

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
<p><i>Year 1</i> 20%-40% <i>1i</i> (Autumn)</p>	<p><b>16-25 (Roots)</b></p> <p><b>Shared Story:</b> The Class Trip <b>Star Story:</b> Farmer Duck</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Blending sounds I know to read both new and familiar words.</li> <li>• To blend sounds that I know to read words accurately.</li> <li>• To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• To recall the beginning, middle and end of a story.</li> <li>• To give my opinion about a story.</li> </ul> <p><b>Shared Story:</b> Bug Alert <b>Star Story:</b> Insect Detective</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Blending sounds I know to read both new and familiar words.</li> <li>• To blend sounds that I know to read words accurately.</li> <li>• To re-read a story to build fluency and confidence.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• To locate and explain important information in a text.</li> <li>• To explain important information in a text and ask questions.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• To join words and clauses using the conjunction 'and'.</li> <li>• To re-read what I have written to check it makes sense (and to identify errors based on current skills).</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• To join words and clauses using the conjunction 'and'.</li> <li>• To re-read what I have written to check it makes sense (and to identify errors based on current skills).</li> </ul>	<p><b>Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• Separation of words with spaces.</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Capital letters for names and the personal pronoun I.</li> <li>• Regular plural noun suffixes -s or -es e.g. dog/dogs wish/wishes</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words. e.g. helping, helped, helper.</li> <li>• How the prefix un- changes the meaning of verbs and adjectives. e.g. negation unkind, undoing, untie.</li> <li>• How words can combine to make sentences.</li> <li>• Joining words and joining clauses using and.</li> <li>• Sequencing sentences to form short narratives.</li> </ul>

## 2020/2021 Coverage to support Planning process

	<p><b>Shared Story:</b> Fang  <b>Star Story:</b> Courtney  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read both new and familiar words.</li> <li>To blend sounds that I know to read words accurately.</li> <li>To re-read a story to build fluency and confidence</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To give my opinion about a story and explain why.</li> <li>To discuss the main events of a story.</li> </ul> <p><b>Shared Story:</b> Pest in the Tent  <b>Star Story:</b> Pet Poems  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including 'ed' endings.</li> <li>To blend sounds that I know to read words accurately including 'ed' endings.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To listen to and discuss a wide range of poems.</li> <li>To show my understanding of poems read to me.</li> </ul> <p><b>Shared Story:</b> May I Borrow Your Ice Cream?  <b>Star Story:</b> Leon and Bob  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including 'ed' endings.</li> <li>To blend sounds that I know to read words accurately including 'ed' endings.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main events of a story.</li> <li>To explain how a character is feeling using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To begin to punctuate sentences using an exclamation mark.</li> <li>To re-read what I have written to check it makes sense (and to identify errors based on current skills).</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write a poetry.</li> <li>To re-read what I have written to check it makes sense (and to identify errors based on the use of exclamation marks)</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use 'est' where no change in spelling is needed in root words.</li> <li>To re-read what I have written to check that it makes sense (and to improve my writing based on current skills).</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Words using -ff, -ll, -ss, -zz and -ck e.g. Off, well, miss, buzz, back.</li> <li>Words using -nk e.g. bank, think, honk, sunk.</li> <li>The Division of words into Syllables. Each syllable is like a 'beat' e.g. pocket, rabbit, carrot, thunder, sunset.</li> <li>'tch' words e.g. catch, fetch, kitchen, notch, hutch.</li> <li>-ve words. e.g. have, live, give.</li> <li>Adding -s and -es to words. If the ending sounds like /s/ then -s If the ending sounds like /is/ then -es e.g. cats, dogs, spends, rocks, catches.</li> <li>Adding the endings -ing, -ed, and -er to verbs e.g. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper.</li> <li>Adding -er and -est e.g. grander, grandest, fresher, freshest, quicker, quickest.</li> <li>Phonemes/graphemes: <ul style="list-style-type: none"> <li>- ai, -oi/-ay, -oy</li> <li>- a-e, e-e, i-e, o-e, u-e</li> <li>- ar,</li> <li>- ee, ea,</li> <li>- er, ir, ur</li> <li>- oo,oo</li> <li>- oa, oe, ou</li> <li>- ow, ow, ue, ew</li> <li>- ie, igh</li> <li>- or, ore, aw, au</li> <li>- air</li> <li>- ear,</li> <li>- are</li> </ul> </li> <li>Words ending -y. e.g. very, happy, funny, party, family.</li> </ul>
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## 2020/2021 Coverage to support Planning process

