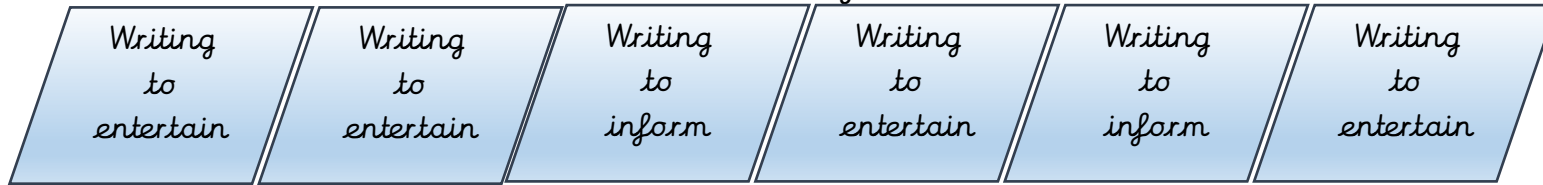


Year 2 Literacy overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Dinosaurs	Space	UK	UK	Seas and Oceans	Chocolate
Genre coverage	Story Narrative change Information booklet	Story Letter Recount	Instructions	Poetry riddles	Report	Story Description
Grammar	Beginning to use a wider range of time conjunctions to start sentences. To use expanded noun phrases. Use coordinating conjunctions Recognise and begin to use a range of sentence forms, i.e. statement, question, exclamation and command. To embed use of capital letters and full stops consistently. Experiment with a range of punctuation including ! and ?	To use expanded noun phrases consistently. Recognise and use a range of sentence forms, i.e. statement, question, exclamation and command. Use co-ordinating conjunctions To be able to use subordinating conjunctions to show time and place Starting to use commas for subordination Develop the use of paragraphs	Develop use of expanded noun phrases. Recognise and use a range of sentence forms, ie statement, question, exclamation and command. Developing use of a range of punctuation including ? and ! Use co-ordinating conjunctions. Show an awareness of speech. To use tense accurately	Use adventurous vocabulary. Use a variety of sentence openers. Use subordinating conjunctions. Use of commas in a list accurately. Use commas for subordination. Develop use of speech and accurately punctuate.	Use adventurous vocabulary. Use a range of sentence forms, Statements, questions and exclamations. Apostrophe for contraction and attempts at possession. Begin to punctuate speech with some accuracy. Paragraphs to group information. Use a range of punctuation accurately including full stops, commas in a list, exclamation marks and question mark. Use a comma for Subordination	Use vocabulary for effect. Uses varied sentence openers (including some adverbs) Use a range of coordinating and subordinating conjunctions. Use of literary devices including similes and alliteration. Use of adverbs to add detail to verbs Use of paragraphs to structure writing. Use a range of punctuation accurately including full stops, commas in a list, exclamation marks and question marks

Shows an increasing awareness of the audience and purpose of writing adapting writing accordingly

Increased awareness of the organisation of the writing appropriate to the purpose

Uses expanded noun phrases to add detail

Uses appropriate adventurous vocabulary

Uses sentences with different forms (statement, question, exclamation and commands)

Beginning to use varied sentence openers, including some adverbs.

Tense is mostly accurate.

To use some subordinating conjunctions (e.g. if, when, because, since)

Consistent and accurate use of capital letters and full stops to demarcate sentences.

Mostly uses ! and ? accurately.

Commas for a list are accurate

Use of apostrophe for contraction is mostly accurate and some awareness for singular possession.

To show an awareness of speech

Attempts to use literary devices for effect. e.g. similes/alliteration

Letter formation is of the correct size, orientation and relationship to one another with clear and accurate joining.

Spelling with increased accuracy; Year 2 spelling list mostly accurate with phonetically plausible attempts where they are not.

With some guidance work is proof read and edited accordingly

Spelling and vocabulary

Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

Spell by: 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

Spell by: learning to spell common exception

Words

Add suffixes to spell longer words, including by Vocabulary

Learn how to use: expanded noun phrases to describe and specify

Spell by: distinguishing between homophones and near-homophones

Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation

Spell by: learning the possessive apostrophe (singular)

Add suffixes to spell longer words, including -ful, -less

Spell by: learning to spell more words with contracted forms

Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Learn how to use: sentences with different forms: statement, question, exclamation, command

Learn how to use: some features of written Standard English

Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation

Use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs

Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation

Add suffixes to spell longer words, including -ment, -ness,

Learn how to use: the present and past tenses correctly and consistently including the progressive form

Revisit phase 5 GPCs

Homophones

Introduce Year 2 homophones when relevant.

(Example homophones: see/sea,

be/bee blue/blew, bear/bare, flour/flower, hear/here,

whole/hole, one/won, sun/son, no/know,

night/knight, to/too/two)

Year 2 phonics

The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt

as 'g' elsewhere in words before 'e', 'i' and 'y'.

The /s/ sound spelt 'c' before 'e', 'i' and 'y'

The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words

Common exception words

/aɪ/ sound spelt 'i' in common

exception words: find, kind, mind, behind, child (children), wild, climb

The /l/ or /ɔl/ sound spelt '-le' at the end of words

Homophones and near homophones quite/quiet,

night/knight, new/knew, not/knot, they're/there/their

and others as relevant

Apostrophe

The possessive apostrophe (singular nouns)

Apostrophe for contractions (can't, didn't, hasn't,

it's, couldn't, I'll, they're)

Year 2 phonics

The /aɪ/ sound spelt 'y' at the end of words The /i:/

sound spelt '-ey'

The /r/ sound spelt '-wr' at the beginning of words

The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound

/z/ spelt 's'

Common exception words

Suffixes

Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words

ending in 'e' with a consonant before it Adding '-

ing-', '-ed', '-er', '-est' and '-y' to words of one

syllable ending in a single consonant letter after a

single vowel letter

Adding '-es' to nouns and verbs ending in 'y' The

suffixes '-ful', '-less' and '-ly'

Words ending in '-tion'

The possessive apostrophe (singular nouns)

Homophones

Revision of all homophones taught so far

Apostrophe

The possessive apostrophe (singular nouns)

Year 2 phonics

The /l/ or /ɔl/ sound spelt '-el' at the end of words

The /l/ or /ɔl/ sound spelt '-al' at the end of words

The /l/ or /ɔl/ sound spelt '-il' at the end of words

(unusual spelling)

The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/

sound spelt 'ar' after 'w'

The /ʌ/ sound spelt 'o'

The /ɜ:/ sound spelt 'or' after 'w'

Common exception words

Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words

ending in 'y'

The suffixes '-ment', '-ness',