

Coverage Chart – Year 2 Autumn Term Fiction

Spoken Language – Coverage in Autumn Fiction plans: Year 2

Objective	Traditional Tales Unit 1	Traditional Tales Unit 2	Traditional Tales Unit 3	Traditional Tales Unit 4	Traditional Tales Unit 5	Traditional Tales Unit 6	Familiar Settings Unit 1	Familiar Settings Unit 2	Familiar Settings Unit 3	Familiar Settings Unit 4	Familiar Settings Unit 5
Listen and respond appropriately to adults and their peers		Orange									
Ask relevant questions to extend their understanding and build vocabulary and knowledge											
Use relevant strategies to build their vocabulary	Yellow							Orange		Blue	Red
Articulate and justify answers, arguments and opinions		Orange					Yellow				
Give well-structured descriptions and explanations				Blue			Yellow	Orange	Purple		Red
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow	Orange									
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			Purple	Blue	Red	Green	Yellow	Orange	Purple		Red
Speak audibly and fluently with an increasing command of Standard English						Green			Purple		
Participate in discussions, presentations, performances and debates			Purple				Yellow		Purple		

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.											

Coverage Chart – Year 2 Autumn Term Non-Fiction

Spoken Language – Coverage in Autumn Non-Fiction plans: Year 2

Objective	Letters & Postcards Unit 1	Letters & Postcards Unit 2	Letters & Postcards Unit 3	Letters & Postcards Unit 4
Listen and respond appropriately to adults and their peers				
Ask relevant questions to extend their understanding and build vocabulary and knowledge				
Use relevant strategies to build their vocabulary				
Articulate and justify answers, arguments and opinions				
Give well-structured descriptions and explanations				
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 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.				

Coverage Chart – Year 2 Autumn Term Poetry

Spoken Language – Coverage in Autumn Poetry plans: Year 2

Objective	Poems on a Theme Unit 1	Poems on a Theme Unit 2	Poems on a Theme Unit 3	Poems on a Theme Unit 4
Listen and respond appropriately to adults and their peers				
Ask relevant questions to extend their understanding and build vocabulary and knowledge				
Use relevant strategies to build their vocabulary				

Articulate and justify answers, arguments and opinions				Blue
Give well-structured descriptions and explanations	Yellow		Purple	Blue
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow			Blue
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Yellow			Blue
Speak audibly and fluently with an increasing command of Standard English				
Participate in discussions, presentations, performances and debates	Yellow			
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.				

Read Write Inc. Language and Literacy matched to the National Curriculum in England

National curriculum English programme of study content.	Read Write Inc. Literacy and Language
Spoken Language	<p>Developing children’s confidence and ability in their spoken language and listening skills is an integral part of the Literacy and Language programme, throughout all year groups.</p> <p>Rules for discussion are explicitly taught and there is a poster for ‘Effective discussion’ that can be printed out and displayed in the classroom.</p>
Pupils should be taught to:	
‘Listen and respond appropriately to adults and their peers.’	<p>The teaching sequence in every unit involves listening and responding to both the teacher and partners. The TTYP (Turn To Your Partner) and MTYT (My Turn Your Turn) signals are embedded from the start of the programme, so that frequent, structured discussion flows naturally through every unit.</p>

<p>'Ask relevant questions to extend their understanding and knowledge.'</p>	<p>Questions are encouraged throughout the programme, including a Big Question discussion at the end of Days 1-8 in every unit. These questions explore an idea linked to an aspect of the text covered each day. Children vote to explore one of 2 the questions as a Very Big Question i</p>
<p>'Use relevant strategies to build their vocabulary.'</p>	<p>Listening carefully to texts and rehearsing orally what they want to write all help to build the children's vocabulary.</p>
<p>'Articulate and justify answers, arguments and opinions.'</p>	<p>See notes above on Big Questions and Very Big Questions.</p>
<p>'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Partner work is continually used for children to practise their descriptions, explanations, and narratives for a variety of purposes.</p>
<p>'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'</p>	<p>See notes above on Big Questions and Very Big Questions.</p>
<p>'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'</p>	<p>Discussion with partners, in groups and as a class is used throughout the programme to explore ideas and predict outcomes.</p>

<p>'Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Frequent invitations for partners to share their ideas in front of the class, encourages confidence in speaking audibly and fluently – and in Standard English</p>
<p>'Participate in discussions, presentations, performances, role play, improvisations and debates.'</p>	<p>A wide variety of oral work is contained in all units, including discussion, performances and role play.</p>
<p>'Gain, maintain and monitor the interest of the listener(s).'</p>	<p>Children will become more skilled at this through the continual paired, group and whole class oral work.</p>
<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</p>	<p>These skills will be particularly honed through the extended discussion during the Very Big Question sessions.</p>
<p>'Select and use appropriate registers for effective communication.'</p>	<p>Children will practise these skills through the regular oral activities which cover a wide variety of spoken tasks for different purposes and audiences.</p>