

The Literacy Tree Text-based Teaching Sequences

English Curriculum Coverage at KS1 - NC Coverage

Objectives	Text	Naughty Bus	Stella, Sidney and the Moon	Goldilocks Project	Magic Bed	Cave Baby	Yeti and the Bird	Beegu	Jim and the Beanstalk	Tadpole's Promise	Lost and Found	The Wolves Project	Stanley's Stick
Spoken Language (Y1 – 6)													
Listen and respond appropriately to adults and their peers			✓	✓	✓	✓	✓	✓		✓	✓		✓
Ask relevant questions to extend their understanding and knowledge		✓	✓	✓			✓		✓	✓		✓	✓
Use relevant strategies to build their vocabulary		✓								✓	✓		✓
Articulate and justify answers, arguments and opinions							✓		✓			✓	✓
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings						✓				✓			✓
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, role play, improvisations 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 – Y1													
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	✓	✓						✓			✓		✓

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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		✓			✓		✓		✓			✓
Word Reading – Y2												
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					✓							✓
Reading Comprehension – Y1												
Develop pleasure in reading, motivation to read, vocabulary and understanding by:												
- 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		✓										✓
Understand both the books they can already read accurately and fluently and those they listen to by:												

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- 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						✓							
Reading Comprehension – Y2													
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									✓	✓			✓

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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		✓									✓	
Writing Transcription (Spelling) – Y1												
Spell:												
- Words containing each of the 40+ phonemes already taught					✓			✓				✓
Name the letters of the alphabet:												
- Using letter names to distinguish between alternative spellings of the same sound	✓											
Add prefixes and suffixes:												
- 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		✓						✓				✓
Writing Transcription (Spelling) – Y2												
Spell by:												
- 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	✓	✓			✓			✓	✓	✓		✓

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Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far								✓	✓			✓	✓
Vocabulary, Grammar & Punctuation (from Appendix 2) – Y1													
Regular plural noun suffixes –s or –es , 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. <i>helping, helped, helper</i>)					✓				✓				✓
How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boaf</i>]											✓		
How words can combine to make sentences	✓				✓			✓					✓
Joining words and joining clauses using <i>and</i>	✓				✓				✓				✓
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>I</i>							✓						
Vocabulary, Grammar & Punctuation (from Appendix 2) – Y2													
Use of the suffixes – <i>er, –est</i> in adjectives and the use of – <i>ly</i> in Standard English to turn adjectives into adverbs								✓		✓			✓
Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)	✓	✓	✓	✓						✓	✓	✓	
Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
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, <i>she is drumming, he was shouting</i>]				✓					✓				
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, <i>the girl's name</i>]					✓	✓				✓			✓
Writing (Composition) – Y1													
Write sentences by:													

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- 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.	✓		✓				✓					✓
Wriitng (Composition) – Y2												
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	✓			✓		✓	✓		✓	✓	✓	✓
Make simple additions, revisions and corrections to their own writing by:												
- Evaluating their writing with the teacher and other pupils	✓		✓	✓	✓	✓		✓		✓	✓	✓
- Re-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	✓											✓