



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

Summer 2-The Tiger Who Came To Tea

Fiction	Non-Fiction
<i>Narrative-The Tiger Who Came To Tea</i>	<i>Report</i>
<p>Write a story which includes strong characterisation e.g. good or bad character.</p> <p>Include accurate sentence punctuation.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none"> • Write sentences by sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. • Structure writing using some features of the given form. • Use the conjunction “and”. • Use descriptive language with some use of comparative and superlative adjectives. • Spell words containing each of the 40+ phonemes and common exception words taught. • Use simple past and present verbs mostly accurately. • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences. • Use spaces between words. • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits. • Use features of standard English. <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none"> • Read orange banded books with 90% accuracy without overt sounding out. • Read all the common suffixes and all the common exception words at Phase 5. • Read phonically decodable two-syllable and three- syllable words. • Read automatically all the words in the list of 100 high-frequency words. • Identify the features of story texts. • Identify and comment on descriptive language. • Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. • Predict what might happen based on what has been read so far. • Express personal responses, including likes and dislikes; give some reasons linked to own experiences. <p>Transform for GDS Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p>	<p>Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none"> • Structure writing using some features of the given form. • Assemble information about a topic, describing different aspects of the subject. • Use the conjunction “and”. • Use descriptive language with some use of comparative and superlative adjectives. • Spell words containing each of the 40+ phonemes and common exception words taught. • Use simple past and present verbs mostly accurately. • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences. • Use spaces between words. • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits. • Use features of standard English. <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none"> • Read orange banded books with 90% accuracy without overt sounding out. • Read all the common suffixes and all the common exception words at Phase 5. • Read phonically decodable two-syllable and three- syllable words. • Read automatically all the words in the list of 100 high-frequency words. • Identify the features of factual texts: instructions and reports. • Identify and comment on descriptive language. • Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. • Predict what might happen based on what has been read so far. • Express personal responses, including likes and dislikes; give some reasons linked to own experiences. <p>Transform for GDS Sequence ideas under simple sub-headings to form a report.</p> <p>Use vocabulary collected from research, reading and cross- curricular learning.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Always think about reader as they write, making precise choices. • Choose to expand ideas with simple conjunctions and descriptive language.

- Independently simply structure own writing based on the given form and choose to use some 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	Week 5	Week 6	Week 7
<p>Phonics Application Week</p> <p>Hook-Tea Party for the children.</p>	<p>TFW-The Tiger Who Came To Tea</p> <p>Imitation-Learn a version of the story-no more than 250 words.</p> <p>Fact files about characters in the story including adjectives and then complete own fact files of the characters looking at characterisation-good or bad character etc.</p> <p>Look at photographs of a tiger to describe in sentences using accurate punctuation.</p>	<p>TFW- The Tiger Who Came To Tea</p> <p>Identify the three parts of the story set out on a story mountain.</p> <p>Children to plan their own story mountain.</p> <p>Write own story.</p> <p>Editing and corrections of own writing.</p>	<p>TFW- The Tiger Who Came To Tea Innovation.</p> <p>Comparative language.</p> <p>Innovation-Change character and characterisation.</p> <p>Create Story Mountain for innovated story then write as independent application.</p> <p>Editing and corrections of own writing.</p>	<p>TFW-Report about a Tiger.</p> <p>Hook-Watch clip about Tigers and create own tiger.</p> <p>Create own glossary of topic specific vocabulary.</p> <p>Identify features of a report.</p> <p>Imitation-Learn a class report about a Tiger-no more than 250 words.</p> <p>Box Up and write report about a tiger.</p>	<p>TFW-Own Report linked to imaginary creatures.</p> <p>Create own Box Up and independent writing about imaginary creatures.</p> <p>Editing and corrections of own writing.</p>	<p>Whole School Letter Writing to new Teacher.</p>
Reading PM Lesson Focus						
<p>Fiction-Paw Patrol</p> <p>Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave.</p>	<p>Non-Fiction-George Stephenson The Train Man</p> <p>Identify simple questions and use text to find answers.</p>	<p>Poetry-‘Friends’ poem.</p> <p>Make simple comments on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation.</p>	<p>Fiction-Jack and the Beanstalk Script</p> <p>Become aware of characters and dialogue, e.g. by role-playing parts when reading aloud stories or plays.</p>	<p>Non-Fiction-Space linked to Science</p> <p>Locate parts of text that give particular information including labelled diagrams and charts.</p>	<p>Non-Fiction-Animals linked to Food Chains</p> <p>Locate parts of text that give particular information including labelled diagrams and charts.</p>	<p>Poetry-The Dinner Lady Dance by Ian Bland</p> <p>Recite some poems in an audible voice by heart performing to others, taking account of punctuation.</p>