



The Woodland Federation of Peak District Schools – Curriculum Overview for KS1 English  
Updated Oct 2024

**Year A 2024 – 2025**

	Autumn		Spring		Summer	
Book	Meesha Makes Friends by Tom Percival	Nibbles the Book Monster by Emma Yarlett	The Lion Inside by Rachel Bright	The Curious Case of the Missing Mammoth by Ellie Hattie	Someone Swallowed Stanley by Sarah Roberts	Goldilocks and Just the One Bear by Leigh Hodgkinson
Writing Year 1	<p>Combine words to make sentences</p> <p>Some use of full stops and capital letters</p> <p>Use capital letters for names of people and places</p> <p>Use a capital letter for the personal pronoun</p> <p>Leave spaces between words</p>	<p>Use and to join words</p> <p>Write short narratives ensuring that many sentences are sequenced accurately</p> <p>Some use of full stops and capital letters</p> <p>Use capital letters for names of people and places</p> <p>Apply prefix -un with growing accuracy for both verbs and adverbs</p> <p>Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs</p>	<p>Use and to join clauses (I can see the cat and he is on the mat)</p> <p>Use and to join words</p> <p>Some use of full stops and capital letters</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p> <p>Some common exception words are spelt accurately in line with SSP programme</p> <p>Apply prefix -un with growing accuracy for both verbs and adverbs</p> <p>Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs</p>	<p>Use and to join clauses (I can see the cat and he is on the mat)</p> <p>Use and to join words</p> <p>Some use of full stops and capital letters</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p> <p>Some common exception words are spelt accurately inline with SSP programme</p> <p>Apply prefix -un with growing accuracy for both verbs and adverbs</p> <p>Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs</p>	<p>Use and to join clauses (I can see the cat and he is on the mat)</p> <p>Use and to join words</p> <p>Some use of full stops and capital letters</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p> <p>Some common exception words are spelt accurately inline with SSP programme</p> <p>Apply prefix -un with growing accuracy for both verbs and adverbs</p> <p>Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs</p>	<p>Use and to join clauses (I can see the cat and he is on the mat)</p> <p>Use and to join words</p> <p>Use some simple description</p> <p>Write short narratives ensuring that many sentences are sequenced accurately</p> <p>Some use of full stops and capital letters</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p> <p>Use capital letters for names of people and places</p> <p>Some common exception words are spelt accurately inline with SSP programme</p>



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<p>Writing Year 2</p>	<p>Use co-ordination (and, or, but) to join clauses</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Use expanded noun phrases to add description and detail</p> <p>Demarcate most sentences in writing with capital letters and full stops (including proper nouns)</p>	<p>Use co-ordination (and, or, but) to join clauses</p> <p>Use -ly to turn adjectives into adverbs e.g. slow to slowly</p> <p>Some use of commas to separate items in lists</p>	<p>Use past and present tense mostly correctly throughout writing</p> <p>Use of verbs to mark action in progress</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Write statements, questions, exclamations and commands appropriately</p> <p>Use question marks correctly when required</p> <p>Some use of exclamation marks for effect</p>	<p>Use past and present tense mostly correctly throughout writing</p> <p>Use of verbs to mark action in progress</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Begin to use apostrophes for singular possession in nouns</p>	<p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Some apostrophes for simple contracted forms</p> <p>Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat)</p> <p>Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word and to spell longer words e.g.-ment, -ful</p>	<p>Use past and present tense mostly correctly throughout writing</p> <p>Use of verbs to mark action in progress</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Use expanded noun phrases to add description and detail</p> <p>Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word and to spell longer words e.g.-ment, -ful</p>
<p>Spoken Language Year 1 &amp; 2</p>	<p>Listen and respond</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Participate in <b>discussions</b>, presentations,</p>	<p>Listen and respond</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Participate in <b>discussions</b>, presentations,</p>	<p>Build vocabulary</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Participate in <b>discussions</b>,</p>	<p>Ask relevant questions</p> <p>Articulate and justify answer</p> <p>Build vocabulary</p>	<p>Build vocabulary</p> <p>Articulate and justify answers</p> <p>Give well-structured descriptions, explanations and narratives</p>	<p>Listen and respond</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Participate in <b>discussions</b>, presentations, performances, <b>role</b></p>



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	performances, <b>role-play</b> , improvisations and debates	performances, role play, improvisations and debates	presentations, performances, <b>role play, improvisations</b> and debates	Use spoken language: speculating, imagining and exploring ideas	Participate in <b>discussions</b> , presentations, performances, <b>role-play, improvisations</b> and debates	<b>play, improvisations</b> and debates
Reading Year 1 & 2	<p>Retell stories and consider their particular characteristics</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what has been read to them</p>	<p>Become familiar with key stories, fairy stories and traditional tales</p> <p>Retell stories and consider their particular characteristics</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Link what is read or heard to own experiences</p> <p>Retell stories and consider their particular characteristics</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Draw on what they already know</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what has been read</p> <p>Explain clearly understanding of what is read</p>	<p>Retell stories and consider their particular characteristics</p> <p>Learn to appreciate rhymes and poems</p> <p>Recite some rhymes and poems by heart</p> <p>Draw on what they already know</p> <p>Check that the text makes sense</p> <p>Make inferences on the basis on what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Learn to appreciate rhymes and poems</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussions about what has been read to them</p> <p>Explain clearly an understanding of what has been read to them</p>	<p>Become familiar with key stories, fairy stories and traditional tales</p> <p>Retell stories and consider their particular characteristics</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what has been read</p>



