

Roundswell Community Primary Academy

Year 2 Literacy Curriculum Overview

Area	Key Focus/ Objectives
<p>Reading Comprehension</p> <p>(Guided reading Shared reading/interrogating a text)</p>	<p><u>Decoding/word reading-</u></p> <ul style="list-style-type: none"> • 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 • Read words containing common suffixes • Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word • When reading texts matching phonic knowledge, unfamiliar words are sounded out accurately and automatically <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> • Through shared reading, listen to, discuss and express view about a wide range of stories, poetry and non-fiction, beyond that of which they can read independently, and explain the main purpose • Discuss the sequence of events in books and how information is related • Explore non-fiction texts that are structured in different ways • Recognise simple recurring literary language in stories and poetry • Discuss their favourite words and phrases • Identify the writer's basic language features and discuss where language is used to create mood and tension. Begin to think about why a writer has used a particular word • Identify the main points of a section of a text • Develop viewpoints about reasons for events in a story, linked to the plot, as well as characters, using words and phrases from the text • Use a direct quotation from a text to describe an event • Check that a text makes sense as they read and self correct • make inferences based on what is being said and done • predict what might happen on the basis of what has been read so far • skim and scan a text to locate specific information and key words to find answers to questions • in guided reading experiences, actively engage in discussions about texts, explain their understanding and asking and answering questions, beginning to refer to the text to support them

<p>Writing Composition</p> <p>Planning Drafting Evaluating Editing</p>	<ul style="list-style-type: none"> Immerse and interrogate texts that teach, learning from its structure, vocabulary and grammar. Write for a range of different purposes such as writing about real events, poetry and writing narratives about personal experiences and those of others (real and fictional) Discuss and record initial ideas, using visual layouts, talking to a partner what they are going to write about, recording key words or ideas (including new vocabulary) etc Apply what they know about form and purpose to decide what will make their writing effective Demonstrate use of adventurous word choices and detail to engage the reader, varying nouns, verbs and adjectives for impact Make language choices appropriate to different text types. Consider and select from alternative choices Write complete sentences in the order that they have planned Evaluate their writing through peer assessment and with an adult Reread 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 read to check for errors in spelling, grammar and punctuation. Read aloud what they have written with the appropriate intonation to make the meaning clear.
<p>Grammar, Vocabulary and Punctuation</p>	<ul style="list-style-type: none"> Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of complete and compound sentences, as well as building up more varied language choices. Through warm up a sentence, continue check and understand whether a simple sentence makes 'complete' grammatical sense, identifying the errors and suggesting alternative constructions. Use the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>) Use tense consistently (past, present, imperative) Write simple and compound sentences and begin to use subordinating conjunctions in relation to time and reason. Begin to play with different sentence types (commands, questions, statements, exclamation). Investigate expanding noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Revise knowledge about other uses of capitalisation such as for names of people, places and the days of the week. Ensure a capital letter for the personal pronoun 'I' is used consistently. Begin to use commas to separate items in a list. Use apostrophes for contracted forms and the possessive (singular) Discuss writing using more technical terms Learn how to use some features of written Standard English Use inverted commas (speech marks) around the words of a speaker <p>verb tense (past, present) adjective noun noun phrase suffix apostrophe comma question question mark command exclamation mark tense agreement commas compound singular and plural inverted commas (or "speech marks")</p>
<p>Spelling</p>	<p>(Primarily Read, Write Inc programme)</p> <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Learn 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 Learn to spell common exception words Learn to spell more words with contracted forms Distinguish between homophones and near homophones Add suffixes to spell longer words; e.g. -ment, -ness,-ful, -less, -ly Write from memory simple sentences dictated by the teacher that includes words and punctuation taught so far Explore phoneme spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒ/ badge, edge, bridge, dodge, fudge, age, huge, change, village, giant, giraffe, jacket, jar, jog, join Read and spell the /s/ sound spelt c before e, i and y

	<ul style="list-style-type: none"> • Explore and spell the /n/ sound spelt kn and (less often) gn at the beginning of words • Explore and spell the phoneme spelt –y at the end of words /aɪ/ • Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
<p>Handwriting and Presentation</p> <p>Developing Skills Yellow Level</p>	<ul style="list-style-type: none"> • Revise the three p’s (pen hold, paper position, posture) to ensure children are ready to write (as well as identify those left handed). • Practise handwriting in conjunction with ‘Read, Write Inc’ phonic and spelling patterns. • Use and practise the four basic handwriting joins, demonstrated through Nelson: <ul style="list-style-type: none"> -diagonal joins to letters without ascenders (e.g. in), -diagonal joins to letters with ascenders. (e.g. ut), -horizontal joins to letters without ascenders (e.g. ve, vi) -horizontal joins to letters with ascenders (e.g. ok, oh) -Practise joining from the letters o, a, r, e (e.g. ee, ea, ed, ow, ov, ri, ru, oy, ou, ad,as). -Practise joining to some letters such as y, a, r, e, u (e.g. hy, ly, ha, ta, er. ir, ur, re, oe,).
<p>Oracy</p>	<ul style="list-style-type: none"> • Listen with sustained concentration to all speakers, asking relevant questions, seeking clarification and following instructions accurately • Consolidate the principles of ‘Talk for Maths.’ • Identify clearly what they have learnt, describing key points • Using an audible voice, describe and reflect upon incidents from their own experience • Explain ideas and processes using language and gestures appropriately • Respond to presentations, describing characters, repeating some highlights and making relevant contributions about what they have seen or heard • To be guided at times to participate in discussions and consider the opinions of others, using some evidence • Be able to compromise in order to make group decisions • Be able to participate in conflict resolution, sometimes supported by an adult • Compose sentences orally (warm up a sentence), so children can use auditory skills to support understanding of complete and compound sentences, as well as building up more varied language choices • Be able to say what they like and dislike, giving reasons
<p>Drama</p>	<ul style="list-style-type: none"> • In groups, present parts of traditional stories, own stories or aspects of their work across the curriculum to their peers. • Adopt appropriate roles in small or large groups, considering alternative endings and actions. • Begin to think about how mood and atmosphere are created in performances. • Take an active role in the year group performance, learning parts by heart. • Be able to participate in conflict resolution, sometimes supported by an adult