

Literacy overview Year 2 – 2022-2023

| Teaching sequence | | | |
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| Engage/ immerse | Analyse | Plan | Compose |
| Start with the Wow Factor. Make predictions. Teach the vocabulary in context Learn about the characters Inference/retrieval/ explain Comprehension | Create experiences to help them develop ideas for the writing process. Familiarisation with text structure. Familiarisation with language structure | Gather ideas Create plans | Modelled writing (writing for children) Shared writing (writing with children) Application of writer's skills and knowledge Independent writing |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | All about me | Fabulous Fiction | Authors | Mixtures and Medicines | Seas and Oceans | Plastics |
| Text: | What makes me a me? We are all Wonders | The Darkest Dark | The Enormous Crocodile Roald Dahl | George's Marvellous Medicine Roald Dahl | Winnie at the seaside | A planet full of Plastic Captain Green and the plastic scene |
| Genre coverage | Non-chronological report – real event Instructions on being a good friend | Letter of apology Persuasive arguments Story ending | Non-fiction crocodile report Fiction – alternative story Letter from the crocodile | Instructions Character descriptions Compare characters – grandma and the crocodile | Recount – real event Instructions – how to build a sandcastle Sharks – fact files | Informative poster Wanted poster/advert Persuasive letter of application |
| Phonics and spelling rules | Book 19 a e i o u s t p n m a e i o u d g c k ck r a e i o u h b f -ff l -ll -le -ss a e i o u j v w -x y z -zz qu Book 20 ch sh th -ng nk ai ee -igh oa oo oo ar or ur er -er ow oi ear air Book 21 ai -ay oi oy ee ea igh -ie Level 4 | Book 22 oa ow ue ew oo -ew ow ou Book 23 ur ir or aw ear eer air -are Book 24 s -ce e -ea u o ed /d/ /t/ Level 4 | Book 25 ai -ay eigh -ey a a-e -ae -ea ee e -y ey ea e-e -ie Book 26 igh i -y ie i-e oa ow o oe o-e ough -eau Book 27 s -ss -se -ce ce ci cy sc -st- e -ea Level 5 | Book 28 j ge gi gy ge -dge le -el al -il Book 29 ue u ew u-e eu oo u-e -o -ou -ough ue -ew -ui -u Book 30 oi oy ow ou -ough or -our aw au al war quar Level 5 | Book 31 ur ir er ear wor u o -ou our ar a al Book 32 -si -ge w wh -u f -ff ph -gh Book 33 ch k sh igh ee ou oa a ai wa o alt o Level 5 A | Book 34 ch -tch chu/ -tresh ch -ti -ci -ssi, sci, g gu -gue gh Book 35 ear eer -ere -ier air -are -ear -ere n -nn kn gn r -rr wr rh Book 36m mm -mb -mn c k -ck ch qu -que or ore -our oor oar aw au al -augh ough Level 5 A |

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| PKF phonics | <p>Book 9 zz, qu, ch</p> <p>Book 10 sh, th, ng</p> <p>Book 11 dge, ve, wh</p> <p style="text-align: center;">Level 2</p> | <p>Book 12 cks, tch, nk Level 2</p> <p>Book 13 ai, ee, igh</p> <p>Book 14 oa, oo, oo</p> <p style="text-align: center;">Level 3</p> | <p>Book 15 ar, or, ur</p> <p>Book 16 ow, oi, ear</p> <p>Book 17 air, er, er</p> <p style="text-align: center;">Level 3</p> | <p>Book 18 ue, ue, ure, ture Level 3</p> <p>Book 19 a e i o u s t p n m a e i o u d g c k ck r a e i o u h b f - ff l -ll -le -ss a e i o u j v w -x y z -zz qu</p> <p>Book 20 ch sh th -ng -nk</p> | <p>Book 21 ai ee -igh oa</p> <p>Book 22 oo oo ar or ur er -er</p> <p>Book 23 ow oi ear air</p> <p style="text-align: center;">Level 4</p> | <p>Book 24 ai -ay oi oy ee ea igh -ie</p> <p>Book 25 oa ow ue ew oo -ew ow ou</p> <p>Book 26 ur ir or aw ear eer air -are</p> <p style="text-align: center;">Level 5</p> |
| Grammar and punctuation | <p>write and punctuate simple and compound sentences using the connectives and, and but</p> <p>Secure the use of full stops and capital letter</p> <p>Subordination for reason – because</p> <p>Select verbs to complete sentences.</p> <p>Identify and select nouns to complete sentences</p> <p>Generate select and effectively use adjectives.</p> | <p>Say, write and punctuate simple and compound sentences using the joining words so and or.</p> <p>Use sentences with different forms questions and exclamations.</p> <p>Use subordination for time – when.</p> <p>Use subordination conjunction – that in oral sentences.</p> <p>Use commas to separate items in a list.</p> <p>Generate select and effectively use verbs.</p> <p>Explore the progressive form of verbs in the past tense orally and in writing to mark actions in progress he was singing, they were.</p> <p>Use past tense accurately and consistently</p> <p>Generate select and effectively use nouns</p> <p>Edit and improve writing strengthening the use of adjectives to create simple noun phrases.</p> | <p>Edit and improve simple compound sentences using the joining words and, but, so, or.</p> <p>Use sentences with different forms, statements and commands</p> <p>With prompting edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use subordination for reason using if</p> <p>Use commas in a list</p> <p>Use the conjunction that in a written sentence</p> <p>Independently edit and improve own writing strengthening the use of verbs and nouns.</p> <p>Use present tense accurately and consistently for non chronological reports and adverts.</p> <p>Identify generate and effectively use noun phrases</p> <p>Identify understand and select adverbs to complete noun phrases.</p> | <p>Edit and improve simple compound sentences using the joining words and, but, so, or.</p> <p>Use and punctuate sentences with different forms, statements, commands, questions and exclamations.</p> <p>Independently edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use apostrophes for contracted forms.</p> <p>Use subordination time using before and after. For reason using because and if</p> <p>Use subordination conjunction that in sentences and use these in non fiction writing.</p> <p>Explore the progressive forms of verbs in the past tense orally and in writing.</p> <p>Independently edit and improve own writing strengthening the use of tense</p> <p>Identify generate and effectively use verbs</p> <p>Identify generate and effectively use noun phrases</p> | <p>Edit and improve simple compound sentences using the joining words and, but, so, or.</p> <p>Use and punctuate sentences with different forms, statements, commands, questions and exclamations.</p> <p>Independently edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use subordination time using when, before and after.</p> <p>Subordination for reason using because and if</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes for contracted forms</p> <p>Explore the progressive forms of verbs in the present tense to mark actions in progress</p> <p>Independently edit and improve own writing strengthening the use of noun</p> <p>Identify generate and effectively use verbs and Noun phrases</p> | <p>Edit and improve simple compound sentences using the joining words and, but, so or.</p> <p>Use and punctuate sentences with different forms, statements, commands, questions and exclamations.</p> <p>Independently edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use subordination time using when, before and after.</p> <p>Subordination for reason using because and if</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes for contracted forms</p> <p>Explore the progressive forms of verbs in the present tense to mark actions in progress</p> <p>Independently edit and improve own writing strengthening the use of noun</p> <p>Identify generate and effectively use verbs and noun phrases.</p> |

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| Handwriting | <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> | <p>To write capital letters and digits of the correct size, orientation and relationship</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> | <p>To write capital letters and digits of the correct size, orientation and relationship</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters</p> | <p>To write capital letters and digits of the correct size, orientation and relationship</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> | <p>To write capital letters and digits of the correct size, orientation and relationship</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> | <p>To write capital letters and digits of the correct size, orientation and relationship</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> |
| | <i>Pencil control - correct grip</i> | <i>Zig zag letters z, v, w, x</i> | <i>Introducing joins at, all</i> | <i>Joins nd, ld</i> | <i>Joins ma, mo</i> | <i>Joins ice, ide</i> |
| | <i>Long ladders l,i,t,u,j,y</i> | <i>Zig zag capital letters</i> | <i>Joins th, ch</i> | <i>Joins ng, ee</i> | <i>Joins ol, ot</i> | <i>Joins ow, ou</i> |
| | <i>Long ladders capital letters</i> | <i>Recap long ladders and capitals</i> | <i>Joins ch, cl</i> | <i>Joins ai, ay</i> | <i>Joins wh, oh</i> | <i>Joins oy, oi</i> |
| | <i>One armed robots r, b, n, h, m, k, p</i> | <i>Recap one armed and capitals</i> | <i>Joins in, im</i> | <i>Joins ime, ine</i> | <i>Joins of, if</i> | <i>Joins oa, ode</i> |
| | <i>One armed robots capital letters</i> | <i>Recap caterpillars and capitals</i> | <i>Joins cr, tr, dr</i> | <i>Joins one, ome</i> | <i>Joins eel, eet</i> | <i>Joins ir, ur, er</i> |
| | <i>Curly caterpillars c, a, d, o, s, g</i> | <i>Recap zig zag and capital letters</i> | <i>Joins lp, mp</i> | <i>Joins oa, og</i> | | <i>Joins or, oor</i> |
| <i>Curly caterpillars capital letters</i> | <i>Vowels a, e, i, o, u</i> | <i>Joins id, ig</i> | | | | |
| Writing composition | <p>Discuss and plan what they are going to write</p> <p>Orally rehearse each sentence prior to writing including simple and compound sentences.</p> <p>Identify purpose of writing.</p> <p>Edit and improve own writing.</p> <p>Evaluate their own writing with support</p> <p>Proof read to check for errors.</p> <p>Read aloud their writing taking note of punctuation to make the meaning clear.</p> | <p>Discuss and plan what they are going to write</p> <p>Orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Edit improve own writing with some sign posting from the teacher.</p> <p>Begin to use peer evaluation</p> <p>Proof read to check for errors in grammar, spelling and punctuation including the correct form of verbs</p> <p>Read aloud their writing with intonation taking note of punctuation to make the meaning clear.</p> | <p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p> | <p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p> | <p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p> | <p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p> |

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| Whole class guided reading | Predict – Mr Wolf's Pancakes | Good little wolf | The Enormous crocodile | George's Marvellous Medicine | Monty the Manatee | Somebody swallowed Stanley |
| | Vocabulary – The Adventures of the Egg Box Dragon | On the way home | Crocodile tears – poetry | | David Attenborough | The tale of the toothbrush |
| | Inference – Goldilocks and the Three Bears | Slightly annoying elephant | Never smile at a crocodile – Peter pan | | Clean up – Nathan Byron | The big book of the blue |
| | Sequence – The Gingerbread Man | There is no dragon in this story | The Koala who could | | Poems about the seaside – Brian Moses | |
| | Visualise - The Tear Thief | Way home for wolf | Ella and the Ocean by Lian Tanner | | | |
| | Question – The Invisible | | | | | |
| | Retrieval – Lost and Found | | | | | |
| | English text | English text | English text | English text | English text | English text |
| Wonder | The Darkest Dark | The Enormous crocodile | George's Marvellous Medicine | Winnie at the seaside | Captain Green and the plastic scene | |
| What makes me a me | | | | | A planet full of plastic | |

National curriculum 2014 Year 2

Reading

- 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.

Writing

- 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.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Appendix 1 - Spelling year 2

- spells alternative phonemes: ge, dge, (The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y) c, (The /s/ sound spelt c before e, i and y)
- g, k (The /n/ sound spelt kn and (less often) gn at the beginning of words) , wr (The /r/ sound spelt wr at the beginning of words) el, (The /l/ or /əl/ sound spelt –el at the end of words) or, (The /ɜ:/ sound spelt or after w) a, (The /ɔ:/ sound spelt a before l and l) a (The /ɔ:/ sound spelt ar after w) s, (The /ʒ/ sound spelt s – television)
- spells words with the ending –il (relatively few e.g. nostril, pencil, fossil compared to other taught and easily confused endings with the /l/ or /əl/ sound spelt –le in table/apple; -el in camel/tunnel or –al in metal/pedal
- mostly accurate spelling of common exception words may include door, because, mind, wild, climb, most, only, both, old, every, even, great, break, pretty, beautiful, after, fast, father, class, plant, path, hour, move, sure, sugar, eye, could, who, whole, any, clothes, busy, people water, again, half, money, Mr, Mrs, parents, Christmas
- spells more words with contracted forms where the apostrophe represents an omitted letter or letters (e.g. can't , didn't, hasn't. couldn't, it's, I'll)
- uses the possessive apostrophe (singular) e.g. the girl's book
- knows the difference in meaning between taught homophones and near-homophones e.g. there/their/they're , quite/quiet, here/hear, sea/see, one/won.
- mostly accurate spelling of words with taught suffixes where changes are needed to the root word. Statutory requirements:
- adding –er,-ing,and - est to root word ending in y with a consonant before it (happy /happier/happiest)
- adding –er, -ing and -est to a root ending in e with a consonant before it (hike/hiked/hiker)
- adding –er,-ing and –est to single syllable words ending in a single consonant letter after a single vowel (doubling rule with exception of x which never doubles) e.g. pat/patting/patted, sad/sadder/saddest
- adding –es to nouns ending in and verbs ending in y (flies, tries, copies, babies)
- spells words ending in –tion (station, fiction, motion, nation)
- is able to form and understand some longer words through the addition of suffixes (including: -ment, -ness, -ful, -less, -ly).

