



Coverage Chart – Year 1 Autumn Term



Fiction

Spoken Language – Coverage in Autumn Fiction plans: Year 1

Objective	Familiar Settings Unit 1	Familiar Settings Unit 2	Familiar Settings Unit 3	Familiar Settings Unit 4	Repeating Patterns – Unit 1	Repeating Patterns – Unit 2	Repeating Patterns – Unit 3	Repeating Patterns – Unit 4	Repeating Patterns – Unit 5
Listen and respond appropriately to adults and their peers	Yellow		Purple		Red		Green		Red
Ask relevant questions to extend their understanding and build vocabulary and knowledge									
Use relevant strategies to build their vocabulary									
Articulate and justify answers, arguments and opinions									
Give well-structured descriptions and explanations	Yellow		Purple		Red		Green		
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow						Green		
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Yellow		Purple	Blue	Red		Green		Red
Speak audibly and fluently with an increasing command of Standard English	Yellow				Red		Green		
Participate in discussions, presentations, performances and debates	Yellow						Green		Red
Gain, maintain and monitor the interest of the listener(s)									
Consider and evaluate different viewpoints, attending to and building on the contributions of others									Red
Select and use appropriate registers for effective communication.									Red

Word Reading – Coverage in Autumn Fiction plans: Year 1

Objective	Familiar Settings Unit 1	Familiar Settings Unit 2	Familiar Settings Unit 3	Familiar Settings Unit 4	Repeating Patterns – Unit 1	Repeating Patterns – Unit 2	Repeating Patterns – Unit 3	Repeating Patterns – Unit 4	Repeating Patterns – Unit 5
Apply phonic knowledge and skills as the route to decode words		Yellow			Red	Brown	Green		
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					Red	Brown	Green		



Coverage Chart - Year 1 Autumn Term Non-Fiction



Spoken Language – Coverage in Autumn Non-Fiction plans: Year 1

Objective	Commands & Requests Unit 1	Commands & Requests Unit 2	Commands & Requests Unit 3	Commands & Requests Unit 4	Commands & Requests –Unit 5	Labels, Lists & Signs – Unit 1	Labels, Lists & Signs – Unit 2	Labels, Lists & Signs – Unit 3	Labels, Lists & Signs – Unit 4	Labels, Lists & Signs – Unit 5	Information Texts Unit 1	Information Texts Unit 2	Information Texts Unit 3	Information Texts Unit 4	Information Texts Unit 5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions and explanations															
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 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 Non-Fiction plans: Year 1

Objective	Commands & Requests Unit 1	Commands & Requests Unit 2	Commands & Requests Unit 3	Commands & Requests Unit 4	Commands & Requests – Unit 5	Labels, Lists & Signs – Unit 1	Labels, Lists & Signs – Unit 2	Labels, Lists & Signs – Unit 3	Labels, Lists & Signs – Unit 4	Labels, Lists & Signs – Unit 5	Information Texts Unit 1	Information Texts Unit 2	Information Texts Unit 3	Information Texts Unit 4	Information Texts Unit 5
Apply phonic knowledge and skills as the route to decode words	Yellow		Purple			Brown	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															
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught						Brown	Green	Purple					Green		
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word						Brown	Green	Purple					Green		
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					Green		
Read words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s)							Green								
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													Green		
Re-read these books to build up their fluency and confidence in word reading							Green						Green		

Reading: Comprehension – Coverage in Autumn Non-Fiction plans: Year 1

Objective	Commands & Requests Unit 1	Commands & Requests Unit 2	Commands & Requests Unit 3	Commands & Requests Unit 4	Commands & Requests –Unit 5	Labels, Lists & Signs – Unit 1	Labels, Lists & Signs – Unit 2	Labels, Lists & Signs – Unit 3	Labels, Lists & Signs – Unit 4	Labels, Lists & Signs – Unit 5	Information Texts Unit 1	Information Texts Unit 2	Information Texts Unit 3	Information Texts Unit 4	Information Texts Unit 5
Develop pleasure in reading, motivation to read, vocabulary and understanding by:															
<ul style="list-style-type: none"> 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	Orange	Purple	Blue							Blue				
<ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences 	Yellow	Orange	Purple	Blue	Red	Brown	Green								Cyan
<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 						Brown		Purple							
<ul style="list-style-type: none"> Recognising and joining in with predictable phrases 															
<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart 															
<ul style="list-style-type: none"> 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:															
<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher 						Brown	Green	Purple					Green		Cyan
<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading 			Purple				Green	Purple							
<ul style="list-style-type: none"> Discussing the significance of the title and events 		Orange	Purple												
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done 	Yellow														
<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 								Purple							

