

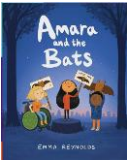
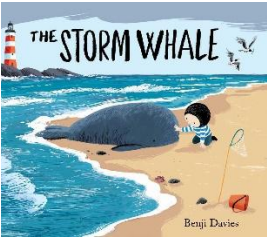
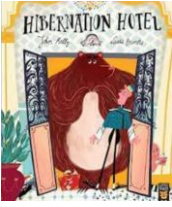


English Long-Term Plan

Year 1

2025-2026



	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 <i>Curious Quests</i> . This immersive approach builds on the storytelling foundations of Drawing Club, where children explored narrative through rich vocabulary, imaginative play, and expressive mark-making. <i>Curious Quests</i> 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.			 Amara and the Bats by Emma Reynolds  The Bee who Spoke by Al MacCuish & Rebecca Gibbon	 The Storm Whale by Benji Davies  Hibernation Hotel by John Kelly
Text Types Suggestions given. Should include 2 recounts over the year from a personal experience such as a trip/visitor	WE – Descriptions, stories inc retellings, WI – captions, labels		WE – Retelling/Narratives WE: – Descriptions (simple the bear is brown, the bear is furry) WI: Labels and captions	WE – Retelling/Narratives WE – Descriptions (simple the bear is brown, the bear is furry) WI – Instructions	WE: – Narrative WE: Poetry WI – Fact recording (non-chron) Year 1 will also begin PVPG this term.	WE: – Retellings/Narratives WI: Instructions WI: Labels and Captions
Writing Composition	• Compose sentences orally before writing • Write simple labels and captions • Begin to form simple sentences • Say out loud what they are going to write about	• Write simple sentences • Sequence sentences to form short narratives • Re-read what they have written to check it makes sense • Revisit writing captions with greater detail	• Plan by talking about ideas and vocabulary • Write short narratives based on personal experiences • Begin to use story language in writing • Revisit sequencing sentences • Write simple captions with greater independence • Write simple recounts of personal experiences	• Write for different purposes (simple instructions) • Re-read to check writing makes sense • Discuss what they have written • Revisit narrative writing with greater independence • Write about familiar stories	• Write simple poems • Write information texts based on topics studied • Evaluate their writing with others • Return to writing instructions with greater detail • Use increasing vocabulary in writing • Write simple recounts of personal experiences	• Write extended narratives • Write for a range of purposes • Make simple additions and revisions to writing • Read aloud writing clearly to be heard by others • Apply all writing skills with greater independence