	<p><b>Shared Story:</b> The Noise Morning  <b>Star Story:</b> Can't You Sleep Little Bear  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including '-ed' and '-ing' endings.</li> <li>To blend sounds that I know to read words accurately including '-ed' and '-ing' endings.</li> <li>To re-read a story to build fluency and confidence.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To explain the key events of a story and why they happened.</li> <li>To retell the main events of a story through performance.</li> </ul> <p><b>Shared Story:</b> Hiccups  <b>Star Story:</b> The Hare and The Tortoise  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including '-ed' and '-ing' endings.</li> <li>To blend sounds that I know to read words accurately including '-ed' and '-ing' endings.</li> <li>To re-read a story to build fluency and confidence.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main theme of a story.</li> <li>To retell the story from a character's viewpoint using role-play.</li> </ul> <p><b>Shared Story:</b> Fish In Class  <b>Star Story:</b> Franklin Frog  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including '-ed' endings.</li> <li>To blend sounds that I know to read words accurately including '-ed' endings.</li> <li>To re-read a story to build fluency and confidence.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To identify and discuss key information in a nonfiction text.</li> <li>To re-tell key information in a non-fiction text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use '-ing' for verbs where no change in spelling is needed in root words.</li> <li>Teacher to identify a previously taught skill to be reinforced (exclamation marks, using -est or joining clauses with 'and').</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use an adjective to describe a noun.</li> <li>To use the ending '-ing' for verbs where no change in spelling is needed in root words.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use the spelling rule of adding the 's' marker for plurals.</li> <li>To use an adjective to describe a noun.</li> <li>To begin to punctuate using exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>-ph and -wh. e.g. dolphin, alphabet, phonics, elephant, when, where, which, wheel, while.</li> <li>Using -k. e.g. Kent, sketch, kit, skin, frisky.</li> <li>Adding the prefix -un. e.g. unhappy, undo, unload, unfair, unlock.</li> <li>Polysyllabic words. e.g. football, playground, farmyard, bedroom, blackberry</li> <li>Common exception words. e.g. the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, fall, house, our</li> </ul>
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## 2020/2021 Coverage to support Planning process

	<p><b>Shared Story:</b> Late!  <b>Star Story:</b> The Highway Rat  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including ‘-ed’ endings.</li> <li>To read words accurately including ‘-ed’ endings.</li> <li>To re-read a story to build fluency and confidence.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the main themes in a story.</li> <li>To record the key events in a story in sequence.</li> </ul> <p><b>Shared Story:</b> And Then What Happened?  <b>Star Story:</b> John Patrick Norman McHennessy  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including ‘-er’ endings.</li> <li>To blend sounds that I know to read words accurately including ‘-er’ endings.</li> <li>To re-read a story to build fluency and confidence.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To discuss the key events in a story in sequence.</li> <li>To identify how characters felt at different times during a story.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use ‘-est’ where no change in spelling is needed in root words.</li> <li>To use capital letters for names and the days of the week.</li> <li>To begin to punctuate sentences using an exclamation mark.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To join clauses using the conjunction ‘because’.</li> <li>To use the words who/what/where/when/why/how to ask questions.</li> <li>To begin to punctuate using a question mark.</li> <li>To use a capital letter for the days of the week.</li> <li>To use an adjective to describe a noun.</li> </ul>	
<p><i>Year 1</i>  41%-60%  1ii  (Spring)</p>	<p><b>26-37 (Roots)</b></p> <p><b>Shared Story:</b> Let’s Go Fishing  <b>Star Story:</b> Big Blue Whale  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including apostrophes.</li> <li>To blend sounds that I know to read words accurately including apostrophes.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To locate and explain important information in a text using some features of a non-fiction text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use adjectives to describe a noun.</li> <li>To re-read what I have written to check that it makes sense and to improve my writing based on current skills.</li> </ul>	

