



English Curriculum

Long Term Plan - 2025-2026 - Year 1

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text/Book/Poem	Lost and Found	Homes through History	Own text - instructions Nursery Rhymes	The Leaf Thief	Naughty Bus	3 Billy Goats Gruff
Genres/ Writing Outcomes	Narrative (Instructions - if time)	Fact file (Factual sentences)	Instructions Recount	Narrative	Narrative (Fact File - Short burst write final wk)	Narrative - Traditional Tale
Class Readers	Penguin's hidden talent I love you, sleepyhead Baby Bear and the big wide world Penguin Where the Wild Things Are	Dogger Elmer and the lost teddy The Gruffalo Old Bear Whatever next! The great paper caper	Can't you sleep little bear One snowy night Elmer in the snow Elmer and the wind Winnie and Wilbur in winter Owl's winter rescue	Cave Baby Winnie and Wilbur and the naughty knight Tyrannosaurus Drip Rabbit's spring adventure Room on the broom Supertato	Train stop Mrs Armitage on wheels Giraffes can't dance The smartest giant in town Monkey Puzzle	The snail and the whale Zog 5 minutes peace The day the crayons quit
Reading Skills	I can say what I like or dislike about a text. I can make predictions based on the events in the text,	I can link what I have read or heard read to my own experiences. I can make predictions based on the events in the text,	I can learn some poems and rhymes by heart. I can say what I like or dislike about a text. I can explain what I understand about a text. I can make predictions based on the events in the text.	I can link what I have read or heard read to my own experiences. I can begin to draw inferences from the text and / or illustrations. I can make predictions based on the events in the text,	I can read words with contractions and understand that the apostrophe represents the omitted letter. I can retell key stories orally using narrative language. I can make predictions based on the events in the text,	I can begin to draw inferences from the text and / or illustrations. I can make predictions based on the events in the text,



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Writing Composition	<u>Planning writing</u> I can say out loud what I am going to write about	<u>Planning writing</u> I can say out loud what I am going to write about	<u>Planning writing</u> I can compose sentences orally before writing them	<u>Planning writing</u> I can compose sentences orally before writing them	<u>Planning writing</u> I can compose sentences orally before writing them	<u>Planning writing</u> I can compose sentences orally before writing them	<u>Planning writing</u> I can compose sentences orally before writing them
	I can compose a sentence orally	<u>Draft and write</u> I can combine words to make sentences.	<u>Draft and write</u> I can combine words to make sentences.	<u>Evaluate and Edit</u> I can discuss what I have written with the teacher and other pupils	<u>Evaluate and Edit</u> I can re-read what I have written to check it makes sense.	<u>Evaluate and Edit</u> I can read my work aloud clearly enough to be heard by my peers and the teacher.	<u>Draft and write</u> I can sequence sentences to form short narratives
	<u>Draft and write</u> I can combine words to make a sentence.				<u>Evaluate and Edit</u> I can re-read what I have written to check it makes sense.	<u>Evaluate and Edit</u> I can read my work aloud clearly enough to be heard by my peers and the teacher.	<u>Draft and write</u> I can sequence sentences to form short narratives
	I can sequence sentences to form short narratives						<u>Evaluate and Edit</u> I can read my work aloud clearly enough to be heard by my peers and the teacher.
	<u>Evaluate and Edit</u> I can discuss what I have written with the teacher and other pupils						<u>Independent mastery of all year 1 composition objectives</u>
Grammar & Punctuation	I can separate words using word spaces. I can use a full stop to end a sentence. I can use a capital letter to start a sentence.	I can separate words using word spaces. I can use a capital letter to start a sentence. I can use a full stop to end a sentence.	I can use a capital letter to start a sentence. I can use capital letters for names.	I can use the personal pronoun 'I' I can use a question mark.	I can use the personal pronoun 'I' I can use a capital letter for names of people and places I can use a question mark. I can use an exclamation mark to express strong feelings.	I can use a question mark. I can use an exclamation mark to express strong feelings. I can use a capital letters for names of people, places and days of the week.	I can use capital letters for names. I can use a full stop to end a sentence. I can use a capital letter to start a sentence and for names of people, places and days of the week. I can join words and clauses using 'and'



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Transcription	I can write from memory simple sentences dictated by the teacher	I can add -s or -es to make plurals.	I can use the prefix un- to change the meaning of words.	I can add the suffixes -ed, -ing to verbs where no change is needed to the root words.	I can add the suffixes -er, -ing, -ed and -est to verbs where no change is needed to the root words.	I can add prefixes and suffixes to verbs where no change is needed.
Spelling *Taught throughout the year*	<ul style="list-style-type: none">- Spell:<ul style="list-style-type: none">- Words containing each of the 40+ phonemes already taught- Common exception words- The days of the week- Name the letters of the alphabet:<ul style="list-style-type: none">- Name the letters of the alphabet in order- Using letter names to distinguish between alternative spellings of the same sound- Apply simple spelling rules and guidance from Appendix 1- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					