

Fulwell Infant School Academy



ENGLISH 2026 - 2027
YEAR 1 Long term plan

Week 1

Monday: Text orientation/Vocabulary/Read

Tuesday: Handwriting/Dictation (basic skills/SPAG)

Wednesday: HAS/Dictation/Compose a sentence

Thursday: SPAG skills/Planning (summer term)

Friday: Writing (embedding transcription skills) and corrections (1 hour)

Week 2

Monday: Reading activities


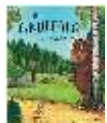



Tuesday: Handwriting/Dictation (basic skills/SPAG)

Wednesday: HAS/Dictation/Compose a sentence






Thursday: SPAG skills/Planning (summer term)

Friday: Writing (embedding transcription skills) and corrections (1 hour)





Autumn term 1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
TEXT						Non- Fiction Tigers
SPAG	Listening & oral sentences Say full sentences Sentence speaking games	Capital letters Sentence starts Fix missing capitals Spelling Focus: 'ff,ll,ss'	Full stops Sentence endings Add full stops Spelling Focus: 'zz and ck'	Capital letters for names & I Proper nouns Capital letter hunt Spelling Focus: 'nk'	Adjectives Introducing describing words Spelling Focus: division of words into syllables Pocket, rabbit etc	Introducing 'and' Orally using 'and' to extend sentences Begin to join sentences using 'and' Spelling Focus: 'tch'
DICTIONATION/ HANDWRITE	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.
SPAG	What is a sentence? Composing simple sentences - focus finger spaces	Re-cap Reception Spellings 1-6	Re-cap Reception Spellings 7-12	Applying Reception Pirate Pete 1-6 spellings into short, simple sentences	Applying Reception Pirate Pete 7-12 spellings into short, simple sentences	Constructing short, simple sentences using 'and'
READING		Predicting Use pictures and prior knowledge Sequencing events Beginning, middle, end Retelling stories Key events and characters Story maps and oral retell	Discussing characters and settings Who they are and what they do Role play characters Read and Draw	Predicting Use pictures and prior knowledge Sequencing events Beginning, middle, end Retelling stories Key events and characters Story maps and oral retell	Discussing characters and settings Who they are and what they do Role play characters Read and Draw	Reading non-fiction texts Key vocabulary Features of a non-fiction text.
WRITE	Summer holiday recount	Daily writing focussing on basic composition and transcription skills.				Fact File: Tigers





Autumn term 2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
TEXT					 Christmas Poetry
SPAG	Adjectives Including adjectives in short, simple sentences. Spelling Focus: 'v sound at the end of words - have, live, give'	Introduction to nouns Noun hunt Person, Place, Things Spelling Focus: words ending in 'y' very, happy, funny, party, family	Re-cap what is a noun? Introduction to verbs. Spelling Focus: new consonant spelling ph Dolphin, elephant etc	To sort nouns, adjectives and verbs Re-cap nouns and adjectives Spelling Focus: new consonant 'wh' when, where, which etc	Sentence types Introduce 'statement and command' Spelling Focus: Using 'k' for the /k/ sound: 'Kent, sketch, kit, skin, frisky etc
DICTION / HANDWRITE	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.
SPAG	Y1 Pirate Pete Spellings They, want, are, our, have	Y1 Pirate Pete Spellings They, want, are, our, have Applying spellings into short, simple sentences	Common exception words	Common exception words	Rhyme and rhythm
READING	Predicting Use pictures and prior knowledge Sequencing events Beginning, middle, end Retelling stories Key events and characters Story maps and oral retell	Discussing characters and settings Who they are and what they do Role play characters Read and Draw	Predicting Use pictures and prior knowledge Sequencing events Beginning, middle, end Retelling stories Key events and characters Story maps and oral retell	Discussing characters and settings Who they are and what they do Role play characters Read and Draw	Poetry performance (recite by heart) Key vocabulary
WRITE	Daily writing focussing on basic composition and transcription skills.				