## 2020/2021 Coverage to support Planning process

	<p><b>Shared Story:</b> The Camping Trip  <b>Star Story:</b> Three Billy Goats Gruff  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including apostrophes.</li> <li>To blend sounds that I know to read words accurately including apostrophes.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recall and explain the main events in a story.</li> <li>To discuss the setting in a story and how it affects the characters.</li> </ul> <p><b>Shared Story:</b> Is There A Monster in the Lake?  <b>Star Story:</b> Shark in the Dark  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including apostrophes.</li> <li>To blend sounds that I know to read words accurately including apostrophes.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To show my understanding using evidence from the text.</li> <li>To discuss the main events of a story.</li> </ul> <p><b>Shared Story:</b> Leaves Fall  <b>Star Story:</b> DK First Facts - Seasons  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words accurately including words with 'ed' and '-ing' suffixes.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To locate and explain important information in a text using some features of a non-fiction text.</li> <li>To give and justify an opinion of a text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use the word endings '-er' and '-est' for comparison.</li> <li>To use the words 'more' and 'most' for comparison.</li> <li>To use the conjunction 'but' before the final comparison.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use the definite article (the), an adjective and a noun to write a expanded Noun phrase .</li> <li>Teacher to identify a previously taught skill to be reinforced.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use the conjunctions 'and' and 'because'.</li> <li>To use an apostrophe for the contracted form.</li> </ul>	
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## 2020/2021 Coverage to support Planning process

	<p><b>Shared Story:</b> Cupcakes  <b>Star Story:</b> The Gingerbread Man  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including /a-e/.</li> <li>To blend sounds that I know to read words accurately including /a-e/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To identify the main characters and the order in which they appear in the story.</li> <li>To identify the sequence of events in a story.</li> </ul> <p><b>Shared Story:</b> Ride a Bike  <b>Star Story:</b> Mrs Armitage on Wheels  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including /i-e/ and contractions.</li> <li>To blend sounds that I know to read words accurately including /i-e/ and contractions.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recall the main events of a story.</li> <li>To discuss why the author chose the order of the sequence of events in a story.</li> </ul> <p><b>Shared Story:</b> Home with a Cold  <b>Star Story:</b> This Moose Belongs to Me  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including /o-e/.</li> <li>To blend sounds that I know to read words accurately including /o-e/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To give my opinion based on evidence from the text.</li> <li>To show my understanding using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write commands using 'don't', an initial verb and exclamation mark.</li> <li>To use an apostrophe for the contracted form.</li> <li>To use commas for a list.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write expanded noun phrases using the words 'the'/'his'/'hers'/'my'/'yours'/'theirs', an adjective and a noun.</li> <li>Teacher to identify a previously taught skill to be reinforced.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use adjectives to describe nouns.</li> <li>To use an apostrophe for the contracted form.</li> <li>To add the suffix 'ing' for verbs.</li> </ul>	
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## 2020/2021 Coverage to support Planning process

	<p><b>Shared Story:</b> Slippery Steps  <b>Star Story:</b> The Emperor's Egg  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including /y/.</li> <li>To blend sounds that I know to read words accurately including /y/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>To locate and explain important information in a text using some features of a non-fiction text.</li> <li>To ask questions about a non-fiction text and explore how and where to find answers.</li> </ul> <p><b>Shared Story:</b> The Ice Storm  <b>Star Story:</b> Winnie in Winter  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including 'soft c'.</li> <li>To recognise familiar words.</li> <li>To blend sounds that I know to read words accurately including 'soft c'.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To describe the characters in a story.</li> <li>To give my opinion based on evidence from the text.</li> </ul> <p><b>Shared Story:</b> Did That Tree Eat My Kite  <b>Star Story:</b> Stuck  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words.</li> <li>To blend sounds that I know to read words accurately.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To identify the sequence of events in a story.</li> <li>To discuss why the author has sequenced the story events in this order.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use the definite article (the), an adjective and a noun to write an expanded noun phrase.</li> <li>To use the suffixes '-er' and '-est' for comparison.</li> <li>To use commas for a list.</li> <li>To write expanded noun phrases using the words 'the'/'his'/'her'/'my'/'your'/'their' a noun and an adjective.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use adverbs to describe verbs.</li> <li>To re-read what I have written to check it makes sense (and to identify errors based on current skills).</li> <li>Teacher to identify a previously taught skill to be reinforced.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use the conjunction 'when'.</li> <li>To write expanded noun phrases using the words 'the'/'his'/'her'/'my'/'your'/'their' a noun and an adjective.</li> </ul>	
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## 2020/2021 Coverage to support Planning process

