

COVERAGE CHART FOR Y1/2 PLANS - YEAR B

Spoken Language – Coverage in Spring

Objective	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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 Spring plans: Year 1

Objective	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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 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						
Re-read these books to build up their fluency and confidence in word reading						

Word Reading – Coverage in Spring plans: Year 2

Objective	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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 Spring plans: Year 1

Reading: Comprehension – Coverage in Spring plans: Year 2

Objective	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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						
Being encouraged to link what they read or hear read to their own experiences						
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics						
Recognising and joining in with predictable phrases						
Learning to appreciate rhymes and poems, and to recite some by heart						
Discussing word meanings, linking new meanings to those already known						
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						
Checking that the text makes sense to them as they read and correcting inaccurate reading						
Discussing the significance of the title and events						
Making inferences on the basis of what is being said and done						
Predicting what might happen on the basis of what has been read so far						

Objective	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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						
Discussing the sequence of events in books and how items of information are related						
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales						
Being introduced to non-fiction books that are structured in different ways						
Recognising simple recurring literary language in stories and poetry						
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary						
Discussing their favourite words and phrases						
Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear						
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						
Participate in discussion about what is read to them, taking turns and listening to what others say						
Explain clearly their understanding of what is read to them						

Reading: Comprehension – Coverage in Spring plans: Year 2

Checking that the text makes sense to them as they read and correcting inaccurate reading						
Making inferences on the basis of what is being said and done						
Answering and asking questions						
Predicting what might happen on the basis of what has been read so far						
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						
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves						

Writing: Transcription – Coverage in Spring plans: Year 1

Objective	Fictn 1B	Fictn 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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						

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						
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters						
Use spacing between words that reflects the size of the letters						

Writing: Composition – Coverage in Spring plans: Year 2

Writing: Composition – Coverage in Spring plans: Year 1

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

Objective	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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		Blue		
Writing about real events				Blue		
Writing poetry					Purple	Pink
Writing for different purposes			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		Green	Blue	Purple	Pink
Writing down ideas and/or key words, including new vocabulary	Red	Yellow	Green	Blue		Pink
Encapsulating what they want to say, sentence by sentence	Red	Yellow	Green	Blue	Purple	
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	Yellow	Green			
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	Green	Blue	Purple	
Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]		Yellow	Green	Blue	Purple	Pink
Read aloud what they have written with appropriate intonation to make the meaning clear			Green		Purple	

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring plans:

Year 1

Objective	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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 Spring plans:

Year 2

Objective	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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.						