

Literacy Skills - Year 2

Text Types			
Fiction	Non-Fiction	Poetry	
Writing			
Spelling	Handwriting	Composition	Vocabulary, Punctuation & Grammar
<p style="color: red;">Revision from Year 1. Phonic knowledge continues to underpin spelling, but morphology becomes important, as pupils begin to learn about root words and suffixes. Show the relationship between the meaning and spelling of words.</p> <ul style="list-style-type: none"> • dge or ge phoneme at the ends of words • s phoneme, spelt 'c' (soft c) • n phoneme, spelt 'kn' and 'gn' • r phoneme, spelt 'wr' • l phoneme, spelt 'le' at the ends of words • l phoneme, spelt 'el' • l phoneme, spelt 'al' • Words ending 'il' • -y (long 'i' phoneme) at the ends of words • adding 'es' to nouns and verbs ending in -y • adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. • adding -ing, -ed, -er, -est and -y to words ending in -e, with a consonant before it. • adding -ing, -ed, -er, -est and -y to words of one syllable, ending in a single consonant letter after a single vowel letter. • the or phoneme, spelt a • the short u phoneme, spelt o • the phoneme made by the grapheme -ey • the phoneme (short o) spelt a, after the letters w and qu 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • 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 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. <p>Consider what they are going to write before beginning by:</p> <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. • Encapsulating what they want to say, sentence by sentence. <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Develop speaking and listening, for example, through oral retelling of known stories, inserting simple connectives, perhaps using hand gestures. • Focus on correct construction of simple sentences, inserting a capital letter and full stop appropriately and sometimes independently. • Use a string of capital letters for effect, for example, SUDDENLY. • Continue to practise using question mark and exclamation mark. • Know that sentences have different forms: statement, question or command. • In speech and writing, develop coordinating conjunctions: and, or, but and subordinating conjunctions such as: when, if, that, because. • Read own work aloud, checking for sense. • Introduce names for the word classes: nouns, adjectives, verbs and adverbs. • Use capital letters for proper nouns, for example, Mrs Green, London • Draw the link between describing words and adjectives; show that an adjective adds information.

Literacy Skills - Year 2

<ul style="list-style-type: none"> • the phoneme spelt or after w • the phoneme spelt ar after w • the rare phoneme spelt 's' in some words • suffixes –ment, -ness, -ful, -less and –ly • contractions • possessive apostrophe – singular nouns • -tion • homophones and near-homophones • common exception words (tricky words) • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 			
<p>Reading</p>			
<p>Word Reading</p>		<p>Comprehension</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 that contain the same graphemes as above. • Read words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out closed matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read these books to build up their fluency and confidence in word reading. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently. • Discussing the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Being introduced to non-fiction books that are structured in different ways. • Recognising simple recurring literacy language in stories and poetry. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Discussing their favourite words and phrases. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Understand both the books that they can already read accurately and fluently and those that they listed to by:</p>	

Literacy Skills - Year 2

	<ul style="list-style-type: none">• Drawing on what they already know or on background information and vocabulary provided by the teacher.• Checking that the text makes sense to them as they read and correcting inaccurate reading.• Making inferences on the basis of what is being said and done.• Answering and asking questions.• Predicting what might happen on the basis of what has been read so far.• 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.• 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>Speaking and Listening</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers.• Ask relevant questions to extend their understanding and build vocabulary 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 increasing command of Standard English.• Participate in discussions, presentations, performances, role-play, improvisations and debates.• Gain, main 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.	