



## 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>
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English Lesson Focus				
Week 1	Week 2	Week 3	Week 4	Week 5
<p>TFW-Lost and Found</p> <p>Hook-Link to Science Materials&gt;Create own boat to float.</p> <p>New vocabulary from the story and language choices.</p> <p>Imitation-Learn a version of the story-no more than 250 words.</p> <p>Whole Class Story Map.</p> <p>Look at features of the story.</p> <p>Drama based activities.</p> <p>Dictation and Transcription Focus-Punctuation in a sentence work-? and !</p>	<p>TFW-Lost and Found</p> <p>Innovation-Change the character and the setting.</p> <p>Looking at settings to describe.</p> <p>Whole Class Story Map for the innovation.</p> <p>Drama based activities using new character puppets and scenes.</p> <p>Description of new setting work with focus on correct vocabulary, punctuation and common exception words.</p>	<p>TFW-Own Story</p> <p>Independent Application</p> <p>Create Story Map for own story.</p> <p>Independent Writing-Write their own version of the story in three parts with the focus on changing the character and the setting.</p> <p>Editing and corrections of own writing.</p>	<p>TFW-Report about a penguin.</p> <p>Hook-Penguin Artwork.</p> <p>Oracy link to facts about a penguin.</p> <p>Imitation-Learn a class model text report-no more than 250 words.</p> <p>Features of reports work.</p> <p>Order the model text.</p> <p>Box Up of the Class Penguin Report and writing of the report independently.</p>	<p>TFW-Own Report about an animal of their choosing.</p> <p>Independent Application</p> <p>Research as a class about animals to choose.</p> <p>Create Class Box Up of one animal.</p> <p>Independent research about an animal.</p> <p>Box Up about own animal.</p> <p>Write about own animal.</p> <p>Extend for GDS to research independently to use as they write about their own animal.</p>

Rhyme of the Month				
March-Spring Flowers				
April-A Little Seed				
Reading PM Lesson Focus				
<p>Fiction-Story Themes</p> <p>Good vs Evil</p> <p>Identify and discuss a range of story themes, collect and compare.</p>	<p>Non-Fiction-Contents Page-Amazing Trees</p> <p>Understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter.</p>	<p>Poetry-Repeating Pattern Poems-Let's Play</p> <p>Gather word collections and identify simple repeating patterns describing the effect.</p> <p>Perform in unison, following the rhythm of the poem and keeping time.</p>	<p>Fiction-Jonty Gentoo by Julia Donaldson</p> <p>Recognise ways that emphasis has been created in a text e.g. capitalisation, bold print.</p>	<p>Non-Fiction-Looking at a range of non fiction texts linked to a similar theme.</p> <p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p>