

## Newport Community School Primary Academy

### Year 2 Literacy Curriculum Overview

Area	Key Focus/ Objectives
<p data-bbox="73 401 282 457"><b>Reading Comprehension</b></p> <p data-bbox="73 491 282 590">(Guided reading Shared reading/interrogating a text)</p>	<p data-bbox="315 373 618 401"><b><u>Decoding/word reading-</u></b></p> <ul data-bbox="363 407 1511 716" 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</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>• When reading texts matching phonic knowledge, unfamiliar words are sounded out accurately and automatically</li></ul> <p data-bbox="315 747 526 774"><b><u>Comprehension:</u></b></p> <ul data-bbox="363 781 1539 1409" style="list-style-type: none"><li>• 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</li><li>• Discuss the sequence of events in books and how information is related</li><li>• Explore non-fiction texts that are structured in different ways</li><li>• Recognise simple recurring literary language in stories and poetry</li><li>• Discuss their favourite words and phrases</li><li>• 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</li><li>• Identify the main points of a section of a text</li><li>• Develop viewpoints about reasons for events in a story, linked to the plot, as well as characters, using words and phrases from the text</li><li>• Use a direct quotation from a text to describe an event</li><li>• Check that a text makes sense as they read and self correct</li><li>• make inferences based on what is being said and done</li><li>• predict what might happen on the basis of what has been read so far</li><li>• skim and scan a text to locate specific information and key words to find answers to questions</li><li>• 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</li></ul>

<p><b>Writing Composition</b></p> <p><b>Planning</b> <b>Drafting</b> <b>Evaluating</b> <b>Editing</b></p>	<ul style="list-style-type: none"> <li>Immerse and interrogate texts that teach, learning from its structure, vocabulary and grammar.</li> <li>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)</li> <li>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</li> <li>Apply what they know about form and purpose to decide what will make their writing effective</li> <li>Demonstrate use of adventurous word choices and detail to engage the reader, varying nouns, verbs and adjectives for impact</li> <li>Make language choices appropriate to different text types. Consider and select from alternative choices</li> <li>Write complete sentences in the order that they have planned</li> <li></li> <li>Evaluate their writing through peer assessment and with an adult</li> <li>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.</li> <li>Proof read to check for errors in spelling, grammar and punctuation.</li> <li>Read aloud what they have written with the appropriate intonation to make the meaning clear.</li> </ul>		
<p><b>Grammar, Vocabulary and Punctuation</b></p>	<table border="0"> <tr> <td data-bbox="300 695 1334 1509"> <ul style="list-style-type: none"> <li>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.</li> <li>Through warm up a sentence, continue check and understand whether a simple sentence makes 'complete' grammatical sense, identifying the errors and suggesting alternative constructions.</li> <li>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>)</li> <li>Use tense consistently (past, present, imperative)</li> <li>Write simple and compound sentences and begin to use subordinating conjunctions in relation to time and reason.</li> <li>Begin to play with different sentence types (commands, questions, statements, exclamation).</li> <li>Investigate expanding noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</li> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>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.</li> <li>Begin to use commas to separate items in a list.</li> <li>Use apostrophes for contracted forms and the possessive (singular)</li> <li>Discuss writing using more technical terms</li> <li>Learn how to use some features of written Standard English</li> <li>Use inverted commas (speech marks) around the words of a speaker</li> </ul> </td> <td data-bbox="1334 695 1568 1509"> <p><b>verb tense (past, present)</b> <b>adjective</b> <b>noun</b> <b>noun phrase</b> <b>suffix</b> <b>apostrophe</b> <b>comma</b> <b>question</b> <b>question mark</b> <b>command</b> <b>exclamation</b> <b>mark</b> <b>tense</b> <b>agreement</b> <b>commas</b> <b>compound</b> <b>singular and plural</b> <b>inverted</b> <b>commas (or "speech marks")</b></p> </td> </tr> </table>	<ul style="list-style-type: none"> <li>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.</li> <li>Through warm up a sentence, continue check and understand whether a simple sentence makes 'complete' grammatical sense, identifying the errors and suggesting alternative constructions.</li> <li>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>)</li> <li>Use tense consistently (past, present, imperative)</li> <li>Write simple and compound sentences and begin to use subordinating conjunctions in relation to time and reason.</li> <li>Begin to play with different sentence types (commands, questions, statements, exclamation).</li> <li>Investigate expanding noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</li> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>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.</li> <li>Begin to use commas to separate items in a list.</li> <li>Use apostrophes for contracted forms and the possessive (singular)</li> <li>Discuss writing using more technical terms</li> <li>Learn how to use some features of written Standard English</li> <li>Use inverted commas (speech marks) around the words of a speaker</li> </ul>	<p><b>verb tense (past, present)</b> <b>adjective</b> <b>noun</b> <b>noun phrase</b> <b>suffix</b> <b>apostrophe</b> <b>comma</b> <b>question</b> <b>question mark</b> <b>command</b> <b>exclamation</b> <b>mark</b> <b>tense</b> <b>agreement</b> <b>commas</b> <b>compound</b> <b>singular and plural</b> <b>inverted</b> <b>commas (or "speech marks")</b></p>
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<p><b>Spelling</b></p>	<p><b>( Primarily Letters and Sounds programme and guidelines then pathway)</b></p> <ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>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</li> <li>Learn to spell common exception words</li> <li>Learn to spell more words with contracted forms</li> <li>Distinguish between homophones and near homophones</li> <li>Add suffixes to spell longer words; e.g. –ment, -ness,-ful, -less, -ly</li> <li>Write from memory simple sentences dictated by the teacher that includes words and punctuation taught so far</li> <li>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</li> <li>Read and spell the /s/ sound spelt c before e, i and y</li> </ul>		

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