



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

### Summer 2-The Tiger Who Came To Tea

<b>Fiction</b>	<b>Non-Fiction</b>
<b>Narrative-The Tiger Who Came To Tea</b>	<b>Report</b>
<p>Write a story which includes strong characterisation e.g. good or bad character.</p> <p>Include accurate sentence punctuation.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Write sentences by sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. [SEP]</li><li>• Structure writing using some features of the given form. [SEP]</li><li>• Use the conjunction “and”. [SEP]</li><li>• Use descriptive language with some use of comparative and superlative adjectives. [SEP]</li><li>• Spell words containing each of the 40+ phonemes taught. [SEP]</li><li>• Use simple past and present verbs mostly accurately. [SEP]</li><li>• Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences. [SEP]</li><li>• Use spaces between words. [SEP]</li><li>• Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits. [SEP]</li><li>• Use features of standard English. [SEP]</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read orange banded books with 90% accuracy without overt sounding out. [SEP]</li><li>• Read all the common suffixes and all the common exception words at Phase 5. [SEP]</li><li>• Read phonically decodable two-syllable and three- syllable words. [SEP]</li><li>• Read automatically all the words in the list of 100 high-frequency words. [SEP]</li><li>• Identify the features of story texts. [SEP]</li><li>• Identify and comment on descriptive language. [SEP]</li><li>• Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. [SEP]</li><li>• Predict what might happen based on what has been read so far. [SEP]</li><li>• Express personal responses, including likes and dislikes; give some reasons linked to own experiences. [SEP]</li></ul> <p><b>Transform for GDS</b> Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</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 simply structure own writing based on the given form and choose to use some</li></ul>	<p>Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Structure writing using some features of the given form. [SEP]</li><li>• Assemble information about a topic, describing different aspects of the subject. [SEP]</li><li>• Use the conjunction “and”. [SEP]</li><li>• Use descriptive language with some use of comparative and superlative adjectives. [SEP]</li><li>• Spell words containing each of the 40+ phonemes taught. [SEP]</li><li>• Use simple past and present verbs mostly accurately. [SEP]</li><li>• Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences. [SEP]</li><li>• Use spaces between words. [SEP]</li><li>• Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits. [SEP]</li><li>• Use features of standard English.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read orange banded books with 90% accuracy without overt sounding out. [SEP]</li><li>• Read all the common suffixes and all the common exception words at Phase 5. [SEP]</li><li>• Read phonically decodable two-syllable and three- syllable words. [SEP]</li><li>• Read automatically all the words in the list of 100 high-frequency words. [SEP]</li><li>• Identify the features of factual texts: instructions and reports.</li><li>• Identify and comment on descriptive language. [SEP]</li><li>• Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. [SEP]</li><li>• Predict what might happen based on what has been read so far. [SEP]</li><li>• Express personal responses, including likes and dislikes; give some reasons linked to own experiences. [SEP]</li></ul> <p><b>Transform for GDS</b> Basic sequencing of ideas under simple sub-headings to form a report.</p> <p>Use vocabulary collected from research, reading and cross- curricular learning.</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>• Always think about reader as they write, making precise choices. [SEP]</li><li>• Choose to expand ideas with simple conjunctions and descriptive language. [SEP]</li><li>• Consistently use the full range of punctuation taught by the end of Year 1 mostly</li></ul>

patterns and language of familiar stories. <sup>[1]</sup><sub>[2]</sub> <sup>[1]</sup><sub>[2]</sub>

- Always think about reader as they write, making precise choices. <sup>[1]</sup><sub>[2]</sub>
- Choose to expand ideas with simple conjunctions and descriptive language. <sup>[1]</sup><sub>[2]</sub>
- Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately. <sup>[1]</sup><sub>[2]</sub>
- Add the suffixes–ing, -ed, -er to spell many words correctly. <sup>[1]</sup><sub>[2]</sub>
- Evaluate the impact of writing on the reader. <sup>[1]</sup><sub>[2]</sub>
- Articulate own success criteria. <sup>[1]</sup><sub>[2]</sub>

#### **Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)** <sup>[1]</sup><sub>[2]</sub> <sup>[1]</sup><sub>[2]</sub>

- Read turquoise banded books with 90% accuracy without overt sounding out. <sup>[1]</sup><sub>[2]</sub>
- Read fluently and accurately blending taught GPCs at Phase 5. <sup>[1]</sup><sub>[2]</sub>
- Decode words, applying phonics knowledge independently and confidently when encountering a new word. <sup>[1]</sup><sub>[2]</sub>
- Confidently and consistently read all multi-syllable words containing GPCs and Phase 5. <sup>[1]</sup><sub>[2]</sub>
- Read all common exception words at and common suffixes and Phase 5. <sup>[1]</sup><sub>[2]</sub>
- Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features. <sup>[1]</sup><sub>[2]</sub>
- Explain, describe and reason about patterns and language of familiar stories. <sup>[1]</sup><sub>[2]</sub>
- Explain the purpose of the punctuation in texts read. <sup>[1]</sup><sub>[2]</sub>
- Make connections between texts. <sup>[1]</sup><sub>[2]</sub>
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English Lesson Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phonics Application Week	TFW-The Tiger Who Came To Tea  Imitation-Learn a version of the story-no more than 250 words.  Whole Class Story Mountain.	TFW- The Tiger Who Came To Tea Innovation-Change character and setting.  Whole Class Story Mountain then children to plan their innovation on own story mountain.  Write innovated story.	TFW-Own Story  Independent Application  Create Story Mountain for own story.  Independent Writing (Thursday)  Editing (Friday)	TFW-Report about a tiger.  Imitation-Learn a class report about a tiger-no more than 250 words.  Write report about a tiger.	TFW-Own Report about own choice of topic.  Independent Application  Create own Box It Up Independent Writing (Thursday)  Editing (Friday)	Whole School Letter Writing to new Teacher.
Reading PM Lesson Focus						
Fiction-Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave.	Non-Fiction-Identify simple questions and use text to find answers.	Poetry-Make simple comments on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation.	Fiction-Become aware of characters and dialogue, e.g. by role-playing parts when reading aloud stories or plays.	Non-Fiction-Locate parts of text that give particular information including labelled diagrams and charts.	Poetry-Recite some poems in an audible voice by heart performing to others, taking account of punctuation.	Fiction-Discuss how characters are described in the text; and compare characters from different stories.