Writing: Grammar– Coverage in Autumn Non-Fiction plans: Year 1

Objective	Commands & Requests Unit 1	Commands & Requests Unit 2	Commands & Requests Unit 3	Commands & Requests Unit 4	Commands & Requests –Unit 5	Labels, Lists & Signs – Unit 1	Labels, Lists & Signs – Unit 2	Labels, Lists & Signs – Unit 3	Labels, Lists & Signs – Unit 4	Labels, Lists & Signs – Unit 5	Information Texts Unit 1	Information Texts Unit 2	Information Texts Unit 3	Information Texts Unit 4	Information Texts Unit 5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> Leaving spaces between words 															
<ul style="list-style-type: none"> Joining words and joining sentences using ‘and’ 															
<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 															
<ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 															
<ul style="list-style-type: none"> Learning the grammar in for year 1 in Appendix 2 															
Use the grammatical terminology in Appendix 2 in discussing their writing.															

Scroll to next page for Poetry

Coverage Chart – Year 1 Autumn Term Poetry

Spoken Language – Coverage in Autumn Poetry plans: Year 1

Objective	Rhyming & Patterns Unit 1	Rhyming & Patterns Unit 2	Rhyming & Patterns Unit 3	Rhyming & Patterns Unit 4	Rhyming & Patterns Unit 5	Humorous Poems Unit 1	Humorous Poems Unit 2	Humorous Poems Unit 3	Humorous Poems Unit 4	Humorous Poems Unit 5
Listen and respond appropriately to adults and their peers										
Ask relevant questions to extend their understanding and build vocabulary and knowledge										
Use relevant strategies to build their vocabulary										
Articulate and justify answers, arguments and opinions										
Give well-structured descriptions and explanations										
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 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 Poetry plans: Year 1

Objective	Rhyming & Patterns Unit 1	Rhyming & Patterns Unit 2	Rhyming & Patterns Unit 3	Rhyming & Patterns Unit 4	Rhyming & Patterns Unit 5	Humorous Poems Unit 1	Humorous Poems Unit 2	Humorous Poems Unit 3	Humorous Poems Unit 4	Humorous Poems Unit 5
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										

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

Objective	Rhyming & Patterns Unit 1	Rhyming & Patterns Unit 2	Rhyming & Patterns Unit 3	Rhyming & Patterns Unit 4	Rhyming & Patterns Unit 5	Humorous Poems Unit 1	Humorous Poems Unit 2	Humorous Poems Unit 3	Humorous Poems Unit 4	Humorous Poems Unit 5
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:										



Coverage Chart - Year 1 Spring Term



Fiction

Spoken Language – Coverage in Spring Fiction plans: Year 1

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Repeating Patterns – Unit 1	Repeating Patterns – Unit 2	Repeating Patterns – Unit 3	Repeating Patterns – Unit 4	Repeating Patterns – Unit 5	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5
Listen and respond appropriately to adults and their peers	Yellow		Purple			Yellow				Red					Red
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions	Yellow	Orange											Purple		
Give well-structured descriptions and explanations	Yellow		Purple										Purple		
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments			Purple		Red					Red	Yellow	Orange	Purple		Red
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			Purple		Red						Yellow	Orange			
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances and debates	Yellow										Yellow		Purple		
Gain, maintain and monitor the interest of the listener(s)	Yellow														
Consider and evaluate different viewpoints, attending to and building on the contributions of others													Purple		
Select and use appropriate registers for effective	Yellow				Red					Red	Yellow				

communication.

