

Year 2 Literacy Curriculum Overview

CC Overall Theme	A	Community	Celebration	Leaders		Sport and Leisure / Teamwork	Beside the Seaside
	B	Journeys	Memories	Water		Our Wonderful World	Food Glorious Food
Year 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CC Topic Focus	A	<i>Local Area</i>	<i>Mother Nature</i>	<i>Famous people</i>		<i>Composing Rhythm</i>	<i>Beach Wear</i>
	B	<i>Roads around School</i>	<i>Can Buildings Speak?</i>	<i>Chris Columbus</i>		<i>Moving Monsters</i>	<i>Composing Rhythm</i>
Reading Focus		Jeff Brown Flat Stanley	Drey Daywalt (The Day the Crayons Quit series)	Poetry: Alan Ahlberg and Spike Milligan	Aesop's fables	George's Marvellous Medicine Roald Dahl	Paddington Michael Bond
Comprehension		<ul style="list-style-type: none"> • I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself. • I can enjoy reading and discussing the order of events in books and how items of information are related. • I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others. • I can enjoy reading by recognising repeated themes and ideas in stories and poems. • I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know. • I can talk about my favourite words and phrases. • I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer. • I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading. • I can spot if a word has been read wrongly by following the sense of the text. • I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions. • I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done. • I can ask and answer questions about the books or stories • I am reading and make links. • I can say what might happen next in a story based on what has happened so far. • I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. • I can explain what I think about books, poems and other material that I have read or heard. • I can explain what has happened so far in what I have read. 					

<p><i>Writing Focus</i></p>	<p>Fiction: Myths and Legends</p> <p>Non-Fiction: Diary</p> <p>Invention Week</p>	<p>Non-Fiction: Report</p> <p>Poetry: Songs and repetitive poems</p> <p>Invention Week</p>	<p>Non-Fiction: Recounts</p> <p>Poetry: Humorous poems</p> <p>Invention Week</p>	<p>Fiction: Fantasy / Fairy tales</p> <p>Non-Fiction: Persuasion Adverts</p> <p>Invention Week</p>	<p>Fiction: Traditional Tales</p> <p>Non-Fiction: Newspaper Report</p> <p>Invention Week</p>	<p>Non-Fiction: Instructions</p> <p>Poetry: Favourite poems</p> <p>Invention Week</p>
<p><i>Alan Peat Sentences</i></p>	<p>Myths and Legends: Refer to AP Guide</p> <p>Diary: Emotion Word,</p>	<p>Report: Noun, who / which / were,; BOYS; The Question is: ?.</p>	<p>Recounts: Time Starters; List Sentences.</p>	<p>Fairy Tales: Refer to AP Guide</p> <p>Persuasion: 'ly' words Same word end of two sentences</p>	<p>Traditional Tales: Refer to AP Guide</p> <p>Newspaper Report: Main Point Summary; Alliteration; Question?; Emotive Exclamation!</p>	<p>Instructions: Verbing an object; How to _____ A Guide to _____; 2A Opener; Time Opener; Congratulation on...!</p>
<p><i>Spoken Language</i></p>	<ul style="list-style-type: none"> • I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction. • I can discuss the order of events in books and how items of information are related. • I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear. • I can discuss my favourite words and phrases. • I can answer and ask questions. • I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say. • I can explain and discuss my understanding of books, poems and other material. • I can improve my writing by planning or saying out loud what I am going to write about. 		<p>Word Reading</p>	<ul style="list-style-type: none"> • I can use the sounds I know to decode words automatically and my reading is fluent. • I can read and blend all sounds I have been taught. • I can recognise alternative sounds for letters or groups of letters. • I can read words of two or more syllables that contain sounds I have been taught. • I can read words containing common suffixes. • I can read further common exception words and see where the sounds do not match. • I can read most words quickly and accurately without needing to sound and blend words I have seen before. • I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses. • I can re-read books, sounding out new words correctly to improve my speed and confidence. 		

