

English Curriculum Overview - Year 1 2025-2026

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	Fiction: To entertain Traditional Tales Non-Fiction: To inform Recount (Windsor Castle)	Fiction: To entertain Character description (Lighthouse Keeper) Non-Fiction: To inform Non-chronological report - Fact files (castles) Poetry: Seasons	Fiction: To entertain Adventure stories (Stickman) Non-Fiction: To inform Non-chronological report - Leaflet (toys)	Fiction: To entertain Fantasy stories (The Tiger who came to tea) Non-Fiction: To inform Instructions (How to get to the woods) Poetry: In my Magic Box	Fiction: To entertain Action stories (Traction Man) Non-Fiction: To inform Informal letter (China)	Fiction: To entertain Animal stories (Snail and the Whale) Non-Fiction: To inform Non-Chronological report Information text (Plants) Poetry: Senses
Class Texts	Fairy Tales	The Lighthouse Keeper series	Stickman	The Tiger who came to tea	Traction Man	The Snail and the Whale

<u>Autumn 1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Autumn 2</u>
Fiction: Traditional Tales (The Three Little Pigs) Stimulus: Traditional Tales Purpose: To entertain Audience: KS1 Children Form: Narrative	Non-Fiction: Recount Stimulus: Windsor Castle Purpose: To inform Audience: Children and their teacher Form: Recount	Fiction: Character description Stimulus: Lighthouse Keeper Series Purpose: To entertain Audience: Children reading the Lighthouse Keeper Series Form: Character description	Non-Fiction: Non-Chronological Report (Fact file) Stimulus: Castles Purpose: To inform Audience: People wanting to learn about castles Form: Fact file
		Recap Writing Task: Recount	Recap Writing Task: Fairy Tale Narrative

Spring 1

Fiction: Adventure stories

Stimulus: Stick Man

Purpose: To entertain

Audience: Children

Form: Narrative

Recap Writing Task:

Non-Chron Report (Fact File)

Spring 1

Non-Fiction: Non-Chronological Report (leaflet)

Stimulus: Toys

Purpose: To inform

Audience: People interested in toys

Form: Leaflet

Recap Writing Task:

Character Description

Spring 2

Fiction: Fantasy stories

Stimulus: The Tiger Who Came to Tea

Purpose: To entertain

Audience: Children

Form: Narrative

Recap Writing Task:

Non-Chron Report (Leaflet)

Spring 2

Non-Fiction: Instructions

Stimulus: How to get to the woods

Purpose: To inform

Audience: People interested in going to Ambarrow Woods

Form: Instructions

Recap Writing Task:

Adventure Story

Summer 1

Fiction: Action stories

Stimulus: Traction Man

Purpose: To entertain

Audience: Children

Form: Narrative

Recap Writing Task:

Instructions

Summer 1

Non-Fiction: Informal Letter

Stimulus: China (Geography)

Purpose: To inform

Audience: Parents

Form: Informal letter

Recap Writing Task:

Fantasy Story

Summer 2

Fiction: Animal stories

Stimulus: The Snail and the Whale

Purpose: To entertain

Audience: Children

Form: Narrative

Recap Writing Task:

Informal letter

Summer 2

Non-Fiction: Non-Chronological Report (Information page for a website)

Stimulus: Plants

Purpose: To inform

Audience: People wanting to learn about plants

Form: Informative web page

Recap Writing Task:

Action Story

Year 1 National Curriculum Objectives

Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can write most lower-case letters correctly.
- I can write lower-case letters in the correct direction, starting and finishing in the right place.
- I can write capital letters.
- I can write numbers 0-9.
- I can see which letters belong to which handwriting 'families'.

Composition

- I can write sentences by saying out loud what I am going to write about.
- I can write down a sentence I have practised.
- I can write sentences on my own.
- I can join my sentences together to make a story.
- I can read my sentence and check that it makes sense.
- I can talk about my writing with my teacher or children in my class.
- I can read my sentence out loud so that children in my class can hear and understand me.

Vocabulary, Grammar and Punctuation

- I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes.
- I can add -ing and -er to the end of a word to make a new word e.g. helping, helper.
- I can show you how un- added to the beginning of a word can change its meaning.
- I can put words together to make sentences.
- I can use joining words like 'and'.
- I can use spaces between words.
- I can use capital letters and full stops.
- I can use question marks and exclamation marks.
- I can use capital letters for names, places, the days of the week and the word 'I'.
- I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

Spelling

- I can break down spoken words into their sounds and spell some correctly.
- I can spell words containing each of the letter sounds I have been taught.
- I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them.
- I can spell a few common exception words.
- I can spell some high frequency words.
- I can spell the days of the week.
- I can name the letters of the alphabet in order.
- I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

	<ul style="list-style-type: none"> • I know the plural rule and can use -s and -es in the right place. • I can add un- to the start of a word to make a different word. • I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest. • I can use simple spelling rules. • I can write the correct spellings in simple sentences I hear my teacher say. • I can spell words by picking out the sounds.
<p>Vocabulary, Grammar and Punctuation (all years)</p>	<ul style="list-style-type: none"> • <u>Year 1</u> Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark. • <u>Year 2</u> Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma. • <u>Year 3</u> Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’). • <u>Year 4</u> Terminology for pupils: determiner pronoun, possessive pronoun adverbial. • <u>Year 5</u> Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity. • <u>Year 6</u> Terminology for pupils: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.