

Coverage Chart – Year 1 Spring Term Fiction

The colours on the chart are just to make them easier to read – they don’t correlate to anything.

Spoken Language – Coverage in Spring Fiction plans: Year 1

Objective	Classic Fiction: Beatrix Potter				Modern Fiction: Contemporary Picture Books								
	1	2	3	4	1	2	3	4					
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							Yellow						
Articulate and justify answers, arguments and opinions	Purple												
Give well-structured descriptions and explanations	Purple			Green	Purple		Yellow	Green					
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				Green	Purple			Green					
Speak audibly and fluently with an increasing command of Standard English													
Participate in discussions, presentations, performances and debates	Purple												
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 Fiction plans: Year 1

Objective	Classic Fiction: Beatrix Potter				Modern Fiction: Contemporary Picture Books							
	1	2	3	4	1	2	3	4	1	2	3	4
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	Classic Fiction: Beatrix Potter				Modern Fiction: Contemporary Picture Books							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>												
• 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												
<b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>												
• 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												
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 Fiction plans: Year 1

Objective	Classic Fiction: Beatrix Potter				Modern Fiction: Contemporary Picture Books							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to spell:</b>												
• Words containing each of the 40+ phonemes already taught												
• Common exception words												
• Days of the week												
<b>Pupils should be taught to name the letters of the alphabet:</b>												
• Naming the letters of the alphabet in order												
• Using letter names to distinguish between alternative spellings of the same sound												
<b>Pupils should be taught to add prefixes and suffixes:</b>												
• 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.												
<b>Pupils should be taught handwriting:</b>												
• 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 Spring Fiction plans: Year 1

Objective	Classic Fiction: Beatrix Potter				Modern Fiction: Contemporary Picture Books							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to write sentences by:</b>												
• Saying out loud what they are going to write about	Purple	Blue		Green	Purple	Blue		Green				
• Composing a sentence orally before writing it	Purple	Blue	Yellow	Green	Purple	Blue	Yellow	Green				
• Sequencing sentences to form short narratives		Blue		Green				Green				
• Re-reading what they have written to check that it makes sense		Blue		Green	Purple		Yellow	Green				
Discuss what they have written with a teacher and other pupils								Green				
Read aloud their writing clearly enough to be heard by their peers and the teacher				Green		Blue		Green				

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

Objective	Classic Fiction: Beatrix Potter				Modern Fiction: Contemporary Picture Books							
	1	2	3	4	1	2	3	4				
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:												
• Leaving spaces between words		Blue		Green				Green				
• Joining words and joining sentences using 'and'								Green				
• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark		Blue	Yellow	Green				Green				
• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		Blue						Green				
• 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 Spring Term Non-Fiction

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

Objective	Information Texts: Incredible Creatures				Instructions: Cleaner World							
	1	2	3	4	1	2	3	4				
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 Spring Non-Fiction plans: Year 1

Objective	Information Texts: Incredible Creatures				Instructions: Cleaner World							
	1	2	3	4	1	2	3	4	1	2	3	4
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	Information Texts: Incredible Creatures				Instructions: Cleaner World							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>												
<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>												
<ul style="list-style-type: none"> <li>Being encouraged to link what they read or hear read to their own experiences</li> </ul>												
<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>												
<ul style="list-style-type: none"> <li>Recognising and joining in with predictable phrases</li> </ul>												
<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>												
<ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known</li> </ul>												
<b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>												
<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>												
<ul style="list-style-type: none"> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>												
<ul style="list-style-type: none"> <li>Discussing the significance of the title and events</li> </ul>												
<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done</li> </ul>												
<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>												
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 Non-Fiction plans: Year 1

Objective	Information Texts: Incredible Creatures				Instructions: Cleaner World							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to spell:</b>												
• Words containing each of the 40+ phonemes already taught												
• Common exception words												
• Days of the week												
<b>Pupils should be taught to name the letters of the alphabet:</b>												
• Naming the letters of the alphabet in order												
• Using letter names to distinguish between alternative spellings of the same sound												
<b>Pupils should be taught to add prefixes and suffixes:</b>												
• 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.												
<b>Pupils should be taught handwriting:</b>												
• 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 Spring Non-Fiction plans: Year 1

Objective	Information Texts: Incredible Creatures				Instructions: Cleaner World							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to write sentences by:</b>												
• 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 Non-Fiction plans: Year 1

Objective	Information Texts: Incredible Creatures				Instructions: Cleaner World							
	1	2	3	4	1	2	3	4				
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 Spring Term Poetry

Spoken Language – Coverage in Spring Poetry plans: Year 1

Objective	Poems on a Theme: Caribbean Poetry				Poems on a Theme: Homes and Houses							
	1	2	3	4	1	2	3	4				
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 Spring Poetry plans: Year 1

Objective	Poems on a Theme: Caribbean Poetry				Poems on a Theme: Homes and Houses							
	1	2	3	4	1	2	3	4	1	2	3	4
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	Poems on a Theme: Caribbean Poetry				Poems on a Theme: Homes and Houses							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>												
• 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												
<b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>												
• 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												
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	Poems on a Theme: Caribbean Poetry				Poems on a Theme: Homes and Houses							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to spell:</b>												
• Words containing each of the 40+ phonemes already taught												
• Common exception words												
• Days of the week												
<b>Pupils should be taught to name the letters of the alphabet:</b>												
• Naming the letters of the alphabet in order												
• Using letter names to distinguish between alternative spellings of the same sound												
<b>Pupils should be taught to add prefixes and suffixes:</b>												
• 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.												
<b>Pupils should be taught handwriting:</b>												
• 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 Spring Poetry plans: Year 1

Objective	Poems on a Theme: Caribbean Poetry				Poems on a Theme: Homes and Houses							
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Pupils should be taught to write sentences by:</b>												
• Saying out loud what they are going to write about			Yellow	Green	Purple	Blue		Green				
• Composing a sentence orally before writing it	Purple	Blue	Yellow	Green	Purple	Blue	Yellow	Green				
• Sequencing sentences to form short narratives				Green	Purple		Yellow	Green				
• Re-reading what they have written to check that it makes sense	Purple		Yellow	Green				Green				
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	Purple			Green				Green				

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

Objective	Poems on a Theme: Caribbean Poetry				Poems on a Theme: Homes and Houses							
	1	2	3	4	1	2	3	4				
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'												
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Use the grammatical terminology in Appendix 2 in discussing their writing.												