



## Grindon Infant School Year 1 English Medium Term Planning 2023-2024

### Autumn 1-Owl Babies

<b>Fiction</b>	<b>Non-Fiction</b>
<b>Narrative-Owl Babies</b>	<b>Recount</b>
<p>Retell a simple story with predictable phrases e.g. repetition of key phrases – “huff and puff and blow your house down”.</p> <p>Focus on the creation of a sentence.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Use predictable and repeated phrases in own writing drawn from reading and role-play. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Describe a character using simple adjectives. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Write sentences to match pictures, or sequences of pictures, illustrating an event. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Write sentences sometimes demarcated accurately with full stops. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Begin to separate words with spaces. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Begin to use capital letters for the beginning of sentences and for names. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Makes phonetically plausible attempts to spell words that have not been learnt <sup>[1]</sup><sub>[SEP]</sub></li><li>• Form many lower-case letters in the correct direction, starting and finishing in the right place <sup>[1]</sup><sub>[SEP]</sub></li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read yellow banded books with 90% accuracy without overt sounding out. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Automatic recognition of high frequency words taught so far. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Makes phonetically plausible attempts to read words that have not been learnt. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Begin to divide words into syllables to read. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Identify predictable and repeated phrases in reading and role-play. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Read sentences taking account of simple punctuation e.g. full stops. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Retrieve basic information about a character using pictures and simple language. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Recall basic features of stories. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Check that the text makes sense as they read e.g. self- correction. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Discuss word meanings, linking new meanings to those already known. <sup>[1]</sup><sub>[SEP]</sub></li></ul> <p><b>Transform for GDS</b> Add additional detail joining sentences using ‘and’.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b> <sup>[1]</sup><sub>[SEP]</sub></p> <ul style="list-style-type: none"><li>• Join clauses by using the conjunction ‘and’. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Make careful choices of adjectives. <sup>[1]</sup><sub>[SEP]</sub></li></ul>	<p>Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Write sentences to match pictures, or sequences of pictures, illustrating an event. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Write sentences sometimes demarcated accurately with full stops.</li><li>• Begin to separate words with spaces. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Begin to use capital letters for the beginning of sentences and for names. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Makes phonetically plausible attempts to spell words that have not been learnt.</li><li>• Form many lower-case letters in the correct direction, starting and finishing in the right place.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read yellow banded books with 90% accuracy without overt sounding out. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Automatic recognition of high frequency words taught so far. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Makes phonetically plausible attempts to read words that have not been learnt. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Begin to divide words into syllables to read. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Identify predictable and repeated phrases in reading and role-play. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Read sentences taking account of simple punctuation e.g. full stops. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Check that the text makes sense as they read e.g. self- correction. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Discuss word meanings, linking new meanings to those already known. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Read and follow simple instructions in order. <sup>[1]</sup><sub>[SEP]</sub></li></ul> <p><b>Transform for GDS</b> Structure writing by ordering sequence of events with use of words like first, next, after, when.</p> <p>Join clauses by using the conjunction ‘and’.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b> <sup>[1]</sup><sub>[SEP]</sub></p> <ul style="list-style-type: none"><li>• Independently structure writing by ordering sequence of events with use of words like first, next, after, when. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Join clauses by using the conjunction ‘and’. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Make careful choices of adjectives. <sup>[1]</sup><sub>[SEP]</sub></li><li>• Distinguish between a statement and a command.</li></ul>

<p><b>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Read blue banded books with 90% accuracy.</li> <li>• Recall key events using words like first, next, after, when.</li> <li>• Read sentences using awareness of punctuation such as question marks and exclamation marks.</li> <li>• Make simple connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf".</li> <li>• Read common words with contractions and show some awareness of the use of the apostrophe to represent letters.</li> <li>• Read most multi-syllable words containing taught GPCs at Phase 4.</li> <li>• Show some inference at a basic level.</li> <li>• Make suggestions about what will happen next in the story based on what has happened so far.</li> </ul>	<p><b>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Read blue banded books with 90% accuracy.</li> <li>• Recall key events using words like first, next, after, when.</li> <li>• Read sentences using awareness of punctuation such as question marks and exclamation marks.</li> <li>• Read common words with contractions and show some awareness of the use of the apostrophe to represent letters.</li> <li>• Read most multi-syllable words containing taught GPCs at Phase 4.</li> <li>• Show some inference at a basic level.</li> </ul>
--	--

**English Lesson Focus**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>All About Me Baseline writing assessment.</p> <p>Reception Phonics Screening Check completed for all children.</p> <p>All children to complete individual reading session with an adult and books to go home.</p>	<p>TFW-Owl Babies</p> <p>Pink Piece</p> <p>Imitation-Learn a version of the story-no more than 250 words.</p> <p>Whole Class Story Mountain.</p> <p>Drama Activities</p>	<p>TFW-Owl Babies</p> <p>Innovation-Change Characters.</p> <p>Whole Class Story Mountain then children to plan their innovation on post its on mountain.</p> <p>Write innovated story on three part story board template.</p>	<p>TFW-Own Story</p> <p>Independent Application</p> <p>Create Story Mountain for own story.</p> <p>Independent Writing-Green Piece (Thursday)</p> <p>Editing (Friday)</p>	<p>Non-fiction Pink Piece</p> <p>Hook-Owl Visit</p> <p>TFW-Non-fiction-Recount of Owl visit to school.</p> <p>Look at features of a recount.</p> <p>Imitation-Learn a recount-no more than 250 words.</p> <p>Drama Activities.</p> <p>I liked... (about the visit)writing.</p>	<p>TFW-Non-fiction-Recount of Owl visit to school.</p> <p>Whole Class Box It Up then children to create own Box It Up.</p> <p>Work based on children's toolkits as the 'inbetween' following from pink piece.</p> <p>Write own recount of owl visit using photographs to sequence-Thursday</p> <p>Editing (Friday)</p>	<p>TFW-Independent Application-Poetry</p> <p>Look at Pie Corbett Owl photograph and use it as the basis for own writing using ideas from the new Pie Corbett Poetry book.</p>

**Reading PM Lesson Focus**

<p>Non-Fiction- In the Dark by Emma Lynch</p> <p>Discuss different types of writing in the environment e.g. labels, instructions, information, stories.</p> <p>Categorise into fiction and non-fiction.</p> <p>Explore and</p>	<p>Fiction- The Fox and the Ducks by Jill Atkins</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>	<p>Non-Fiction- Recount of school walk</p> <p>Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</p>	<p>Poetry- Five Little Owls by Leanne Guenther</p> <p>Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns.</p> <p>Join in with class rhymes and poems.</p>	<p>Fiction- The Disgusting Sandwich by Gareth Edwards.</p> <p>Use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Fiction- The Disgusting Sandwich by Gareth Edwards</p> <p>Read stories with predictable and repeated patterns and experiment with similar patterns.</p>	<p>Poetry- Hedgehog acrostic poem</p> <p>Explore acrostic poems noting the structure and theme.</p> <p>Join in with class rhymes and poems.</p>
--	---	--	--	---	--	---

understand the difference between fiction and non-fiction and distinguishing features of each.