



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

Summer 1-Avocado Baby

Fiction	Non-Fiction
Narrative-Avocado Baby	Instructions
<p>Write a complete simple story in three parts based on their own experiences or linked to a topic.</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. [SEP]• Structure writing using some features of the given form. [SEP]• Use the conjunction “and”. [SEP]• Use descriptive language with some use of comparative and superlative adjectives. [SEP]• Spell words containing each of the 40+ phonemes taught. [SEP]• Use simple past and present verbs mostly accurately. [SEP]• Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences. [SEP]• Use spaces between words. [SEP]• Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits. [SEP]• Use features of standard English. [SEP] <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. [SEP]• Read all the common suffixes and all the common exception words at Phase 5. [SEP]• Read phonically decodable two-syllable and three- syllable words. [SEP]• Read automatically all the words in the list of 100 high-frequency words. [SEP]• Identify the features of story texts. [SEP]• Identify and comment on descriptive language. [SEP]• Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. [SEP]• Predict what might happen based on what has been read so far. [SEP]• Express personal responses, including likes and dislikes; give some reasons linked to own experiences. [SEP] <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) [SEP]</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. [SEP]• Write instructions with some expansion about something they know well including imperative verbs. [SEP]• Assemble information about a topic, describing different aspects of the subject. [SEP]• Use the conjunction “and”. [SEP]• Use descriptive language with some use of comparative and superlative adjectives. [SEP]• Spell words containing each of the 40+ phonemes taught. [SEP]• Use simple past and present verbs mostly accurately. [SEP]• Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences. [SEP]• Use spaces between words. [SEP]• Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits. [SEP]• 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. [SEP]• Read all the common suffixes and all the common exception words at Phase 5. [SEP]• Read phonically decodable two-syllable and three- syllable words. [SEP]• Read automatically all the words in the list of 100 high-frequency words. [SEP]• Identify the features of factual texts: instructions and reports.• Identify and comment on descriptive language. [SEP]• Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. [SEP]• Predict what might happen based on what has been read so far. [SEP]• Express personal responses, including likes and dislikes; give some reasons linked to own experiences. [SEP] <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> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) [SEP]</p>

patterns and language of familiar stories. ^[1]_[SEP]

- Always think about reader as they write, making precise choices. ^[1]_[SEP]
- Choose to expand ideas with simple conjunctions and descriptive language. ^[1]_[SEP]
- Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately. ^[1]_[SEP]
- Add the suffixes–ing, -ed, -er to spell many words correctly. ^[1]_[SEP]
- Evaluate the impact of writing on the reader. ^[1]_[SEP]
- Articulate own success criteria. ^[1]_[SEP]

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) ^[1]_[SEP]

- Read Turquoise banded books with 90% accuracy without overt sounding out. ^[1]_[SEP]
- Read fluently and accurately blending taught GPCs at Phase 5. ^[1]_[SEP]
- Decode words, applying phonics knowledge independently and confidently when encountering a new word. ^[1]_[SEP]
- Confidently and consistently read all multi-syllable words containing GPCs and Phase 5. ^[1]_[SEP]
- Read all common exception words at and common suffixes and Phase 5. ^[1]_[SEP]
- Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features. ^[1]_[SEP]
- Explain, describe and reason about patterns and language of familiar stories. ^[1]_[SEP]
- Explain the purpose of the punctuation in texts read. ^[1]_[SEP]
- Make connections between texts. ^[1]_[SEP]
- Begin to identify the effect on the reader.

- Always think about reader as they write, making precise choices. ^[1]_[SEP]
- Choose to expand ideas with simple conjunctions and descriptive language. ^[1]_[SEP]
- Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately. ^[1]_[SEP]
- Add the suffixes–ing, -ed, -er to spell many words correctly. ^[1]_[SEP]
- Evaluate the impact of writing on the reader. ^[1]_[SEP]
- Articulate own success criteria. ^[1]_[SEP]

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- Confidently and consistently read all multi-syllable words containing GPCs and Phase 5. ^[1]_[SEP]
- Read all common exception words at and common suffixes and Phase 5. ^[1]_[SEP]
- Explain the purpose of the punctuation in texts read. ^[1]_[SEP]
- Make connections between texts. ^[1]_[SEP]
- Begin to identify the effect on the reader. ^[1]_[SEP]

English Lesson Focus					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>TFW-Avocado Baby</p> <p>Pink Piece</p> <p>Imitation-Learn a version of the story-no more than 250 words.</p> <p>Whole Class Story Mountain.</p> <p>Write Story.</p>	<p>TFW-Avocado Baby</p> <p>Innovation-Change the food fed to the baby.</p> <p>Whole Class Story Mountain then children to plan their innovation on own story 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-Instructions-How to make guacamole.</p> <p>Pink Piece</p> <p>Imitation-Learn a class set of instructions-no more than 250 words.</p>	<p>TFW-Own Instructions for a different recipe.</p> <p>Independent Application</p> <p>Create own Box It Up Independent Writing-Green Piece (Thursday)</p> <p>Editing (Friday)</p>	<p>Free Writing Week linked to topic. (Whole school focus week)</p>
Reading PM Lesson Focus					
<p>Fiction-Describe story settings and incidents and relate them to own experience and that of others.</p>	<p>Non-Fiction-Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p>	<p>Poetry-Collect class and individual favourite poems for class anthologies, participate in reading aloud.</p>	<p>Fiction-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>Non-Fiction-Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.</p>	<p>Poetry-Perform in unison, following the rhythm of the poem and keeping time.</p>