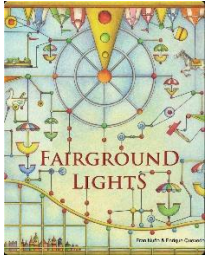
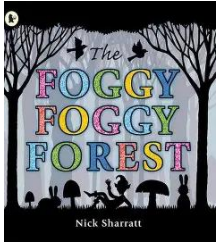

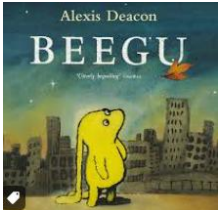

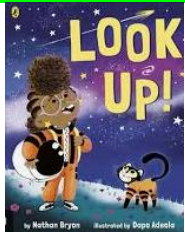


## Westdale Infants Long Term English Overview (2025-2026)



**Year 1**

<p><b>Autumn 1</b></p> <p><b>The Fun of the Fair</b></p>	<p style="text-align: center;"><u><b>Fiction</b></u></p> <p style="text-align: center;"><b>The Fairground Lights</b> – by Fran Nuo</p>  <p style="text-align: center;"><b>Outcome:</b> introducing topic vocabulary, labelling</p>	<p style="text-align: center;"><u><b>Non-fiction</b></u></p> <p style="text-align: center;"><b>The Foggy, Foggy forest</b> – by Nick Sharratt</p>  <p style="text-align: center;"><b>Outcome:</b> application of phase 2/3 phonics in simple sentences, colourful semantics for sentence structure</p>	<p style="text-align: center;"><u><b>Fiction</b></u></p> <p style="text-align: center;"><b>The Midnight Fair</b> – by Tim Warnes</p>  <p style="text-align: center;"><b>Outcome:</b> oracy, generating story from wordless book, story map and retelling a story using simple sentences.</p>	<p style="text-align: center;"><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> <li>• Maggie Sparks and the fang-tastic fairground – Steve Smallman</li> <li>• Funfair – Bonnier Books</li> <li>• Fairgrounds – Jane Bingham</li> </ul>
<p><b>Autumn 2</b></p> <p><b>Moon Zoom</b></p>	<p style="text-align: center;"><u><b>Fiction</b></u></p> <p style="text-align: center;"><b>Beegu</b> – by Alexis Deacon</p>  <p style="text-align: center;"><b>Outcome:</b> story mapping, retelling a familiar narrative.</p>	<p style="text-align: center;"><u><b>Fiction</b></u></p> <p style="text-align: center;"><b>The Way Back Home</b> – by Oliver Jeffers</p>  <p style="text-align: center;"><b>Outcome:</b> story mapping, retelling a familiar narrative.</p>	<p style="text-align: center;"><u><b>Fiction</b></u></p> <p style="text-align: center;"><b>Look Up</b> – by Nathan Bryan</p>  <p style="text-align: center;"><b>Outcome:</b> story mapping, retelling a familiar narrative – diversity links.</p>	<p style="text-align: center;"><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> <li>• The first Hippo on the Moon – David Walliams</li> <li>• How to Catch a star – Oliver Jeffers</li> <li>• Whatever Next – Jill Murphy</li> <li>• Aliens Love Underpants – Claire Freedman</li> <li>• Goodnight Spaceman – Michelle Robinson</li> </ul>
<p><b>Spring 1</b></p> <p><b>Dino Dig</b></p>	<p style="text-align: center;"><u><b>Poetry</b></u></p> <p style="text-align: center;"><b>The King of All the Dinosaurs</b> – by Paul</p>	<p style="text-align: center;"><u><b>Non-Fiction</b></u></p> <p style="text-align: center;"><b>Dinosaur Lady</b> – by Linda Skeers</p>	<p style="text-align: center;"><u><b>Animated clip</b></u></p> <p style="text-align: center;"><b>Dinosaurs</b> – by Disney</p>	<p style="text-align: center;"><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> <li>• Dinosaurs Love Underpants – Clare Freedman</li> <li>• The Dinosaurs Diary – Julia Donaldson</li> <li>• Tyrannosaurus Drip – Julia Donaldson</li> <li>• Never show a T-Rex a book! - Rashmi Sirdeshpande</li> </ul>

