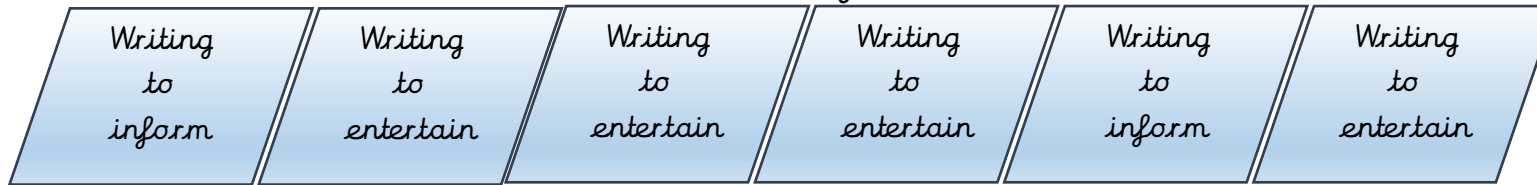


## Year 2 Literacy overview



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

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 ?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 ly  
 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 adverb

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

<p>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 /ai/ sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb</p>	<p>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 /ai/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /ɔ/ 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'</p>	<p>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',</p>
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Lesson structure

It is important that common words are spelt accurately from the beginning as practice makes permanent and constantly misspelling words only embeds the pattern. Encourage children to magpie ideas and refer to the learning wall, word banks to support composition.

Children develop good writing habits

- Write quietly
- Concentrate and work hard
- Use your spelling resources
- Keep re reading as you write
- Think it, say it, write it, check it, edit it
- Remember your first thought isn't always your best
- Choose your words carefully.

The five stages of writing

- Demonstrations - I'll show you how to do something
- Joint composition - now we'll have a go together
- Mini writes - children write on a specific focus on white boards for immediate feedback
- Guided writing - I'll support you in a small group
- Independent - have a go on your own.