



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

### Summer 1-Star in the Jar

<b>Fiction</b>	<b>Non-Fiction</b>
<b><i>Narrative-Star in the Jar</i></b>	<b><i>Instructions</i></b>
<p>Write a complete simple story in three parts based on a story shared.</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>• Write sentences by sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.</li><li>• Structure writing using some features of the given form.</li><li>• Use the conjunction “and”.</li><li>• Use descriptive language with some use of comparative and superlative adjectives.</li><li>• Spell words containing each of the 40+ phonemes and common exception words taught.</li><li>• Use simple past and present verbs mostly accurately.</li><li>• Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences.</li><li>• Use spaces between words.</li><li>• Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits.</li><li>• Use features of standard English.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read Orange banded books with 90% accuracy without overt sounding out.</li><li>• Read all the common suffixes and all the common exception words at Phase 5.</li><li>• Read phonically decodable two-syllable and three-syllable words.</li><li>• Read automatically all the words in the list of 100 high-frequency words.</li><li>• Identify the features of story texts.</li><li>• Identify and comment on descriptive language.</li><li>• Draw on their existing vocabulary to speculate on the meaning of new words and explain any links.</li><li>• Predict what might happen based on what has been read so far.</li><li>• Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</li></ul> <p><b>Transform for GDS</b> Include some of the patterns and language of familiar stories e.g. repeating same words and phrases three times – “run, run as fast as you can”.</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 simply structure own writing based on the given form and choose to use some</li></ul>	<p>Write instructions with some expansion about something they know well including imperative verbs.</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>• Structure writing using some features of the given form.</li><li>• Write instructions with some expansion about something they know well including imperative verbs.</li><li>• Assemble information about a topic, describing different aspects of the subject.</li><li>• Use the conjunction “and”.</li><li>• Use descriptive language with some use of comparative and superlative adjectives.</li><li>• Spell words containing each of the 40+ phonemes and common exception words taught.</li><li>• Use simple past and present verbs mostly accurately.</li><li>• Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences.</li><li>• Use spaces between words.</li><li>• Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits.</li><li>• Use features of standard English.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read Orange banded books with 90% accuracy without overt sounding out.</li><li>• Read all the common suffixes and all the common exception words at Phase 5.</li><li>• Read phonically decodable two-syllable and three-syllable words.</li><li>• Read automatically all the words in the list of 100 high-frequency words.</li><li>• Identify the features of factual texts: instructions and reports.</li><li>• Identify and comment on descriptive language.</li><li>• Draw on their existing vocabulary to speculate on the meaning of new words and explain any links.</li><li>• Predict what might happen based on what has been read so far.</li><li>• Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</li></ul> <p><b>Transform for GDS</b> Expand by including more instructional features e.g. a list of equipment numbered lists.</p> <p>Sentence structure to include commas in a list.</p>

patterns and language of familiar stories.

- Always think about reader as they write, making precise choices.
- Choose to expand ideas with simple conjunctions and descriptive language.
- Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately.
- Add the suffixes–ing, -ed, -er to spell many words correctly.
- Evaluate the impact of writing on the reader.
- Articulate own success criteria.

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

- Read Turquoise banded books with 90% accuracy without overt sounding out.
- Read fluently and accurately blending taught GPCs at Phase 5.
- Decode words, applying phonics knowledge independently and confidently when encountering a new word.
- Confidently and consistently read all multi-syllable words containing GPCs and Phase 5.
- Read all common exception words at and common suffixes and Phase 5.
- Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features.
- Explain, describe and reason about patterns and language of familiar stories.
- Explain the purpose of the punctuation in texts read.
- Make connections between texts.
- Begin to identify the effect on the reader.

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English Lesson Focus				
Week 1	Week 2	Week 3	Week 4	Week5
<p>TFW-Star in the Jar</p> <p>Hook-Make Own Star in the Jar</p> <p>Imitation-Learn a version of the story-no more than 250 words.</p> <p>Whole Class Story Map.</p> <p>New Vocabulary Work linked to the text.</p> <p>Photograph of the children with their jar and complete writing of 'My favourite ... because ' and where they display it in their home.</p>	<p>TFW-Star in the Jar</p> <p>Whole Class Story Map then children to write the story of Star in the Jar.</p> <p>Drama based activities linked to personal responses in role.</p> <p>Conjunction work.</p> <p>Writing of the story.</p>	<p>TFW-Star in the Jar Innovation</p> <p>Create Story Map for innovated story.</p> <p>Write innovated story as independent application e.g. Rainbow in a jar.</p> <p>Editing and corrections of own writing.</p>	<p>TFW-Instructions-How to make a Star in the Jar</p> <p>Hook-Link to the Star Jars that the children have made.</p> <p>Work on grammar linked to verbs.</p> <p>Imitation-Learn a class set of instructions-no more than 250 words.</p> <p>Box Up of original instructions.</p> <p>Write instructions for 'How to make a Star in the jar'.</p>	<p>TFW-Instructions-Innovation for own instructions for a different jar</p> <p>Work on grammar linked to 'ed' and 'ing' endings.</p> <p>Create own Box Up of innovation.</p> <p>Independent Writing of innovated instructions.</p> <p>Extend for GDS to look at equipment on the instructions.</p> <p>Editing and corrections of own writing.</p>
Reading PM Lesson Focus				
<p>Fiction-Perfectly Norman by Tom Percival</p> <p>Describe story settings and incidents and relate them to own experience and that of others.</p>	<p>Non-Fiction-Features and Comparison of texts.</p> <p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p> <p>Non-Fiction-Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.</p>	<p>Poetry-Poems I like/dislike-personal response.</p> <p>Collect class and individual favourite poems for class anthologies, participate in reading aloud.</p>	<p>Fiction-Where the Wild Things Are by Maurice Sendak-Settings Focus</p> <p>Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.</p> <p>Identify descriptive language e.g. adjectives.</p>	<p>Focus on Emphasis in all types of texts.</p> <p>Recognise ways that emphasis has been created in a text e.g. capitalisation and bold print.</p>