Word Reading – Coverage in Spring Fiction plans: Year 1

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Repeating Patterns – Unit 1	Repeating Patterns – Unit 2	Repeating Patterns – Unit 3	Repeating Patterns – Unit 4	Repeating Patterns – Unit 5	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5
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															

Reading: Comprehension – Coverage in Spring Fiction plans: Year 1

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Repeating Patterns – Unit 1	Repeating Patterns – Unit 2	Repeating Patterns – Unit 3	Repeating Patterns – Unit 4	Repeating Patterns – Unit 5	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5
Develop pleasure in reading, motivation to read, vocabulary and understanding by:															
<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 															
<ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences 															
<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 															
<ul style="list-style-type: none"> Recognising and joining in with predictable phrases 															
<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart 															
<ul style="list-style-type: none"> 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:															
<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher 															
<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading 															
<ul style="list-style-type: none"> Discussing the significance of the title and events 															
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done 															
<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 															
<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 															

<ul style="list-style-type: none"> Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 																	
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Writing: Composition – Coverage in Spring Fiction plans: Year 1

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Repeating Patterns – Unit 1	Repeating Patterns – Unit 2	Repeating Patterns – Unit 3	Repeating Patterns – Unit 4	Repeating Patterns – Unit 5	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5
Pupils should be taught to write sentences by:															
<ul style="list-style-type: none"> Saying out loud what they are going to write about 															
<ul style="list-style-type: none"> Composing a sentence orally before writing it 															
<ul style="list-style-type: none"> Sequencing sentences to form short narratives 															
<ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense 															
Discuss what they have written with a teacher and other pupils															
Read aloud their writing clearly enough to be heard by their peers and the teacher															

Writing: Grammar– Coverage in Spring Fiction plans: Year 1

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Repeating Patterns – Unit 1	Repeating Patterns – Unit 2	Repeating Patterns – Unit 3	Repeating Patterns – Unit 4	Repeating Patterns – Unit 5	Stories on a Theme – Unit 1	Stories on a Theme – Unit 2	Stories on a Theme – Unit 3	Stories on a Theme – Unit 4	Stories on a Theme – Unit 5
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.															

Scroll to next page for Non-fiction



Coverage Chart - Year 1 Spring Term (Non-Fiction)



Spoken Language – Coverage in Spring Non-Fiction plans: Year 1

Objective	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5	Letters & Postcards – Unit 1	Letters & Postcards – Unit 2	Letters & Postcards – Unit 3	Letters & Postcards – Unit 4	Letters & Postcards – Unit 5	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5
Listen and respond appropriately to adults and their peers	Yellow	Orange	Purple	Blue	Red						Yellow	Orange	Purple	Blue	
Ask relevant questions to extend their understanding and build vocabulary and knowledge												Orange			
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions	Yellow	Orange	Purple	Blue											
Give well-structured descriptions and explanations										Red					
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments		Orange	Purple	Blue		Yellow					Yellow	Orange		Blue	Red
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Yellow	Orange	Purple	Blue	Red	Yellow				Red					
Speak audibly and fluently with an increasing command of Standard English					Red								Purple		
Participate in discussions, presentations, performances and debates					Red				Blue						Red
Gain, maintain and monitor the interest of the listener(s)					Red				Blue				Purple		
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication.					Red		Orange						Purple		

Word Reading – Coverage in Spring Non-Fiction plans: Year 1

Objective	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5	Letters & Postcards – Unit 1	Letters & Postcards – Unit 2	Letters & Postcards – Unit 3	Letters & Postcards – Unit 4	Letters & Postcards – Unit 5	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5
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															

Reading: Comprehension – Coverage in Spring Non-Fiction plans: Year 1

Objective	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5	Letters & Postcards – Unit 1	Letters & Postcards – Unit 2	Letters & Postcards – Unit 3	Letters & Postcards – Unit 4	Letters & Postcards – Unit 5	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5
Develop pleasure in reading, motivation to read, vocabulary and understanding by:															
<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 															
<ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences 															
<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 															
<ul style="list-style-type: none"> Recognising and joining in with predictable phrases 															
<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart 															
<ul style="list-style-type: none"> 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:															
<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher 															
<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading 															
<ul style="list-style-type: none"> Discussing the significance of the title and events 															
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done 															
<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 															
<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 															
<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them 															

Writing: Transcription – Coverage in Spring Non-Fiction plans: Year 1

Objective	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5	Letters & Postcards – Unit 1	Letters & Postcards – Unit 2	Letters & Postcards – Unit 2	Letters & Postcards – Unit 4	Letters & Postcards – Unit 5	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5
Pupils should be taught to spell:															
<ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught 															
<ul style="list-style-type: none"> Common exception words 															
<ul style="list-style-type: none"> Days of the week 															
Pupils should be taught to name the letters of the alphabet:															
<ul style="list-style-type: none"> Naming the letters of the alphabet in order 															
<ul style="list-style-type: none"> Using letter names to distinguish between alternative spellings of the same sound 															
Pupils should be taught to add prefixes and suffixes:															
<ul style="list-style-type: none"> Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 															
<ul style="list-style-type: none"> Using the prefix ‘un-’ 															
<ul style="list-style-type: none"> 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:															
<ul style="list-style-type: none"> Sit correctly at a table holding a pencil comfortably and correctly 															
<ul style="list-style-type: none"> Begin to form lower-case letters in the correct direction, starting and finishing in the right place 															
<ul style="list-style-type: none"> Form capital letters 															
<ul style="list-style-type: none"> Form digits 0 – 9 															
<ul style="list-style-type: none"> Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 															

