**NATIONAL CURRICULUM YEAR 1 & 2 OBJECTIVE COVERAGE DOCUMENT for English**

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|  | **Autumn** | **Spring** | **Summer** |
| **SPOKEN LANGUAGE** | * 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 |
| **READING- WORD READING**  **Year 1** | * 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 spring * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught spring | * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes spring * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught spring * 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 [for example, 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- WORD READING**  **Year 2** | * 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 the 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 spring * read words containing common suffixes spring | * read accurately words of two or more syllables that contain the same graphemes as above spring * read words containing common suffixes spring * 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**  **Year 1** | * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * participate in discussion about what is read to them, taking turns and listening to what others say * understand both the books they can already read accurately and fluently and those they listen to * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events | * learning to appreciate rhymes and poems, and to recite some by heart * 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 * drawing on what they already know or on background information and vocabulary provided by the teacher * 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 * explain clearly their understanding of what is read to them. | * learning to appreciate rhymes and poems, and to recite some by heart * 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 * discussing word meanings, linking new meanings to those already known |
| **READING- COMPREHENSION**  **Year 2** | * 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 * being introduced to non-fiction books that are structured in different ways * recognising simple recurring literary language in stories and poetry * checking that the text makes sense to them as they read and correcting inaccurate reading * 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 | * 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 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 * 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 * drawing on what they already know or on background information and vocabulary provided by the teacher * 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 * 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. | * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * 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 * 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 * drawing on what they already know or on background information and vocabulary provided by the teacher * making inferences on the basis of what is being said and done |
| **WRITING- TRANSCRIPTION**  **Year 1**  **Also see spelling appendix and phonics planning** | spell:   * words containing each of the 40+ phonemes already taught * common exception words * the days of the week   name the letters of the alphabet:   * naming the letters of the alphabet in order | spell:   * words containing each of the 40+ phonemes already taught * common exception words * the days of the week * use letter names to distinguish between alternative spellings of the same sound * 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, *–*erand *–*est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] | * 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, *–*erand *–*est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] * apply **all the** simple spelling rules and guidance, as listed in [English Appendix 1](#EnglishAppendix1Spelling) * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. |
| **WRITING- TRANSCRIPTION**  **Year 2**  **Also see spelling appendix and phonics planning** | 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 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 more words with contracted forms * learning the possessive apostrophe (singular) [for example, the girl’s book] * distinguishing between homophones and near-homophones * add suffixes to spell longer words, including *–*ment, *–*ness, *–*ful, *–*less*, –*ly * apply spelling rules and guidance, as listed in [English Appendix 1](#EnglishAppendix1Spelling) | * learning to spell more words with contracted forms * learning the possessive apostrophe (singular) [for example, the girl’s book] * distinguishing between homophones and near-homophones * add suffixes to spell longer words, including *–*ment, *–*ness, *–*ful, *–*less*, –*ly * apply **all the** spelling rules and guidance, as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling) * Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| **WRITING- HANDWRITING**  **Year 1** | * 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 | * 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. | * 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- HANDWRITING**  **Year 2** | * 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 | * 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. | * 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**  **Year 1** | 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 the teacher or other pupils | 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 the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. | write sentences by:   * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. |
| **WRITING- COMPOSITION**  **Year 2** | develop positive attitudes towards and stamina for writing by:   * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes   consider what they are going to write before beginning by:   * planning or saying out loud what they are going to write about * writing down ideas and/or key words, including new vocabulary | develop positive attitudes towards and stamina for writing by:   * writing narratives about personal experiences and those of others (real and fictional) spring * writing about real events spring * writing poetry * writing for different purposes * encapsulating what they want to say, sentence by sentence   consider what they are going to write before beginning by:   * planning or saying out loud what they are going to write about * writing down ideas and/or key words, including new vocabulary   make simple additions, revisions and corrections to their own writing by:   * evaluating their writing with the teacher and other pupils * 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 * proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] * read aloud what they have written with appropriate intonation to make the meaning clear. | develop positive attitudes towards and stamina for writing by:   * writing narratives about personal experiences and those of others (real and fictional) spring * writing about real events spring * writing poetry * writing for different purposes * encapsulating what they want to say, sentence by sentence   consider what they are going to write before beginning by:   * planning or saying out loud what they are going to write about * writing down ideas and/or key words, including new vocabulary   make simple additions, revisions and corrections to their own writing by:   * evaluating their writing with the teacher and other pupils * 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 * proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] * read aloud what they have written with appropriate intonation to make the meaning clear. |
| **WRITING- VOCABULARY GRAMMAR AND PUNCTUATION**  **Year 1**  Vocabulary for pupils:l etter, capital letter word, singular, plural sentence, punctuation,  full stop, question mark, exclamation mark | develop their understanding of the concepts set out in [English Appendix 2](#EnglishAppendix2Vocabulary) by:   * leaving spaces between words * joining words and joining clauses 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’ | develop their understanding of the concepts set out in [English Appendix 2](#EnglishAppendix2Vocabulary) by:   * 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 for year 1 in English Appendix 2 s * use the grammatical terminology in English Appendix 2 in discussing their writing | develop their understanding of the concepts set out in [English Appendix 2](#EnglishAppendix2Vocabulary) by:   * using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ * learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing. |
| **WRITING- VOCABULARY GRAMMAR AND PUNCTUATION**  **Year 2**  Vocabulary for pupils: noun, noun phrase statement, question, exclamation, command,  compound, adjective, verb,  suffix, adverb  tense (past, present)  apostrophe, comma | develop their understanding of the concepts set out in [English Appendix 2](#EnglishAppendix2Vocabulary) 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)   learn how to use:   * sentences with different forms: statement, question, exclamation, command * expanded noun phrases to describe and specify [for example, the blue butterfly] | develop their understanding of the concepts set out in [English Appendix 2](#EnglishAppendix2Vocabulary) 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)   learn how to use:   * sentences with different forms: statement, question, exclamation, command * expanded noun phrases to describe and specify [for example, 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. | learn how to use:   * 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. |