



St Charles'
Catholic Primary School

Year 1 English 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	7 weeks	5 weeks	5 weeks	7 weeks
Writing Core Text/s	Colour Monster by Alana Llenas 2 weeks  Beegu -Alexis Deacon 4 weeks 	Lost and Found by Oliver Jeffers  How to Catch a Star by Oliver Jeffers  Mog's Christmas Calamity by Judith Kerr 	Tiger Who Came to Tea by Judith Kerr  In Every House, on Every Street by Jess Hatman  Or Martha Maps it Out by Leigh Hodgkinson 	Cindergorilla by Loretta Schaur  The Train Ride by June Crebbin 	Eviltato vs Superpea by Sue Hendra  Alan's Big Scary Teeth by Jarvis 	What the Ladybird heard at the Seaside by Julia Donaldson  Lighthouse Keepers Lunch by Ronda Armitage 
	Poetry - 1 week Talk through Poetry Children will be introduced to a variety of poems to help them enjoy the rhythm and language of poetry. They will talk about what they hear, explore the meaning of words and phrases, and begin to look closely at how poems are structured. Children will also have opportunities to perform poems aloud, helping them build confidence, expression, and understanding.		Poetry - 1 week Talk through Poetry			Poetry - 1 week Talk through Poetry



St Charles'
Catholic Primary School

Year 1 English 2025-2026

Enrichment	Week 1 - writing from personal experience to create a baseline of writing. 2 nd October - National Poetry Day 6 th -12 th October - Libraries Week	Black History month - October (1 week writing unit) Non-Fiction November 10 th -14 th November - Anti-bullying week 11 th November - Remembrance Day 10 th -14 th November - Nursery Rhyme Week	2 nd -6 th February - National Storytelling Week 10 th February - Safer Internet Day 17 th February - Lunar/Chinese New Year 21 st February - Mother Language Day	5 th March - World Book Day 6 th -15 th March - British Science Week 8 th March - International Women's Day 21 st -27 th March - Shakespeare Week	22 nd April - Earth Day 11 th -17 th May - Mental Health Awareness Week	5 th June - World Environment Day 15 th -21 st June - Refugee Week
Subject links	History - Toys through time	Geography - Where I live	History - George Stephenson	Geography - Beside the Seaside		
Writing Outcomes	<p>In Year 1, pupils will develop their writing through a strong emphasis on oral rehearsal, enabling them to speak in full sentences and internalise sentence structure before writing.</p> <p>Regular opportunities for talk and sentence repetition help embed grammatical patterns and vocabulary. Talk and oral rehearsing will take place through the story maps and oral retelling of the story (Talk for Writing approach)</p> <p>Dictation exercises support the accurate transcription of spoken language, reinforcing phonics knowledge and spelling conventions.</p> <p>Pupils will learn to compose sentences independently, understanding how words combine to form coherent ideas.</p> <p>Handwriting is a key focus, with children taught correct letter formation and spacing to build fluency and stamina.</p> <p>Spelling is secured through daily practice of high-frequency and common exception words, ensuring children can write with increasing accuracy and confidence.</p>					
Writing composition	<p><u>Review Reception Composition</u></p> <ul style="list-style-type: none"> -To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible -To express their ideas and feelings about their experiences using full sentences, with modelling and support from their teacher -To invent, adapt and recount narratives with peers and their teachers <ul style="list-style-type: none"> -To say out loud what they are going to write about -To compose a sentence orally before writing it -To use a story map 	<ul style="list-style-type: none"> -To sequence sentences to form short narratives -To discuss what they have written with the teacher or other pupils -To use adjectives to describe / to start to engage readers by using adjectives to describe -To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices 	<ul style="list-style-type: none"> -To use 5-part story plan opening, build up, problem, resolution, ending -To reread their writing to check that it makes sense and to independently begin to make changes -To read their writing aloud clearly enough to be heard by their peers and the teacher <p>Ensure all writing composition objectives are secured</p>			
Grammar and Punctuation	<p><u>Review Reception Grammar</u></p> <ul style="list-style-type: none"> -To use past, present and future tenses accurately when talking about events that have happened or are to happen in the future 	<p><u>Grammar</u></p> <ul style="list-style-type: none"> -To use simple sentence structures -To explore language and vocabulary in stories and the environment, and begin to use them accurately -To use the joining word (conjunction) 'and' to link ideas and sentences 				