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SPaG Coverage	• Leave spaces between words • Begin to use capital letters for names • Begin to use full stops to end sentences • Understand how words combine to make sentences	• Use capital letters for 'I' • Use full stops more consistently • Begin to understand question sentences • Join words using 'and' • Revisit spacing between words	• Use capital letters for people and places • Begin to use question marks • Revisit full stops and capital letters • Begin to recognize simple apostrophes in contractions (reading) • Join words and clauses using 'and'	• Use capital letters for days of the week • Extend sentences using 'and' • Begin to use question marks consistently • Continue work with an awareness of apostrophes in contractions • Revisit sentence structure	• Begin to use exclamation marks • Revisit question marks • Use simple past and present tense correctly • Recognize apostrophes for contraction in their reading • Revisit capital letters for names and places	• Use grammatical terminology when discussing writing • Use all punctuation taught so far • Distinguish between past and present tense • Use coordinating conjunctions (and, but, so) • Consolidate understanding of apostrophes in contractions (not using them)
Word Recognition and Vocabulary	• Learn first set of common exception words (the, a, do, to, today, of) • Begin to understand word meanings through context • Learn subject-specific vocabulary for topics • Group words with similar meanings	• Learn additional common exception words (said, says, are, were) • Build vocabulary through reading and discussion • Sort words into simple categories • Recognize opposites • Revisit first set of exception words	• Learn next set of common exception words (he, she, we, me, be) • Use simple dictionaries with support • Use vocabulary from class texts • Revisit first set of exception words from autumn terms • Sort words into simple categories	• Learn additional exception words (was, you, they, all, my, her) • Begin to understand simple prefixes (un-) • Learn vocabulary related to seasons and weather • Revisit categorizing words • Continue building sight word vocabulary	• Introduce simple suffixes (-ing, -ed) • Begin to read words with contractions (I'll, I'm) • Learn exception words (some, one, once, ask) • Understand apostrophe represents omitted letters • Revisit previously taught exception words	• Learn final exception words (friend, school, put, pull, full, house, our) • Secure recognition of all taught vocabulary • Use vocabulary from stories in own writing • Consolidate understanding of contractions • Review all common exception words
Phonics	Bug Club Phonics Revisit Phase 2 and 3 and consolidate Focus on blending Irregular words: said, have, like, so, do, some, come Consolidate learning Continue with allocated 'Banded Book' and Bug Club Phonics book consistent with stage of learning.	Bug Club Phonics Revisit Phase 3 and consolidate Focus on blending Bug Club Phonics Set 13-16 Sounds: Zh, wh, ph, ay, a_e, eigh/ey/ei, ea, e_e, ey/ie/y, ie, i_e, y, i Irregular words: Oh, their, people, Mr, Mrs, looked, called, asked, water, where Consolidate learning Continue with allocated 'Banded Book' and Bug Club	Bug Club Phonics Revisit Phase 3 and consolidate Focus on blending Bug Club Phonics Set 17-20 Sounds: Ow, o_e, o/oe, ew, ue, u_e, u/oul, aw, au, al, ir, er, ear Irregular words: Who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty. Consolidate learning Continue with allocated 'Banded Book' and Bug Club	Bug Club Phonics Revisit Phase 3 and 5 consolidate so far Focus on blending Bug Club Phonics Set 21-24 Sounds: Ou, oy, eer, ere, are, ear, c, k, ck, ch, ce, ci, cy, sc, stl, se Irregular words: Different, any, many, eye, friends, one, once, to, too, two, great, clothes. Consolidate learning Continue with allocated 'Banded Book' and Bug Club	Bug Club Phonics Revisit Phase 3 and 5 consolidate so far Focus on blending Bug Club Phonics Set 25-27 Sounds: Ge, gi, gy, dge, le, mb, kn, gr, wr, tch, sh, ea, w(a), o Irregular words: I'm, I'll, I've, don't, can't, didn't, first, second, third. Consolidate learning Continue with allocated 'Banded Book' and Bug Club	Bug Club Phonics Revisit Phase 5 Focus on blending Bug Club Phonics Phase 6 unit 28-30 Ing, ed, silent e, e/es plural, re/un prefix. Irregular words: Clearing, gleaming, rained, mailed, plural ending words, spell words with more than one syllable. Consolidate learning Continue with allocated 'Banded Book' and Bug Club
Speaking and Listening	• Listen and respond appropriately to adults • Use appropriate vocabulary to describe experiences • Take turns in conversations • Speak audibly to a partner	• Ask relevant questions • Listen to others • Participate in role play • Express opinions about events or characters in stories - Revisit speaking audibly and clearly	• Articulate and justify answers • Speak audibly to small groups • Revisit taking turns in conversation • Use talk to connect ideas • Express opinions about stories and characters	• Gain and maintain the attention of listeners • Retell stories with increasing detail • Use intonation when reading aloud • Revisit asking relevant questions • Listen carefully to others	• Give well-structured descriptions and explanations • Maintain attention in collaborative conversations • Consider others' views • Use strategies to build vocabulary • Revisit speaking to groups	• Speak with increasing fluency • Participate in presentations • Use spoken language to explore ideas • Consider and evaluate different viewpoints • Consolidate all speaking and listening skills
Handwriting	• Sit correctly at a table • Hold pencil correctly • Begin to form lowercase letters correctly • Form some capital letters	• Continue forming lowercase letters • Form digits 0-9 • Understand direction of letters • Continue practicing capital letters • Revisit correct sitting position	• Revise correct letter formation • Begin to understand which letters belong to which handwriting 'families' • Form letters of the correct relative size • Revisit correct sitting position and pencil grip	• Continue with correct letter formation • Maintain consistency in sizing • Begin to position letters correctly on lines • Revisit pencil grip and posture • Practice writing at appropriate speed	• Form lowercase letters consistently • Form capital letters correctly • Begin to use some diagonal and horizontal strokes • Practice writing at increasing speed • Revisit sizing of letters	• Write with increased control and fluency • Position letters correctly on the line • Maintain correct sizing • Form all letters correctly • Consolidate all handwriting skills
PVPG						



English Long-Term Plan

Year 1

2025-2026



National Curriculum Coverage

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