

Hawley Primary School

Year 1 and 2 Long-Term Overview



Cycle A 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	For further detail, see separate Little Wandle Phonics Scheme					
Spelling	For further detail, see separate Little Wandle Phonics Scheme					
Handwriting focus	For further detail, see separate handwriting progression document for KS1					
	Introduction of curly caterpillar letters c a o q g d e	Continuation of curly caterpillar letters s f Introduction of long ladder letters l i j t	Continuation of long ladder letters u y Introduction of one-armed robot letters r m n	Continuation of one-armed robot letters h b k p	Introduction of zigzag monster letters v w x z	Consolidation and revision of all letters

OUR YEAR 1 & 2 OVERVIEW – INCLUDING TEXT DRIVERS AND YEAR 2 OUTCOMES – ARE CURRENTLY UNDER REVIEW.

REVISED EDITION COMING SOON



Hawley Primary School

Year 1 and 2 Long-Term Overview

	Autumn 1 Topic Title: Into the Ice							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Text driver:								
Outcome: Year 1 Year 2	Word level dictation: Assessment for pencil grip and writing CVC words (words containing phase 3 sounds - revisit from Year R)	Sentence dictation: Sentence structure: Simple sentence beginning with personal pronoun 'I' e.g I like I do not like Capitals for 'I' Use CL, FS	Sentence dictation: Simple sentence beginning with a noun e.g. Teddy and me went to see.. Use CL, and FS	Sentence dictation: Simple sentence. Revisit personal pronoun I eg I like cars. Use CL FS	Sentence dictation: Revisit simple sentences beginning with a noun Use CL and FS	Sentence dictation: Revisit simple sentences beginning with a noun Use CL and FS	Sentence dictation: Simple sentences e.g He is jumping. Use CL and FS	Sentence dictation: Simple sentences e.g The doll is jumping. Use CL and FS
Curriculum coverage/priorities Year 1:	Transcription- pencil grip and letter formation assessment	Say out loud what they are going to write Simple sentence beginning with a pronoun	Say out loud what they are going to write Simple sentence beginning with a noun	Say out loud what they are going to write Simple sentence beginning with a noun			Say out loud what they are going to write Simple sentences Spelling: Use -ing where no change is needed in the root word e.g. He is jumping/swinging/fixing/lifting/standing	



Hawley Primary School

Year 1 and 2 Long-Term Overview

	<p>Transcription – Phonetically plausible spelling Transcription – spell some common exception words <i>Sentence structure – Use capital letters and full stops</i> Composition – oral rehearsal Composition – hold a sentence – write a sentence – check a sentence</p>						
Curriculum coverage/priorities Year 2:	Year 1 objectives review: Sentence structure Re-visit noun phrases to describe Transcription-letter formation Re-visit capital letters for names	Year 1 objectives: Re-visit 'and' to join clauses Re-visit capital letters for names Year 2 objective: Common homophones (see/sea)	Sentence structure Noun phrases Compound sentences	Sequence sentences using simple subordination 'because'. E.g. I like the pirate children best because...	Imperative verbs and prepositions Simple subordination 'but' e.g. raise the flag but not too high! Re-visit use of exclamation Use -ly to turn adjectives into adverbs e.g. quickly, slowly		
	<p>Transcription – Alternative phonemes for spelling Transcription – Apply common exception words from Year 1 <i>Sentence structure – Use capital letters and full stops</i> Composition – Consider what they are going to write before planning Composition – plan ideas and collect key vocabulary</p>						
Continuous provision:							



Hawley Primary School

Year 1 and 2 Long-Term Overview

	Autumn 2 Topic Title: Fire Fire!							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Text driver:								
Outcome: Year 1 Year 2	<p>Sentence dictation: Use CL and FS</p>	<p>Sentence dictation: Select the known rhyming word to complete dictated sentences. Plural marker for a noun (-s) e.g. cat/cats, mat/mats Use CL and FS</p>	<p>Sentence dictation: Write information sentences. Revisit starting sentences with a noun. Use CL and FS</p>	<p>Write simple sentences using sentence starters: It is a... Use CL and FS</p>	<p>Write simple sentences using sentence starters: Simple sentences to support the illustrations of the story, (alternating pictures and sentences) Use CL and FS</p>	<p>Write simple sentences using sentence starters: Simple sentences to describe their box/ what is in their box. E.g. My box has.../In my boxes... Plural marker for a noun (-es) e.g. fox/foxes, box/boxes Use CL and FS</p>	<p>Write simple sentences using sentence starters: Simple sentences to describe their box/ what is in their box. E.g. My box has.../In my boxes... Plural marker for a noun (-es) e.g. fox/foxes, box/boxes Use CL and FS</p>	
Curriculum coverage/priorities Year 1:	<p>Recap of skills: Personal pronoun I Starting sentences with a pronoun</p>	<p>Spelling: Use the spelling rule for adding s for plural marker of nouns e.g. cat, dog, frog, lion</p>	<p>Use CL and FS</p>	<p>Use CL and FS</p>	<p>To write simple sentences Use CL and FS</p>	<p>To write simple sentences Use CL and FS Plural marker for a noun (-es)</p>	<p>To write simple sentences Use CL and FS Plural marker for a noun (-es)</p>	



