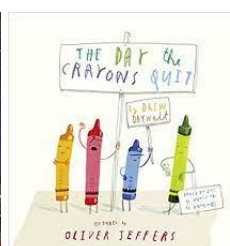
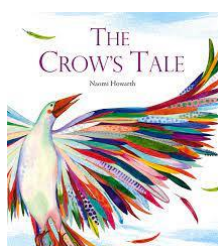
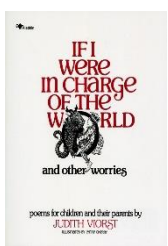
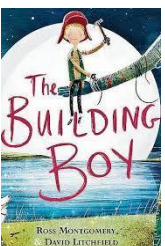


Literacy Overview - Year 2



Appro Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Adventure narrative: The Building Boy by Ros Montgomery and David Litchfield			Free verse poetry: If I were in Charge of the World by Judith Viorst National Poetry Day 5.10.23			Non-chronological report: Plundering Pirates				Postcard: Meerkat Christmas by Emily Gravett				
Spring	Narrative fable: The Crow's Tale by Naomi Howarth					Diary: The Great Fire of London by Emma Adams			Humorous poetry: Desk Diddler by Michael Rosen						
Summer	Narrative story: Stardust by Jeanna Willis			Instructions: How to Make a Bird Feeder.			Seasonal poetry			Persuasive letter: The Day the Crayons Quit by Drew Darwell			Recount of Real Experience (Summer Trip)		

In Year 2, students begin by exploring adventure narratives to learn about story structure and character development. They then delve into free verse poetry to enhance their language skills and foster imaginative expression. Non-chronological reports are introduced to develop research skills and effective organisation of information. Postcards provide an opportunity for concise communication and descriptive writing.

Moving into the Spring term, narrative fables encourage critical thinking and impart moral lessons. Diary writing helps students understand chronological order and descriptive language, while humorous poetry nurtures language nuances and a sense of humor.

During the summer term, narrative stories deepen students' comprehension and storytelling abilities. Instructional writing focuses on clarity and precision, while seasonal poetry explores descriptive language and the beauty of nature. Persuasive letters foster argumentation and understanding of different perspectives, while recounting personal experiences strengthens overall writing skills and promotes reflection. This carefully planned progression equips students with a wide range of literacy skills, including vocabulary, grammar, comprehension, creativity, critical thinking, and effective communication, ensuring their well-rounded development as

Links to the National Curriculum

Autumn 1 - Reading and writing knowledge/skills explicitly taught

Spoken Language

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge
- Pupils should be taught to use relevant strategies to build their vocabulary
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
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- Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.
- Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates.
- Pupils should be taught to gain, maintain and monitor the interest of the listener(s).
- Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Pupils should be taught to select and use appropriate registers for effective communication.

Writing Composition

- Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional)
- Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes
- Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about

Autumn 2 - Reading and writing knowledge/skills explicitly taught

Spoken Language

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge
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- Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.
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- Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation(for example, ends of sentences punctuated correctly).
- Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.
- Pupils should be taught to develop positive attitudes towards and stamina for writing by writing poetry.

Word

- Formation of adjectives using suffixes such as -ful -less

Sentence

- 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

Text

- 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]

Punctuation

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Text

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Punctuation

- 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]

Spelling Shed:

- Words where 'wr' makes a /r/ sound at the beginning of words
- Words ending in 'le'
- Words ending in 'el'
- Words ending in 'al'

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Commas to separate items in a list.
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Spelling Shed:

- Words where 'dge' makes a /j/ sound
- Words where 'ge' makes a /j/ sound
- Words where 'g' makes a /j/ sound
- Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'
- Words where 'kn' and 'gn' make a /n/ sound at the beginning of words
- Challenge Words

- Words ending in 'il'
- Words where 'y' makes an /igh/ sound
- Challenge Words

Spring 1 - Reading and writing knowledge/skills explicitly taught	Spring 2 - Reading and writing knowledge/skills explicitly taught
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Sentence

- 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 comma

Text

- Correct choice and consistent use of present tense and past tense throughout writing.

Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
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- 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]

- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Spelling Shed:

- Words where '-es' is added to words ending in 'y'
- Words where '-ed' is added to words ending in 'y'
- Words where '-er' and '-est' are added to words ending in 'y'
- Words where '-ing' is added to words ending in 'e'
- Challenge Words

Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
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- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Spelling Shed:

- Words where '-er', '-est' and '-ed' is added to words ending in 'e'
- Words where '-ing' is added to single syllable words
- Words where '-ed' is added to single syllable words
- Words where 'a' makes an /or/ sound
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- Words where 'a' makes an /o/ sound
- Words where 'or' and 'ar' make an /er/ or /or/ sound
- Words where 's' makes an /z/ sound
- Words ending in '-ment' and '-ness'
- Words ending in '-ful' and '-less'

Spelling Shed:

- Words that are homophones or near homophones
- Words ending in '-tion'
- Words containing an apostrophe for contraction
- Words containing an apostrophe for possession
- Challenge Words



