Federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Endowed CE Primary Schools

Growing Together, Guided by Love

Text Progression and Outcomes 2026-27

Our English curriculum is built around a carefully sequenced, text-based approach, with high-quality literature at its heart. Texts are organised around key themes, including **Our School Values, Diversity, Time and Place, Classic Texts, Modern Texts and Imaginary Worlds**. This approach provides a meaningful context for developing reading, writing, vocabulary, oracy and a love of literature.

Texts have been carefully selected to reflect our school context, the needs and experiences of our children, safeguarding considerations and the individual characteristics of our settings. Our curriculum is bespoke to our children and communities, ensuring that text choices are relevant, inclusive, purposeful and provide opportunities for representation and wider understanding of the world. The selected texts have been further reviewed and ratified through the support of Integrity and informed by external schemes and guidance. This ensures that our text choices are carefully considered, appropriately challenging and supportive of both academic achievement and pupils' personal development and wellbeing.

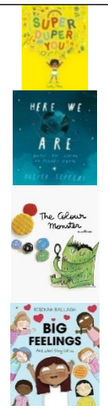
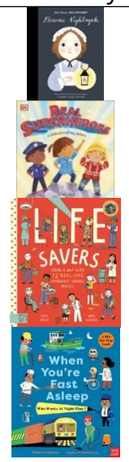
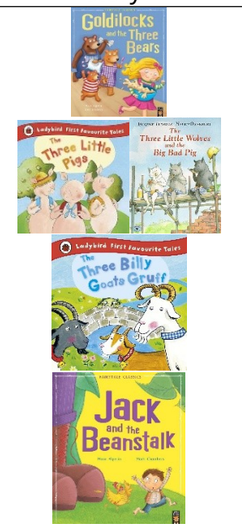
Across all year groups, English teaching will promote pupils' emotional wellbeing, resilience, confidence and positive relationships. Teachers make considered, wellbeing-led choices when selecting texts and planning reading, writing and oracy activities, ensuring that learning provides opportunities for pupils to explore emotions, develop empathy and understand themselves and others.

- **Texts for Wellbeing:** High-quality, age-appropriate texts were selected to explore themes such as belonging, friendship, kindness, diversity, identity, managing emotions, overcoming challenges and resilience. Stories, poetry and non-fiction were used to encourage empathy, positive discussion and a sense of connection.
- **Oracy for Resilience:** Structured opportunities were planned for pupils to talk, listen, share ideas and express opinions in a supportive environment. Partner talk, circle discussions, drama, role-play and storytelling were used to develop confidence, respectful listening, emotional vocabulary and the ability to consider different perspectives.
- **Guided Writing for Reflection:** Opportunities were provided for pupils to use writing as a means of reflection and self-expression. These included diaries, letters, poetry, character reflections and personal responses to texts, enabling pupils to explore feelings, recognise achievements and consider how characters overcame difficulties.

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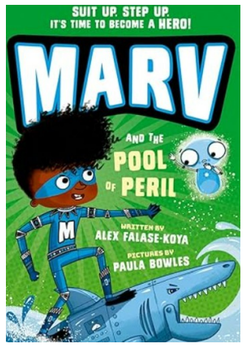
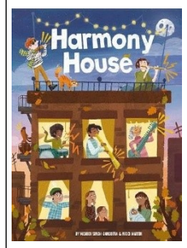
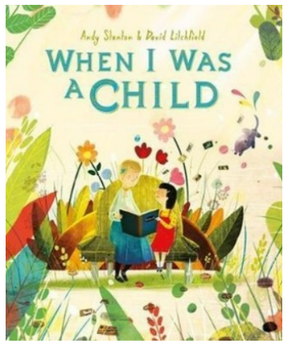
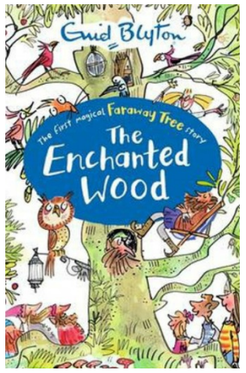
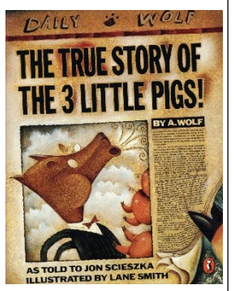
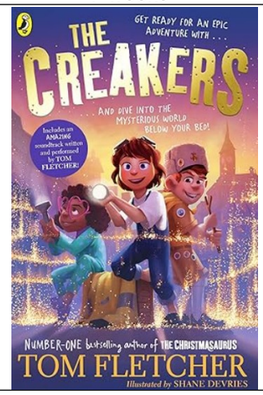
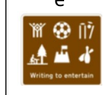
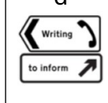
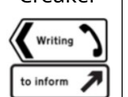
Class 1 – Reception English Long-Term Plan

