



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

### Summer 2-Beegu

<b>Fiction</b>	<b>Non-Fiction</b>
<b>Narrative-Beegu</b>	<b>Report</b>
<p>Write a story which includes strong characterisation e.g. good or bad character.</p> <p>Include accurate sentence punctuation.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Write sentences by sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. [SEP]</li><li>• Structure writing using some features of the given form. [SEP]</li><li>• Use the conjunction “and”. [SEP]</li><li>• Use descriptive language with some use of comparative and superlative adjectives. [SEP]</li><li>• Spell words containing each of the 40+ phonemes taught. [SEP]</li><li>• Use simple past and present verbs mostly accurately. [SEP]</li><li>• Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences. [SEP]</li><li>• Use spaces between words. [SEP]</li><li>• Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits. [SEP]</li><li>• Use features of standard English. [SEP]</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read orange banded books with 90% accuracy without overt sounding out. [SEP]</li><li>• Read all the common suffixes and all the common exception words at Phase 5. [SEP]</li><li>• Read phonically decodable two-syllable and three- syllable words. [SEP]</li><li>• Read automatically all the words in the list of 100 high-frequency words. [SEP]</li><li>• Identify the features of story texts. [SEP]</li><li>• Identify and comment on descriptive language. [SEP]</li><li>• Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. [SEP]</li><li>• Predict what might happen based on what has been read so far. [SEP]</li><li>• Express personal responses, including likes and dislikes; give some reasons linked to own experiences. [SEP]</li></ul> <p><b>Transform for GDS</b> Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b> [SEP]</p> <ul style="list-style-type: none"><li>• Independently simply structure own writing based on the given form and choose to use some</li></ul>	<p>Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Structure writing using some features of the given form. [SEP]</li><li>• Assemble information about a topic, describing different aspects of the subject. [SEP]</li><li>• Use the conjunction “and”. [SEP]</li><li>• Use descriptive language with some use of comparative and superlative adjectives. [SEP]</li><li>• Spell words containing each of the 40+ phonemes taught. [SEP]</li><li>• Use simple past and present verbs mostly accurately. [SEP]</li><li>• Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences. [SEP]</li><li>• Use spaces between words. [SEP]</li><li>• Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits. [SEP]</li><li>• Use features of standard English.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read orange banded books with 90% accuracy without overt sounding out. [SEP]</li><li>• Read all the common suffixes and all the common exception words at Phase 5. [SEP]</li><li>• Read phonically decodable two-syllable and three- syllable words. [SEP]</li><li>• Read automatically all the words in the list of 100 high-frequency words. [SEP]</li><li>• Identify the features of factual texts: instructions and reports.</li><li>• Identify and comment on descriptive language. [SEP]</li><li>• Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. [SEP]</li><li>• Predict what might happen based on what has been read so far. [SEP]</li><li>• Express personal responses, including likes and dislikes; give some reasons linked to own experiences. [SEP]</li></ul> <p><b>Transform for GDS</b> Basic sequencing of ideas under simple sub-headings to form a report.</p> <p>Use vocabulary collected from research, reading and cross- curricular learning.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b> [SEP]</p> <ul style="list-style-type: none"><li>• Always think about reader as they write, making precise choices. [SEP]</li><li>• Choose to expand ideas with simple conjunctions and descriptive language. [SEP]</li><li>• Consistently use the full range of punctuation taught by the end of Year 1 mostly</li></ul>

patterns and language of familiar stories. <sup>[1]</sup><sub>[2]</sub> <sup>[1]</sup><sub>[2]</sub>

- Always think about reader as they write, making precise choices. <sup>[1]</sup><sub>[2]</sub>
- Choose to expand ideas with simple conjunctions and descriptive language. <sup>[1]</sup><sub>[2]</sub>
- Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately. <sup>[1]</sup><sub>[2]</sub>
- Add the suffixes–ing, -ed, -er to spell many words correctly. <sup>[1]</sup><sub>[2]</sub>
- Evaluate the impact of writing on the reader. <sup>[1]</sup><sub>[2]</sub>
- Articulate own success criteria. <sup>[1]</sup><sub>[2]</sub>

#### **Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)** <sup>[1]</sup><sub>[2]</sub> <sup>[1]</sup><sub>[2]</sub>

- Read turquoise banded books with 90% accuracy without overt sounding out. <sup>[1]</sup><sub>[2]</sub>
- Read fluently and accurately blending taught GPCs at Phase 5. <sup>[1]</sup><sub>[2]</sub>
- Decode words, applying phonics knowledge independently and confidently when encountering a new word. <sup>[1]</sup><sub>[2]</sub>
- Confidently and consistently read all multi-syllable words containing GPCs and Phase 5. <sup>[1]</sup><sub>[2]</sub>
- Read all common exception words at and common suffixes and Phase 5. <sup>[1]</sup><sub>[2]</sub>
- Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features. <sup>[1]</sup><sub>[2]</sub>
- Explain, describe and reason about patterns and language of familiar stories. <sup>[1]</sup><sub>[2]</sub>
- Explain the purpose of the punctuation in texts read. <sup>[1]</sup><sub>[2]</sub>
- Make connections between texts. <sup>[1]</sup><sub>[2]</sub>
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English Lesson Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>TFW-Beegu</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-Beegu</p> <p>Innovation-Change character and setting.</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-Report about a planet.</p> <p>Pink Piece</p> <p>Imitation-Learn a class report about a planet-no more than 250 words.</p>	<p>TFW-Report Innovation Change the planet.</p> <p>Whole Class Box It Up then children to add their innovation on an additional column.</p> <p>Write innovated report about a different animal.</p>	<p>TFW-Own Report about own choice of topic.</p> <p>Independent Application</p> <p>Create own Box It Up Independent Writing-Green Piece (Thursday)</p> <p>Editing (Friday)</p>	<p>Whole School Letter Writing to new Teacher.</p>
Reading PM Lesson Focus						
<p>Fiction-Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave.</p>	<p>Non-Fiction-Identify simple questions and use text to find answers.</p>	<p>Poetry-Make simple comments on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation.</p>	<p>Fiction-Become aware of characters and dialogue, e.g. by role-playing parts when reading aloud stories or plays.</p>	<p>Non-Fiction-Locate parts of text that give particular information including labelled diagrams and charts.</p>	<p>Poetry-Recite some poems in an audible voice by heart performing to others, taking account of punctuation.</p>	<p>Fiction-Discuss how characters are described in the text; and compare characters from different stories.</p>