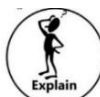




Year 1 Reading and Writing Long Term Overview 2025-2026

ENGLISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
READING COMPREHENSION	Reading Comprehension (Explain): 	Reading Comprehension (Retrieve): 	Reading Comprehension (Explain/Retrieve):  	Reading Comprehension (Explain/Retrieve):  	Reading Comprehension (Interpret/Infer): 	Reading Comprehension (Explain/Retrieve/Infer):   
	Know how to: ✓ Discuss word meanings linking new meanings to those already known (1a). ✓ Draw on what I already know, or background information and vocabulary from the teacher to understand texts (1a).	Know how to: ✓ identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b). ✓ Identify and explain the simple sequence of events in texts (1c).	Know how to: ✓ Draw on what I already know, or background information and vocabulary from the teacher to understand texts (1a). ✓ identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b). ✓ Identify and explain the simple sequence of events in texts (1c).	Know how to: ✓ Draw on what I already know, or background information and vocabulary from the teacher to understand texts (1a). ✓ identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b). ✓ Identify and explain the simple sequence of events in texts (1c).	Know how to: ✓ Use the Autumn and Spring key knowledge and skills. ✓ Make simple inferences on the basis of what is being said and done (using familiar books – 1d). ✓ Make predictions about what might happen based on what they have read so far (in a book they can read independently – 1e).	Know how to: ✓ Use the Autumn and Spring key knowledge and skills. ✓ Make simple inferences on the basis of what is being said and done (using familiar books – 1d). ✓ Make predictions about what might happen based on what they have read so far (in a book they can read independently – 1e).



LISTENING COMPREHENSION /READING FOR PLEASURE	Listening Comprehension/RFP:	Listening Comprehension/RFP:	Listening Comprehension/RFP:	Listening Comprehension/RFP:	Listening Comprehension/RFP:	Listening Comprehension/RFP:
	Know how to:	Know how to:	Know how to:	Know how to:	Know how to:	Know how to:
	✓ Listen to stories, poems and nonfiction texts (repeated reads) ✓ Recognise and join in with predictable phrases. ✓ Participate in discussions about what is being read to me, taking turns and listening to what others say.	✓ Listen to stories, poems and nonfiction texts (repeated reads). ✓ Recognise and join in with predictable phrases. ✓ Participate in discussions about what is being read to me, taking turns and listening to what others say.	✓ Listen to stories, poems and nonfiction texts (repeated reads). ✓ Recognise and join in with predictable phrases. ✓ Participate in discussions about what is being read to me, taking turns and listening to what others say. ✓ Link what has been read or heard or read to their own experiences.	✓ Listen to stories, poems and nonfiction texts (repeated reads). ✓ Recognise and join in with predictable phrases. ✓ Appreciate poems and rhymes and learn to recite some by heart. ✓ Participate in discussions about what is being read to me, taking turns and listening to what others say. ✓ Link what has been read or heard or read to their own experiences. ✓ Retell key stories such as fairy tales and traditional tales orally using narrative language and talk about the main characteristics.	✓ Listen to stories, poems and nonfiction texts (repeated reads). ✓ Recognise and join in with predictable phrases. ✓ Appreciate poems and rhymes and learn to recite some by heart. ✓ Participate in discussions about what is being read to me, taking turns and listening to what others say. ✓ Link what has been read or heard or read to their own experiences. ✓ Retell key stories such as fairy tales and traditional tales orally using narrative language and talk about the main characteristics.	✓ Listen to stories, poems and nonfiction texts (repeated reads). ✓ Recognise and join in with predictable phrases. ✓ Appreciate poems and rhymes and learn to recite some by heart. ✓ Participate in discussions about what is being read to me, taking turns and listening to what others say. ✓ Link what has been read or heard or read to their own experiences. ✓ Retell key stories such as fairy tales and traditional tales orally using narrative language and talk about the main characteristics.



