

## COVERAGE CHART FOR Y1/2 PLANS - YEAR A

### Spoken Language – Coverage in Autumn

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2A	Poetry 1A	Poetry 2A
Listen and respond appropriately to adults and their peers						
Ask relevant questions to extend their understanding and knowledge						
Use relevant strategies to build their vocabulary						
Articulate and justify answers, arguments and opinions						
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings						
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments						
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas						
Speak audibly and fluently with an increasing command of Standard English						
Participate in discussions, presentations, performances, role play, improvisations and debates						
Gain, maintain and monitor the interest of the listener(s)						
Consider and evaluate different viewpoints, attending to and building on the contributions of others						
Select and use appropriate registers for effective communication.						

**Word Reading – Coverage in Autumn plans: Year 1**

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
Apply phonic knowledge and skills as the route to decode words	Dark Blue	Light Red			Green	Purple
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes		Light Red			Green	
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Dark Blue			Yellow		
Give well-structured descriptions and explanations						
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		Light Red				
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas						
Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings						
Read other words of more than one syllable that contain taught GPCs						Purple
Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)						
Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Dark Blue					Purple
Re-read these books to build up their fluency and confidence in word reading						Purple

**Word Reading – Coverage in Autumn plans: Year 2**

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Dark Blue	Light Red			Green	Purple
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Dark Blue	Light Red			Green	
Read accurately words of two or more syllables that contain the same graphemes as above				Yellow		Purple
Read words containing common suffixes						
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		Light Red				
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered						Purple
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Dark Blue					
Re-read these books to build up their fluency and confidence in word reading						

**Reading: Comprehension – Coverage in Autumn plans: Year 1**

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>						
• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Blue		Red	Yellow		Purple
• Being encouraged to link what they read or hear read to their own experiences		Light Pink				
• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Blue					
• Recognising and joining in with predictable phrases					Green	Purple
• Learning to appreciate rhymes and poems, and to recite some by heart					Green	Purple
• Discussing word meanings, linking new meanings to those already known						
<b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>						
• Drawing on what they already know or on background information and vocabulary provided by the teacher			Red	Yellow		
• Checking that the text makes sense to them as they read and correcting inaccurate reading	Blue		Red	Yellow		Purple
• Discussing the significance of the title and events		Light Pink				
• Making inferences on the basis of what is being said and done			Red			
• Predicting what might happen on the basis of what has been read so far						

**Reading: Comprehension – Coverage in Autumn plans: Year 2**

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>						
• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Blue		Red	Yellow		Purple
• Discussing the sequence of events in books and how items of information are related		Light Pink				
• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Blue					
• Being introduced to non-fiction books that are structured in different ways				Yellow		
• Recognising simple recurring literary language in stories and poetry					Green	Purple
• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary						
• Discussing their favourite words and phrases					Green	
• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear					Green	Purple
<b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>						
• Drawing on what they already know or on background information and vocabulary provided by the teacher			Red	Yellow		

Participate in discussion about what is read to them, taking turns and listening to what others say	Dark Blue	White	Red	Yellow	White	White
Explain clearly their understanding of what is read to them	White	White	White	White	White	White

<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	Dark Blue	White	White	Yellow	White	Purple
<ul style="list-style-type: none"> <li>• Making inferences on the basis of what is being said and done</li> </ul>	White	White	Red	White	White	White
<ul style="list-style-type: none"> <li>• Answering and asking questions</li> </ul>	White	Light Pink	Red	Yellow	White	White
<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul>	White	White	White	White	White	White
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Dark Blue	White	Red	Yellow	White	White
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	White	White	White	White	White	White