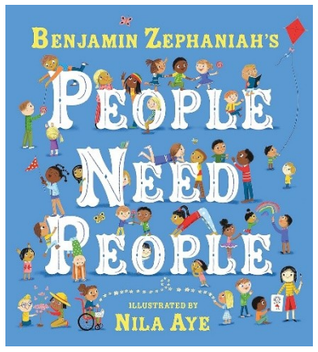
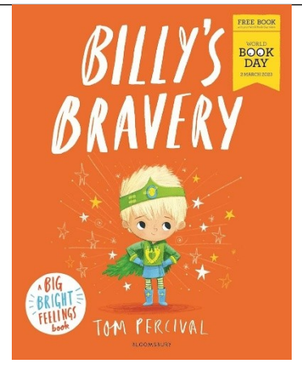
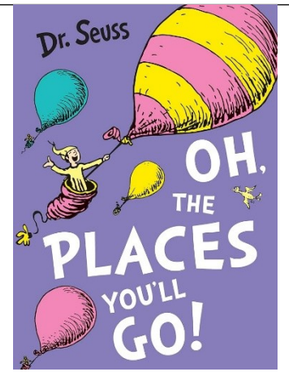
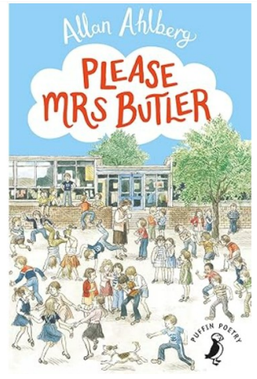
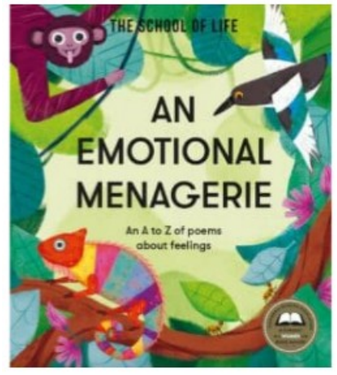
	Autumn 1 7 weeks	*Autumn 2* 7 weeks	*Spring 1* 6 weeks	*Spring 2* 5 weeks	*Summer 1* 7 weeks	*Summer 2* 7 weeks
Theme	Who am I?	How do people celebrate around the world?	Who are the people that help us and how do they travel?	What different animals roam the earth?	How does the world around us change?	How many ways can we tell a story?
Focused texts						
Writing Outcomes	I can copy my name. I can give meanings to marks I make. I can copy taught letters. I can write initial sounds.	I can write my name. I can use the correct formation of taught letters. I can write words and labels using taught sounds. I can begin to write CVC words using taught sounds.	I can form lowercase letters correctly. I can begin to use capital letters at the start of a sentence. I can spell words using taught sounds. I can spell some taught tricky words correctly.	I can form lowercase letters correctly and begin to form capital letters. I can begin to write sentences using finger spaces. I can spell words using taught sounds. I can spell some taught tricky words correctly.	I can form lowercase and capital letters correctly. I can write sentences using finger spaces and full stops. I can begin to write longer words which are spelt phonetically. I can spell some taught tricky words correctly. I can read back my work back.	I can form lowercase and capital letters correctly. I can write sentences using a capital letter, finger spaces and a full stop. I can spell some taught tricky words correctly. I can read back my work and check it makes sense. **ELG:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

