

COVERAGE CHART FOR Y1/2 PLANS - YEAR B

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

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						
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes						
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught						
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word						
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						
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						
Re-read these books to build up their fluency and confidence in word reading						

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						
Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes						
Read accurately words of two or more syllables that contain the same graphemes as above						
Read words containing common suffixes						
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word						
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered						
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation						
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
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			Blue	Green		Yellow
• Being encouraged to link what they read or hear read to their own experiences	Red			Green		
• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Red				Yellow	
• Recognising and joining in with predictable phrases						Yellow
• Learning to appreciate rhymes and poems, and to recite some by heart						Yellow
• Discussing word meanings, linking new meanings to those already known			Blue			
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	Red		Blue			
• Checking that the text makes sense to them as they read and correcting inaccurate reading			Blue			
• Discussing the significance of the title and events	Red	Purple	Blue			
• Making inferences on the basis of what is being said and done		Purple				Yellow
• Predicting what might happen on the basis of what has been read so far	Red					

Reading: Comprehension – Coverage in Autumn 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	Red		Blue	Green		Yellow
• Discussing the sequence of events in books and how items of information are related	Red	Purple			Yellow	
• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Red				Yellow	
• Being introduced to non-fiction books that are structured in different ways			Blue			
• Recognising simple recurring literary language in stories and poetry						Yellow
• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary			Blue			
• Discussing their favourite words and phrases	Red	Purple		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					Yellow	Yellow
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	Red		Blue			

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

<ul style="list-style-type: none"> • Checking that the text makes sense to them as they read and correcting inaccurate reading 	White	White	Blue	White	White	White
<ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done 	White	Purple	White	White	White	Orange
<ul style="list-style-type: none"> • Answering and asking questions 	White	White	Blue	Green	White	Orange
<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	Light Red	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	Red	Purple	White	Green	White	Orange
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Red	White	White	Green	Yellow	Orange

Writing: Transcription – 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 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 Autumn 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 Autumn 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	Red	Purple	Blue	Green	Yellow	
• Composing a sentence orally before writing it	Red	Purple		Green	Yellow	Orange
• Sequencing sentences to form short narratives	Red	Purple		Green	Yellow	Orange
• Re-reading what they have written to check that it makes sense	Red		Blue		Yellow	Orange
Discuss what they have written with a teacher and other pupils	Red		Blue			Orange
Read aloud their writing clearly enough to be heard by their peers and the teacher	Red	Purple	Blue	Green		Orange

Writing: Composition – 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 positive attitudes towards and stamina for writing by:						
• Writing narratives about personal experiences and those of others (real and fictional)	Red					
• Writing about real events				Green		
• Writing poetry					Yellow	Orange
• Writing for different purposes	Red	Purple	Blue	Green		
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	Red	Purple	Blue	Green	Yellow	Orange
• Writing down ideas and/or key words, including new vocabulary	Red	Purple	Blue	Green		Orange
• Encapsulating what they want to say, sentence by sentence	Red	Purple		Green	Yellow	
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	Red		Blue			
• 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	Red	Purple	Blue	Green	Yellow	Orange
• Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]		Purple	Blue	Green		Orange
Read aloud what they have written with appropriate intonation to make the meaning clear	Red	Purple		Green		Orange

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

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