

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

#### Autumn 1-Owl Babies

Fiction	Non-Fiction	
Narrative-Owl Babies	Recount	

Retell a simple story with predictable phrases e.g. repetition of key phrases – "huff and puff and blow your house down".

Focus on the creation of a sentence and spelling of common exception words.

### **Links to Writing Assessment Key Performance Indicators**

- 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

### **Links to Reading Assessment Key Performance Indicators**

- 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.

#### **Transform for GDS**

Add additional detail with adjectives and joining sentences using 'and'.

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

Write sentences to match pictures, or sequences of pictures, illustrating a personal experience.

## **Links to Writing Assessment Key Performance Indicators**

- 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.

## **Links to Reading Assessment Key Performance Indicators**

- 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.

#### Transform for GDS

Structure writing by ordering sequence of events with use of words like first, next, after, when.

Join clauses by using the conjunction 'and'.

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

- 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)

- 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.

English Lesson Focus							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
All About Me Baseline	TFW-Owl Babies	TFW-Owl Babies	TFW-Own Story	TFW-Non-fiction-Recount of	TFW-Non-fiction-Recount of	TFW-Independent Application-	
writing assessment.				Hedwig's Hunt link to letter	Hedwig's Hunt link to letter	Poetry	
	Imitation-Learn a	Innovation-Change	Independent Application	from Harry Potter	from Harry Potter		
Handwriting	version of the story-no	Characters.				Look at Pie Corbett Owl	
assessment.	more than 250 words.		Create Story Mountain	Look at features of a recount.	Whole Class Box It Up then	photograph and use it as the	
		Whole Class Story	for own story.		children to create own Box It	basis for own writing using ideas	
All children to	Whole Class Story	Mountain with		Ordering photographs of	Up.	from the new Pie Corbett Poetry	
complete individual	Mountain.	innovation on post its	Three part story board	recount.		book.	
reading session with		on mountain.	template using		Write own recount of Hedwig's		
an adult and books to	Drama Activities		transcription skills and	Imitation-Learn a recount-no	Hunt using photographs to		
go home.		Dictation and	common exception word	more than 250 words.	sequence.		
	Letter formation	transcription	correct writing.				
Hook-Owl Visit	handwriting focus with	sentences using 'It is		Drama Activities.	Editing-introduction of green		
	lower and upper case	He is and ' for	Letter formation		pens for editing work.		
I liked (about the	letters.	characters to match	handwriting focus with	Whole class letter writing			
visit) writing.		pictures.	lower and upper case	reply back to Harry Potter.			
			letters.				
		Letter formation					
		handwriting focus with					
		lower and upper case					
		letters.					
Reading PM Lesson Focus							

Non-Fiction-In the	Fiction-The Fox and	Poetry-Five Little Owls	Poetry-Harvest and	Fiction-The Disgusting	Non-Fiction-Recount of	Fiction-Tough Boris by Mem Fox
Dark by Emma Lynch	the Ducks by Jill Atkins	by Leanne Guenther	Hedgehog acrostic poem	Sandwich by Gareth Edwards.	Science Autumn Walk.	
Dark by Emma Lynch  Explore and understand the difference between fiction and non-fiction and distinguishing features of each.  Discuss different types of writing in the environment e.g. labels, instructions, information, stories.	the Ducks by Jill Atkins  Use phonic knowledge to decode regular words and read them aloud accurately.  Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.	by Leanne Guenther  Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns.  Join in with class rhymes and poems.	Explore acrostic poems noting the structure and theme.  Join in with class rhymes and poems.		Science Autumn Walk.  Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.	Read stories with predictable and repeated patterns and experiment with similar patterns.
Categorise into fiction and non-fiction.						