Spring term 1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
TEXT					Non-fiction Jobs/careers
SPAG	Introducing 'but' Orally using 'but' to extend sentences Begin to join sentences using but Spelling Focus for week: the,a, to, said,me	Question Mark Orally practise asking questions Children to practise using a question mark Spelling Focus for week: Be,he,me,she,we	Adding suffixes -s and -es for plurals Spelling Focus for week: No, go, my,are, was	Noun phrases Adjective + noun Expand noun phrases Spelling Focus for week: says,were,is,his, has	Introduction to compound words Spelling Focus for week: you, your, they, of, today
DICTIONATION/ HANDWRITE	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.
SPAG	Y1 Pirate Pete Spellings They,want,are,our, have	Y1 Pirate Pete Spellings Like,that,what,when,with	Adding suffixes -s and -es plurals	Using adjective/ noun phrases to write sentences about a short setting description	Sentence Doctor - Correcting missing punctuation
READING	Predicting Use pictures and prior knowledge Sequencing events Beginning, middle, end Retelling stories Key events and characters Story maps and oral retell	Discussing characters and settings Who they are and what they do Role play characters Retrieval Answer simple questions Who/what/where questions	Predicting Use pictures and prior knowledge Sequencing events Beginning, middle, end Retelling stories Key events and characters Story maps and oral retell	Discussing characters and settings Who they are and what they do Role play characters Retrieval Answer simple questions Who/what/where questions	Reading non-fiction texts about famous people/jobs and aspirations. Reading Little People, Big Dreams. Features of a non-fiction text.
WRITE	Daily writing focussing on basic composition and transcription skills.				Instructions: How to be a....





Spring term 2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
TEXT					Animal Poetry
SPAG	Past tense (-ed) Spelling Focus: I, so, by, here, there	Exclamation marks Spelling Focus: where, love, come, some, one	Re-cap commands and statements Bossy verbs Write commands Spelling Focus: once, ask, friend, school, put	Suffix -ing Spelling Focus: push, pull, full, house, our	Accuracy focus Capitals & full stops Editing practice Spelling Focus: Re-cap 'ff-ll-ss'
DICTION/HANDWRITE	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.
SPAG	Spelling the days of the week - Reinforce use of capital letters	Suffixes - er and est	Exclamation marks and question marks	Consolidation Suffix lesson -ed,-er, -est,-ing	Re-cap expanded noun phrases Applying within sentences
READING	Predicting Use pictures and prior knowledge Sequencing events Beginning, middle, end Retelling stories Key events and characters Story maps and oral retell	Discussing characters and settings Who they are and what they do Role play characters Retrieval Answer simple questions Who/what/where questions	Predicting Use pictures and prior knowledge Sequencing events Beginning, middle, end Retelling stories Key events and characters Story maps and oral retell	Discussing characters and settings Who they are and what they do Role play characters Retrieval Answer simple questions Who/what/where questions	Poetry performance (recite by heart) Key vocabulary
WRITE	Daily writing focussing on basic composition and transcription skills.				

Summer term 1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
TEXT					Non - Fiction Habitats
SPAG	<p>Pronouns</p> <p>Spelling Focus: Re-cap: zz and ck</p>	<p>Conjunction - because</p> <p>Re-visit and, but</p> <p>Spelling Focus: nk</p>	<p>Re-cap suffix 'ed' Past tense</p> <p>Spelling Focus: division of words into syllables Pocket, rabbit etc</p>	<p>Re-cap suffix -er and -est</p> <p>Spelling Focus: 'tch'</p>	<p>Up-level simple sentences</p> <p>Focus - missing punctuation Spelling Focus: 'v sound at the end of words - have, live, give'</p>
DICTIONATION / HANDWRITE	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.
SPAG	Adding the prefix -un	Re-cap nouns, verbs, adjectives	Re-cap -s and -es for plurals	Re- cap suffix -ing	Re-cap adjectives Up-level simple sentences adding adjectives
READING	<p>Retelling stories Key events and characters</p> <p>Discussing characters and settings</p> <p>Retrieval Answer simple questions Who/what/where questions</p>	<p>Making simple inferences How characters feel and why</p> <p>Cause and effect Why things happen 'Because' sentences about events</p> <p>Checking understanding Re-read to clarify meaning</p>	<p>Retelling stories Key events and characters</p> <p>Discussing characters and settings</p> <p>Retrieval Answer simple questions Who/what/where questions</p>	<p>Making simple inferences How characters feel and why</p> <p>Cause and effect Why things happen 'Because' sentences about events</p> <p>Checking understanding Re-read to clarify meaning</p>	<p>Reading non-fiction texts</p> <p>Key vocabulary</p> <p>Features of a non-fiction text.</p>
WRITE	<p>Daily writing focussing on basic composition and transcription skills.</p> <p>For those children who have secured transcription skills: Planning, longer pieces, composition, writing at length about the class texts.</p>				Non-Chronological report

