Layer 2: Coverage Document
Year 2 2025-2026

Curriculum 2014 Objectives

Word Reading

Themes	Books	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	Read words containing common suffixes	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Re-read these books to build up their fluency and confidence in word reading
Bravery vs. fear	The Bear Under the Stairs	✓	✓			✓	✓	✓	
A Twist in the Tale	The Goldilocks Project		✓		✓	✓			
A Twist in the Tale	Wolves	✓	✓	✓					
A Twist in the Tale	Jim and the Beanstalk	✓					✓		
Creation & conservation	The Journey Home		✓		✓	✓			
Creation & conservation	We Are Water Protectors	✓	✓	✓	✓				
Change & relationships	The Owl and the Pussy-cat	✓	✓	✓	✓				✓
Change & relationships	Tadpole's Promise	✓	✓					✓	
Fictional worlds & fantasy	Lizzy and the Cloud	✓	✓	✓	✓				
Fictional worlds & fantasy	The Dragon Machine	✓				✓			
Urban metropolis	A Walk in London	✓	✓	✓	✓				
Urban metropolis	Last Stop on Market Street	✓				✓			

Reading Comprehension

Themes	Books	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Discussing the sequence of events in books and how items of information are related	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Being introduced to non-fiction books that are structured in different ways	Recognising simple recurring literary language in stories and poetry	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Discussing their favourite words and phrases	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher	Checking that the text makes sense to them as they read and correcting inaccurate reading	Making inferences on the basis of what is being said and done	Answering and asking questions	Predicting what might happen on the basis of what has been read so far	**Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say**	**Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves**
Bravery vs. fear	The Bear Under the Stairs		✓		✓	✓			✓			✓	✓			
A Twist in the Tale	The Goldilocks Project	✓		✓						✓		✓	✓			
A Twist in the Tale	Wolves	✓		✓	✓		✓			✓			✓			✓
A Twist in the Tale	Jim and the Beanstalk			✓		✓				✓		✓	✓	✓		
Creation & conservation	The Journey Home	✓		✓	✓		✓			✓			✓			✓
Creation & conservation	We Are Water Protectors	✓				✓	✓						✓			
Change & relationships	The Owl and the Pussy-cat	✓				✓	✓						✓			
Change & relationships	Tadpole's Promise		✓		✓	✓								✓		
Fictional worlds & fantasy	Lizzy and the Cloud	✓	✓		✓		✓			✓			✓		✓	✓
Fictional worlds & fantasy	The Dragon Machine		✓					✓		✓		✓		✓	✓	✓
Urban metropolis	A Walk in London	✓	✓		✓		✓			✓			✓		✓	✓
Urban metropolis	Last Stop on Market Street		✓		✓		✓			✓	✓	✓		✓		✓

Transcription and Grammar Year 1

Themes	Books	Transcription: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Learning to spell common exception words	Learning to spell more words with contracted forms	Learning the possessive apostrophe (singular) [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**	**Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far**	Grammar Year 1: Regular plural noun suffixes –s or –es [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)	How the prefix *un–* changes the meaning of verbs and adjectives [negation, for example, *unkind*, or *undoing*: *untie the boat*]	How words can combine to make sentences	Joining words and joining clauses using *and*	Sequencing sentences to form short narratives	Separation of words with spaces	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Capital letters for names and for the personal pronoun *I*
Bravery vs. fear	The Bear Under the Stairs		✓		✓		✓								✓	✓		✓	✓
A Twist in the Tale	The Goldilocks Project			✓							✓								✓
A Twist in the Tale	Wolves		✓							✓									
A Twist in the Tale	Jim and the Beanstalk	✓							✓	✓		✓			✓	✓			
Creation & conservation	The Journey Home							✓	✓										
Creation & conservation	We Are Water Protectors	✓			✓			✓	✓										✓
Change & relationships	The Owl and the Pussy-cat	✓		✓				✓	✓										✓
Change & relationships	Tadpole's Promise	✓			✓	✓													
Fictional worlds & fantasy	Lizzy and the Cloud	✓						✓	✓										
Fictional worlds & fantasy	The Dragon Machine			✓				✓	✓	✓									
Urban metropolis	A Walk in London	✓						✓	✓										
Urban metropolis	Last Stop on Market Street			✓	✓														

Grammar Year 2

Themes	Books	Formation of nouns using suffixes such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]	Formation of adjectives using suffixes such as *–ful*, *–less*	Use of the suffixes *–er*, *–est* in adjectives and the use of *–ly* in Standard English to turn adjectives into adverbs	Subordination (using *when*, *if*, *that*, *because*) and co-ordination (using *or*, *and*, *but*)	Expanded noun phrases for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, *she is drumming*, *he was shouting*]	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Commas to separate items in a list	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Bravery vs. fear	The Bear Under the Stairs				✓	✓	✓	✓		✓		
A Twist in the Tale	The Goldilocks Project				✓	✓		✓	✓	✓		✓
A Twist in the Tale	Wolves				✓	✓		✓		✓		
A Twist in the Tale	Jim and the Beanstalk			✓				✓	✓			
Creation & conservation	The Journey Home				✓	✓	✓	✓		✓	✓	
Creation & conservation	We Are Water Protectors		✓		✓	✓	✓	✓	✓	✓	✓	✓
Change & relationships	The Owl and the Pussy-cat		✓		✓	✓	✓	✓	✓	✓	✓	✓
Change & relationships	Tadpole's Promise				✓	✓	✓	✓		✓		✓
Fictional worlds & fantasy	Lizzy and the Cloud		✓		✓	✓	✓	✓		✓	✓	
Fictional worlds & fantasy	The Dragon Machine	✓			✓	✓	✓	✓		✓	✓	
Urban metropolis	A Walk in London		✓		✓	✓	✓	✓		✓	✓	✓
Urban metropolis	Last Stop on Market Street	✓		✓	✓	✓	✓	✓		✓		

Composition

Themes	Books	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	Encapsulating what they want to say, sentence by sentence	Evaluating their Writing with the teacher and other pupils	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.**
Bravery vs. fear	The Bear Under the Stairs	✓	✓		✓	✓	✓	✓	✓	✓	✓	
A Twist in the Tale	The Goldilocks Project	✓			✓	✓			✓			
A Twist in the Tale	Wolves	✓	✓		✓		✓	✓	✓			
A Twist in the Tale	Jim and the Beanstalk	✓			✓	✓			✓	✓		✓
Creation & conservation	The Journey Home	✓			✓		✓	✓	✓	✓	✓	
Creation & conservation	We Are Water Protectors			✓	✓			✓			✓	
Change & relationships	The Owl and the Pussy-cat			✓	✓			✓			✓	
Change & relationships	Tadpole's Promise	✓			✓	✓		✓		✓		
Fictional worlds & fantasy	Lizzy and the Cloud		✓		✓	✓	✓	✓	✓	✓	✓	✓
Fictional worlds & fantasy	The Dragon Machine	✓			✓	✓	✓		✓	✓	✓	
Urban metropolis	A Walk in London		✓		✓	✓	✓	✓	✓	✓	✓	✓
Urban metropolis	Last Stop on Market Street	✓	✓		✓	✓	✓	✓	✓	✓	✓	