Writing: Composition – Coverage in Spring Non-Fiction plans: Year 1

Objective	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5	Letters & Postcards – Unit 1	Letters & Postcards – Unit 2	Letters & Postcards – Unit 3	Letters & Postcards – Unit 4	Letters & Postcards – Unit 5	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5
Pupils should be taught to write sentences by:															
<ul style="list-style-type: none"> Saying out loud what they are going to write about 	Yellow	Orange	Purple	Blue	Red	White	Orange	Purple	Blue	Red	Yellow	White	Purple	Blue	Red
<ul style="list-style-type: none"> Composing a sentence orally before writing it 	Yellow	Orange	Purple	Blue	Red	Yellow	White	Purple	Blue	Red	Yellow	White	Purple	Blue	Red
<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	White	Orange	Purple	White	Red	Yellow	White	White	Blue	Red	White	White	White	White	White
<ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense 	White	White	Purple	White	White	Yellow	Orange	White	Blue	Red	Yellow	White	Purple	Blue	Red
Discuss what they have written with a teacher and other pupils	White	White	White	Blue	Red	White	White	White	White	White	White	White	White	Blue	White
Read aloud their writing clearly enough to be heard by their peers and the teacher	Yellow	White	White	White	Red	Yellow	White	Purple	Blue	Red	Yellow	White	White	White	Red

Writing: Grammar– Coverage in Spring Non-Fiction plans: Year 1

Objective	Instructions – Unit 1	Instructions – Unit 2	Instructions – Unit 3	Instructions – Unit 4	Instructions – Unit 5	Letters & Postcards – Unit 1	Letters & Postcards – Unit 2	Letters & Postcards – Unit 3	Letters & Postcards – Unit 4	Letters & Postcards – Unit 5	Information Texts – Unit 1	Information Texts – Unit 2	Information Texts – Unit 3	Information Texts – Unit 4	Information Texts – Unit 5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> Leaving spaces between words 															
<ul style="list-style-type: none"> Joining words and joining sentences using ‘and’ 															
<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 															
<ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 															
<ul style="list-style-type: none"> Learning the grammar in column 1 in year 1 in Appendix 2 															
Use the grammatical terminology in Appendix 2 in discussing their writing.															

Scroll to next page for Poetry

Coverage Chart – Year 1 Spring Term Poetry

Spoken Language – Coverage in Spring Poetry plans: Year 1

Objective	Humorous Poems - Unit 1	Humorous Poems - Unit 2	Humorous Poems - Unit 3	Humorous Poem - Unit 4	Humorous Poems - Unit 5	Poems on a Theme - Unit 1	Poems on a Theme - Unit 2	Poems on a Theme - Unit 3	Poems on a Theme - Unit 4	Poems on a Theme - Unit 5
Listen and respond appropriately to adults and their peers	Yellow			Blue		Yellow			Blue	
Ask relevant questions to extend their understanding and build vocabulary and knowledge										
Use relevant strategies to build their vocabulary										
Articulate and justify answers, arguments and opinions	Yellow									
Give well-structured descriptions and explanations	Yellow			Blue						
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow					Yellow			Blue	
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Yellow				Red			Purple		
Speak audibly and fluently with an increasing command of Standard English										
Participate in discussions, presentations, performances and debates	Yellow				Red					Red
Gain, maintain and monitor the interest of the listener(s)										Red
Consider and evaluate different viewpoints, attending to and building on the contributions of others								Purple		
Select and use appropriate registers for effective communication.								Purple		

Word Reading – Coverage in Spring Poetry plans: Year 1

Objective	Humorous Poems - Unit 1	Humorous Poems - Unit 2	Humorous Poems - Unit 3	Humorous Poem - Unit 4	Humorous Poems - Unit 5	Poems on a Theme - Unit 1	Poems on a Theme - Unit 2	Poems on a Theme - Unit 3	Poems on a Theme - Unit 4	Poems on a Theme - Unit 5
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										