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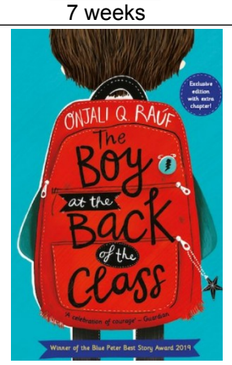
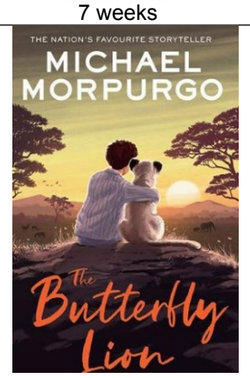
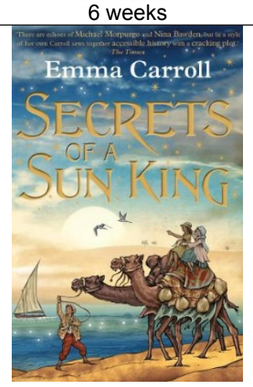
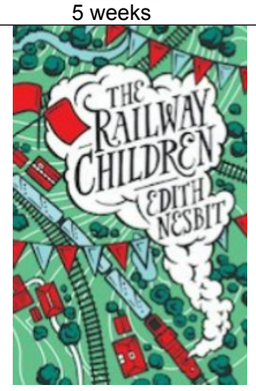
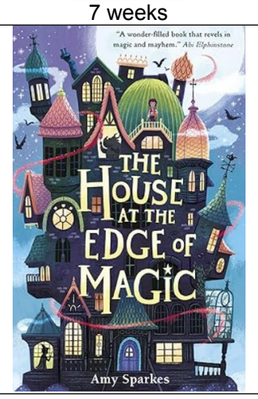
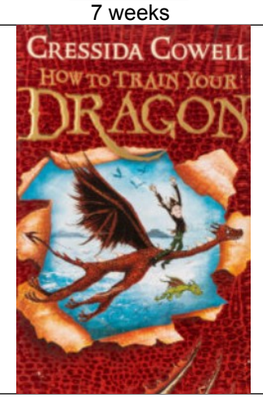
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Class 2 – Reception English Long-Term Plan

	Autumn 1 7 weeks		*Autumn 2* 7 weeks		*Spring 1* 6 weeks			*Spring 2* 5 weeks			*Summer 1* 7 weeks			*Summer 2* 7 weeks		
Core text			 								 					
Reasoning	Diversity				Our School Values			Time and Place			Classic Text			Modern Text			Imaginary Worlds		
Outcomes	Character Description	Instructions – 'How to be a Superhero'	Wanted Poster – Shadow	Persuasive Letter	Setting Description	Fact File – Sunflowers	Recount – Memory	Letter – to Grandma	Narrative	Diary	Character Description	Postcard	Narrative – Retell	Persuasive Poster	Letter	Setting Description – Woleb	Instructions – How to catch a Creaker	Adventure Narrative
																		

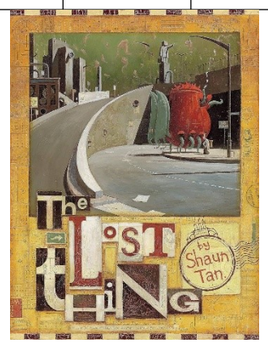
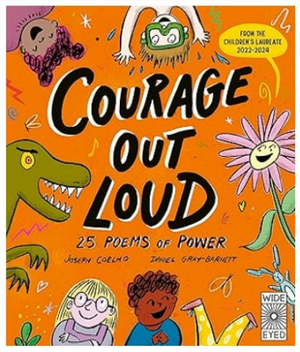
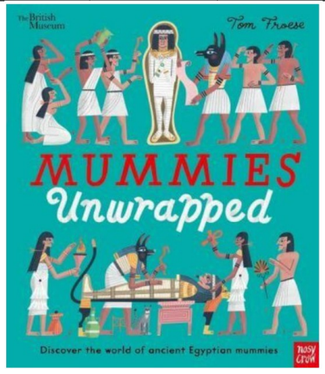
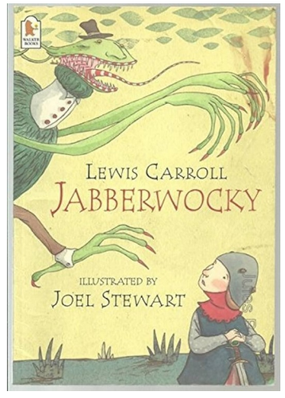
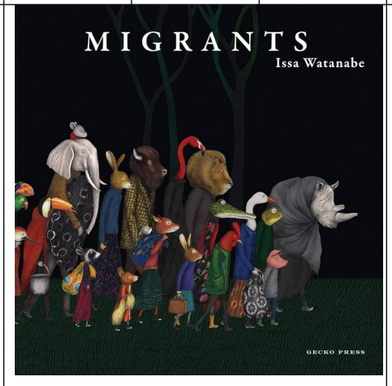
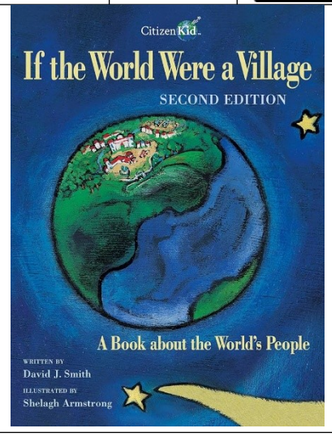
Non Fiction Poetry Picture						

