



Grindon Infant School Year 1 English Medium Term Planning 2024-2025

Autumn 1-Owl Babies

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

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