Reading: Comprehension – Coverage in Spring Poetry plans: Year 1

Objective	Humorous Poems - Unit 1	Humorous Poems - Unit 2	Humorous Poems - Unit 3	Humorous Poem - Unit 4	Humorous Poems - Unit 5	Poems on a Theme - Unit 1	Poems on a Theme - Unit 2	Poems on a Theme - Unit 3	Poems on a Theme - Unit 4	Poems on a Theme - Unit 5
Develop pleasure in reading, motivation to read, vocabulary and understanding by:										
<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 										
<ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences 										
<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 										
<ul style="list-style-type: none"> Recognising and joining in with predictable phrases 										
<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart 										
<ul style="list-style-type: none"> 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:										
<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher 										
<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading 										
<ul style="list-style-type: none"> Discussing the significance of the title and events 										
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done 										
<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 										
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										

Writing: Transcription – Coverage in Spring Poetry plans: Year 1

Objective	Humorous Poems - Unit 1	Humorous Poems - Unit 2	Humorous Poems - Unit 3	Humorous Poem - Unit 4	Humorous Poems - Unit 5	Poems on a Theme - Unit 1	Poems on a Theme - Unit 2	Poems on a Theme - Unit 3	Poems on a Theme - Unit 4	Poems on a Theme - Unit 5
Pupils should be taught to spell:										
<ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught 										
<ul style="list-style-type: none"> Common exception words 										
<ul style="list-style-type: none"> Days of the week 										
Pupils should be taught to name the letters of the alphabet:										
<ul style="list-style-type: none"> Naming the letters of the alphabet in order 										
<ul style="list-style-type: none"> Using letter names to distinguish between alternative spellings of the same sound 										
Pupils should be taught to add prefixes and suffixes:										
<ul style="list-style-type: none"> Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 										
<ul style="list-style-type: none"> Using the prefix ‘un-’ 										
<ul style="list-style-type: none"> 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:										
<ul style="list-style-type: none"> Sit correctly at a table holding a pencil comfortably and correctly 										
<ul style="list-style-type: none"> Begin to form lower-case letters in the correct direction, starting and finishing in the right place 										
<ul style="list-style-type: none"> Form capital letters 										
<ul style="list-style-type: none"> Form digits 0 – 9 										
<ul style="list-style-type: none"> Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 										

Writing: Composition – Coverage in Spring Poetry plans: Year 1

Objective	Humorous Poems - Unit 1	Humorous Poems - Unit 2	Humorous Poems - Unit 3	Humorous Poem - Unit 4	Humorous Poems - Unit 5	Poems on a Theme - Unit 1	Poems on a Theme - Unit 2	Poems on a Theme - Unit 3	Poems on a Theme - Unit 4	Poems on a Theme - Unit 5
Pupils should be taught to write sentences by:										
• Saying out loud what they are going to write about										
• Composing a sentence orally before writing it										
• Sequencing sentences to form short narratives										
• Re-reading what they have written to check that it makes sense										
Discuss what they have written with a teacher and other pupils										
Read aloud their writing clearly enough to be heard by their peers and the teacher										

Writing: Grammar– Coverage in Spring Poetry plans: Year 1

Objective	Humorous Poems - Unit 1	Humorous Poems - Unit 2	Humorous Poems - Unit 3	Humorous Poem - Unit 4	Humorous Poems - Unit 5	Poems on a Theme - Unit 1	Poems on a Theme - Unit 2	Poems on a Theme - Unit 3	Poems on a Theme - Unit 4	Poems on a Theme - Unit 5
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.										



Coverage Chart - Year 1 Summer Term



Fiction

Spoken Language – Coverage in Summer Fiction plans: Year 1

Objective	Stories on a Theme - Unit 1	Stories on a Theme - unit 2	Stories on a Theme - Unit 3	Stories on a Theme - Unit 4	Stories on a Theme - Unit 5	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
Listen and respond appropriately to adults and their peers					Red	Yellow		Purple					Purple	Blue	Red
Ask relevant questions to extend their understanding and build vocabulary and knowledge					Red										
Use relevant strategies to build their vocabulary	Yellow														
Articulate and justify answers, arguments and opinions					Red			Purple					Purple		Red
Give well-structured descriptions and explanations	Yellow					Yellow		Purple						Blue	Red
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow			Blue		Yellow		Purple		Red	Yellow		Purple	Blue	Red
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Yellow			Blue	Red	Yellow		Purple			Yellow		Purple	Blue	Red
Speak audibly and fluently with an increasing command of Standard English					Red										
Participate in discussions, presentations, performances and debates	Yellow				Red			Purple						Blue	
Gain, maintain and monitor the interest of the listener(s)								Purple							
Consider and evaluate different viewpoints, attending to and building on the contributions of others											Yellow				
Select and use appropriate registers for effective communication.														Blue	

