

Year 2 Literacy overview

Autumn 1 7 weeks 4 days	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 3 weeks 4 days	Summer 2 6 weeks
Descriptive poem (4 days) Acrostic poem	The Tale of a Toothbrush (2 weeks) M.G. Leonard Informationxt	The Disgusting Sandwich (2 weeks) Gareth Edwards Non-Fiction- Instructions	The Owl and the Pussycat (2 weeks) Edward Lear Diary entry	Animal Interaction Visit (1 week 4 days) Information text	Jampires (2 weeks) David O'Connell and Sarah McIntyre Setting description
To write sentences identifying and using adjectives and nouns.	To write sentences using coordinating conjunctions. To write questions	To write sentences using the -ly suffix. To write sentences using imperative verbs To write sentences using commas in a list	To write sentences using the -ful suffix. To write sentences using the -less suffix. To write sentences using the -ment suffix.	To write sentences using coordinating conjunctions. To write sentences using subordinating conjunctions. To write questions.	To write sentences using the -ful suffix To write sentences using expanded noun phrases. To write sentences using the -ness suffix.
Little Red Riding Hood (2 weeks) Lari Don Barefoot Books Narrative re-tell	We sang across the sea (2 weeks) Benjamin Zephaniah Setting description	The Winter's Child (2 weeks) Angela McAllister Setting description	Amazing Grace (2 weeks) Mary Hoffman Re-tell (retell)	The Tear Thief(2 weeks) Carol Ann Duffy Narrative – own version	Voices in the Park (2 weeks) Antony Browne Diary entry
To write sentences identifying and using adjectives and nouns. To write sentences identifying and using the -ed suffix. To write sentences identifying and using the -er suffix.	To write sentences identifying and using adjectives and nouns. To write sentences identifying and using the -est suffix.	To write sentences using expanded noun phrases. To write sentences using coordinating conjunctions. To write sentences using the ful suffix	To write sentences using expanded noun phrases. To write sentences using the -ment suffix. To write sentences using apostrophe's for possession	To write sentences using contractions. To write sentences using apostrophe for possession. To write sentences using the -ness suffix.	To write sentences using the -ment suffix. To write sentences using the -ness suffix. To write sentences using the -less suffix.
Little Red Riding Hood (2 weeks) Lari Don Barefoot Books Postcard	We sang across the sea (2 weeks) Benjamin Zephaniah Letter	The Tadpole's Promise (2 weeks) Tony Ross and Jeanne Willis Alternative ending	Poetry (5 days) Kennings		Letter to new teacher (2 weeks) (teacher text) Non-Fiction - letter

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<p>To write sentences identifying and using adjectives and nouns. To write sentences identifying and using the -ed suffix. To write sentences identifying and using the -est suffix.</p>	<p>To write sentences identifying and using adjectives and nouns. To write sentences identifying and using the -ed suffix. To write sentences identifying and using the -ly suffix.</p>	<p>To write sentences using expanded noun phrases. To write sentences identifying and using the 'ed' suffix To write sentences using subordinating conjunctions. (co-ordinating for LA)</p>	<p>To write sentences using the -er suffix.</p>		<p>To write sentences using contractions. To write questions. To write exclamation sentences.</p>
<p>Looking out the window (1 week) Teacher model Descriptive poetry</p>	<p>The Disgusting Sandwich (2 weeks) Gareth Edwards Re-tell</p>		<p>Think Tank (2weeks) Teacher example Non-Fiction -Recount</p>		
<p>To write sentences identifying and using verbs</p>	<p>To write sentences identifying and using adjectives and nouns. To write sentences identifying and using the -ed suffix. To write sentences using the -ly suffix.</p>		<p>To write sentences identifying and commas in a list To write sentences using coordinating conjunctions. To write sentences using subordinating conjunctions.</p>		
<p>Room on the Broom (2 weeks) Julia Donaldson Alternative ending</p>					
<p>To write sentences identifying and using adjectives and nouns. To write sentences identifying and using the -ed suffix.</p>					

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<u>Transcription</u>	<u>Handwriting</u>	<u>Composition</u>	<u>Vocab, grammar and punctuation</u>
<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <ul style="list-style-type: none"> ♣ 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 English – key stages 1 and 2 20 Statutory requirements ♣ 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. 	<p>form lower-case letters of the correct size relative to one another</p> <ul style="list-style-type: none"> ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters. 	<p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning by: <ul style="list-style-type: none"> ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary <ul style="list-style-type: none"> ♣ encapsulating what they want to say, sentence by sentence ♣ make simple additions, revisions and corrections to their own writing by: ♣ evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ♣ sentences with different forms: statement, question, exclamation, command ♣ expanded noun phrases to describe and specify [for example, the blue butterfly] <ul style="list-style-type: none"> ♣ the present and past tenses correctly and consistently including the progressive form ♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ♣ some features of written Standard English