	<p><b>Shared Story:</b> Who is Alfred?  <b>Star Story:</b> Tuesday  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read words including /wh/.</li> <li>To blend sounds that I know to read words accurately including /wh/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To give my opinion based on evidence from the text.</li> <li>To explain the importance of question words to understand a story.</li> </ul> <p><b>Shared Story:</b> Planting Seeds in May  <b>Star Story:</b> Camille and the Sunflowers  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend sounds that I know to read words.</li> <li>To blend sounds that I know to read words accurately.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recall the main events of a story.</li> <li>To give my opinion based on evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To begin my questions with 'who', 'what', 'where', 'when', 'why', 'how' or 'did' and to use a question mark.</li> <li>To use the spelling rule of adding the 's' and 'es' as the plural marker to show there is more than one noun.</li> <li>To use the words 'first', 'next' and 'then' as time connectives.</li> <li>To begin to punctuate sentences using an exclamation mark.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use the conjunction 'because' to provide my own opinion.</li> <li>To use interesting adjectives to describe emotions.</li> </ul>	
<p><i>Year 1</i>  <i>61%-80%+</i>  <i>1iii</i>  <i>(Summer)</i></p>	<p><b>38-48 (Roots)</b></p> <p><b>Shared Story:</b> The Land of the Midnight Sun  <b>Star Story:</b> Collin's Children's Picture Atlas  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read accurately including /aw/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise the features of a non-fiction text.</li> <li>To use and show my understanding of the features of a non-fiction text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To write expanded noun phrases using the words: 'the'/'his'/'her'/'my'/'your'/'their' an adjective and a noun.</li> <li>To use adjectives for description.</li> </ul>	

## 2020/2021 Coverage to support Planning process

	<p><b>Shared Story:</b> The Three Wishes  <b>Star Story:</b> The Frog Prince  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read accurately. including /th/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise the features of a fairy story.</li> <li>To recognise the features of a fairy story in the order they occur.</li> </ul> <p><b>Shared Story:</b> The Artists of Benin City  <b>Star Story:</b> Degas and the Little Dancer  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read accurately including /qu/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To retell the story in the correct sequence.</li> <li>To give my opinion based on evidence from the text.</li> </ul> <p><b>Shared Story:</b> Anansi, the Spider  <b>Star Story:</b> The Day the Rains Fell  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read accurately including /ight/ and /ould/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To show my understanding using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use adverbs to describe verbs.</li> <li>To use an apostrophe for the contraction of 'I am' to 'I'm'.</li> <li>Teacher to identify a previously taught skill to be reinforced (expanded noun phrases or adjectives).</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use the preposition 'if' appropriately.</li> <li>To use the suffix '-ed' for the past tense of verbs.</li> <li>Teacher to identify a previously taught skill to be reinforced (using adverbs to describe verbs).</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use adjectives using the suffix '-ful'.</li> <li>To use the preposition 'if' appropriately.</li> <li>Teacher to identify a previously taught skill to be reinforced (the use of the preposition 'if').</li> </ul>	
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## 2020/2021 Coverage to support Planning process

	<p><b>Shared Story:</b> A Farm in China  <b>Star Story:</b> The Magic Paintbrush  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read accurately including /oo/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To retell the story in the correct sequence.</li> <li>To give my opinion based on evidence from the text.</li> </ul> <p><b>Shared Story:</b> Woo Zen, A Cinderella Story  <b>Star Story:</b> Red Riding Hood  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read accurately including /z/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise the features of a fairy story.</li> <li>To find and identify the features of a fairy story.</li> </ul> <p><b>Shared Story:</b> A Trip to the Inca Kingdom  <b>Star Story:</b> Volcanoes  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read accurately. including /oa/ and /ow/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise the features of a non-fiction text.</li> <li>To show my understanding using evidence from the text.</li> </ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use an apostrophe to show possession (singular).</li> <li>Teacher to identify a previously taught skill to be reinforced (roots 38-41).</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To begin to punctuate using exclamation marks and question marks.</li> <li>To write expanded noun phrases using the words 'the'/'his'/'her'/'my'/'your'/'their'/'our', an adjective and a noun.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use adverbs to describe verbs.</li> <li>Teacher to identify a previously taught skill to be reinforced (roots 38-43).</li> </ul>	
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## 2020/2021 Coverage to support Planning process

