

## Literacy key skills – Year 2

Term 1 / Term 2 / Term 3 / Term 4 / Term 5 / Term 6

<p>Spoken word</p>	<p><b><u>Text types to be covered in Year 2: Minimum coverage - story, explanations, recount, instructions, non-chronological reports, poetry, play scripts</u></b></p> <ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>▪ ask relevant questions to extend their understanding and build vocabulary and knowledge</li><li>▪ articulate and justify answers, arguments and opinions</li><li>▪ give well-structured descriptions and explanations</li><li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>▪ speak audibly and fluently with an increasing command of Standard English</li><li>▪ participate in discussions, presentations, performances and debates</li><li>▪ gain, maintain and monitor the interest of the listener(s)</li><li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>▪ select and use appropriate registers for effective communication.</li></ul>
	<p><b>Word reading</b></p> <ul style="list-style-type: none"><li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>▪ read accurately words of two or more syllables that contain the same GPCs as above</li><li>▪ read words containing common suffixes</li><li>▪ read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li><li>▪ read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li><li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>▪ re-read these books to build up their fluency and confidence in word reading.</li></ul> <p><b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>▪ listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li><li>▪ discussing the sequence of events in books and how items of information are related</li><li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>▪ being introduced to non-fiction books that are structured in different ways</li><li>▪ recognising simple recurring literary language in stories and poetry</li><li>▪ discussing their favourite words and phrases</li><li>▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul></li><li>▪ understand both the books that they can already read accurately and fluently and those that they listen to by:<ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• making inferences on the basis of what is being said and done</li><li>• answering and asking questions</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• 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</li> </ul> <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>
Writing	<p><b>Transcription</b>  <b>Spelling (see Appendix 1)</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ spell by: <ul style="list-style-type: none"> <li>▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>▪ learning to spell common exception words</li> <li>▪ learning to spell more words with contracted forms</li> <li>▪ distinguishing between homophones and near-homophones</li> <li>▪ add suffixes to spell longer words, e.g. <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i></li> <li>▪ apply spelling rules and guidelines, as listed in Appendix 1</li> <li>▪ write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ul> </li> </ul> <p><b>Handwriting</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ form lower-case letters of the correct size relative to one another</li> <li>▪ 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</li> <li>▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>▪ use spacing between words that reflects the size of the letters.</li> </ul> <p><b>Composition</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>▪ writing narratives about personal experiences and those of others (real and fictional)</li> <li>▪ writing about real events</li> <li>▪ writing poetry</li> <li>▪ writing for different purposes</li> </ul> </li> <li>▪ consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>▪ planning or saying out loud what they are going to write about</li> <li>▪ writing down ideas and/or key words, including new vocabulary</li> <li>▪ encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>▪ make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>▪ evaluating their writing with the teacher and other pupils</li> <li>▪ 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</li> <li>▪ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> </ul> </li> </ul>

- read aloud what they have written with appropriate intonation to make the meaning clear.

***Vocabulary, grammar and punctuation***

Pupils should be taught to:

- develop their understanding of the concepts set out in Appendix 2 by:
  - learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms
- learning how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify, e.g. *the blue butterfly*
  - 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*)
  - learning the grammar in column 1 of year 2 in Appendix 2
  - using some features of written Standard English

use and understand the grammatical terminology in Appendix 2 in discussing their writing.