Word Reading – Coverage in Summer Fiction plans: Year 1

Objective	Stories on a Theme - Unit 1	Stories on a Theme – unit 2	Stories on a Theme - Unit 3	Stories on a Theme - Unit 4	Stories on a Theme - Unit 5	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
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															

Reading: Comprehension – Coverage in Summer Fiction plans: Year 1

Objective	Stories on a Theme - Unit 1	Stories on a Theme – unit 2	Stories on a Theme - Unit 3	Stories on a Theme - Unit 4	Stories on a Theme - Unit 5	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
Develop pleasure in reading, motivation to read, vocabulary and understanding by:															
<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 															
<ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences 															
<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 															
<ul style="list-style-type: none"> Recognising and joining in with predictable phrases 															
<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart 															
<ul style="list-style-type: none"> 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:															
<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher 															
<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading 															
<ul style="list-style-type: none"> Discussing the significance of the title and events 															
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done 															
<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 															
<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 															
<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them 															

Writing: Transcription – Coverage in Summer Fiction plans: Year 1

Objective	Stories on a Theme - Unit 1	Stories on a Theme – unit 2	Stories on a Theme - Unit 3	Stories on a Theme - Unit 4	Stories on a Theme - Unit 5	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
Pupils should be taught to spell:															
<ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught 															
<ul style="list-style-type: none"> Common exception words 															
<ul style="list-style-type: none"> Days of the week 															
Pupils should be taught to name the letters of the alphabet:															
<ul style="list-style-type: none"> Naming the letters of the alphabet in order 															
<ul style="list-style-type: none"> Using letter names to distinguish between alternative spellings of the same sound 															
Pupils should be taught to add prefixes and suffixes:															
<ul style="list-style-type: none"> Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 															
<ul style="list-style-type: none"> Using the prefix ‘un-’ 															
<ul style="list-style-type: none"> 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:															
<ul style="list-style-type: none"> Sit correctly at a table holding a pencil comfortably and correctly 															
<ul style="list-style-type: none"> Begin to form lower-case letters in the correct direction, starting and finishing in the right place 															
<ul style="list-style-type: none"> Form capital letters 															
<ul style="list-style-type: none"> Form digits 0 – 9 															
<ul style="list-style-type: none"> Understand which letters belong to which handwriting 															

'families' (i.e. letters that are formed in similar ways) and to practise these.															
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Writing: Composition – Coverage in Summer Fiction plans: Year 1

Objective	Stories on a Theme - Unit 1	Stories on a Theme – unit 2	Stories on a Theme - Unit 3	Stories on a Theme - Unit 4	Stories on a Theme - Unit 5	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
Pupils should be taught to write sentences by:															
• Saying out loud what they are going to write about	Yellow	Orange	Purple	Blue	Red						Yellow	Orange	Purple	Blue	Red
• Composing a sentence orally before writing it	Yellow	Orange	Purple		Red		Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red
• Sequencing sentences to form short narratives	Yellow				Red			Purple	Blue	Red			Purple	Blue	Red
• Re-reading what they have written to check that it makes sense	Yellow		Purple	Blue	Red		Orange		Blue	Red		Orange	Purple	Blue	Red
Discuss what they have written with a teacher and other pupils		Orange		Blue	Red			Purple		Red		Orange			
Read aloud their writing clearly enough to be heard by their peers and the teacher	Yellow		Purple	Blue				Purple	Blue	Red	Yellow	Orange		Blue	Red

Writing: Grammar– Coverage in Summer Fiction plans: Year 1

Objective	Stories on a Theme - Unit 1	Stories on a Theme - unit 2	Stories on a Theme - Unit 3	Stories on a Theme - Unit 4	Stories on a Theme - Unit 5	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Modern Fiction – Unit 1	Modern Fiction – Unit 2	Modern Fiction – Unit 3	Modern Fiction – Unit 4	Modern Fiction – Unit 5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> Leaving spaces between words 															
<ul style="list-style-type: none"> Joining words and joining sentences using 'and' 															
<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 															
<ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 															
<ul style="list-style-type: none"> Learning the grammar in column 1 in year 1 in Appendix 2 															
Use the grammatical terminology in Appendix 2 in discussing their writing.															