TEXTS	➤ Kassim and the Greedy Dragon (Story writing – Portal Story) ➤ How to Defeat a Giant (Instructions)	➤ Peter and the Wolf (Story writing – Journey Story) ➤ Persuading Wolves to Return (Persuasion)	➤ The Papaya That Spoke (Story writing – Journey Story) ➤ A Farmer's Diary (Diary entry)	➤ Little Red Riding Hood (Story writing – Warning Story) ➤ Local Hero Defeats the Wolf (Recount)	➤ The Princess Who Wrote Stories (Story writing – Fantasy Story) ➤ Report about Castles (non-chronological Report)	➤ The Snow Queen (Story Writing – Traditional Tale) ➤ How to make a Snow Hole (Explanation)
WRITING	PLANNED OUTCOMES: 1. Narrative 2. Instructions SKILLS: Know how to: ✓ Expand some nouns to add detail (adjective before the noun). ✓ Demarcate some sentences with capital letters and full stops. ✓ Combine words to make a sentence. ✓ Write sentences that are sequenced together to form a short narrative (real or fictional). ✓ Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.	PLANNED OUTCOMES: 1. Narrative 2. Persuasive Letter SKILLS: Know how to: ✓ Expand some nouns to add detail (adjective before the noun). ✓ Demarcate some sentences with capital letters and full stops. ✓ Combine words to make a sentence. ✓ Join words and clauses using 'and' (+ some use of or/but co-ordination). ✓ Write sentences that are sequenced together to form a short narrative (real or fictional).	PLANNED OUTCOMES: 1. Narrative 2. Diary Entry SKILLS: Know how to: ✓ Use and apply Autumn key knowledge and skills. ✓ Write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher. ✓ Join words and clauses using 'and' (+ some use of or/but co-ordination). ✓ Begin to extend sentences with	PLANNED OUTCOMES: 1. Narrative 2. Recount of Events SKILLS: Know how to: ✓ Use and apply Autumn and Spring key knowledge and skills. ✓ Write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher. ✓ Join words and clauses using 'and' (+ some use of or/but co-ordination). ✓ Begin to extend sentences with	PLANNED OUTCOMES: 1. Narrative 2. Non-chronological Report SKILLS: Know how to: ✓ Use and apply Autumn and Spring key knowledge and skills. ✓ Demarcate some sentences with question marks and exclamation marks. ✓ Begin to extend sentences with subordination (when, that, because). ✓ Use the spelling rule for adding 's' or 'es' for verbs and plurals of nouns. ✓ Use the suffixes 'er', 'est', 'ed', and	PLANNED OUTCOMES: 1. Narrative 2. Explanation SKILLS: Know how to: ✓ Write a narrative about my own and others' experiences – real and fictional – after discussion with a teacher. ✓ Write sentences that are sequenced together to form a short narrative. ✓ Combine words to make a sentence. ✓ Expand nouns to add detail. ✓ Join words and clauses using coordination (and/or/but). ✓ Begin to extend some sentences with



	✓ Form capital letters. ✓ Understand which letters belong to which handwriting 'families'. ✓ Form lower-case letters in the correct direction, starting and finishing in the right place. ✓ Form lower-case letters of the correct size relative to one another in some of the writing. ✓ Use spacing between words. ✓ Name the letters of the alphabet in order.	✓ Segment spoken words into phonemes and represent these by graphemes, spelling some correctly. ✓ Form capital letters. ✓ Form lower-case letters in the correct direction, starting and finishing in the right place. ✓ Form lower-case letters of the correct size relative to one another in some of the writing.	subordination (when, that, because). ✓ Use capital letters for names of people, places, and days of the week. ✓ Use the personal pronoun 'I'. ✓ Spell some common exception words. ✓ Spell the days of the week.	subordination (when, that, because). ✓ Use capital letters for names of people, places, and days of the week. ✓ Use the personal pronoun 'I'. ✓ Spell some common exception words.	'ing' where no change is needed in the spelling of root words. ✓ Use the prefix 'un'.	subordination (when, that, because). ✓ Use capital letters for names, people, places and days of the week. ✓ Demarcate some sentences with capital letters, full stops, question marks and exclamation marks. ✓ Segment spoken words into phonemes and represent these through graphemes. ✓ Spell some words correctly. ✓ Spell some common exception words correctly. ✓ Use the spelling rule s/es for verbs and noun plurals. ✓ Use the suffixes -er, -est, -ed, -ing, where no change is needed to root word. ✓ Use the prefix un-. ✓ Form capital and lower-case letters in the correct direction. ✓ Form capital and lower-case letters of the correct size relative to one another in some writing. ✓ Use spacing between words
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Daily RWI Phonics Skills Lesson	_____→
Weekly handwriting lesson	_____→
Weekly spelling pattern	_____→
Learning Year 1 common exception words	_____→