



Grindon Infant School Year 1 English Medium Term Planning 2025-2026

Autumn 1-Owl Babies

Fiction	Non-Fiction
<i>Narrative-Owl Babies</i>	<i>Recount</i>
<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 and spelling of common exception words.</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 personal experience.• 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.• Spell correctly common exception words taught so far.• Make phonetically plausible attempts to spell words that have not been learnt applying known sounds.• 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 detail with adjectives and joining sentences using ‘and’.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p>	<p>Write sentences to match pictures, or sequences of pictures, illustrating a personal experience.</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.• 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 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)</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.

- Join clauses by using the conjunction 'and'.
- Make careful choices of adjectives.

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)

- 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.

[Links to Reading Assessment Key Performance Indicators On-track for Greater Depth \(GDS\)](#)

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English Lesson Focus

[illegible]

<p>Non-Fiction-In the Dark by Emma Lynch</p> <p>Explore and understand the difference between fiction and non-fiction and distinguishing features of each.</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>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>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>Poetry-Harvest and Hedgehog acrostic poem</p> <p>Explore acrostic poems noting the structure and theme.</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>Non-Fiction-Recount of Science Autumn 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>Fiction-Tough Boris by Mem Fox</p> <p>Read stories with predictable and repeated patterns and experiment with similar patterns.</p>
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