



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

Spring 1-The Three Little Pigs

Fiction	Non-Fiction
<i>Narrative-The Three Little Pigs</i>	<i>Recount</i>
<p>Plan and tell a three-part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none"> • Use traditional story language. • Structure story into three parts. • Describe a setting, something or someone with some appropriate adjectives. • Write sentences mostly demarcated by full stops and capital letters. • Experiment with exclamation marks. • Spell most common exception words taught so far. • Form most lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none"> • Read blue banded books with 90% accuracy. • Automatic recognition of high frequency words taught so far. • Read most multi-syllable words containing taught GPCs at Phase 5. • Identify traditional story language and comment on its use. • Identify key events and use to sequence. • Retrieve basic information about setting, something or someone. • Predict what might happen based on what has been read so far. • Read taking account of wider punctuation such as exclamation marks. • Automatically read most of the common exception words taught so far. • Draw on existing vocabulary to speculate on the meaning of new words. • Describe the difference between a story and a first- person recount. <p>Transform for GDS Focus on a descriptive setting.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Independently choose to expand ideas and sentences using “and”. • Independently choose to add detail using a variety of adjectives. • Independently choose to use and apply vocabulary gathered from reading. • Consider the reader when making vocabulary choices. • Read own writing to check it makes sense. • Make simple edits and corrections to own writing after discussion with the Teacher. 	<p>Write a simple first person recount linked to a personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none"> • Write in first person using capital letter for “I”. • Write sentences mostly demarcated by full stops and capital letters. • Experiment with exclamation marks. • Write in sequence using words to signal time e.g. first, next, then, after. • Maintain past tense. • Spell most common exception words taught so far. • Form most lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none"> • Read blue banded books with 90% accuracy. • Automatic recognition of high frequency words taught so far. • Read most multi-syllable words containing taught GPCs at Phase 5. • Identify key events and use to sequence. • Predict what might happen based on what has been read so far. • Read taking account of wider punctuation such as exclamation marks. • Automatically read most of the common exception words taught so far. • Draw on existing vocabulary to speculate on the meaning of new words. • Describe the difference between a story and a first- person recount. <p>Transform for GDS Expand by using simple descriptive language to add detail.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Independently choose to expand ideas and sentences using “and”. • Independently choose to add detail using a variety of adjectives. • Independently choose to use and apply vocabulary gathered from reading. • Consider the reader when making vocabulary choices. • Read own writing to check it makes sense. • Make simple edits and corrections to own writing after discussion with the Teacher. <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Read green banded books with 90% accuracy without overt sounding out.

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) <ul style="list-style-type: none">Read green banded books with 90% accuracy without overt sounding out.Begin to understand how written language can be structured in order.Independently comment on vocabulary gathered from reading.Reason about why authors choose specific words and phrases.Read own writing to check it makes sense.Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).Identify basic similarities and differences between their own experiences and that of story characters.Express personal responses, including likes and dislikes; give some reasons linked to own experiences.		<ul style="list-style-type: none">Begin to understand how written language can be structured in order.Independently comment on vocabulary gathered from reading.Reason about why authors choose specific words and phrases.Read own writing to check it makes sense.Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).Identify basic similarities and differences between their own experiences and that of story characters.Express personal responses, including likes and dislikes; give some reasons linked to own experiences.				
English Lesson Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW-Recount of Trip-Snow Tubing. Imitation-Learn a class recount-no more than 250 words. Revisit key points of a recount and grammatical features within a recount. Talk about personal responses about likes and dislikes of the trip. I liked the... using the word 'because' work.	TFW-Recount of Trip-Snow Tubing. Complete Class Box Up then create own Box Up. Independent Writing of the Recount of the Trip to Snow Tubing. Editing and corrections to own writing.	TFW-The Three Little Pigs Hook-Commando Joe’s Working Together to create a house for the pigs challenge. Imitation-Learn a version of the story-no more than 250 words. Create and learn Whole Class Story Mountain. Traditional story language focus. Adjectives to describe the houses of the three little pigs. Sentences using adjectives and ‘and’ to extend. Extend for GDS to look at senses for setting.	TFW-The Three Little Pigs Innovation-Change the View Point to the Wolf and look at the story of ‘The True Story of The Three Little Pigs’. Features of a wolf-adjectives to describe. Drama based activities including hot seating as the wolf. Wanted poster of the three little pigs applying adjective work.	TFW- The Three Little Pigs Own Story changed to the viewpoint of the wolf. Independent Application Create Story Mountain for own story and use it for independent writing. Editing own writing.	Poetry- Writing a Shape Poem-Use Pie Corbett’s Video as the starter https://www.youtube.com/watch?v=RRG0WBGLvyM Tree Shape Poem template from Twinkl.	The Day The Crayons Quit-Letter Writing Focus extending from Letters to Santa. Choose own crayon and write letter. SEND to look at one crayon together. Phonics and Reading Application Week
Reading PM Lesson Focus						

<p>Non-Fiction-Recounts-Our Local Walk</p> <p>Read a variety of recount texts noting perspective e.g. first person.</p>	<p>Non-Fiction-Journey</p> <p>Use some simple processes for finding out information.</p>	<p>Fiction-Story Language Focus</p> <p>Identify and record some key features of story language from a range of stories, and practice reading and using them.</p>	<p>Fiction-The True Story of the Three Little Pigs</p> <p>Identify and record some key features of story language from a range of stories, and practice reading and using them.</p>	<p>Fiction-The Three Billy Goats Gruff</p> <p>Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. "I'm a troll...", "You can't catch me I'm the Gingerbread man..."</p>	<p>Poetry-Shape Poems and Calligrams</p> <p>Explore Shape Poems/Calligrams noting how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape or around the outline of the shape.</p>	<p>Poetry-'Friendship'</p> <p>Link themes in poetry to their own experiences.</p>
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