



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

### Spring 1-The Three Little Pigs

<b>Fiction</b>	<b>Non-Fiction</b>
<b>Narrative-The Three Little Pigs</b>	<b>Recount</b>
<p>Plan and tell a three-part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Use traditional story language. [SEP]</li><li>• Structure story into three parts. [SEP]</li><li>• Describe a setting, something or someone with some appropriate adjectives. [SEP]</li><li>• Write sentences mostly demarcated by full stops and capital letters. [SEP]</li><li>• Experiment with exclamation marks. [SEP]</li><li>• Write in sequence using words to signal time e.g. first, next, then, after. [SEP]</li><li>• Maintain past tense. [SEP]</li><li>• Spell most common exception words taught so far. [SEP]</li><li>• Form most lower case letters in the correct direction, starting and finishing in the right place. [SEP]</li><li>• Form lower-case letters of the correct size relative to one another in some of their writing [SEP]</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read blue banded books with 90% accuracy. [SEP]</li><li>• Automatic recognition of high frequency words taught so far. [SEP]</li><li>• Read most multi-syllable words containing taught GPCs at Phase 5. [SEP]</li><li>• Identify traditional story language and comment on its use. [SEP]</li><li>• Identify key events and use to sequence. [SEP]</li><li>• Retrieve basic information about setting, something or someone. [SEP]</li><li>• Predict what might happen based on what has been read so far. [SEP]</li><li>• Read taking account of wider punctuation such as exclamation marks. [SEP]</li><li>• Automatically read most of the common exception words taught so far. [SEP]</li><li>• Draw on existing vocabulary to speculate on the meaning of new words. [SEP]</li><li>• Describe the difference between a story and a first- person recount. [SEP]</li></ul> <p><b>Transform for GDS</b> Focus on a descriptive setting.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b> [SEP]</p> <ul style="list-style-type: none"><li>• Independently choose to expand ideas and sentences using “and”. [SEP]</li><li>• Independently choose to add detail using a variety of adjectives. [SEP]</li><li>• Independently choose to use and apply vocabulary gathered from reading. [SEP]</li><li>• Consider the reader when making vocabulary choices. [SEP]</li></ul>	<p>Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Write in first person using capital letter for “I”. [SEP]</li><li>• Write sentences mostly demarcated by full stops and capital letters. [SEP]</li><li>• Experiment with exclamation marks. [SEP]</li><li>• Write in sequence using words to signal time e.g. first, next, then, after. [SEP]</li><li>• Maintain past tense. [SEP]</li><li>• Spell most common exception words taught so far. [SEP]</li><li>• Form most lower case letters in the correct direction, starting and finishing in the right place. [SEP]</li><li>• Form lower-case letters of the correct size relative to one another in some of their writing [SEP]</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read blue banded books with 90% accuracy. [SEP]</li><li>• Automatic recognition of high frequency words taught so far. [SEP]</li><li>• Read most multi-syllable words containing taught GPCs at Phase 5. [SEP]</li><li>• Identify key events and use to sequence. [SEP]</li><li>• Predict what might happen based on what has been read so far. [SEP]</li><li>• Read taking account of wider punctuation such as exclamation marks. [SEP]</li><li>• Automatically read most of the common exception words taught so far. [SEP]</li><li>• Draw on existing vocabulary to speculate on the meaning of new words. [SEP]</li><li>• Describe the difference between a story and a first- person recount. [SEP]</li></ul> <p><b>Transform for GDS</b> Expand by using simple descriptive language to add detail.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b> [SEP]</p> <ul style="list-style-type: none"><li>• Independently choose to expand ideas and sentences using “and”. [SEP]</li><li>• Independently choose to add detail using a variety of adjectives. [SEP]</li><li>• Independently choose to use and apply vocabulary gathered from reading. [SEP]</li><li>• Consider the reader when making vocabulary choices. [SEP]</li><li>• Read own writing to check it makes sense. [SEP]</li><li>• Make simple edits and corrections to own writing after discussion with the Teacher. [SEP]</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b> [SEP]</p> <ul style="list-style-type: none"><li>• Read green banded books with 90% accuracy without overt sounding out. [SEP]</li><li>• Begin to understand how written language can be structured in order. [SEP]</li></ul>

<ul style="list-style-type: none"> <li>• Read own writing to check it makes sense. <small>[SEP]</small></li> <li>• Make simple edits and corrections to own writing after discussion with the Teacher. <small>[SEP]</small></li> </ul> <p><b>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b> <small>[SEP]</small></p> <ul style="list-style-type: none"> <li>• Read green banded books with 90% accuracy without overt sounding out. <small>[SEP]</small></li> <li>• Begin to understand how written language can be structured in order. <small>[SEP]</small></li> <li>• Independently comment on vocabulary gathered from reading.</li> <li>• Reason about why authors choose specific words and phrases. <small>[SEP]</small></li> <li>• Read own writing to check it makes sense. <small>[SEP]</small></li> <li>• Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).</li> <li>• Identify basic similarities and differences between their own experiences and that of story characters. <small>[SEP]</small></li> <li>• Express personal responses, including likes and dislikes; give some reasons linked to own experiences. <small>[SEP]</small></li> </ul>	<ul style="list-style-type: none"> <li>• Independently comment on vocabulary gathered from reading.</li> <li>• Reason about why authors choose specific words and phrases. <small>[SEP]</small></li> <li>• Read own writing to check it makes sense. <small>[SEP]</small></li> <li>• Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5). <small>[SEP]</small></li> <li>• Identify basic similarities and differences between their own experiences and that of story characters. <small>[SEP]</small></li> <li>• Express personal responses, including likes and dislikes; give some reasons linked to own experiences. <small>[SEP]</small></li> </ul>
--	--

**English Lesson Focus**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>TFW-The Three Little Pigs</p> <p>Imitation-Learn a version of the story-no more than 250 words.</p> <p>Create and learn Whole Class Story Mountain.</p> <p>Complete grammar based activities linked to group toolkits.</p>	<p>TFW-The Three Little Pigs</p> <p>Innovation-Change the View Point</p> <p>Whole Class Story Mountain then children to plan their innovation on post its on mountain.</p> <p>Write innovated story.</p>	<p>TFW- The Three Little Pigs Own Story</p> <p>Independent Application</p> <p>Create Story Mountain for own story.</p> <p>Independent Writing (Thursday)</p> <p>Editing (Friday)</p>	<p>TFW-Recount of trip.</p> <p>Imitation-Learn a class recount-no more than 250 words.</p> <p>Revisit key points of a recount and grammatical features within a recount.</p>	<p>TFW-Own Recount</p> <p>Create own Box It Up Independent Writing (Thursday)</p> <p>Editing (Friday)</p>	<p>Poetry- Writing a Shape Poem-Use Pie Corbett's Video as the starter <a href="https://www.youtube.com/watch?v=RRGOWBGLvYM">https://www.youtube.com/watch?v=RRGOWBGLvYM</a></p> <p>Tree Shape Poem template from Twinkl.</p>

**Reading PM Lesson Focus**

<p>Fiction-Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. "I'm a troll...", "You can't catch me I'm the Gingerbread man..."</p>	<p>Non-Fiction-Use some simple processes for finding out information.</p>	<p>Poetry-Link themes in poetry to their own experiences.</p>	<p>Fiction-Identify and record some key features of story language from a range of stories, and practice reading and using them.</p>	<p>Non-Fiction-Read a variety of recount texts noting perspective e.g. first person.</p>	<p>Poetry-Explore Shape Poems/Calligrams noting how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape or around the outline of the shape.</p>
---	---	---	--	--	--