## Writing: Transcription – Coverage in Autumn plans: Year 1

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
<b>Pupils should be taught to spell:</b>						
• Words containing each of the 40+ phonemes already taught						
• Common exception words						
• Days of the week						
<b>Pupils should be taught to name the letters of the alphabet:</b>						
• Naming the letters of the alphabet in order						
• Using letter names to distinguish between alternative spellings of the same sound						
<b>Pupils should be taught to add prefixes and suffixes:</b>						
• Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs						
• Using the prefix ‘un-’						
• Using –ing, –ed, –er and –est where no change is needed in the spelling of root words (						
Apply simple spelling rules and guidelines, as listed in Appendix 1						
Write from memory simple sentences dictated by the teacher that include words taught so far.						
<b>Pupils should be taught handwriting:</b>						
• Sit correctly at a table holding a pencil comfortably and correctly						
• Begin to form lower-case letters in the correct direction, starting and finishing in the right place						
• Form capital letters						
• Form digits 0 – 9						
• Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.						

## Writing: Transcription – Coverage in Autumn plans: Year 2

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
<b>Pupils should be taught to spell by:</b>						
• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly						
• Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones						
• Learning to spell common exception words						
• Learning to spell more words with contracted forms						
• Learning the possessive apostrophe (singular) [e.g. the girl’s book]						
• Distinguishing between homophones and near-homophones						
<b>Pupils should be taught to add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</b>						
• Apply spelling rules and guidance, as listed in English Appendix 1						
• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far						
<b>Pupils should be taught handwriting:</b>						
• Form lower-case letters of the correct size relative to one another						

<ul style="list-style-type: none"><li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li></ul>						
<ul style="list-style-type: none"><li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li></ul>						
<ul style="list-style-type: none"><li>• Use spacing between words that reflects the size of the letters</li></ul>						

## Writing: Composition – Coverage in Autumn plans: Year 1

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
<b>Pupils should be taught to write sentences by:</b>						
• Saying out loud what they are going to write about	Dark Blue		Red	Yellow	Green	Purple
• Composing a sentence orally before writing it	Dark Blue		Red	Yellow	Green	Purple
• Sequencing sentences to form short narratives	Dark Blue	Light Pink				
• Re-reading what they have written to check that it makes sense	Dark Blue	Light Pink		Yellow	Green	Purple
Discuss what they have written with a teacher and other pupils				Yellow		Purple
Read aloud their writing clearly enough to be heard by their peers and the teacher					Green	Purple

## Writing: Composition – Coverage in Autumn plans: Year 2

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
<b>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</b>						
• Writing narratives about personal experiences and those of others (real and fictional)		Light Pink				
• Writing about real events						
• Writing poetry					Green	
• Writing for different purposes			Red	Yellow		
<b>Pupils should be taught to consider what they are going to write before beginning by:</b>						
• Planning or saying out loud what they are going to write about	Dark Blue		Red	Yellow	Green	Purple
• Writing down ideas and/or key words, including new vocabulary	Dark Blue	Light Pink	Red	Yellow	Green	Purple
• Encapsulating what they want to say, sentence by sentence	Dark Blue	Light Pink	Red	Yellow		Purple
<b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</b>						
• Evaluating their writing with the teacher and other pupils		Light Pink			Green	Purple
• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Dark Blue	Light Pink		Yellow	Green	Purple
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]	Dark Blue			Yellow		Purple
Read aloud what they have written with appropriate intonation to make the meaning clear					Green	Purple

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn plans: Year 1**

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by::						
• Leaving spaces between words						
• Joining words and joining sentences using 'and'						
• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark						
• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'						
• Learning the grammar in column 1 in year 1 in Appendix 2						
Use the grammatical terminology in Appendix 2 in discussing their writing.						

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn plans: Year 2**

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:						
• Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)						
Pupils should be taught to learn how to use:						
• Sentences with different forms: statement, question, exclamation, command						
• Expanded noun phrases to describe and specify [e.g. the blue butterfly]						
• The present and past tenses correctly and consistently including the progressive form						
• Subordination (using when, if, that or because) and co-ordination (using or, and, or but)						
• The grammar for year 2 in English Appendix 2						
• Some features of written Standard English						
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.						