



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

Spring 1-The Three Little Pigs

Fiction	Non-Fiction
Narrative-The Three Little Pigs	Recount
<p>Plan and tell a three-part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Use traditional story language. [SEP]• Structure story into three parts. [SEP]• Describe a setting, something or someone with some appropriate adjectives. [SEP]• Write sentences mostly demarcated by full stops and capital letters. [SEP]• Experiment with exclamation marks. [SEP]• Write in sequence using words to signal time e.g. first, next, then, after. [SEP]• Maintain past tense. [SEP]• Spell most common exception words taught so far. [SEP]• Form most lower case letters in the correct direction, starting and finishing in the right place. [SEP]• Form lower-case letters of the correct size relative to one another in some of their writing [SEP] <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Read blue banded books with 90% accuracy. [SEP]• Automatic recognition of high frequency words taught so far. [SEP]• Read most multi-syllable words containing taught GPCs at Phase 5. [SEP]• Identify traditional story language and comment on its use. [SEP]• Identify key events and use to sequence. [SEP]• Retrieve basic information about setting, something or someone. [SEP]• Predict what might happen based on what has been read so far. [SEP]• Read taking account of wider punctuation such as exclamation marks. [SEP]• Automatically read most of the common exception words taught so far. [SEP]• Draw on existing vocabulary to speculate on the meaning of new words. [SEP]• Describe the difference between a story and a first- person recount. [SEP] <p>Transform for GDS Focus on a descriptive setting.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) [SEP]</p> <ul style="list-style-type: none">• Independently choose to expand ideas and sentences using “and”. [SEP]• Independently choose to add detail using a variety of adjectives. [SEP]• Independently choose to use and apply vocabulary gathered from reading. [SEP]• Consider the reader when making vocabulary choices. [SEP]• Read own writing to check it makes sense. [SEP]	<p>Write a simple first person recount linked to a topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Write in first person using capital letter for “I”. [SEP]• Write sentences mostly demarcated by full stops and capital letters. [SEP]• Experiment with exclamation marks. [SEP]• Write in sequence using words to signal time e.g. first, next, then, after. [SEP]• Maintain past tense. [SEP]• Spell most common exception words taught so far. [SEP]• Form most lower case letters in the correct direction, starting and finishing in the right place. [SEP]• Form lower-case letters of the correct size relative to one another in some of their writing [SEP] <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Read blue banded books with 90% accuracy. [SEP]• Automatic recognition of high frequency words taught so far. [SEP]• Read most multi-syllable words containing taught GPCs at Phase 5. [SEP]• Identify key events and use to sequence. [SEP]• Predict what might happen based on what has been read so far. [SEP]• Read taking account of wider punctuation such as exclamation marks. [SEP]• Automatically read most of the common exception words taught so far. [SEP]• Draw on existing vocabulary to speculate on the meaning of new words. [SEP]• Describe the difference between a story and a first- person recount. [SEP] <p>Transform for GDS Expand by using simple descriptive language to add detail.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) [SEP]</p> <ul style="list-style-type: none">• Independently choose to expand ideas and sentences using “and”. [SEP]• Independently choose to add detail using a variety of adjectives. [SEP]• Independently choose to use and apply vocabulary gathered from reading. [SEP]• Consider the reader when making vocabulary choices. [SEP]• Read own writing to check it makes sense. [SEP]• Make simple edits and corrections to own writing after discussion with the Teacher. [SEP] <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) [SEP]</p> <ul style="list-style-type: none">• Read green banded books with 90% accuracy without overt sounding out. [SEP]• Begin to understand how written language can be structured in order. [SEP]

<ul style="list-style-type: none"> Make simple edits and corrections to own writing after discussion with the Teacher. ^[SEP] <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) ^[SEP]</p> <ul style="list-style-type: none"> Read green banded books with 90% accuracy without overt sounding out. ^[SEP] Begin to understand how written language can be structured in order. ^[SEP] Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases. ^[SEP] Read own writing to check it makes sense. ^[SEP] Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5). Identify basic similarities and differences between their own experiences and that of story characters. ^[SEP] Express personal responses, including likes and dislikes; give some reasons linked to own experiences. ^[SEP] 	<ul style="list-style-type: none"> Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases. ^[SEP] Read own writing to check it makes sense. ^[SEP] Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5). ^[SEP] Identify basic similarities and differences between their own experiences and that of story characters. ^[SEP] Express personal responses, including likes and dislikes; give some reasons linked to own experiences. ^[SEP]
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English Lesson Focus

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>TFW-The Three Little Pigs</p> <p>Pink Piece</p> <p>Imitation-Learn a version of the story-no more than 250 words.</p> <p>Create Whole Class Story Mountain.</p>	<p>TFW- The Three Little Pigs</p> <p>Learn Whole Class Story Mountain.</p> <p>Complete grammar based activities linked to personal toolkits.</p> <p>Write Story.</p>	<p>TFW- The Three Little Pigs</p> <p>Innovation-Change the View Point</p> <p>Whole Class Story Mountain then children to plan their innovation on post its on mountain.</p> <p>Write innovated story.</p>	<p>TFW-Own Story</p> <p>Independent Application</p> <p>Create Story Mountain for own story.</p> <p>Independent Writing-Green Piece (Thursday)</p> <p>Editing (Friday)</p>	<p>TFW-Recount of trip.</p> <p>Pink Piece</p> <p>Imitation-Learn a class recount-no more than 250 words.</p> <p>Revisit key points of a recount and grammatical features within a recount.</p>	<p>TFW-Own Recount</p> <p>Create own Box It Up Independent Writing-Green Piece (Thursday)</p> <p>Editing (Friday)</p>	<p>Poetry- Writing a Shape Poem-Use Pie Corbett's Video as the starter https://www.youtube.com/watch?v=RRG0WBGLvyM</p> <p>Tree Shape Poem template from Twinkl.</p>

Reading PM Lesson Focus

<p>Fiction- Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. "I'm a troll...", "You can't catch me I'm the Gingerbread man..."</p>	<p>Non-Fiction- Use some simple processes for finding out information.</p>	<p>Poetry-Link themes in poetry to their own experiences.</p>	<p>Fiction- Identify and record some key features of story language from a range of stories, and practice reading and using them.</p>	<p>Non-Fiction-Read a variety of recount texts noting perspective e.g. first person.</p>	<p>Fiction-Identify and record some key features of story language from a range of stories, and practice reading and using them.</p>	<p>Poetry-Explore Shape Poems/Calligrams noting how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape or around the outline of the shape.</p>
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