<p><i>Writing - Composition</i></p>	<ul style="list-style-type: none"> • I can write about things I have done and things that others have done. • I can write a long piece of text about a real event in one go. • I can write poetry. • I can write for different purposes, writing long and short pieces of work. • I can plan my writing by writing down my ideas or talking about them. • I can plan my writing by writing down ideas and/or key words and new vocabulary. • I can plan my writing by writing down my ideas or talking about them for each sentence. • I can change my writing and make corrections after I have spoken to a teacher or another child about it. • I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time. • I can proof-read my work and check for spelling, punctuation and grammar errors. • I can read my work aloud with confidence using the tone of my voice to make the meaning clear. 					
<p><i>Writing – Vocabulary, Grammar and Punctuation</i></p>	<ul style="list-style-type: none"> • I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman. • I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless. • I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly. • I can use these words in my writing: when, if, that, because, and, or, but. • I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon. • I can tell if a sentence is a question, command, exclamation or a statement. • I can use the correct tense in my writing. • I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting. • I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end. • I can use commas when I am writing a list. • I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat. • I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma. 					
<p><i>Spelling</i></p>	<ul style="list-style-type: none"> • Sounds 'n' spelt 'kn, 'gn' • Sounds 'r' spelt 'wr' • Sounds 's' spelt 'c' before e, i and y • Sounds 'j' spelt '-dge' and '-ge' • Sounds 'j' spelt with g before e, i, y • Common Exception Words 	<ul style="list-style-type: none"> • Sounds 'l' spelt '-le' • Sound 'l' spelt '-el' • Sound 'l' spelt '-il' and '-al' • Sound 'igh' spelt '-y' • Adding '-ies' to nouns and verbs ending in '-y' • Common Exception Words 	<ul style="list-style-type: none"> • Adding '-ed', '-er' and '-est' to a word ending with '-y' • Adding '-ing' to a word ending in '-y' • Adding '-ing', '-ed', '-er', '-est' and '-y' to words ending in '-e' • Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable 	<ul style="list-style-type: none"> • Sound 'u' spelt with 'o' • Sound 'ee' spelt '-ey' • The 'o' sound spelt with 'a' after 'w' and 'qu' • The stressed 'er' spelt with 'or' after 'w' and the sound 	<ul style="list-style-type: none"> • Suffixes '-ment', '-ness' and '-ful' • Suffixes '-less' and '-ly' • Ending in '-tion' • Contractions • Possessive apostrophe • Common Exception Words 	<ul style="list-style-type: none"> • Homophones and near homophones • Homophones and near homophones • Homophones and near homophones conjunctions • Months of the year / time • Months of the year / time

			<ul style="list-style-type: none"> • The sound 'or' spelt 'a' before 'l' or 'll' • Common Exception Words 	<ul style="list-style-type: none"> • 'or' spelt 'ar' after 'w' • Sound 'zh' spelt 's' • Common Exception Words 		Question Words / EGPS terms
	<ul style="list-style-type: none"> • I can break down spoken words into their sounds and write them mostly correctly. • I can learn new spellings by using words I already know how to spell. • I can spell common exception words. • I can spell words which have been shortened. • I can spell words which use an apostrophe to show possession e.g. the girl's book. • I can spell words that sound the same but are spelt differently e.g. buy, bye, by. • I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words. • I can use simple spelling rules. • I can write the correct spellings and punctuation in simple sentences I hear my teacher say. 					
<i>Handwriting</i>	The Ladder Family Letters: 'l', 'i', 'u', 't', 'y', 'j'	The One Armed Robot Family Letters: 'n', 'm', 'h', 'k', 'b', 'p', 'r'	The Curly Caterpillar Family Letters: 'c', 'a', 'd', 'e', 's', 'g', 'f', 'q', 'o'		The Zigzag Monster Family Letters: 'z', 'v', 'w', 'x'	Recap / Consolidate
	<ul style="list-style-type: none"> • I can write lower-case letters that are all the same size. • I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined. • I can write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters. • I can use spacing between words that fits with the size of the letters. 					