



KS1 English Unit Overview by Term 2026-2027

Autumn 2026	INFORM: Labels, Lists and Captions	ENTERTAIN: Narrative	Poetry	ENTERTAIN: Narrative	INFORM: Recipes
	In this unit, the children will learn about the features of this genre. They will learn that there are compositional choices to be made according to the writing purpose, e.g. <i>Illustrations can help the reader see what is being written about in their mind.</i> They will do both sentence level and word level work, including punctuation, including grammatical terminology. Text used to support this unit <i>Someone Just Like You</i> by Helen Docherty and David Roberts	In this unit the children will be encouraged to express ideas and accurately commit those ideas to paper ensuring correct use of basic punctuation. They will be encouraged to write predictions. They will plan, draft and write a story having first gathered information about a character in the story. Text used to support this unit <i>Puffin Peter</i> by Petr Horáček	This unit will give the children the opportunity to explore, listen and discuss poetry. They will be encouraged to explore ideas and experiment with them to support writing their own poem. Text used to support this unit <i>'Purple is...'</i> by Anonymous	In this unit the children will identify the features of traditional tales and will re-tell the story of <i>The Three Billy Goats Gruff</i>. They will explore <i>The Princess and the Pea</i> and develop their understanding of plot and characters. Text used to support this unit <i>Traditional Fairy Tales, Stop! That's Not My Story's Not My Story</i> by Smriti Halls and Erika Meza and <i>Professor Goose Debunks Goldilocks and The Three Bears</i> by Paulette Bourgeois and Alex G. Griffiths	This unit uses picture prompts and sentence starters to support the children in writing a set of instructions. They will understand what 'writing for an audience' means and explore the idea of writing an invitation to a party. They will look at the writing features of a recipe and form ideas for what makes a good recipe. Text used to support this unit <i>Gruffalo Crumble and Other Recipes</i> Inspired by Julia Donaldson and Alex Scheffler



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Spring 2027	ENTERTAIN: Narrative	INFORM: Rules and Recount	Poetry	ENTERTAIN: Narrative	Poetry
	In this unit children will develop their stamina for writing by retelling the story, <i>Stanley's Stick</i>. They will learn about the concept of plot and orally rehearse retelling the story plot. This unit will conclude with the children publishing their own version of the story where they are the main character. Text used to support this unit <i>Stanley's Stick</i> by John Hegley	This unit aligns with an element of the PSHE curriculum when the children will look at 'worry' and more importantly what can be done to deal with a worry or concern. They will orally rehearse what they are going to write and sequence short sentences to form a personal narrative. Text used to support this unit <i>Ruby's Worry</i> and <i>Ravi's Roar</i> both by Tom Percival	Children will appreciate and identify rhyming sounds in words. They will move on to create their own nonsense rhymes using the same structure as 'On the Ning Nang Nong' by Spike Milligan. Text used to support this unit <i>Oi Frog!</i> By Kes Gray and Jim Field	This text is ideal for exploring the use of plurals and learning about regular plural noun suffixes -s/-es (for example dog, dogs; wish, wishes). This will reinforce the use of a capital letter for the personal pronoun, <i>I</i>, and for the names of people. Text used to support this unit <i>Martha Maps It Out</i> by Leigh Hodgkinson	Children will further explore and identify rhythm. Repetition and rhyme as poetic devices. They will generate their own ideas through oral rehearsal and to create a poem using repetition and rhythm using <i>The Food Train</i> by Julia Donaldson. They will also look at <i>Caribbean Counting Rhyme</i> by Pamela Mordecai and create a poem based on it. Text used to support this unit <i>Poems to Perform</i> – A collection chosen by Julia Donaldson



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Summer 2027	INFORM: Letters	Poetry	ENTERTAIN: Narrative	INFORM: Explanations	ENTERTAIN: Narrative
	This unit will introduce the features of a letter and the children will write letters to the Monster in the story. They will write another letter to someone at home and appreciate the journey a letter goes on to reach its recipient. There will a focus on capital letters and full stops and using a variety of conjunctions to join simple sentences together. Text used to support this unit <i>Letters to a Monster</i> by Patricia Forde and Sarah Warburton	Children will read and become familiar with examples of free verse poetry. They will then work collaboratively to identify tools for writing free verse poetry e.g. repetition of sounds, words, phrases. These will begin to form success criteria for a free verse poem. They will begin to plan for their free verse poem using adjectives and refer to the success criteria to check that they have chosen to use different features of a free verse poem e.g. repetition. Text used to support this unit <i>Out and About: A First Book of Poems</i> by Shirley Hughes	In this unit the children will begin to develop success criteria for a traditional tale with a twist, referring back to their traditional tale unit in Autumn term based on Stop! That's Not My Story. Ensure that children are clear of the purpose and audience for their writing. Children make predictions linked to their prior knowledge of main characters and begin to discuss the setting and how this is different to other traditional tales. Text used to support this unit <i>Little Red and the Very Hungry Lion</i> by Alex T. Smith	This unit focuses on non-fiction. The children will use descriptive vocabulary that describes the appearance (adjectives) and movement (verbs) of different bugs. They will create a flip book with illustrations to support an oral explanation of a simple butterfly life cycle. They will invent a 'new' bug and write their own explanation text. Text used to support this unit <i>Big Book of Bugs</i> by Yuval Zommer	The children will draw and label a monster using adjectives. They will select words from their labels to join together using 'and' to create statements about the monster; the children in Year 2 will extend their learning by using other conjunctions. They will consolidate their understanding of sentence punctuation to accurately use capital letters and full stops. Children will orally rehearse questions and punctuate these using question marks to create speech bubbles. Children will plan their story using the fall-rise plot shape in preparation for writing their story. Text used to support this unit <i>We're Going to Find a Monster</i> by Malorie Blackman