



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

Autumn 2-Stick Man

<i>Fiction</i>	<i>Non-Fiction</i>
<i>Narrative-Stick Man</i>	<i>Instructions</i>
<p>Tell a basic 3-part story about a central character e.g. Stick Man.</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.• Describe a character using simple adjectives.• Write sentences to match pictures, or sequences of pictures, illustrating an event.• Write sentences sometimes demarcated accurately with full stops.• Begin to separate words with spaces.• Begin to use capital letters for the beginning of sentences and for names.• 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.• 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.• Automatic recognition of high frequency words taught so far.• Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds.• Makes phonetically plausible attempts to read words that have not been learnt.• Begin to divide words into syllables to read.• Identify predictable and repeated phrases in reading and role-play.• Read sentences taking account of simple punctuation e.g. full stops.• Retrieve basic information about a character using pictures and simple language.• Recall basic features of stories.• Check that the text makes sense as they read e.g. self- correction.• Discuss word meanings, linking new meanings to those already known. <p>Transform for GDS Add additional character description.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none">• Join clauses by using the conjunction 'and'.• Make careful choices of adjectives. <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.	<p>Write simple instructions about something they know well including imperative verbs, precise language and commands.</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.• Write sentences sometimes demarcated accurately with full stops.• Write simple instructions in order with some imperative verbs.• Begin to separate words with spaces.• Begin to use capital letters for the beginning of sentences and for names.• 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.• 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.• Automatic recognition of high frequency words taught so far.• Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds.• Makes phonetically plausible attempts to read words that have not been learnt.• Begin to divide words into syllables to read.• Identify predictable and repeated phrases in reading and role-play.• Read sentences taking account of simple punctuation e.g. full stops.• Check that the text makes sense as they read e.g. self- correction.• Discuss word meanings, linking new meanings to those already known.• Read and follow simple instructions in order. <p>Transform for GDS Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none">• Independently structure writing by ordering sequence of events with use of words like first, next, after, when.• Join clauses by using the conjunction 'and'.• Make careful choices of adjectives.• Distinguish between a statement and a command.

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Expand by including more instructional features e.g. numbered points. <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
TFW-Stick Man Pink Piece Imitation-Learn a version of the story- no more than 250 words. Whole Class Story Mountain.	TFW-Stick Man Innovation-Change character Whole Class Story Mountain then children to plan their innovation on post its on mountain. Write innovated story.	TFW-Own Story Independent Application Create Story Mountain for own story. Independent Writing-Green Piece (Thursday) Editing (Friday)	Pink Piece TFW-Instructions of how to make a stick man Imitation-Learn a set of instructions-no more than 250 words.	TFW-Instructions Innovation-How to make a different character Whole Class Box It Up then children to add their innovation on an additional column. Write innovated instructions.	TFW-Independent Application- Instructions on own choice of topic Create own Box It Up Independent Writing-Green Piece (Thursday) Editing (Friday)	Christmas Writing-Letters to Santa

Reading PM Lesson Focus

Fiction- The Smartest Giant in Town by Julia Donaldson Describe the main events stories. Re-tell stories and rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.	Non-Fiction- How to make a Stick Man Read and note basic features of simple instructional texts e.g. recipes.	Poetry- Jingle Bells Identify and appreciate rhyme and alliteration in poetry.	Fiction- Stanley's Stick by John Hegley Retrieve basic information about a character using pictures and simple language.	Non-Fiction- Autumn Time Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures.	Poetry- This is not a stick Join in with class rhymes and poems.	Fiction- Paper Dolls by Julia Donaldson Re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.
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