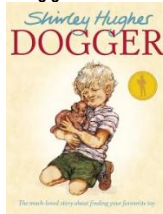
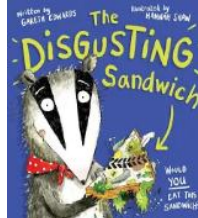
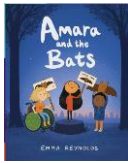
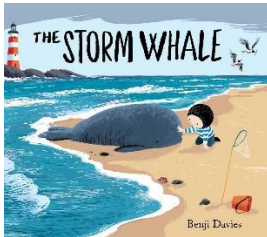
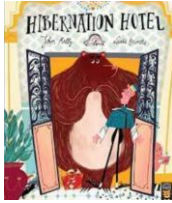




English Long-Term Plan

Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	Year 1 will be completing drawing club over Autumn term. Books will be chosen considering both the teacher's and children's interests at the time. Text types and text features will be taught depending on the book chosen. Below is a selection of high quality texts and video clips: Chocolate cake, Here we are, Man on the moon, Ruby's worry, Day the crayons quit, The bog baby, Super daisy, Look up, We're going on a bear hunt, The dot, Circles all around us, Max the brave, Snail and the whale, Smartest giant in town, Owl afraid of the dark	After half term, Year 1 will be embarking on an exciting new adventure called Curious Quests. This immersive approach builds on the storytelling foundations of Drawing Club, where children explored narrative through rich vocabulary, imaginative play, and expressive mark-making. Curious Quests takes things further by inviting children to become active participants in story worlds—solving problems, completing missions, and creating their own responses. Each quest is rooted in a high-quality text and includes opportunities for drama, role play, and collaborative writing. Children will continue to develop their sentence-building skills, but with added emphasis on purpose, audience, and creativity. The structure encourages independence, resilience, and deeper engagement with character and setting. It's a natural progression from Drawing Club, offering more challenge while keeping the magic alive. We can't wait to see where their curiosity takes them next.		 The Disgusting Sandwich 	Amara and the Bats by Emma Reynolds The Bee who Spoke by Al MacCuish & Rebecca Gibbon	The Storm Whale by Benj Davis Hibernation Hotel by John Kelly
Text Types Suggestions	Sentence formation	WE – Retelling/Narratives WE: - Descriptions, stories inc retellings WI: Labels and captions		Dogger WE – Retelling/Narratives WE – Descriptions The Disgusting Sandwich WI – Instructions WI - labels	Amara and the Bats WE: - Narrative WE: Poetry The Bee Who Spoke WI – Fact recording (non-chron) Year 1 will also begin PVPG this term.	The Storm Whale WE: - Retellings/Narratives Hibernation WI: Instructions WI: Labels and Captions
SPaG to be taught	Capital letters Full stops Finger spaces Simple sentences (subject + verb) Joining words (and) Sequencing sentences Labels & captions	Question marks Exclamation marks Joining words (and, because orally) Simple adjectives Sequencing events		Dogger Past tense verbs (went, saw, played) Simple time words (first, next, then) Adjectives for description The Disgusting Sandwich Noun labels Simple expanded noun phrases (the big sandwich)	Amara and the Bats Joining words (and) Simple statements Adjectives for setting The Bee Who Spoke Imperative verbs (cut, fold, mix) Numbered steps Time words	The Storm Whale Sequencing events Past tense Adjectives for characters Hibernation CL/FS Finger spaces Expanded noun phrases



English Long-Term Plan Year 1



SPaG to revisit	Capital letters Full stops Finger spaces Segmenting for spelling CEWs Simple sentences Capital letters Full stops Finger spaces Simple sentences Labels & captions		Dogger CL/FS Finger spaces Simple sentences Question marks The Disgusting Sandwich Capital letters Full stops Adjectives Sequencing		Amara and the Bats CL/FS Finger spaces Past tense Time words The Bee Who Spoke Labels Adjectives Simple sentences		The Storm Whale Imperative verbs Time words Labels & captions Hibernation Present tense Simple sentences Adjectives	
	PVPG Writing units: Drawing Club → Curious Quests → simple narratives PVPG focus: SV pattern SVO Nouns & verbs Basic adverbials (where/when) Conjunction “and” Mini-lesson routine: 1. Identify the subject + verb 2. Add “where?” 3. Add “what?” 4. Children write their own version 5. Use in the writing lesson Example: <i>The bear ran.</i> → <i>The bear ran into the cave.</i>		PVPG focus: SVA SVOA Expanded noun phrases Example: <i>The dog slept.</i> → <i>The tired dog slept under the table.</i>		PVPG focus: Imperatives Time adverbials Compound sentences Example: <i>Mix the flour.</i> → <i>First, mix the flour and stir the batter.</i>			
Handwriting	*Curly C family — c o a d g q s f e taught in policy order * Straight line letters — l t i j u y (“Start at the top”) * Straight line no-lift letters — r n m h b p (“Start at the top - no lifting”) * Zig-zag letters — v w z x k (“Falling over letters”) * Capital letters A-Z — correct orientation and size * Digits 0-9 — formation taught explicitly * Break letters — b p g j q x y z f k (“These letters stand alone.”)	*Start and finish points — accuracy of starting points *Letter size consistency — tall, small and tail letters *Writing on the line — baseline awareness *Spacing between words — finger spaces and visual checks *Pattern practice — waves, zigzags, arches (NOT joins) *Autumn recap — all families + capitals + digits	* Letter families recap — Curly C, straight, no-lift, zig-zag * Reinforce break letters — practise stand-alone letters * Size and proportion — tall vs small vs tail * Neatness and control — slow, accurate print * Short word practice — CVC and CCVC words in neat print * Spring recap — families, spacing, reversals	* Revisit letter families — secure formation * Correcting reversals — b/d, p/q, n/u * Baseline fluency — consistent sitting on the line * Spacing and layout — word boxes, finger-space checks * Short sentence writing — neat print with capitals and full stops * Spring term consolidation — print fluency + spacing	* Full alphabet recap — accuracy, orientation, starting points * Print fluency — repeated patterns, tracing, rainbow writing * Consistent letter size — tall/small/tail letters * Sentence formation — capital letters, finger spaces, full stops * Break-letter reinforcement — b p g j q x y z f k * Summer fluency check — neatness, spacing, control	* Whole-year recap — all families, capitals, digits, spacing * Personal best handwriting — pupils produce a neat sample * Speed and accuracy — short timed bursts * Sentence writing practice — neat print ready for Y2 * Peer feedback — two-stars-and-a-wish * Transition to Year 2 — secure print before Y2 joins begin		

National Curriculum Coverage



English Long-Term Plan

Year 1



Year 1

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing – composition

Statutory requirements

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Spelling

Sounds f, l, s, z, k, spelt ff, ll, ss, zz, ck. n before k, syllables, tch, v sound at the end ie: love, s and es, ing, ed, er to verbs where no change is needed to the root word, er and est to adjective where no change to root word, ai oi, ay oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea-dream, ea-bread, er-her, er-better, ir, ur, oo-food, oo-book, oa-boat, oe, ou, ow-ow-ue-ew, ie-pie, ie-chief, igh, or, ore, aw, au, air, ear-dear, ear-pear, are, words ending in y-very, ph, wh, k-kent, prefis un, compound words, CEW (Pupils' attention should be drawn to the graphemephoneme correspondences that do and do not fit in with what has been taught so far)

Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (UKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

The 4 main writing purposes, and some of the 'text types' that could fall under each.

Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence	How words can combine to make sentences Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark