

# Year 2 Literacy Curriculum Coverage

Statutory Curriculum				
Reading	Writing	Grammar	Punctuation	Terminology
<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discuss the sequence of events in books and how items of information are related</p> <p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p>	<p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>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]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>noun,</p> <p>noun phrase</p> <p>statement,</p> <p>question,</p> <p>exclamation,</p> <p>command</p> <p>compound,</p> <p>suffix</p> <p>adjective,</p> <p>adverb,</p> <p>verb</p> <p>tense (past, present)</p> <p>apostrophe,</p> <p>comma</p>

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<p>be introduced to non-fiction books that are structured in different ways</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p> <p>build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>check that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>			
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Spellings	Genres	Texts
<p><b>Revision of Year 1 work</b></p> <p>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 (badge, huge, giraffe)</p> <p>The /s/ sound spelt c before e, i and y (race, ice)</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words (knock, gnat)</p> <p>The /r/ sound spelt wr at the beginning of words (write, wrap)</p> <p>The /l/ or /əl/ sound spelt –le at the end of words (table, apple)</p> <p>The /l/ or /əl/ sound spelt –el at the end of words (camel, tunnel)</p> <p>The /l/ or /əl/ sound spelt –al at the end of words (metal, animal)</p> <p>Words ending –il (pencil, fossil, nostril)</p> <p>The /aɪ/ sound spelt –y at the end of words (cry, fly)</p> <p>Adding –es to nouns and verbs ending in –y (flies, tries)</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (copied, copier, happier, happiest)</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (hiking, hiked, hiker)</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted)</p> <p>The /ɔ:/ sound spelt a before l and ll (all, ball, walk)</p>	<p><b><u>Narratives</u></b></p> <p>Traditional Stories</p> <p>Different stories by the same author</p> <p>Stories with familiar settings</p> <p>Character/setting descriptions</p> <p>Extended stories/significant authors</p> <p>Stories from other cultures</p> <p><b><u>Non-fiction</u></b></p> <p>Non-Chronological Instructions</p> <p>Reports</p> <p>Information Texts</p> <p>Recounts</p> <p>Letters</p> <p>Invitations</p> <p>Lists</p> <p>Instructions</p> <p>Fact writing</p> <p>Explanation texts</p> <p>Poems on a theme</p> <p>Using the senses</p> <p>Pattern and Rhyme</p>	<p>Can't you Sleep Little Bear? by Martin Waddell</p> <p>The Cat that Scratched by Jonathan Long</p> <p>The Mousehole Cat by Antonia Barber</p> <p>The Owl who was Afraid of the Dark by Jill Tomlinson</p> <p>Fantastic Mr Fox by Roald Dahl</p> <p>The Cat Who Lost His Purr by Michelle Coxon</p> <p>Frightened Fred by Peta Coplans</p> <p>Friends by Kim Lewis</p> <p>Mog Stories by Judith Kerr</p> <p>Mr Wolf's Pancakes by Jan Fearnley</p> <p>Frog is Frog by Max Velthuijjs</p> <p>Cat and Mouse Story by Michael Rosen</p> <p>The Snow Lady by Shirley Hughes</p> <p>Grace and Family by Mary Hoffman and Caroline Binch</p> <p>The Adventures of Captain Underpants by Dav Pilkey</p> <p>The Diary of a Killer Cat by Anne Fine</p> <p>Little Wolf's Book of Badness by Ian Whybrow</p> <p>The Magic Finger by Roald Dahl</p> <p>Mrs Wobble the Waitress by Allan Alhberg</p> <p>Pirate School: Just a Bit of Wind by Jeremy Strong</p> <p>George's Marvellous Medicine by Roald Dahl</p> <p>The Giraffe, Pelly and Me by Roald Dahl</p> <p>The Guard Dog by Dick King-Smith</p> <p>Emily's Legs by Dick King-Smith</p>

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<p>The /ʌ/ sound spelt o (other, nothing, Monday)</p> <p>The /i:/ sound spelt –ey (key, donkey, valley)</p> <p>The /ɒ/ sound spelt a after w and qu (want, quantity)</p> <p>The /ɜ:/ sound spelt or after w (word, work, worth)</p> <p>The /ɔ:/ sound spelt ar after w (warm, towards)</p> <p>The /ɜ/ sound spelt s (television, treasure)</p> <p>The suffixes –ment, –ness, –ful, –less and –ly (enjoyment, sadness, careful)</p> <p>Contractions (can't, didn't, hasn't, couldn't, it's, I'll)</p> <p>The possessive apostrophe (singular nouns) (Megan's, the girl's)</p> <p>Words ending in –tion (station, fiction, motion)</p> <p>Homophones and near-homophones (there/their/they're, here/hear, quite/quiet)</p> <p><b>Common exception words</b> door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>		
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## Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- 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, role play/improvisations 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