



# St James & St John Church of England Primary School

## Weekly Progression Year 1 2025-2026

|                 | Week 1   | Week 2  | Week 3   | Week 4  | Week 5   | Week 6   | Week 7   |
|-----------------|--|---|--|---|--|--|--|
| <b>Autumn 1</b> | Hungry Caterpillar – Eric Carle<br>(recount)   |   | Jam Sandwich<br>(instructions)   |   | Stanleys’ Stick – John Hegley<br>(narrative)   |  |  |
|                 |  | make predictions<br>sequence events<br>spell days of week<br>numbers as words<br>simple sentences   | simple sentences<br>plan recount<br>Independent -<br>alternative recount<br>edit<br>use adjectives   | Make it<br>Sequence it<br>Features<br>Capital letters<br>Full stops   | Time words first,<br>next etc<br>Imperative verbs<br>eg cut, paint<br>Order<br>instructions<br>Write<br>instructions | Predictions<br>Sequence events<br>Capital letter, full<br>stops, finger spaces<br>Simple sentences<br>to recall its use<br>Past tense –<br>regular verbs | Beginning<br>Middle<br>End<br>Picture plan<br>beginning<br>Independent –<br>alternative<br>beginning                           |
| <b>Autumn 2</b> | Hibernation Hotel - John Kelly<br>(report)   |   |  | Prince Cinders – Babette Cole<br>(narrative)  |  | The Crayons’ Christmas – Drew Daywalt<br>(instructions)  |  |
|                 | adjectives & nouns<br>sentences using<br>adjectives, CL, FS &<br>finger spaces<br>conjunction - and<br>predictions<br>suffix - ‘ing’ | suffix -‘ed’ (past<br>tense)<br>questions<br>features of a non-<br>chronological<br>report<br>non-chronological<br>report for a bear<br>(shared write)<br>independent write<br>(detailed<br>compound<br>sentences - bear) | Edit non-<br>chronological<br>reports<br>commas - list of 3<br>(comma and - food)<br>singular and plural<br>(adding ‘s’)<br>singular and plural<br>(adding ‘es’)<br>proper nouns | Simple sentences<br>describing prince<br>cinders -capital letter,<br>full stops, finger spaces<br>Sequence events –<br>Time connectives<br>Proper nouns names of<br>people, places and I<br>Verbs | Exclamation<br>marks<br>Story language -<br>beginning<br>Middle-overcome<br>problem<br>End – happily<br>ever after   | Simple sentences<br>Features / layout<br>Time words<br>Imperative verbs<br>Exclamation mark<br>-<br>warning  | adverbs – ly<br>make demo –<br>equipment list<br>write instructions –<br>picture clues<br><br>share make with<br>another class |
| <b>Spring 1</b> | Pumpkin Soup - Helen Cooper<br>(instructions)  |   | Dogs don’t do Ballet - Anna Kemp<br>(narrative)  |   | Poetry Unit – Acrostic and List poems  |  |  |
|                 | Follow a set of<br>instructions<br>Features / layout<br>Simple sentences<br>Time words- first,<br>next etc<br>Imperative verbs       | Adjectives<br>Question marks<br>Equipment and<br>Ingredients list<br>Write instructions<br>Edit and improve   | Sequence events –<br>story mountain<br>Prefix – un<br>Capital letter, full<br>stops, finger spaces<br>Plurals – s or es<br>Simple sentences                                      | Past tense – suffixes<br>added to verbs with no<br>change to root word<br>‘ed’, ‘ing’ ‘er’<br>Question marks<br>Story language –<br>beginning   | Understand<br>acrostic poems<br>Research topic of<br>poem<br>Punctuation-<br>capital letters and<br>full stops       | Write an acrostic<br>poem<br>Features of a list<br>poem<br>List rhyming words<br>Write a list poem –<br>shared write                                     |  |



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|-----------------|--|---|---|--|---|---|--|
|                 |  |   |   | Middle<br>End<br>Independent –<br>alternative end  | Adjectives<br>Conjunction ‘and’<br>to join words and<br>clauses   | Independent write<br>– write an acrostic<br>or list poem  |  |
| <b>Spring 2</b> | Book of Butterflies – film<br>(narrative)  |   | The Squirrels who Squabbled - Rachel Bright<br>(recount)  |  | Poetry Unit - Riddles   |   |  |
|                 | Predictions<br>Sequence events<br>Simple sentences<br>Adjectives<br>Join sentences with<br>conjunction ‘and’                                 | Story language –<br>beginning<br>Middle<br>End<br>Capital letter, full<br>stops, finger spaces<br>Independent –<br>alternative end  | Predictions<br>Investigate word<br>meanings<br>Sequence events<br>Identify rhyming<br>words<br>Adjectives –<br>describe setting                     | Past tense<br>Join sentences with<br>conjunction ‘and’<br>Question marks<br>plan recount<br>Independent -<br>alternative recount | Understand<br>riddles<br>Features of a<br>riddle<br>Adjectives<br>Range of<br>sentence starters<br>Order clues        | Plan a riddle<br>List rhyming words<br>Conjunction ‘and’<br>to join words and<br>clauses<br>Independent write<br>– write a riddle<br>Perform and read<br>aloud a riddle |  |
| <b>Summer 1</b> | The Storm Whale – Benji Davies<br>(narrative)  |   | Beegu – Alexis Deacon<br>(character description)  |  | School trip – History Local Area<br>(recount)   |   |  |
|                 | Inference<br>Vocabulary<br>Sentence types –<br>statement and<br>question<br>Sentence types -<br>Exclamation and<br>command<br>Question marks | Past tense –<br>suffixes added to<br>verbs with no<br>change to root<br>word ‘ed’, ‘ing’ ‘er’<br>Expanded noun<br>phrases<br>Story language –<br>beginning<br>Middle and End<br>Independent –<br>alternative<br>beginning | Punctuation –<br>capital letters, full<br>stops<br>Join words and<br>clauses using<br>conjunction ‘and’<br>Inference<br>Adjectives<br>Precise nouns | Sequence sentences<br>Powerful verbs<br>Adverbs<br>Similes<br>Independent –<br>character description                             | Predictions<br>Sequence events<br>Simple<br>sentences<br>Adjectives<br>Join sentences<br>with<br>conjunction<br>‘and’ | Past tense<br>Question marks<br>Exclamation marks<br>plan recount<br>Independent<br>recount   |  |
| <b>Summer 2</b> | Alan’s Big Scary Teeth – Jarvis<br>(report)  |   | Marshmallows –<br>(character description)   |  | Poetry Unit – Free Verse  |   |  |
|                 | Adjectives<br>Conjunctions using<br>‘and’<br>Exclamation marks<br>Questions marks  | simple sentences –<br>CL, FS & finger<br>spaces<br>Past tense<br>Third person   | Punctuation –<br>capital letters, full<br>stops<br>Join words and<br>clauses using  | Sequence sentences<br>Range of sentence<br>starters<br>Powerful verbs<br>Similes   | Understand free<br>verse<br>Perform free<br>verse poem<br>Adapt a free  | Question marks<br>Exclamation marks<br>Edit free verse<br>poem<br>Independent –   |  |



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|  | labelling - drawing features of a non-chronological report | shared write<br>independent<br>detailed compound sentences | conjunction 'and'<br>Inference<br>Adjectives<br>Precise nouns | Independent –<br>character description | verse poem to<br>make it personal<br>Write free verse<br>poem – shared<br>write<br>Adjectives<br>Similes | write free verse<br>poem |  |
|--|--|--|---|--|--|--------------------------|--|

