

# Y1: English Curriculum Map 2025-2026

## Reading

Ongoing across each half term across the curriculum:

### Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences.

### Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Being encouraged to link what they read or hear read to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

	Autumn 1	Autumn 2
<b>Texts</b>	The Three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff	The Enormous Turnip The Gingerbread Man
<b>Genre &amp; Purpose</b>	Traditional Stories	List Poetry Traditional Stories Letter Writing
<b>Handwriting</b>	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' (ie letters that are formed in similar ways) and practise these	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' (ie letters that are formed in similar ways) and practise these
<b>Writing: Composition</b>	Begin to write dictated sentences. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.	Say out loud what they are going to write about. Compose a sentence orally before writing it. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.
<b>Writing: Vocabulary, Grammar &amp; Punctuation</b>	Begin to leave spaces between words. Begin to punctuate sentences using a capital letter and a full stops. Join words and clauses using 'and'. Learn the grammar for year 1 and use grammatical terminology: word, sentence, letter, capital letter, punctuation, full stop.	Leave spaces between words. Punctuate sentences using a capital letter and a full stops. Know how words combine to create sentences. Use a capital letter for names of people, the days of the week, and the personal pronoun 'I'. Begin to punctuate sentences with exclamation marks. Learn the grammar for year 1 and use grammatical terminology: word, sentence, letter, capital letter, punctuation, full stop, exclamation mark, singular, plural.

<p><b>Writing: Transcription - Spelling</b></p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words:</p> <p>Previously taught: the, to, I, is, me, was, my, of, go, no, into, put, he, she, you, they, we, be, all, their, are, her, his, said, like, have, do, one, so, some.</p> <p>Introduced this half term: what, where, why, when.</p> <p>Name letters of the alphabet in order</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Words containing each of the 40+ phonemes already taught – new out of order -tch</p> <p>Common exception words:</p> <p>Previously taught: the, to, I, is, me, was, my, of, go, no, into, put, he, she, you, they, we, be, all, their, are, her, his, said, like, have, do, one, so, some, what, where, why, when.</p> <p>Introduced this half term: who, people, children, does, live, word, sentence.</p> <p>Use the spelling rule for adding -s or -es to plural nouns.</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>
<p><b>Texts</b></p>	<p>Sleeping Beauty</p> <p>Teddy Bear's Picnic</p>	<p>All About Tigers!</p> <p>Jungle Adventure</p>
<p><b>Genre &amp; Purpose</b></p>	<p>Fairy Tales</p> <p>Instructions</p>	<p>Report Writing</p> <p>Narrative – Portal Story</p>
<p><b>Handwriting</b></p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practise these</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practise these</p>
<p><b>Writing: Composition</b></p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>

<p><b>Writing: Vocabulary, Grammar &amp; Punctuation</b></p>	<p>Leave spaces between words.</p> <p>Punctuate sentences using capital letters and full stops.</p> <p>Use a capital letter for names of people, the days of the week, and the personal pronoun 'I'.</p> <p>Begin to punctuate sentences with question marks and exclamation marks.</p> <p>Learn the grammar for year 1 and use grammatical terminology: word, sentence, letter, capital letter, punctuation, full stop, exclamation mark, singular, plural, question mark</p>	<p>Leave spaces between words.</p> <p>Join words and clauses using 'and'.</p> <p>Punctuate sentences using capital letters and full stops.</p> <p>Use a capital letter for names of people, the days of the week, and the personal pronoun 'I'.</p> <p>Begin to punctuate sentences with question marks.</p> <p>Learn the grammar for year 1 and use grammatical terminology: word, sentence, letter, capital letter, punctuation, full stop, exclamation mark, singular, plural, question mark</p>
<p><b>Writing: Transcription - Spelling</b></p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words:</p> <p>Previously taught: the, to, I, is, me, was, my, of, go, no, into, put, he, she, you, they, we, be, all, their, are, her, his, said, like, have, do, one, so, some, what, where, why, when, who, people, children, does, live, word, sentence.</p> <p>Introduced this half term: friend, your, today, says, were, there</p> <p>Spell the Days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words:</p> <p>Previously taught: the, to, I, is, me, was, my, of, go, no, into, put, he, she, you, they, we, be, all, their, are, her, his, said, like, have, do, one, so, some, what, where, why, when, who, people, children, does, live, word, sentence, your, today, says, were, there</p> <p>Introduced this half term: by, here, has, love, come</p> <p>Spell the Days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the spelling rule for adding -s or -es to plural nouns.</p> <p>Use -ed where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>

	Summer 1	Summer 2
<b>Texts</b>	The Magic Pebble The Lifecycle of a Sunflower	The Mysterious Book Captain No Beard's Diary A Day at the Seaside
<b>Genre &amp; Purpose</b>	Narrative – Portal Story Explanation Text - Diaries	Narrative – Portal Story Recount – Dairies Setting Descriptions
<b>Handwriting</b>	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' (ie letters that are formed in similar ways) and practise these	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' (ie letters that are formed in similar ways) and practise these
<b>Writing: Composition</b>	Say out loud what they are going to write about. Compose a sentence orally before writing it. Sequencing sentences to form short narratives Re-read 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.	Say out loud what they are going to write about. Compose a sentence orally before writing it. Sequencing sentences to form short narratives Re-read 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.
<b>Writing: Vocabulary, Grammar &amp; Punctuation</b>	Leave spaces between words. Join words and clauses using 'and'. Punctuate sentences using capital letters and full stops. Use a capital letter for names of people, the days of the week, and the personal pronoun 'I'.	Leave spaces between words. Join words and clauses using 'and'. Punctuate sentences using capital letters and full stops. Use a capital letter for names of people, the days of the week, and the personal pronoun 'I'.

	<p>Learn the grammar for year 1 and use grammatical terminology: word, sentence, letter, capital letter, punctuation, full stop, exclamation mark, singular, plural, question mark</p>	<p>Learn the grammar for year 1 and use grammatical terminology: word, sentence, letter, capital letter, punctuation, full stop, exclamation mark, singular, plural, question mark</p>
<p><b>Writing: Transcription - Spelling</b></p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words:</p> <p>Previously taught: the, to, I, is, me, was, my, of, go, no, into, put, he, she, you, they, we, be, all, their, are, her, his, said, like, have, do, one, so, some, what, where, why, when, who, people, children, does, live, word, sentence, your, today, says, were, there, by, here, has, love, come</p> <p>Introduced this half term: because, once, ask, house, school, push</p> <p>Spell the Days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the prefix un-</p> <p>Use –ed and -ing where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words:</p> <p>Previously taught: the, to, I, is, me, was, my, of, go, no, into, put, he, she, you, they, we, be, all, their, are, her, his, said, like, have, do, one, so, some, what, where, why, when, who, people, children, does, live, word, sentence, your, today, says, were, there, by, here, has, love, come, because, once, ask, house, school, push</p> <p>Introduced this half term: pull, full, our, door, floor, poor, climb</p> <p>Spell the Days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the spelling rule for adding -s or -es to plural nouns.</p> <p>Use –ed, -er, -ing and -est where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
<p><b>Age Related Expectations</b></p>	<p>Orally rehearse sentences and sequence them to form short narratives</p> <p>Read own writing aloud clearly for others to hear and discuss</p> <p>Join words and clauses with the conjunction ‘and’</p> <p>Use past, present and future accurately in speech and begin to incorporate these in their writing</p> <p>Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Spell some Y1 common exception words* and the days of the week</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way</p> <p>Form many letters and digits correctly, with some difference between upper and lower-case letters</p> <p>Use spaces between words</p>	