Scroll to next page for Non-fiction



Coverage Chart - Year 1 Summer Term (Non-Fiction)



Spoken Language – Coverage in Summer Non-Fiction plans: Year 1

Objective	Information texts – Unit 1	Information texts – Unit 2	Information texts – Unit 3	Information texts – Unit 4	Information texts – Unit 5	Letters & postcards – Unit 1	Letters & postcards – Unit 2	Letters & postcards – Unit 3	Letters & postcards – Unit 4	Letters & postcards – Unit 5	Information texts: food – Unit 1	Information texts: food – Unit 2	Information texts: food – Unit 3	Information texts: food – Unit 4	Information texts: food – Unit 5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions and explanations															
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 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 Summer Non-Fiction plans: Year 1

Objective	Information texts – Unit 1	Information texts – Unit 2	Information texts – Unit 3	Information texts – Unit 4	Information texts – Unit 5	Letters & postcards – Unit 1	Letters & postcards – Unit 2	Letters & postcards – Unit 3	Letters & postcards – Unit 4	Letters & postcards – Unit 5	Information texts: food – Unit 1	Information texts: food – Unit 2	Information texts: food – Unit 3	Information texts: food – Unit 4	Information texts: food – Unit 5
Apply phonic knowledge and skills as the route to decode words	Yellow		Purple	Blue							Yellow		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															
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Yellow												Purple		
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word											Yellow		Purple		
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)													Purple		
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			Purple			Yellow	Orange	Purple			Yellow	Orange	Purple	Blue	
Re-read these books to build up their fluency and confidence in word reading							Orange	Purple			Yellow	Orange	Purple	Blue	

Reading: Comprehension – Coverage in Summer Non-Fiction plans: Year 1

Objective	Information texts – Unit 1	Information texts – Unit 2	Information texts – Unit 3	Information texts – Unit 4	Information texts – Unit 5	Letters & postcards – Unit 1	Letters & postcards – Unit 2	Letters & postcards – Unit 3	Letters & postcards – Unit 4	Letters & postcards – Unit 5	Information texts: food – Unit 1	Information texts: food – Unit 2	Information texts: food – Unit 3	Information texts: food – Unit 4	Information texts: food – Unit 5
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	Orange									Yellow				
• Being encouraged to link what they read or hear read to their own experiences		Orange	Purple		Red	Yellow		Purple	Blue	Red	Yellow	Orange		Blue	Red
• 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	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			Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red
• Checking that the text makes sense to them as they read and correcting inaccurate reading	Yellow	Orange						Purple							Red
• Discussing the significance of the title and events				Blue											
• Making inferences on the basis of what is being said and done			Purple	Blue		Yellow									
• Predicting what might happen on the basis of what has been read so far			Purple			Yellow		Purple							
Participate in discussion about what is read to them, taking turns and listening to what others say	Yellow		Purple			Yellow			Blue	Red	Yellow	Orange	Purple	Blue	Red
Explain clearly their understanding of what is read to them		Orange	Purple	Blue				Purple	Blue		Yellow	Orange	Purple	Blue	

Writing: Transcription – Coverage in Summer Non-Fiction plans: Year 1

Objective	Information texts – Unit 1	Information texts – Unit 2	Information texts – Unit 3	Information texts – Unit 4	Information texts – Unit 5	Letters & postcards – Unit 1	Letters & postcards – Unit 2	Letters & postcards – Unit 3	Letters & postcards – Unit 4	Letters & postcards – Unit 5	Information texts: food – Unit 1	Information texts: food – Unit 2	Information texts: food – Unit 3	Information texts: food – Unit 4	Information texts: food – Unit 5
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: Composition – Coverage in Summer Non-Fiction plans: Year 1

