



## Grindon Infant School Year 1 English Medium Term Planning 2026-2027

### Autumn 1-Owl Babies

| <b>Fiction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Non-Fiction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b><i>Narrative-Owl Babies</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b><i>Recount</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Retell a simple story with predictable phrases e.g. repetition of key phrases – “huff and puff and blow your house down”.</p> <p>Focus on the creation of a sentence and spelling of common exception words.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Use predictable and repeated phrases in own writing drawn from reading and role-play.</li><li>• Describe a character using simple adjectives.</li><li>• Write sentences to match pictures, or sequences of pictures, illustrating personal experience.</li><li>• Write sentences sometimes demarcated accurately with full stops.</li><li>• Begin to separate words with spaces.</li><li>• Begin to use capital letters for the beginning of sentences and for names.</li><li>• Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible.</li><li>• Spell correctly common exception words taught so far.</li><li>• Make phonetically plausible attempts to spell words that have not been learnt applying known sounds.</li><li>• Form many lower-case letters in the correct direction, starting and finishing in the right place</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read yellow banded books with 90% accuracy without overt sounding out.</li><li>• Automatic recognition of high frequency words taught so far.</li><li>• Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds.</li><li>• Makes phonetically plausible attempts to read words that have not been learnt.</li><li>• Begin to divide words into syllables to read.</li><li>• Identify predictable and repeated phrases in reading and role-play.</li><li>• Read sentences taking account of simple punctuation e.g. full stops.</li><li>• Retrieve basic information about a character using pictures and simple language.</li><li>• Recall basic features of stories.</li><li>• Check that the text makes sense as they read e.g. self- correction.</li><li>• Discuss word meanings, linking new meanings to those already known.</li></ul> <p><b>Transform for GDS</b><br/>Add additional detail with adjectives and joining sentences using ‘and’.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> | <p>Write sentences to match pictures, or sequences of pictures, illustrating a personal experience.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Write sentences to match pictures, or sequences of pictures, illustrating an event.</li><li>• Write sentences sometimes demarcated accurately with full stops.</li><li>• Begin to separate words with spaces.</li><li>• Begin to use capital letters for the beginning of sentences and for names.</li><li>• Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible.</li><li>• Makes phonetically plausible attempts to spell words that have not been learnt.</li><li>• Form many lower-case letters in the correct direction, starting and finishing in the right place.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read yellow banded books with 90% accuracy without overt sounding out.</li><li>• Automatic recognition of high frequency words taught so far.</li><li>• Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds.</li><li>• Makes phonetically plausible attempts to read words that have not been learnt.</li><li>• Begin to divide words into syllables to read.</li><li>• Identify predictable and repeated phrases in reading and role-play.</li><li>• Read sentences taking account of simple punctuation e.g. full stops.</li><li>• Check that the text makes sense as they read e.g. self- correction.</li><li>• Discuss word meanings, linking new meanings to those already known.</li><li>• Read and follow simple instructions in order.</li></ul> <p><b>Transform for GDS</b><br/>Structure writing by ordering sequence of events with use of words like first, next, after, when.</p> <p>Join clauses by using the conjunction ‘and’.</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 structure writing by ordering sequence of events with use of words like first, next, after, when.</li><li>• Join clauses by using the conjunction ‘and’.</li><li>• Make careful choices of adjectives.</li><li>• Distinguish between a statement and a command.</li></ul> |

- Join clauses by using the conjunction 'and'.
- Make careful choices of adjectives.

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

- Read blue banded books with 90% accuracy.
- Recall key events using words like first, next, after, when.
- Read sentences using awareness of punctuation such as question marks and exclamation marks.
- Make simple connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf".
- Read common words with contractions and show some awareness of the use of the apostrophe to represent letters.
- Read most multi-syllable words containing taught GPCs at Phase 4.
- Show some inference at a basic level.
- Make suggestions about what will happen next in the story based on what has happened so far.

[Links to Reading Assessment Key Performance Indicators On-track for Greater Depth \(GDS\)](#)

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## English Lesson Focus

[illegible]

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| <p>Non-Fiction-In the Dark by Emma Lynch</p> <p>Explore and understand the difference between fiction and non-fiction and distinguishing features of each.</p> <p>Discuss different types of writing in the environment e.g. labels, instructions, information, stories.</p> <p>Categorise into fiction and non-fiction.</p> | <p>Fiction-The Fox and the Ducks by Jill Atkins</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> | <p>Poetry-Five Little Owls by Leanne Guenther</p> <p>Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns.</p> <p>Join in with class rhymes and poems.</p> | <p>Poetry-Harvest and Hedgehog acrostic poem</p> <p>Explore acrostic poems noting the structure and theme.</p> <p>Join in with class rhymes and poems.</p> | <p>Fiction-The Disgusting Sandwich by Gareth Edwards.</p> <p>Use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> | <p>Non-Fiction-Recount of Science Autumn Walk.</p> <p>Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</p> | <p>Fiction-Tough Boris by Mem Fox</p> <p>Read stories with predictable and repeated patterns and experiment with similar patterns.</p> |
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