



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

Summer 1-Star in the Jar

Fiction	Non-Fiction
<i>Narrative-Star in the Jar</i>	<i>Instructions</i>
<p>Write a complete simple story in three parts based on a story shared.</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 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>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none">• Independently simply structure own writing based on the given form and choose to use some	<p>Write instructions with some expansion about something they know well including imperative verbs.</p> <p>Include accurate sentence punctuation.</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.• Write instructions with some expansion about something they know well including imperative verbs.• 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 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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- Choose to expand ideas with simple conjunctions and descriptive language.
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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>

Rhyme of the Month				
<p>April-A Little Seed</p> <p>May-Spring is Here</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>