Objective	Information texts – Unit 1	Information texts – Unit 2	Information texts – Unit 3	Information texts – Unit 4	Information texts – Unit 5	Letters & postcards – Unit 1	Letters & postcards – Unit 2	Letters & postcards – Unit 3	Letters & postcards – Unit 4	Letters & postcards – Unit 5	Information texts: food – Unit 1	Information texts: food – Unit 2	Information texts: food – Unit 3	Information texts: food – Unit 4	Information texts: food – Unit 5
Pupils should be taught to write sentences by:															
• Saying out loud what they are going to write about															
• Composing a sentence orally before writing it															
• Sequencing sentences to form short narratives															
• Re-reading what they have written to check that it makes sense															
Discuss what they have written with a teacher and other pupils															
Read aloud their writing clearly enough to be heard by their peers and the teacher															

Writing: Grammar– Coverage in Summer Non-Fiction plans: Year 1

Objective	Information texts – Unit 1	Information texts – Unit 2	Information texts – Unit 3	Information texts – Unit 4	Information texts – Unit 5	Letters & postcards – Unit 1	Letters & postcards – Unit 2	Letters & postcards – Unit 3	Letters & postcards – Unit 4	Letters & postcards – Unit 5	Information texts: food – Unit 1	Information texts: food – Unit 2	Information texts: food – Unit 3	Information texts: food – Unit 4	Information texts: food – Unit 5
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.															

Scroll to next page for Poetry

Coverage Chart – Year 1 Summer Term Poetry

Spoken Language – Coverage in Summer Poetry plans: Year 1

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 5	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5
Listen and respond appropriately to adults and their peers	Yellow	Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue					Blue	Red
Ask relevant questions to extend their understanding and build vocabulary and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions and explanations	Yellow		Purple	Blue	Red									Blue	Red
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments														Blue	Red
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Yellow	Orange	Purple	Blue	Red									Blue	Red
Speak audibly and fluently with an increasing command of Standard English	Yellow					Yellow	Orange	Purple							
Participate in discussions, presentations, performances and debates		Orange	Purple	Blue		Yellow	Orange	Purple		Red	Yellow			Blue	Red
Gain, maintain and monitor the interest of the listener(s)	Yellow					Yellow	Orange	Purple		Red	Yellow				
Consider and evaluate different viewpoints, attending to and building on the contributions of others									Blue	Red					
Select and use appropriate registers for effective communication.		Orange	Purple												

Word Reading – Coverage in Summer Poetry plans: Year 1

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 5	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5
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															

Reading: Comprehension – Coverage in Summer Poetry plans: Year 1

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 5	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5
Develop pleasure in reading, motivation to read, vocabulary and understanding by:															
<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 															
<ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences 															
<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 															
<ul style="list-style-type: none"> Recognising and joining in with predictable phrases 															
<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart 															
<ul style="list-style-type: none"> 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:															
<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher 															
<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading 															
<ul style="list-style-type: none"> Discussing the significance of the title and events 															
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done 															
<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 															
<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 															
<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them 															

Writing: Transcription – Coverage in Summer Poetry plans: Year 1

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 5	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5
Pupils should be taught to spell:															
<ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught 															
<ul style="list-style-type: none"> Common exception words 															
<ul style="list-style-type: none"> Days of the week 															
Pupils should be taught to name the letters of the alphabet:															
<ul style="list-style-type: none"> Naming the letters of the alphabet in order 															
<ul style="list-style-type: none"> Using letter names to distinguish between alternative spellings of the same sound 															
Pupils should be taught to add prefixes and suffixes:															
<ul style="list-style-type: none"> Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 															
<ul style="list-style-type: none"> Using the prefix ‘un-’ 															
<ul style="list-style-type: none"> 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:															
<ul style="list-style-type: none"> Sit correctly at a table holding a pencil comfortably and correctly 															
<ul style="list-style-type: none"> Begin to form lower-case letters in the correct direction, starting and finishing in the right place 															
<ul style="list-style-type: none"> Form capital letters 															
<ul style="list-style-type: none"> Form digits 0 – 9 															
<ul style="list-style-type: none"> Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 															

Writing: Composition – Coverage in Summer Poetry plans: Year 1

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 5	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5
Pupils should be taught to write sentences by:															
• Saying out loud what they are going to write about															
• Composing a sentence orally before writing it															
• Sequencing sentences to form short narratives															
• Re-reading what they have written to check that it makes sense															
Discuss what they have written with a teacher and other pupils															
Read aloud their writing clearly enough to be heard by their peers and the teacher															

Writing: Grammar– Coverage in Summer Poetry plans: Year 1

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4	Classic Poems – Unit 5	Anthologies – Unit 1	Anthologies – Unit 2	Anthologies – Unit 3	Anthologies – Unit 4	Anthologies – Unit 5
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.															