



Grindon Infant School Year 1 English Medium Term Planning 2022-2023

Autumn 2-Stick Man

Fiction	Non-Fiction
Narrative-Stick Man	Instructions
<p>Tell a basic 3-part story about a central character e.g. Stick Man.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Use predictable and repeated phrases in own writing drawn from reading and role-play. [SEP]• Describe a character using simple adjectives. [SEP]• Write sentences to match pictures, or sequences of pictures, illustrating an event. [SEP]• Write sentences sometimes demarcated accurately with full stops. [SEP]• Begin to separate words with spaces. [SEP]• Begin to use capital letters for the beginning of sentences and for names. [SEP]• 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. [SEP]• Makes phonetically plausible attempts to spell words that have not been learnt. [SEP]• Form many lower-case letters in the correct direction, starting and finishing in the right place. [SEP] <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Read yellow banded books with 90% accuracy without overt sounding out. [SEP]• Automatic recognition of high frequency words taught so far. [SEP]• Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. [SEP]• Makes phonetically plausible attempts to read words that have not been learnt. [SEP]• Begin to divide words into syllables to read. [SEP]• Identify predictable and repeated phrases in reading and role-play. [SEP]• Read sentences taking account of simple punctuation e.g. full stops. [SEP]• Retrieve basic information about a character using pictures and simple language. [SEP]• Recall basic features of stories. [SEP]• Check that the text makes sense as they read e.g. self- correction. [SEP]• Discuss word meanings, linking new meanings to those already known. [SEP] <p>Transform for GDS Add additional character description.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) [SEP]</p> <ul style="list-style-type: none">• Join clauses by using the conjunction 'and'. [SEP]• Make careful choices of adjectives. [SEP] <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) [SEP]</p> <ul style="list-style-type: none">• Read blue banded books with 90% accuracy. [SEP]	<p>Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Write sentences to match pictures, or sequences of pictures, illustrating an event. [SEP]• Write sentences sometimes demarcated accurately with full stops.• Write simple instructions in order with some imperative verbs.• Begin to separate words with spaces. [SEP]• Begin to use capital letters for the beginning of sentences and for names. [SEP]• 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. [SEP]• Makes phonetically plausible attempts to spell words that have not been learnt.• Form many lower-case letters in the correct direction, starting and finishing in the right place. <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Read yellow banded books with 90% accuracy without overt sounding out. [SEP]• Automatic recognition of high frequency words taught so far. [SEP]• Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. [SEP]• Makes phonetically plausible attempts to read words that have not been learnt. [SEP]• Begin to divide words into syllables to read. [SEP]• Identify predictable and repeated phrases in reading and role-play. [SEP]• Read sentences taking account of simple punctuation e.g. full stops. [SEP]• Check that the text makes sense as they read e.g. self- correction. [SEP]• Discuss word meanings, linking new meanings to those already known. [SEP]• Read and follow simple instructions in order. [SEP] <p>Transform for GDS Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) [SEP]</p> <ul style="list-style-type: none">• Independently structure writing by ordering sequence of events with use of words like first, next, after, when. [SEP]• Join clauses by using the conjunction 'and'. [SEP]• Make careful choices of adjectives. [SEP]• Distinguish between a statement and a command.

<ul style="list-style-type: none"> Recall key events using words like first, next, after, when. ^[SEP] Read sentences using awareness of punctuation such as question marks and exclamation marks. ^[SEP] Make simple connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf". ^[SEP] Read common words with contractions and show some awareness of the use of the apostrophe to represent letters. ^[SEP] Read most multi-syllable words containing taught GPCs at Phase 4. ^[SEP] Show some inference at a basic level. ^[SEP] Make suggestions about what will happen next in the story based on what has happened so far. ^[SEP] 	<ul style="list-style-type: none"> Expand by including more instructional features e.g. numbered points. <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) ^[SEP]</p> <ul style="list-style-type: none"> Read blue banded books with 90% accuracy. ^[SEP] Recall key events using words like first, next, after, when. ^[SEP] Read sentences using awareness of punctuation such as question marks and exclamation marks. ^[SEP] Read common words with contractions and show some awareness of the use of the apostrophe to represent letters. ^[SEP] Read most multi-syllable words containing taught GPCs at Phase 4. ^[SEP] Show some inference at a basic level. ^[SEP]
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English Lesson Focus

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW-Stick Man Pink Piece Imitation-Learn a version of the story- no more than 250 words. Whole Class Story Mountain. Write Story.	TFW-Stick Man Innovation-Change character Whole Class Story Mountain then children to plan their innovation on post its on mountain. Write innovated story.	TFW-Own Story Independent Application Create Story Mountain for own story. Independent Writing-Green Piece (Thursday) Editing (Friday)	TFW-Instructions of how to make a stick man Pink Piece Imitation-Learn a set of instructions-no more than 250 words.	TFW-Instruction Innovation-How to make a different character Whole Class Box It Up then children to add their innovation on an additional column. Write innovated instructions.	TFW-Independent Application- Instructions on own choice of topic Create own Box It Up Independent Writing-Green Piece (Thursday) Editing (Friday)	Christmas Writing-Letters to Santa

Reading PM Lesson Focus

Fiction- The Smartest Giant in Town by Julia Donaldson Describe the main events stories. Re-tell stories and rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.	Non-Fiction- How to make a Stick Man Read and note basic features of simple instructional texts e.g. recipes.	Poetry- Jingle Bells Identify and appreciate rhyme and alliteration in poetry.	Fiction- Stanley's Stick by John Hegley Retrieve basic information about a character using pictures and simple language.	Non-Fiction- Autumn Time Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures.	Poetry- This is not a stick Join in with class rhymes and poems.	Fiction- Paper Dolls by Julia Donaldson Re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.
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