Hawley Primary School

Year 1 and 2 Long-Term Overview

	<p>Transcription – Phonetically plausible spelling Transcription – spell some common exception words <i>Sentence structure – Use capital letters and full stops</i> Composition – oral rehearsal Composition – hold a sentence – write a sentence – check a sentence</p>					
Curriculum coverage/priorities Year 2:	Expanded noun phrases (to describe)		Linked cohesive sentences about an Polar animal -est to compare e.g. fastest, quickest, slowest Headings with question marks Expanded noun phrases Spell common homophones (bear/bare, there/their, to/too/two)	Expanded noun phrases to describe Use past tense consistently and correctly A brief opening and ending Use co-ordinating conjunction 'but' to link two main clauses	Using 'but' and 'or' as a conjunction e.g. I would like a mince pie or a slice of Christmas cake	
	Use the present tense correctly Spell words with taught suffix -ing, swaying, floating, glowing, drifting, wilting, opening	Expanded noun phrases (to describe) Linked cohesive sentences to describe	<p>Transcription – Alternative phonemes for spelling Transcription – Apply common exception words from Year 1 <i>Sentence structure – Use capital letters and full stops</i> Composition – Consider what they are going to write before planning Composition – plan ideas and collect key vocabulary</p>			
Continuous provision:						



Hawley Primary School

Year 1 and 2 Long-Term Overview

	Spring 1 Topic Title: Rumble in the Jungle					
	Week 1	Week 2	Week 3 Week 4	Week 5 Week 6	Week 7	Week 8
Text driver:						
Outcome: Year 1 Year 2	Use nouns and adjective to create noun phrases to label pictures. Write simple sentences to describe a range of homes	Write compound sentences to describe their dream home	Writing sentences to compare homes	Consolidate learning by selecting the options below 1) To describe actions in the book. (suffix -ing) 2) To describe the character adding 'and' 3) Noun phrases in a sentence		
Curriculum coverage/priorities Year 1:	Revisit simple noun phrases. Add adjectives to describe.	Compound sentences – join clauses using 'and'	1) Revisit sentences with a noun phrase. 2) Simple sentences to compare pictures (suffix -er) e.g. This house is taller. The garden is smaller.	1) Revisit simple sentences to describe actions in the book. (suffix -ing) e.g. The girl was running. The boy was jumping. 2) Revisit sentences to describe the character adding 'and' e.g. He is kind and happy 3) Revisit noun phrases e.g. He has a blue bag.		
	Transcription – Phonetically plausible spellings Transcription – spell known common exception words Sentence structure – Use capital letters and full stops Composition – orally rehearse a sentence					



Hawley Primary School

Year 1 and 2 Long-Term Overview

Curriculum coverage/priorities Year 2:	Expanded noun phrases Revisit suffixes to compare -er, -est -ful suffix e.g. beautiful, Colourful Coordination 'when' e.g. My dragon flies when ... Possessive apostrophe e.g The dragon's breath... Commas in the list	Collecting ideas, drafting and re-reading for sense. Verbs to indicate time Coordination (so) Linked sentences in sections to develop ideas	subordination (when) Commas for lists Questions for headings Use a statement Linked sentences in sections to develop ideas		
	Transcription – Spell Year 2 common exception words taught so far <i>Sentence structure – Use capital letters and full stops</i> Composition – collecting ideas, drafting and re-reading for sense.				
Continuous provision:					



