



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

### Spring 2-Lost and Found

<b>Fiction</b>	<b>Non-Fiction</b>
<b><i>Narrative-Lost and Found</i></b>	<b><i>Report</i></b>
<p>Retell a familiar story in 3 parts.</p> <p>Include accurate sentence punctuation.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Use traditional story language.</li><li>• Structure story into three parts.</li><li>• Describe a setting, something or someone with some appropriate adjectives.</li><li>• Write sentences mostly demarcated by full stops and capital letters.</li><li>• Experiment with exclamation marks.</li><li>• Write in sequence using words to signal time e.g. first, next, then, after.</li><li>• Spell most common exception words taught so far.</li><li>• Form most lower case letters in the correct direction, starting and finishing in the right place.</li><li>• Form lower-case letters of the correct size relative to one another in some of their writing</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read blue banded books with 90% accuracy.</li><li>• Automatic recognition of high frequency words taught so far.</li><li>• Read most multi-syllable words containing taught GPCs at Phase 5.</li><li>• Identify traditional story language and comment on its use.</li><li>• Identify key events and use to sequence.</li><li>• Retrieve basic information about setting, something or someone.</li><li>• Predict what might happen based on what has been read so far.</li><li>• Read taking account of wider punctuation such as exclamation marks.</li><li>• Automatically read most of the common exception words taught so far.</li><li>• Draw on existing vocabulary to speculate on the meaning of new words.</li><li>• Describe the difference between a story and a first- person recount.</li></ul> <p><b>Transform for GDS</b> Add own detail and vocabulary of their choice to the story.</p> <p>Use sequencing words – then, next, after etc.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"><li>• Independently choose to expand ideas and sentences using “and”.</li><li>• Independently choose to add detail using a variety of adjectives.</li><li>• Independently choose to use and apply vocabulary gathered from reading.</li><li>• Consider the reader when making vocabulary choices.</li></ul>	<p>Describe something or someone with consistent use of tense (past or present depending on the report)</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Write in first person using capital letter for “I”.</li><li>• Write sentences mostly demarcated by full stops and capital letters.</li><li>• Experiment with exclamation marks.</li><li>• Write in sequence using words to signal time e.g. first, next, then, after.</li><li>• Maintain past tense.</li><li>• Spell most common exception words taught so far.</li><li>• Form most lower case letters in the correct direction, starting and finishing in the right place.</li><li>• Form lower-case letters of the correct size relative to one another in some of their writing</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read blue banded books with 90% accuracy.</li><li>• Automatic recognition of high frequency words taught so far.</li><li>• Read most multi-syllable words containing taught GPCs at Phase 5.</li><li>• Identify key events and use to sequence.</li><li>• Predict what might happen based on what has been read so far.</li><li>• Read taking account of wider punctuation such as exclamation marks.</li><li>• Automatically read most of the common exception words taught so far.</li><li>• Draw on existing vocabulary to speculate on the meaning of new words.</li><li>• Describe the difference between a story and a first- person recount.</li></ul> <p><b>Transform for GDS</b> Expand sentences with conjunction ‘and’ use capital letters for proper nouns.</p> <p>Include new vocabulary from reading and research.</p> <p>Include an opening statement.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"><li>• Independently choose to expand ideas and sentences using “and”.</li><li>• Independently choose to add detail using a variety of adjectives.</li><li>• Independently choose to use and apply vocabulary gathered from reading.</li><li>• Consider the reader when making vocabulary choices.</li></ul>

<ul style="list-style-type: none"><li>Read own writing to check it makes sense.</li><li>Make simple edits and corrections to own writing after discussion with the Teacher.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"><li>Read green banded books with 90% accuracy without overt sounding out.</li><li>Begin to understand how written language can be structured in order.</li><li>Independently comment on vocabulary gathered from reading.</li><li>Reason about why authors choose specific words and phrases.</li><li>Read own writing to check it makes sense.</li><li>Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).</li><li>Identify basic similarities and differences between their own experiences and that of story characters.</li><li>Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</li></ul>	<ul style="list-style-type: none"><li>Read own writing to check it makes sense.</li><li>Make simple edits and corrections to own writing after discussion with the Teacher.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"><li>Read green banded books with 90% accuracy without overt sounding out.</li><li>Begin to understand how written language can be structured in order.</li><li>Independently comment on vocabulary gathered from reading.</li><li>Reason about why authors choose specific words and phrases.</li><li>Read own writing to check it makes sense.</li><li>Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).</li><li>Identify basic similarities and differences between their own experiences and that of story characters.</li><li>Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</li></ul>			
English Lesson Focus				
Week 1	Week 2	Week 3	Week 4	Week 5
TFW-Lost and Found	TFW-Lost and Found	TFW-Own Story	TFW-Report about a penguin.	TFW-Own Report about an animal of their choosing.
Hook-Link to Science Materials-Create own boat to float.	Innovation-Change the character and the setting.	Independent Application	Hook-Penguin Artwork.	Independent Application
New vocabulary from the story and language choices.	Looking at settings to describe.	Create Story Map for own story.	Oracy link to facts about a penguin.	Research as a class about animals to choose.
Imitation-Learn a version of the story-no more than 250 words.	Whole Class Story Map for to the innovation.	Independent Writing-Write their own version of the story in three parts with the focus on changing the character and the setting.	Imitation-Learn a class model text report-no more than 250 words.	Create Class Box Up of one animal.
Whole Class Story Map.	Drama based activities using new character puppets and scenes.	Editing and corrections of own writing.	Features of reports work.	Independent research about an animal.
Look at features of the story.	Description of new setting work with focus on correct vocabulary, punctuation and common exception words.		Order the model text.	Box Up about own animal.
Drama based activities.			Box Up of the Class Penguin Report and writing of the report independently.	Write about own animal.
Dictation and Transcription Focus- Punctuation in a sentence work-? and !				Extend for GDS to research independently to use as they write about their own animal.
Reading PM Lesson Focus				
Fiction-Story Themes	Non-Fiction-Contents Page-Amazing Trees	Poetry-Repeating Pattern Poems-Let’s Play	Fiction-Jonty Gentoo by Julia Donaldson	Non-Fiction-Looking at a range of non fiction texts linked to a similar theme.
Good vs Evil	Understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter.	Gather word collections and identify simple repeating patterns describing the effect.	Recognise ways that emphasis has been created in a text e.g. capitalisation, bold print.	Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.
Identify and discuss a range of story themes, collect and compare.		Perform in unison, following the		

		rhythm of the poem and keeping time.		
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