	<p><b>Cookson</b></p>  <p><b>Outcome:</b> performance poetry, recognising rhyme and using rhythm.</p>	<p><b>DINOSAUR LADY</b> The Daring Discoveries of Mary Anning, the First Palaeontologist</p>  <p><b>Outcome:</b> writing sentences in sequence to write the story of Mary Anning's early life.</p>	<p><b>DINOSAUR</b></p>  <p><b>Outcome:</b> Creation of a narrative using visual and auditory comprehension.</p>	<ul style="list-style-type: none"> <li>• Harry and the Bucket Full of Dinosaurs - Ian Whybrow</li> <li>• How To Look After Your Dinosaur – Jason Cockcroft</li> </ul>
<p><b>Spring 2</b> <b>Robots</b></p>	<p><b>Fiction</b> <b>NOBOT The Robot with No Bottom – By Sue Hendra &amp; Paul Linnet</b></p>  <p><b>Outcome:</b> retelling a familiar story.</p>	<p><b>Fiction</b> <b>Wendel and the Robots – by Chris Riddell</b></p>  <p><b>Outcome:</b> retelling a familiar story, different sentence starters.</p>	<p><b>Fiction</b> <b>The Dragon Machine – by Helen Ward</b></p>  <p><b>Outcome:</b> retelling familiar story, using challenging vocabulary.</p>	<p><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> <li>• The Most Magnificent Thing – Ashley Spires</li> <li>• Robots, Robots Everywhere! – Sue Fliess</li> <li>• Rusty the Squeaky Robot – Neil Clark</li> <li>• Fixer the Robot – John Kelly</li> </ul>
<p><b>Summer 1</b> <b>Are all witches wicked?</b></p>	<p><b>Fiction</b> <b>Hansel and Gretel – By Bethan Woolvin</b></p>  <p><b>Outcome:</b> alternate fairy tales. Longer</p>	<p><b>Fiction</b> <b>Room on the Broom – By Julia Donaldson</b></p>  <p><b>Outcome:</b> Introduction of adjectives to describe a character.</p>		<p><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> <li>• There's a Witch in Your Book – Tom Fletcher</li> <li>• Mrs Blackhat – Chloe and Mick Inkpen</li> <li>• What's in the Witches kitchen –</li> <li>• <b>Winnie and Wilbur – The Festival of Witches –by Valerie Thomas</b></li> </ul>

	narrative writing. Innovate an ending.			
Summer 2 Paws, Claws and Whiskers	<p><b>Poetry</b></p> <p><b>Apes to Zebras – by Roger Stevens</b></p>  <p><b>Outcome:</b> shape poem linked to tiger</p>	<p><b>Fiction</b></p> <p><b>Tiger Who Came to Tea – by Judith Kerr</b></p>  <p><b>Outcome:</b> Different sentence starters. Adjectives for food. Innovating an ending.</p>	<p><b>Fiction</b></p> <p><b>The Midnight Panther - by Poonam Mistry</b></p>  <p><b>Outcome:</b> Writing an extended story with a beginning, middle and end.</p>	<p><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> <li>• The Ugly Five – Julia Donaldson</li> <li>• The Worry Tiger – Alexandra Page</li> <li>• How to Hide a Lion – Helen Stephens</li> <li>• Never Tickle a Tiger – Pamela Butchart</li> </ul>

### Notes

Lots of text changes to facilitate use of Colourful Semantics – primary focus is on teaching the construction to sentences and teaching children how to compose their own with confidence. Push on oracy and saying their sentences with new vocabulary. Drawing Club used to encourage reluctant writers (autumn term).