

Year 1 English Curriculum Overview 2026-27

We have reviewed our English curriculum in line with the National Curriculum, Ofsted English Research and Review document and the DFE writing framework. This is also linked to the St Ann's Oracy Document.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Sidney Stella and the Moon- 2 weeks Cave baby – 3 weeks	I want my hat back – 3 weeks Nibbles – 3 weeks	The Odd Egg – 3 weeks The Comet- 3 weeks	Dadajis paintbrush- 3 weeks Dragon post – 3 weeks	Beegu – 3 weeks Lubna and the Pebble – 3 weeks	Stella and the Seagull – 3 weeks Seasaw- 3 weeks
Writing Outcomes	1-2 sentences	1-2 sentences	2-3 sentences	2-3 sentences Narrative Letter	3-4 sentences linked Narrative Instructions	3-4 sentences linked Narrative Non-Chronological Report
Transcription (Phonics/Spelling)	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (phonics lessons) naming the letters of the alphabet in order spell: common exception words the days of the week	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (phonics lessons) naming the letters of the alphabet in order spell: common exception words the days of the week	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (phonics lessons) using letter names to distinguish between alternative spellings of the same sound spell: words containing each of the 40+ phonemes already taught	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (phonics lessons) using letter names to distinguish between alternative spellings of the same sound spell: words containing each of the 40+ phonemes already taught	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (phonics lessons) using letter names to distinguish between alternative spellings of the same sound using the spelling rule for adding –s or –es as the plural marker for nouns	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (phonics lessons) using letter names to distinguish between alternative spellings of the same sound using the spelling rule for adding –s or –es as the plural marker for nouns and the third person

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					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]	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]
Transcription (Handwriting)	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	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	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.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it	Saying out loud what they are going to write about Composing a sentence orally before writing it	Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense	Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense	Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense	Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense

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	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	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	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	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	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	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
Vocabulary, Grammar, Punctuation	Leaving spaces between words Begin to punctuate sentences using a capital letter and full stop How words can combine to make sentences	Leaving spaces between words Begin to punctuate sentences using a capital letter and full stop How words can combine to make sentences	Joining words and clauses using and Begin to punctuate sentences using a question mark or exclamation mark How words can combine to make sentences	Joining words and clauses using and Begin to punctuate sentences using a question mark or exclamation mark Using a capital letter for names of people, places, the days of the week and the person pronoun 'I'	Begin 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 person pronoun 'I'	Begin 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 person pronoun 'I'

Non- Negotiables	Embed Reception Non – Negotiables	To use a capital letter at the	To use a full stop at the end of a sentence	To write the personal pronoun 'I' correctly	To use a ? !	To use 'and' to join two main clauses
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	Leaving spaces between words	beginning of a sentence To compose a sentence orally before writing it	To re-read what they have written to check that it makes sense	To use adjectives	Using 'first', 'next', 'then' to support in sequencing sentences to form short narratives	To use a capital letter for names of people, places, the days of the week and the person pronoun 'I'
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