


| Autumn | | | | | Spring | | | | | Summer | | | | |
|---|--------------|--------------------|------------------|---|-----------------------------|-----------------------------|--|--------------------------------|------------------------------------|--|--------------------------------------|-------------------------------------|-----------------------------|----------------------------------|
| Labels, lists and captions | Narrative | Poetry: List Poems | Recipes | Narrative | Narrative | Rules & recount | Poetry | Narrative | Poetry: Performance Poetry | Letters | Poetry: Free Verse | Narrative | Explanation | Narrative |
| | | | | | | | | | | | | | | |
| Jasper's Beanstalk Sam Plants a Sunflower <i>Someone Just Like You*</i> | Puffin Peter | Purple Is... | Gruffalo Crumble | Three Billy Goats Gruff; The Princess and the Pea, Stop! That's; Not my Story; Professor Goose Debunks Goldilocks | Stanley's Stick | Ravi's Roar Ruby's Worry | Oi Frog! <i>Take Off Your Brave</i> <i>Big Red Dragon*</i> | Madlenka Martha Maps It Out | Julia Donaldson's Poems to Perform | Paddington's Post Here Comes Mr Postmouse <i>Letters to A Monster*</i> | A First Book of Poems: Out and About | Little Red and the Very Hungry Lion | The Big Book of Bugs Tad | We're Going to Find the Monster! |
| 10 steps | 10 steps | 5 steps | 10 steps | 20 steps | 10 steps | 10 steps | 5 steps | 15 steps | 10 steps | 10 steps | 9 steps | 15 steps | 10 steps | 10 steps |
| 55 steps (approx. 11 weeks) | | | | | 50 steps (approx. 10 weeks) | | | | | 54 steps (approx. 11 weeks) | | | | |


*Denotes new unit plan available with alternative text (see core & alternative texts overview 2025-26)


All objectives covered within each Year 1 unit are listed within this document. Please see the key below to understand how the objectives are presented:



| Writing purpose No. of steps Genre Title(s) of core text(s) | Genre features | Compositional choices according to writing purpose | Sentence level | Word level including punctuation | Grammatical terminology |
|--|---|--|---|--|-------------------------|
| | <p><u>Genre</u>: Specific features and structure of genre to be revised or taught within the unit</p> | <ul style="list-style-type: none"> Revision of objectives from previous year (with year group this was first introduced) [NB: <i>These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices</i>] <u>Statutory objectives (within the National Curriculum)</u> are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black | <p>Revision of objectives from previous year (with year group this was first introduced)</p> <p><u>Statutory objectives (within the National Curriculum)</u> are listed in this way – bold, teal and underlined</p> <p>New objectives (introduced within current year group) are listed in black</p> | <p><u>Statutory terminology from Appendix 2 of the National Curriculum</u> are listed in this way – bold, teal and underlined</p> | |

AUTUMN


|  <p>Inform 10 steps Labels, Lists and Captions <i>Jasper's Beanstalk</i> <i>Someone Just Like You</i></p> | Genre features | Compositional choices according to writing purpose | Sentence level | Word level including punctuation | Grammatical terminology |
|---|--|---|--|--|---|
| | <p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions</p> | <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about • Use labels or captions to show the reader something they might not know about • You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something | <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> | <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of days of the week help the reader to understand that this is a proper noun</p> | <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun</p> |


|  <p>Entertain 10 steps Narrative <i>Puffin Peter</i></p> | Genre features | Compositional choices according to writing purpose | Sentence level | Word level including punctuation | Grammatical terminology |
|---|---|---|--|---|---|
| | <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them</p> | <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about | <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> | <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p> | <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun</p> |


|  <p>Entertain (Poetry) 5 steps List Poems <i>Purple Is...</i></p> | Genre features | Compositional choices according to writing purpose | Sentence level | Word level including punctuation | Grammatical terminology |
|--|---|---|--|---|--|
| | <p>Poetry: Specific structures of poems can include list poems, which uses a list of words or phrases that represent a chosen topic</p> | <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about | <p>A reader needs spaces between words so that they can understand and follow the writing</p> | <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind</p> | <p>letter, capital letter, word, sentence punctuation, full stop, adjective</p> |


|  <p>Inform 10 steps</p> <p>Recipes</p> <p>Gruffalo Crumble</p> | <p>Genre features</p> <p>Recipe: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions</p> | <p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about • Use labels or captions to show the reader something they might not know about • You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something | <p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p> | <p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> | <p>Grammatical terminology</p> <p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun</p> |
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|  <p>Entertain 20 steps</p> <p>Narrative</p> <p>Range of traditional tales</p> | <p>Genre features</p> <p>Traditional tale: Will often include repeated phrases May include animal characters that behave like humans (e.g. can talk) Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include happy endings</p> | <p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about | <p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p> | <p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Careful choice of nouns and verbs help the reader to create a picture in their minds</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind</p> | <p>Grammatical terminology</p> <p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun, adjective</p> |
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SPRING