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Year B 2025 – 2026						
	Autumn		Spring		Summer	
Book	Look Up! By Nathan Byron S2	The Great Fire of London by Emma Adams S2	The Dragon Machine by Helen Ward S1	My name is Not Refugee by Kate Milner S2	The Last Wolf by Mimi Grey S1	Usborne Illustrated Stories from Shakespeare (The Tempest) S2
Writing Year 1	<p>Combine words to make sentences</p> <p>Use and to join words</p> <p>Some use of full stops and capital letters</p> <p>Use capital letters for names of people and places</p> <p>Use a capital letter for the personal pronoun</p>	<p>Use and to join clauses (I can see the cat and he is on the mat)</p> <p>Use and to join words</p> <p>Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs</p>	<p>Use and to join clauses (I can see the cat and he is on the mat)</p> <p>Use and to join words</p> <p>Some use of full stops and capital letters</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p> <p>Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs</p> <p>Read work aloud clearly</p>	<p>Use and to join clauses (I can see the cat and he is on the mat)</p> <p>Use and to join words</p> <p>Some use of full stops and capital letters</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p> <p>Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs</p>	<p>Use and to join clauses (I can see the cat and he is on the mat)</p> <p>Use and to join words</p> <p>Some use of full stops and capital letters</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p> <p>Apply prefix -un with growing accuracy for both verbs and adverbs</p> <p>Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs</p>	<p>Use and to join clauses (I can see the cat and he is on the mat)</p> <p>Use and to join words</p> <p>Use some simple description</p> <p>Some use of full stops and capital letters</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p>



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<p>Writing Year 2</p>	<p>Use co-ordination (and, or, but) to join clauses</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Use expanded noun phrases to add description and detail</p> <p>Demarcate most sentences in writing with capital letters and full stops (including proper nouns)</p>	<p>Use past and present tense mostly correctly throughout writing</p> <p>Use co-ordination (and, or, but) to join clauses</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Use -ly to turn adjectives into adverbs e.g. slow to slowly</p> <p>Some use of commas to separate items in lists</p>	<p>Use of verbs to mark action in progress</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Write statements, questions, exclamations and commands appropriately</p> <p>Use question marks correctly when required</p> <p>Some use of exclamation marks for effect</p>	<p>Use of verbs to mark action in progress</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Begin to use apostrophes for singular possession in nouns</p>	<p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Some apostrophes for simple contracted forms</p> <p>Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat)</p> <p>Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word and to spell longer words e.g.-ment, -ful</p>	<p>Use past and present tense mostly correctly throughout writing</p> <p>Use of verbs to mark action in progress</p> <p>Use co-ordination (and, or, but) to join clauses</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Use expanded noun phrases to add description and detail</p> <p>Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word and to spell longer words e.g.-ment, -ful</p> <p>Begin to make simple additions, revisions and corrections</p>
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<p>Spoken Language Years 1 &amp; 2</p>	<p>Listen and respond</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Participate in <b>discussions</b>, presentations, performances, <b>role-play</b>, improvisations and debates</p>	<p>Listen and respond</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Participate in <b>discussions</b>, <b>presentations</b>, performances, <b>role-play</b>, improvisations and debates</p>	<p>Build vocabulary</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates</p>	<p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Articulate and justify answers</p> <p>Use spoken language: imagining and exploring ideas</p>	<p>Build vocabulary</p> <p>Articulate and justify answers</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Participate in <b>discussions</b>, <b>presentations</b>, performances, <b>role play</b>, <b>improvisations</b> and debates</p>	<p>Listen and respond</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p><b>Participate in discussions, presentations, performances, role-play, improvisations and debates</b></p>
<p>Reading Years 1 &amp; 2</p>	<p>Retell stories and consider their particular characteristics</p> <p>Discuss word meanings, linking new meanings to those already known Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what has been read to them</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently</p> <p>Retell stories and consider their particular characteristics</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what has been read to them</p>	<p>Link what is read or heard to own experiences</p> <p>Retell stories and consider their particular characteristics</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Draw on what they already know</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Predict what might happen on the basis of what has been read so far</p> <p>Check that the text makes sense</p> <p>Answer and ask questions Learn to appreciate rhymes and poems</p> <p>Recite some rhymes and poems by heart</p> <p>Participate in discussions about what is read to them</p>	<p>Learn to appreciate rhymes and poems</p> <p>Recite some rhymes and poems by heart</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what has been read Explain</p>	<p>Become familiar with key stories, fairy tales and traditional tales</p> <p>Retell stories and consider their particular characteristics</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what has been read to them</p>



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			<p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what has been read Explain clearly understanding of what is read</p>		<p>clearly understanding of what is read</p>	
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