

English Coverage Map

	EYFS	Key Stage 1	Key Stage 2
<b>READING</b>			
	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as <b>the</b> route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters)</li> <li>• Read accurately by blending sounds in unfamiliar words that used only the grapheme–phoneme correspondences (GPCs) that have been taught</li> <li>• Read a small number of exception words, including common words and words of special interest to children, highlighting to children any unusual correspondences between spelling and sound and where these occurred in the word</li> <li>• Read words without overt sounding and blending, once children are confident in their decoding, but not before</li> <li>• Read aloud accurately books that are consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to traditional tales.</li> <li>• Listen to a range of texts.</li> <li>• Learn some poems by heart.</li> <li>• Become familiar with a wide range of texts of different lengths.</li> <li>• Discuss books.</li> <li>• Build up a repertoire of poems to recite.</li> <li>• Use the class and school libraries.</li> <li>• Listen to short novels over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Learn poetry by heart.</li> <li>• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</li> <li>• Take part in conversations about books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Use the school and community libraries.</li> <li>• Look at classification systems.</li> <li>• Look at books with a different alphabet to English.</li> <li>• Read and listen to whole books.</li> </ul>

	<p>with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <ul style="list-style-type: none"> <li>• Re-read books to build up their fluency and confidence in word reading.</li> </ul>		
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**WRITING**

Narrative	<ul style="list-style-type: none"> <li>• Participate in whole-class or small-group talk as preparation for writing</li> <li>• Compose and write independently, when they have the necessary skills</li> <li>• Rehearse out loud what they are going to write</li> </ul>	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories with imaginary settings.</li> <li>• Write stories and plays that use the language of fairy tales and traditional tales.</li> <li>• Write stories that mimic significant authors.</li> <li>• Write narrative diaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories that contain mythical, legendary or historical characters or events.</li> <li>• Write stories of adventure.</li> <li>• Write stories of mystery and suspense.</li> <li>• Write letters.</li> <li>• Write plays.</li> <li>• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</li> </ul>
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Non-fiction	<ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it down</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check it makes sense</li> <li>• Read aloud what they have written.</li> </ul>	<ul style="list-style-type: none"> <li>• Write labels.</li> <li>• Write lists.</li> <li>• Write captions.</li> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write glossaries.</li> <li>• Present information.</li> <li>• Write non-chronological reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write persuasively.</li> <li>• Write explanations.</li> <li>• Write non-chronological reports.</li> <li>• Write biographies.</li> <li>• Write in a journalistic style.</li> <li>• Write arguments.</li> <li>• Write formally.</li> </ul>
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Poetry	<ul style="list-style-type: none"> <li>• Write their own name correctly</li> <li>• Write simple sentences from dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Write poems that use pattern, rhyme and description.</li> <li>• Write nonsense and humorous poems and limericks.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn by heart and perform a significant poem.</li> <li>• Write haiku.</li> <li>• Write cinquain.</li> <li>• Write poems that convey an image (simile, word play, rhyme and metaphor).</li> </ul>
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**SPELLING**

<ul style="list-style-type: none"> <li>• Write, from dictation, simple English words made up of the GPCs that have been learned</li> <li>• Write correctly a few of the common exception words that have been learned for reading</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>- words containing each of the 40+ phonemes already taught</li> <li>- common exception words</li> <li>- the days of the week</li> <li>- name the letters of the alphabet and name them in order</li> <li>- use letter names to distinguish between alternative spellings of the same sound</li> <li>- add prefixes and suffixes:</li> <li>- use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- use the prefix un–</li> <li>- use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>- apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>- write from memory simple sentences dictated by the teacher</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>- segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>distinguishing between homophones and near-homophones</li> <li>▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>	<p>Year 3/4</p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>- spell further homophones</li> <li>- spell words that are often misspelt (English Appendix 1)</li> <li>- place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>- use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Year 5/6</p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand the guidance for adding them</li> <li>- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>- continue to distinguish between homophones and other words which are often confused</li> <li>- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>- use dictionaries to check the spelling and meaning of words</li> <li>- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>- use a thesaurus.</li> </ul>
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		that include words using the GPCs and common exception words taught so far.	apply spelling rules and guidance, as listed in English Appendix 1 <ul style="list-style-type: none"> <li>▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>		
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**VOCABULARY GRAMMAR AND PUNCTUATION**

	<ul style="list-style-type: none"> <li>• Begin sentences with capital letters and finish with full stops.</li> </ul>	Year 1	Year 2	Year 3/4	Year 5/6
		Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>- 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)</li> </ul>	Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns</li> </ul>	Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- using passive verbs to affect the presentation of information in a sentence</li> <li>- using the perfect form of verbs to mark relationships of time and cause</li> <li>- using expanded noun phrases to convey complicated information</li> </ul>

		<ul style="list-style-type: none"> <li>- learning the grammar for year 1 in English Appendix 2</li> <li>- use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ learn how to use: <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- the grammar for year 2 in English Appendix 2</li> <li>- some features of written Standard English</li> <li>- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>appropriately for clarity and cohesion and to avoid repetition</li> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using fronted adverbials</li> <li>- learning the grammar for years 3 and 4 in English Appendix 2</li> <li>- indicate grammatical and other features by: <ul style="list-style-type: none"> <li>- using commas after fronted adverbials</li> <li>- indicating possession by using the possessive apostrophe with plural nouns</li> <li>- using and punctuating direct speech</li> <li>- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>concisely</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- learning the grammar for years 5 and 6 in English Appendix 2</li> <li>- indicate grammatical and other features by: <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> <li>- punctuating bullet points consistently</li> <li>- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing writing and</li> </ul> </li> </ul>
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					reading.
<b>HANDWRITING</b>					
	<ul style="list-style-type: none"> <li>• Sit correctly on a chair at a table when writing</li> <li>• Hold a pencil correctly and comfortably using the tripod grip</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters correctly</li> </ul>	<b>Year 1</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.	<b>Year 2</b> - 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.	<b>Year 3/4</b> - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<b>Year 5/6</b> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>- choose which shape of a letter to use when given choices and decide whether or not to join specific letters</li> <li>- choose the writing implement that is best suited for a task.</li> </ul>
<b>SPOKEN LANGUAGE</b>					
	<ul style="list-style-type: none"> <li>• Follow simple spoken instructions</li> <li>• Speak clearly, taking turns and listening to what others say</li> <li>• Participate in talk on a range of topics, both through play and in a</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>			

	<p>class discussion</p> <ul style="list-style-type: none"><li>• Listen attentively to a range of stories, non-fiction, rhymes and poems</li><li>• Become familiar with a few traditional and modern stories, recognising and joining in with predictable phrases, reciting some traditional and modern rhymes and poems by heart</li><li>• Talk about stories they have heard and say which ones they like</li><li>• Take part in role play in familiar and everyday contexts.</li></ul>	<ul style="list-style-type: none"><li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• Gain, maintain and monitor the interest of the listener(s)</li><li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• Select and use appropriate registers for effective communication.</li></ul>
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