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|  <p>Entertain 10 steps</p> <p>Narrative</p> <p><i>Stanley's Stick</i></p> | <p>Genre features</p> <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure</p> | <p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about | <p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p> | <p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p> <p>As well as for names of people, we use capital letters for names of places as well as days of the week</p> | <p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun</p> |
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|  <p>Inform 10 steps</p> <p>Rules & Recount</p> <p><i>Ravi's Roar and Ruby's Worry</i></p> | <p>Genre features</p> <p>Recount: Written in simple past tense Events are recounted in the time order that they happened</p> | <p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about • Use labels or captions to show the reader something they might not know about • You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something | <p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p> | <p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of days of the week help the reader to understand that this is a proper noun</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves</p> | <p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun</p> |
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|  <p>Entertain (Poetry)</p> <p>5 steps</p> <p>Rhyme & Nonsense Poems/ Free Verse Poems</p> <p><i>Oi Frog!</i></p> <p><i>Take Off Your Brave & Big Red Dragon</i></p> | Genre features | Compositional choices according to writing purpose | Sentence level | Word level including punctuation | Grammatical terminology |
|--|---|---|--|---|--|
| | <p>Poetry: Some poems can include rhyme, creating a sound pattern to help the reader predict what might come next</p> | <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about | <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p> | <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Careful choice of nouns and verbs help the reader to create a picture in their minds</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind</p> | <p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun, adjective</p> |



|  <p>Entertain</p> <p>15 steps</p> <p>Narrative</p> <p><i>Madlenka</i></p> | Genre features | Compositional choices according to writing purpose | Sentence level | Word level including punctuation | Grammatical terminology |
|---|--|---|--|--|--|
| | <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story</p> <p>Introduce idea of fall-rise story shape for basic narrative structure</p> <p>If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p> | <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about | <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p> | <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> | <p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun, <u>exclamation mark</u></p> |

|  <p>Entertain (Poetry)</p> <p>10 steps Performance Poems</p> <p><i>Poems to Perform</i></p> | Genre features | Compositional choices according to writing purpose | Sentence level | Word level including punctuation | Grammatical terminology |
|--|---|---|--|---|--|
| | <p>Poetry: Some poetry can be performed by using a change in volume and pitch of the voice and combining this with body actions / movement and gesture to create a mood or meaning for the audience</p> | <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about | <p>A reader needs <u>spaces between words</u> so that they can understand and follow the writing</p> <p>Writers can <u>join words together with 'and'</u> to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p> | <p>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Writers also use a <u>capital letter for the personal pronoun I</u> because this is the name we call ourselves</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind</p> | <p><u>letter, capital letter, word, sentence punctuation, full stop, adjective</u></p> |

SUMMER

|  <p>Inform</p> <p>10 steps Letters</p> <p><i>Paddington's Post/ Here Comes Mr Postmouse/ Click Clack Moo</i></p> <p><i>Letters to A Monster</i></p> | Genre features | Compositional choices according to writing purpose | Sentence level | Word level including punctuation | Grammatical terminology |
|--|---|---|--|---|--|
| | <p>Letter: Sender's address in top-right corner & Date under the sender's address</p> <p>Recipient's address on left-hand side</p> <p>Start with 'Dear...' or 'To ...'</p> <p>Sign off with 'From...' or 'Love from...' (depending on how well you know your reader)</p> | <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use labels or captions to show the reader something they might not know about • You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something | <p>A reader needs <u>spaces between words</u> so that they can understand and follow the writing</p> <p>To avoid the reader becoming bored, <u>join sentences together with 'and'</u> to create better rhythm and flow</p> | <p>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><u>Capital letters for names of days of the week</u> help the reader to understand that this is a proper noun</p> <p>Instead of a full stop, a <u>question mark at the end of a sentence</u> shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p> | <p><u>letter, capital letter, word, sentence punctuation, full stop, verb, noun, question mark</u></p> |

|  <p>Entertain (Poetry)</p> <p>9 steps</p> <p>Free verse</p> <p>Out and About</p> | <p>Genre features</p> | <p>Compositional choices according to writing purpose</p> | <p>Sentence level</p> | <p>Word level including punctuation</p> | <p>Grammatical terminology</p> |
|---|--|--|---|--|---|
|  <p>Entertain</p> <p>15 steps</p> <p>Narrative</p> <p>Little Red and the Very Hungry Lion</p> | <p>Genre features</p> <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them. Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story. Introduce idea of fall-rise story shape for basic narrative structure. If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing.</p> | <p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader’s interest and to know what the writing might be about | <p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing.</p> <p>Writers can join words together with ‘and’ to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p> <p>To avoid the reader becoming bored, join sentences together with ‘and’ to create better rhythm and flow.</p> | <p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins.</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun.</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling.</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind.</p> | <p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun, adjective</p> <p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, adjective</p> |

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|  <p>Inform 10 steps</p> <p>Explanation</p> <p><i>The Big Book of Bugs/ Tad</i></p> | <p>Genre features</p> <p>Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow</p> | <p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about • Use labels or captions to show the reader something they might not know about • You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something | <p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p> | <p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p> | <p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun, question mark, exclamation mark</p> |
|  <p>Entertain 10 steps</p> <p>Narrative</p> <p><i>We're Going to Find the Monster!</i></p> | <p>Genre features</p> <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p> | <p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader's interest and to know what the writing might be about | <p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish <u>and</u> chips</i>)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p> | <p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p> | <p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun, question mark, exclamation mark</p> |