

Spoken Language – Coverage in Spring

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

Word Reading – Coverage in Spring 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	Yellow		Blue	Orange	Red	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	Yellow		Blue		Red	Purple
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught		Green	Blue		Red	Purple
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		Green			Red	Purple
Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings				Orange		
Read other words of more than one syllable that contain taught GPCs				Orange		
Read words with contractions, e.g. I'm, I'll, we'll, and under-stand 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	Yellow					
Re-read these books to build up their fluency and confidence in word reading				Orange		

Word Reading – Coverage in Spring plans: Year 2

Objective	Fiction 1A	Fiction 2A	Non-F1A	Non-F2A	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	Yellow		Blue	Orange	Red	Purple
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		Green	Blue		Red	Purple
Read accurately words of two or more syllables that contain the same graphemes as above		Green	Blue	Orange		Purple
Read words containing common suffixes						Purple
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		Green			Red	Purple
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Yellow			Orange	Red	
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Yellow					
Re-read these books to build up their fluency and confidence in word reading				Orange		

Reading: Comprehension – Coverage in Spring plans: Year 1

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

Reading: Comprehension – Coverage in Spring plans: Year 2

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2A	Poetry 1A	Poetry 2A
Develop pleasure in reading, motivation to read, vocabulary and understanding by:						
• 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	Yellow	Green		Orange	Red	Purple
• Discussing the sequence of events in books and how items of information are related			Blue	Orange		
• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales		Green				
• Being introduced to non-fiction books that are structured in different ways	Yellow		Blue	Orange		
• Recognising simple recurring literary language in stories and poetry						Purple
• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Yellow	Green	Blue		Red	
• Discussing their favourite words and phrases	Yellow	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					Red	Purple
Understand both the books they can already read accurately and fluently and those they listen to by:						
• Drawing on what they already know or on background information and vocabulary provided by the teacher	Yellow					

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

<ul style="list-style-type: none"> • Checking that the text makes sense to them as they read and correcting inaccurate reading 	Yellow	Green	White	Orange	White	White
<ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done 	Yellow	White	Blue	Orange	White	White
<ul style="list-style-type: none"> • Answering and asking questions 	White	White	Blue	White	White	White
<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	Yellow	White	White	Orange	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	Yellow	White	Blue	White	Red	Light Purple
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	Green	White	White	Red	White

Writing: Transcription – Coverage in Spring plans: Year 1

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2A	Poetry 1A	Poetry 2A
Pupils should be taught to spell:						
• Words containing each of the 40+ phonemes already taught						
• Common exception words						
• Days of the week						
Pupils should be taught to name the letters of the alphabet:						
• Naming the letters of the alphabet in order						
• Using letter names to distinguish between alternative spellings of the same sound						
Pupils should be taught to add prefixes and suffixes:						
• 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.						
Pupils should be taught handwriting:						
• 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 Spring plans: Year 2

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2A	Poetry 1A	Poetry 2A
Pupils should be taught to spell by:						
• 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						
Pupils should be taught to add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly						
• 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						
Pupils should be taught handwriting:						
• Form lower-case letters of the correct size relative to one another						

<ul style="list-style-type: none">• 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						
<ul style="list-style-type: none">• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters						
<ul style="list-style-type: none">• Use spacing between words that reflects the size of the letters						

Writing: Composition – Coverage in Spring plans: Year 1

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

Writing: Composition – Coverage in Spring plans: Year 2

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

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring 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	Yellow	Green	Blue	Orange	Red	Purple
• Joining words and joining sentences using 'and'				Orange		
• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Yellow		Blue	Orange	Red	Purple
• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Yellow	Green			Red	Purple
• Learning the grammar in column 1 in year 1 in Appendix 2	Yellow			Orange		
Use the grammatical terminology in Appendix 2 in discussing their writing.	Yellow			Orange		

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring 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)	Yellow	Green	Blue	Orange	Red	Purple
Pupils should be taught to learn how to use:						
• Sentences with different forms: statement, question, exclamation, command			Blue			Purple
• Expanded noun phrases to describe and specify [e.g. the blue butterfly]	Yellow	Green			Red	Purple
• The present and past tenses correctly and consistently including the progressive form				Orange	Red	
• Subordination (using when, if, that or because) and co-ordination (using or, and, or but)	Yellow	Green		Orange		
• The grammar for year 2 in English Appendix 2	Yellow		Blue	Orange		
• Some features of written Standard English						
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	Yellow			Orange		