	<p><b>Shared Story:</b> The Magic Lake  <b>Star Story:</b> How to Live Forever  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read accurately including /x/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To give my opinion based on evidence from the text.</li> <li>To give my opinion based on evidence from the text.</li> </ul> <p><b>Shared Story:</b> Pen Pals in the USA  <b>Star Story:</b> The Jolly Postman  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read accurately including /oo/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To recall the main events of a story.</li> <li>To recognise and understand the features of different letters.</li> </ul> <p><b>Shared Story:</b> How Turtle Flew South for the Winter  <b>Star Story:</b> One Tiny Turtle  <b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>To blend the sounds that I know to read accurately including /ir/, /or/, /ar/, /er/ and /ur/.</li> <li>To re-read a story to build fluency and confidence in word reading.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To show my understanding using evidence from the text.</li> <li>To give my opinion based on evidence from the text.</li> </ul> <p><b>Shared Story:</b> Paul Bunyan's Pancakes  <b>Star Story:</b> Jim and the beanstalk  <b>Reading Skills:</b></p>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use the suffix '-ed' for the past tense.</li> <li>To use an apostrophe for it's as a contraction for 'it is'.</li> <li>Teacher to identify a previously taught skill to be reinforced (roots 38-45).</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use adverbs to describe verbs.</li> <li>To use an apostrophe to show possession (singular).</li> <li>To write commands.</li> <li>To use commas for a list.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>To use an apostrophe for it's as a contraction for 'it is'.</li> <li>To <b>not</b> use an apostrophe for its when it is used to show possession.</li> <li>Teacher to identify a previously taught skill to be reinforced (roots 38-47).</li> </ul>	
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**2020/2021 Coverage to support Planning process**

	<ul style="list-style-type: none"><li>• To blend the sounds that I know to read accurately including /u/.</li><li>• To re-read a story to build fluency and confidence in word reading.</li></ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"><li>• To make a prediction based on evidence from the text.</li><li>• To compare and contrast two stories.</li></ul>	<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"><li>• To use the suffixes ‘-er’ and ‘-est’ with adjectives for comparison.</li><li>• To write commands using ‘Please don’t’ + verb at the beginning of the sentence.</li><li>• Teacher to identify a previously taught skill to be reinforced.</li></ul>	
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## 2020/2021 Coverage to support Planning process

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
<b>Overall Coverage</b>	<p><b>Reading Coverage:</b></p> <p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words.</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:               <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> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales,</li> <li>- retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already know</li> </ul> </li> </ul>	<p><b>Writing Milestones:</b></p> <ul style="list-style-type: none"> <li>• Compose sentences orally before writing, with confidence about where sentence begins and ends.</li> <li>• Write and sequence sentences to form narratives accurately.</li> <li>• Write appropriately to task.</li> <li>• Independently re-read their writing to check it makes sense and make changes.</li> <li>• Read work aloud to peers and teachers with confidence.</li> <li>• Experiment with a range of joining words.</li> <li>• Uses adjectives for description often.</li> <li>• Spell words containing 40+ phonemes and demonstrate confidence with consonant digraphs and vowel digraphs.</li> <li>• Spell all year 1 common exception words (appendix 1).</li> <li>• Name most letters of the alphabet in order with confidence.</li> <li>• Spell using prefixes and suffixes.</li> <li>• Most letters formed correctly.</li> <li>• Capital letters formed accurately.</li> <li>• Appropriate spaces between words.</li> <li>• Letters sit on the line correctly.</li> </ul>

## 2020/2021 Coverage to support Planning process

	<ul style="list-style-type: none"><li>• understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none"><li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>- discussing the significance of the title and events</li><li>- making inferences on the basis of what is being said and done</li><li>- predicting what might happen on the basis of what has been read so far</li></ul></li><li>• participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• explain clearly their understanding of what is read to them.</li></ul>	
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