St Charles'
Catholic Primary School

Year 1 English 2025-2026

	<ul style="list-style-type: none"> -To make use of conjunctions, with modelling and support from their teacher -To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because') 	<ul style="list-style-type: none"> -To begin to form simple compound sentences 				
	<p>Punctuation</p> <ul style="list-style-type: none"> -To use capital letters for names, places, the days of the week and the personal pronoun 'I' -To use finger spaces -To use full stops to end sentences -To begin to use question marks and exclamation marks 					
Vocabulary	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					
Oracy	<p style="text-align: center;"><u>Sentence stems</u></p> <ul style="list-style-type: none"> -In like/don't like... because... -First, next... -I think... happened because... -I agree/disagree because... -I feel that... -Next time I... 					
	Physical	Linguistic	Cognitive	Social & Emotional		
	<ul style="list-style-type: none"> -Speak clearly and confidently in a small group of known peers -Sequence events using the language of time or number -Begin to use sentence stems with some prompting 	<ul style="list-style-type: none"> -Use non-verbal signals to indicate agreement or disagreement -Include 'because' in their contribution to justify ideas 	<ul style="list-style-type: none"> -Speak clearly when presenting learning to the class -Use sentence stems independently even if not always appropriately 	<ul style="list-style-type: none"> -Retell a story to a small group, recognising when events are out of sequence and self-correcting -Be able to take turns independently and ensure all members contribute 	<ul style="list-style-type: none"> -Speak clearly and confidently when explaining learning to an adult in front of the class -Recognise when the wrong stem has been used and choose a more appropriate one 	<ul style="list-style-type: none"> -Speak clearly and confidently using a script e.g. live presentation in class assembly -Request a book from the librarian explaining the title or topic and maintaining eye contact
Handwriting and Presentation	<p>Review</p> <ul style="list-style-type: none"> -To show good control and coordination in large and small movements -To handle equipment and tools effectively, including pencils for writing -Support children sensitively with their -To sit correctly at a table, holding a pencil comfortably and correctly -To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency -To form digits 0-9 -To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these -To use finger spaces 					



Year 1 English 2025-2026

	<p>pencil grip to ensure it is efficient</p> <ul style="list-style-type: none"> -Review letter formation 	
<p>TAF statements</p>	<p><u>Year 1 Working towards (W)</u></p> <ul style="list-style-type: none"> -Compose a sentence orally before writing it. -Write simple phrases and sentences that can be read by others. (ELG) -Shows an awareness of how full stops are used in writing. -Write in first person using a capital letter for the personal pronoun I. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG) -Make phonetically plausible attempts to spell words. Write recognisable letters, most of which are correctly formed. (ELG) -Begin to space words correctly. 	<p><u>Year 1 Working towards (W+) (E) once complete</u></p> <ul style="list-style-type: none"> -Write a sequence of sentences to form short narratives and recount an event or an experience. -Begin to use adjectives. -Re-read what they have written to check that it makes sense. -Use 'and' to join words and clauses. -Demarcate some sentences with capital letters, full stops. -Use of question marks and exclamation marks. -Can use capital letters for names of people, places and the days of the week. -To spell most words including alternative vowel phonemes. -Spell many Year 1 common exception words. -Use the prefix 'un' can be added to words to change meaning: unhelpful, unhappy, undo, unfair etc. -Use suffixes -s and -es for plurals. -Spell the days of the week. -Use suffixes -ed, -ing, -er, and -est where no change is needed to root word. -Leave appropriate finger spaces between words. -Form most lower-case letters in the correct direction, starting and finishing in the right place. -Form most capital letters correctly.
	<p><u>Year 1 Greater Depth</u></p> <ul style="list-style-type: none"> -Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. -Use some expanded noun phrases to describe or clarify. -Use different sentence types for effect: statements, questions, exclamations, commands. -Spell most Year 1 common exception words. -Consistently use the full range of punctuation taught withing Y1. -Improve writing after discussion with the teacher. 	