Hawley Primary School

Year 1 and 2 Long-Term Overview

	Spring 2 Topic Title: Marvellous Medicine				
	Week 1 Week 2	Week 3 Week 4	Week 5 Week 6	Week 7	Week 8
Text driver:					
Outcome: Year 1 Year 2	Write simple sentences to support the illustrations in the story. (story board)	Writing questions using question punctuation. Opportunity to consolidate learning. Choose from the options below: 1) To describe food using and to join clauses. 2) Write sentences with personal pronoun I	Write sentences to recount days in the story including capital letters for the days of the week.		
Curriculum coverage/priorities Year 1:	Revisit simple sentences. Check for accuracy in spelling and punctuation. Add adjectives for details.	Revisit question punctuation 1) Revisit sentences to describe food using 'and' to join clauses. e.g The orange is sweet and juicy. 2) Revisit sentences with personal pronoun I e.g. I like the apple best.	Revisit capital letters for days of the week. (from Kinetic Letters) Revisit adding adjectives for details.		
	Transcription – Phonetically plausible spelling Transcription – spell known common exception words <i>Sentence structure – Use capital letters and full stops</i> Composition – orally rehearse a sentence				
Curriculum coverage/priorities Year 2:	Commas for lists Verbs to indicate time Adjectives using suffixes, -ful (joyful, careful, cheerful, helpful, hopeful, thankful) Spell words with contracted forms e.g. can't, couldn't, didn't	using -less e.g. I was feeling helpless/hopeless Spell words with contracted forms e.g. I'm, can't	Irregular verbs – build/built, dig/dug, break/broke, spin/spun, shake/shook Linked sentences are used in sections for ideas e.g. beginning, middle, end		
	Transcription – Spell Year 2 common exception words taught so far <i>Sentence structure – Use capital letters and full stops</i> Composition – collecting ideas, drafting and re-reading for sense.				
Continuous provision:					



Hawley Primary School

Year 1 and 2 Long-Term Overview

	Summer 1 Topic Title: Under the Sea				
	Week 1 Week 2	Week 3	Week 4 Week 5	Week 6 Week 7	Week 8
Text driver:			Non-fiction		
Outcome: Year 1 Year 2	Sentences to describe including the prefix -un Sequence sentences to describe	Revisit writing questions using a question mark	Short sequence of information sentences	Retelling: Sequence sentences, using a story board, to form a short narrative	
Curriculum coverage/priorities Year 1:	Prefix -un e.g. unhappy, unhelpful, unfriendly Awareness that ideas can be organised into a sequence Simple noun phrases	Use of question mark e.g. When was Nelson born? Revisit using 'and' to join clauses Revisit comparative sentences using -er or est	Awareness that ideas can be organised into a sequence	Awareness that ideas can be organised into a sequence -ed for past tense Exclamation marks	
	Transcription – Apply known phonics Transcription – spell known common exception words <i>Sentence structure – Use capital letters and full stops</i> Composition – orally rehearse a sentence				
Curriculum coverage/priorities Year 2:	Commas in a list Re-visit verbs for time Re-visit commands Re-visit exclamations Prepositions e.g. put the coconut on the cake	Re-visit application of co-ordination (and, but, so) and subordination (because, when) Suffix -ment e.g. excitement, amazement, amusement, improvement		Proof reading for spelling and punctuation errors	
	Transcription – Use of Year 2 CEWs <i>Sentence structure – Use capital letters and full stops</i> Composition – collecting vocabulary appropriate to purpose and audience				
Continuous provision:					



Hawley Primary School

Year 1 and 2 Long-Term Overview

	Summer 2 Topic Title: Treasure Adventure				
	Week 1 Week 2	Week 3 Week 4	Week 5 Week 6	Week 7	Week 8
Text driver:					
Outcome: Year 1 Year 2	Pupils write short sequence of sentences to describe. Match photos with simple sentences.	Sequence sentences to form a short narrative (retelling)	Sequence sentences to form a short narrative		
Curriculum coverage/priorities Year 1:	Revisit -est to describe e.g. My bear has the softest paws/fur...longest, oldest, strongest Write short sequence of sentences	Revisit CL for names, place and days of the week Revisit use of exclamations	Compound sentences - using 'and' Capital Letters for names Simple prepositions		
	Transcription - Apply known phonics Transcription - spell known common exception words <i>Sentence structure - Use capital letters and full stops.</i> Composition - orally rehearse a sentence				
Curriculum coverage/priorities Year 2:	Expanded noun phrases to expand and specify Prepositions Linked sentences Progressive verbs e.g. I am, he is, they are...	Sustained writing Awareness of the audience. Compound words (Forget, friendship, underwater) Collect vocabulary appropriate to purpose and audience	Sustained writing Awareness of the audience. Compound words (Forget, friendship, underwater) Collect vocabulary appropriate to purpose and audience		
	Transcription - Use of Year 2 CEWs <i>Sentence structure - Use capital letters and full stops.</i> Composition - collecting vocabulary appropriate to purpose and audience				
Continuous provision:					