Layer 2: Coverage Document
Year 1 2025-2026

			Word Reading (through ULS phonics, 1:1 reading and Guided Reading)									Reading Comprehension: Develop pleasure in reading, motivation to read, vocabulary and understanding by:						Understand both the books they can already read accurately and fluently and those they listen to by:							Transcription									Grammar Year 1									Grammar Year 2											Composition: Write sentences by:					
Curriculum 2014 Objectives			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 [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	Re-read these books to build up their fluency and confidence in word reading.	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	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**	Words containing each of the 40+ phonemes already taught	Common exception words	The days of the week and the letters of the alphabet in order	Using letter names to distinguish between alternative spellings of the same sound	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 [for example, helping, helped, helper, eating, quicker, quickest]	Apply simple 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 and common exception words taught so far**	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*	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*]	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.**
Themes	Books																																																									
Journeys & exploration Literacy Tree coverage enhanced by Drawing Club creative hook	Room on the Broom	Code: label drawing	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓			✓		✓												✓	✓		✓	✓	✓
	We're Going on a Bear Hunt	Finger spaces	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓			✓		✓												✓	✓		✓	✓	✓
	Jack and the Beanstalk	Finger spaces	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓			✓		✓												✓	✓		✓	✓	✓
	Tiddler	Finger spaces and CL	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓			✓	✓	✓												✓	✓		✓	✓	✓
	Three Little Pigs	Finger spaces and CL	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓			✓	✓	✓												✓	✓		✓	✓	✓
	The Night Pirates	Finger spaces, CL and full stops	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓			✓	✓	✓												✓	✓		✓	✓	✓
	Christopher Pumpkin	Finger spaces, CL and full stops	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓			✓	✓	✓												✓	✓		✓	✓	✓
Ususual but helpful heroes Literacy Tree coverage enhaned by Curious Quests creative hook		Introduction to curious Quests and their characters (Professor Klunk, Noodle and Titch)	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓			✓	✓	✓												✓	✓		✓	✓	✓
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	The Bad Tempered Ladybird	CL and full stops	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓			✓	✓	✓												✓	✓		✓	✓	✓
	Alan's Big Scary Teeth	'and to join words'	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓	✓		✓	✓	✓												✓	✓		✓	✓	✓
	Mog's Castle	'and to join words'	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓	✓		✓	✓	✓												✓	✓		✓	✓	✓
	The Crocodile Who Didn't Like Water	'and to join words'	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓							✓				✓	✓		✓	✓	✓												✓	✓		✓	✓	✓
	Hairy Maclary	'and to join words'	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													✓	✓		✓	✓	✓												✓	✓	✓	✓	✓	✓
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