a series of instructions. Children finish by comparing <b>Daisy Eat Your Peas</b> with <b>I Will Not Ever Never Eat a Tomato</b> . They write a review in which they explain which book is their favourite, and why.	<i>Daisy Eat Your Peas</i> by Nick Sharratt and Kes Gray; <i>I Will Not Ever Never Eat a Tomato</i> by Lauren Child



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### POETRY: POEMS ON A THEME : Aliens

Focus	Genre and texts	Summary of content	Texts studied
Comprehension Spoken language	Poems about aliens	Using title poem from collection, discuss and answer comprehension questions. Explore rhythm and rhyme and memorise two verses. Using a different poem, discuss features, then compare with another poem also about alien abductions!	<i>Aliens Stole My Underpants</i> by Brian Moses
SPaG Expanded Noun Phrases	Poems about aliens	This poem stimulates discussion and identification of nouns, adjectives and qualifying adverbs. Moving on to identify prepositional phrases, children write their own description of a family alien using expanded noun phrases.	<i>Aliens Stole My Underpants</i> by Brian Moses
SPaG Nouns and adjectives	Poems about aliens	Use the translation of alien words to inspire work on spelling in English. Identify parts of speech (verbs and adjectives) and use -ness and -er to create nouns from these.	<i>Aliens Stole My Underpants</i> by Brian Moses
Composition Spoken language	Poems about aliens	Children imagine, draw and describe their own alien, drawing on descriptive language. They then plan and write a poem based on their descriptions and finally perform it to others.	<i>Aliens Stole My Underpants</i> by Brian Moses