Class 3 – Reception English Long-Term Plan

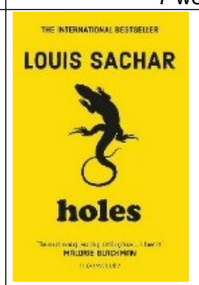
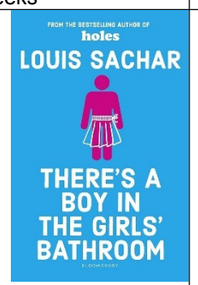
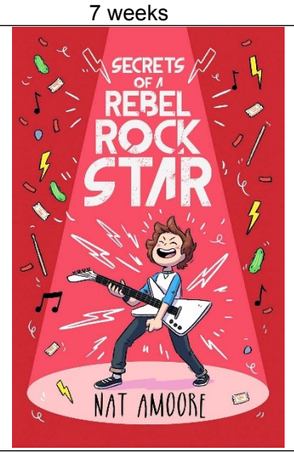
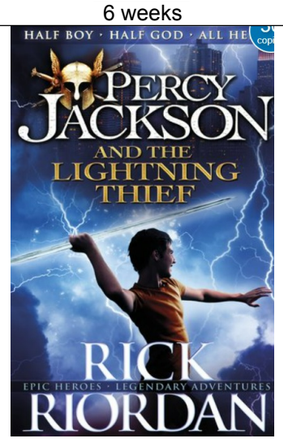
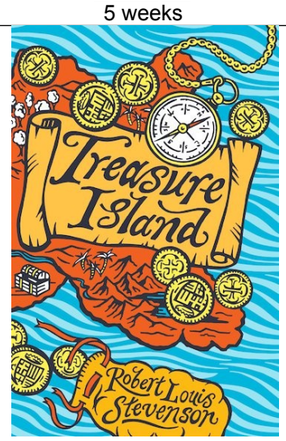
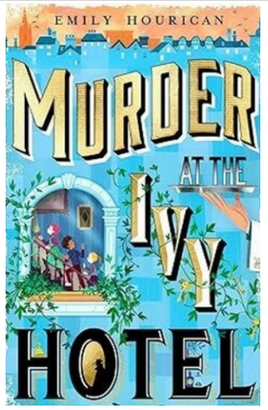
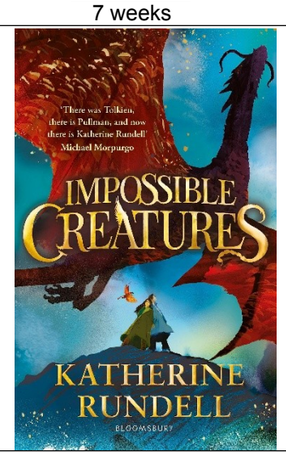
	Autumn 1 7 weeks			*Autumn 2* 7 weeks			*Spring 1* 6 weeks			*Spring 2* 5 weeks			*Summer 1* 7 weeks			*Summer 2* 7 weeks		
Core text																		
Reasoning	Diversity			Our School Values			Time and Place			Classic Text			Modern Text			Imaginary Worlds		
Outcomes	Diary	Formal Letter	Balanced Argument	Newspaper Report	Non-Chronological Report – Lions	Setting Description	Non-Chronological Report – Egypt	Explanation Text - Mummification	Narrative	Diary	Letter	Character Description	Persuasive brochure	Setting Description	Fantasy Narrative	Instructions	Quest	Balanced Argument

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			Writing to discuss		Writing to inform	Writing to entertain	Writing to inform	Writing to inform				Writing to entertain	Writing to persuade	Writing to entertain	Writing to entertain			Writing to discuss	
Non Fiction Poetry Picture																	

Class 4 – Reception English Long-Term Plan

	Autumn 1 7 weeks	*Autumn 2* 7 weeks	*Spring 1* 6 weeks	*Spring 2* 5 weeks	*Summer 1* 7 weeks	*Summer 2* 7 weeks
Core text	 					
Reasoni	Diversity	Our School Values	Time and Place	Classic Text	Modern Text	Imaginary Worlds

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Outcomes	Setting Description	Information Text	Diary	Biography – Musician	Persuasive Speech	Formal Letter	Mythical Narrative	Newspaper Report	Campaign	Non-Chronological Report	Balanced Argument	Narrative	Formal Letter	Persuasive Speech	Setting Description	Fantasy Adventure Narrative	Non-Chronological Report	Balanced Argument
Non Fiction Poetry Picture	