Summer term 2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
TEXT					Poetry - Under the Sea
SPAG	Re-cap compound words Spelling Focus: words ending in 'y' very, happy,	Re-cap expanded noun phrases Spelling Focus: 'ph' Dolphin, elephant etc	Re-cap the prefix -un Spelling Focus: 'wh' when, where, which etc	Re-cap capital letters for names of people and places Spelling Focus: Using 'k' for the /k/ sound: 'Kent, sketch, kit, skin, frisky etc	Y1 Pirate Pete Spellings
DICTIONARY/ HANDWRITE	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation, finger spaces and key spellings.
SPAG	Re-cap days of the week	Common exception words	Common exception words	Re-cap question marks and exclamation marks	Applying Y1 Pirate Pete spellings into independent sentences
READING	Independent comprehension Apply skills alone Answer simple questions independently	Explaining thinking Why do you think that? Justify answers orally	Review comprehension skills Apply a range of skills Mixed comprehension tasks	Assessment Check understanding Teacher-led assessment	Poetry performance (recite by heart) Key vocabulary
WRITE	Daily writing focussing on basic composition and transcription skills. For those children who have secured transcription skills: Planning, longer pieces, composition, writing at length about the class texts.				

Year 1 and 2 Reading progression of questioning

Predict	Read/Retrieve	Identify/Infer	Clarify	Explain	Summarise/Sequence
Look at the book cover/blurb - what do you think this book will be about?	What kind of text is this?	Why was..... feeling.....?	What does the word mean in this sentence?	Who is your favourite character? Why?	Can you name the events in the order that they happened?
What do you think will happen next? What makes you think this?	Who did.....? Where did.....? When did.....? What happened when.....? Why didhappen?	Why did happen?	Find and copy a word which means	Why do you think all the main characters are girls in this book?	What happened after?
How does the choice of character or setting affect what will happen next?	How did?	Why did say?	What does this word or phrase tell you about?	Would you like to live in this setting? Why/why not?	What was the first thing that happened in the story?
What is happening? What do you think happened before?	How many.....? What happened to.....?	Can you explain why.....?	Which word in this section do you think is the most important? Why?	Is there anything you would change about this story?	Can you summarise in a sentence the opening/middle/end of the story?
What do you think will happen after?		What do you think the author intended when they said.....?	Which of the words best describes the character/setting/mood etc?	Do you like this text? What do you like about it?	In what order do these chapter headings come in the story?
What do you think the last paragraph suggests will happen next?		How does make you feel?	Can you think of any other words the author could have used to describe this?		
			Why do you think Is repeated in this section?		

Appendix 1: Dictation

Using RWI - hold a sentence structure as a model guide for dictation lessons. Sentences to be dictated one at a time and corrected before moving on to the next sentence.

- Dictated sentences to be short, simple sentences with a focus on capital letters, full stops, finger spaces, letter formation and key spellings (Y1 pirate Pete spellings and common exception words)
- Before moving on to the next sentence children to check and edit their own sentence against the original sentence that will be modelled on the whiteboard. Children to correct any errors with a green pen e.g capital letter, full stop, key spelling.
- If key spelling incorrect children to practise spelling three times or correct a particular letter e.g reversed letter or ascenders, descenders.
- All children to move on to next sentence when corrections have been made and repeat the above sequence.

Appendix 2: Handwriting guidance

In year 1, children 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

Children should be taught to develop a consistent style by paying attention to how letters in each family are formed.

The 'families' are grouped according to where each letter starts, although these families may differ slightly, depending on the handwriting programme used.

Typical families are: • c o a g q d • i l t k j • v w u y f • r n m h p b • e s x z

Children should be taught to write each 'family' of lower-case letters correctly on the line, and then to write words that include letters from that family.