



KS1 English –Spring Term 2026

FICTION : Contemporary Picture Books

Focus	Genre and texts	Summary of content	Texts studied
Comprehension	Modern Fiction	Children read, respond to and answer questions about The Night Gardener by the Fan Brothers. They then read The Invisible by Tom Percival. In response to the story, children design their own street art mural and write to explain their image's content and message.	<i>The Night Gardener</i> by the Fan Brothers; <i>The Invisible</i> by Tom Percival
SPaG	Modern Fiction	Children use the characters and themes of The Invisible to learn how to spell words with the prefix un- (Y1) and the suffixes -er and -est (Y2). They compose profiles of characters from the story using the spellings they have learned.	<i>The Invisible</i> by Tom Percival
SPaG	Modern Fiction	Children re-read The Night Gardener . They learn to write descriptions containing adjectives, qualifying adverbs and prepositional phrases. They use what they have learned to write punctuated sentences about selected images from the story.	<i>The Night Gardener</i> by the Fan Brothers
Composition	Modern Fiction	Children listen and respond to Last Stop on Market Street by Matt de la Peña and Christian Robinson, comparing it with the other books they have read in the Block. They write and read aloud a story about a journey with a kind and friendly person that is inspired by the characters and events in Last Stop .	<i>Last Stop on Market Street</i> by Matt de la Peña and Christian Robinson; <i>The Night Gardener</i> by the Fan Brothers; <i>The Invisible</i> by Tom Percival



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NON-FICTION : Instructions for a Cleaner World

Focus	Genre and texts	Summary of content	Texts studied
Comprehension	Instructions	Children read both the Hamilton Group Reader, Being Bossy and Emily Gravett's book Tidy . They make predictions and answer questions about what they have read and then write instructions for how to make their classroom a tidy and happy place.	Group Reader <i>Being Bossy</i> by Ruth Merttens; <i>Tidy</i> by Emily Gravett
SPaG	Instructions	Children re-read Tidy by Emily Gravett before learning to identify and write commands, questions and statements. They rehearse using initial capital letters, full stops and question marks to punctuate sentences.	<i>Tidy</i> by Emily Gravett
SPaG	Instructions	Children read Too Much Stuff by Emily Gravett and use the text to distinguish between and write sentences in the simple past and continuous present tenses. They learn spelling rules associated with adding the suffixes -ed and -ing to different verbs.	<i>Too Much Stuff</i> by Emily Gravett
Composition	Instructions	Children revisit both Tidy and Too Much Stuff . They respond to themes in the two books by writing instruction and explanation sentences about both littering and reducing, re-using, recycling and repairing things. They finish the Unit and the Block by writing instructions from a wild bird to a person.	<i>Tidy</i> by Emily Gravett <i>Too Much Stuff</i> by Emily Gravett



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POETRY: POEMS ON A THEME : Houses and Homes

Focus	Genre and texts	Summary of content	Texts studied
Comprehension	Poems to read aloud	Children listen to and enjoy a series of poems from the collection Poems Out Loud! joining in with recitals and commenting on the features of poetry they find in the poems. Children plan and write a rhyming poem based on Angry by Joshua Siegal before selecting their favourite poem of those heard and explaining their preference.	<i>Poems Out Loud! First poems to read and perform</i> illus. by Laurie Stansfield, Ladybird Books
SPaG	Poems to read aloud	Children listen to further poems from Poems Out Loud! and use these alongside the Hamilton PowerPoint: Forwards and Backwards Subordination to explore how the conjunctions <i>when, because, if</i> and <i>that</i> can be used to link clauses and add further detail to descriptive sentences. Children finish the Unit by shared-reading the Group Reader: Scooters and writing sentences containing subordinating conjunctions about animals riding scooters and other ride-ons.	<i>Poems Out Loud! First poems to read and perform</i> illus. by Laurie Stansfield, Ladybird Books Hamilton Group Reader Scooters by Sinead Gaffney and illustrated by Rebecca Walker PowerPoint: Subordination
SPaG	Poems to read aloud	Children listen to a series of poems from Poems Out Loud! featuring insects. They then learn how to use imaginative and evocative adjectives, verbs and adverbs to compose vivid descriptions of minibeasts and the ways in which they move or make sounds.	<i>Poems Out Loud! First poems to read and perform</i> illus. by Laurie Stansfield, Ladybird Books
Composition	Poems to read aloud	Children listen to and enjoy Do You See Me? by Caleb Femi before planning, writing and publishing their own versions of the poem in which they use imaginative comparisons to describe facial features and other aspects of their appearance. Children then work as part of a group to learn off by heart lines from either Pirates by Joseph Coelho, Spiders by Victoria Adukwei Bulley or The Elephant in the Classroom by Sheila Norton. They rehearse recitals and perform their poems for visiting parents and carers.	<i>Poems Out Loud! First poems to read and perform</i> illus. by Laurie Stansfield, Ladybird Books