



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

Spring 2-Lost and Found

Fiction	Non-Fiction
Narrative-Lost and Found	Report
<p>Retell a familiar story in 3 parts.</p> <p>Include accurate sentence punctuation.</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 Write own version of the story recounting the information in sequence – then, next, after etc.</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>Describe something or someone with consistent use of tense (past or present depending on the report)</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 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>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]

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- 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]

- Make simple edits and corrections to own writing after discussion with the Teacher. ^[SEP]

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English Lesson Focus				
Week 1	Week 2	Week 3	Week 4	Week 5
TFW-Lost and Found Pink Piece Imitation-Learn a version of the story-no more than 250 words. Whole Class Story Mountain. Write Story.	TFW-Lost and Found Innovation-Change the character and the setting. Whole Class Story Mountain then children to plan their innovation on own story mountain. Write innovated story.	TFW-Own Story Independent Application Create Story Mountain for own story. Independent Writing-Green Piece (Thursday) Editing (Friday)	TFW-Report about a penguin. Pink Piece Imitation-Learn a class report-no more than 250 words.	TFW-Own Report about an animal of their choosing. Independent Application Create own Box It Up Independent Writing-Green Piece (Thursday) Editing (Friday)
Reading PM Lesson Focus				
Fiction-Identify and discuss a range of story themes, collect and compare.	Non-Fiction-Understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter.	Poetry-Gather word collections and identify simple repeating patterns describing the effect.	Fiction-Recognise ways that emphasis has been created in a text e.g. capitalisation, bold print.	Non-Fiction-Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.