

Year 2 Long Term Literacy Plan

Purple = ongoing objectives

NB: Unit coverage is subject to change as the catch up of curriculum objectives progresses and planning is developed further

Spoken Language	Reading – Word Reading	Reading – Comprehension	Writing - composition	Writing – Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions 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 an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates-(this is covered in the Christmas Nativity) gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> <i>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</i> <i>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</i> <i>read accurately words of two or more syllables that contain the same graphemes as above</i> <i>read words containing common suffixes</i> <i>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</i> <i>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</i> <i>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</i> <i>re-read these books to build up their fluency and confidence in word reading.</i> 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at 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 literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases – <i>done through comprehension activities across the curriculum</i> 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 listen to by:</p> <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. 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry <i>writing for different purposes</i> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <i>planning or saying out loud what they are going to write about</i> <i>writing down ideas and/or key words, including new vocabulary</i> <i>encapsulating what they want to say, sentence by sentence</i> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <i>evaluating their writing with the teacher and other pupils</i> <i>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</i> <i>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</i> <ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] (NB objective also in Spelling) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] the present and past tenses correctly and consistently including the progressive form Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)□ <p>Terminology for Pupils (Statutory)</p> <ul style="list-style-type: none"> noun, noun phrase statement, question, exclamation, command compound - <i>done through spelling programme</i> suffix adjective, adverb, verb tense (past, present) apostrophe, comma <p>Challenge vocab - present progressive/past progressive</p> <hr/> <p>Writing - Transcription (Handwriting)</p> <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 and to lower case letters use spacing between words that reflects the size of the letters.

Unit/Term	Text link	Extended writing opportunities <ul style="list-style-type: none"> Fiction Non-fiction Big Write Poetry 	Writing – Vocabulary, Grammar and Punctuation	Writing – Composition	Reading opportunities Comprehension	Spoken Language opportunities/activities
Instructions (3 weeks) AUTUMN 1		NF = How to make a puppet NF = How to make a pizza (linked to CCL launch)	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Verb Noun subordination (using because) and co-ordination (using and, but) sentences with different forms: , command 	<ul style="list-style-type: none"> writing about real events 		
Stories with familiar settings/Story beginnings (5 weeks) AUTUMN 1/2	The Tiger Who Came For Tea Dogger Catherine and the Lion (compare to TTWCFT – in DARTs)	F = Story beginnings F = Character descriptions F = Own Story based on TWCFT (e.g. penguin, crocodile, monkey)	<ul style="list-style-type: none"> Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]<input type="checkbox"/> subordination (using because) and co-ordination (using and, but) Correct choice and consistent use of present tense and past tense throughout writing 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) 	Character feelings/thoughts Predictions from a front cover of various stories with familiar settings <ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related answering and asking questions predicting what might happen on the basis of what has been read so far becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	Acting - character feelings and decision making Zone of relevance linked to different characters – explore why feeling this way participate in discussions, presentations, performances, role play
Sparks in the Sky (one off week – past tense, handwriting and sentence structure) (1 week)	Sparks in the Sky		<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Correct choice and consistent use of present tense and past tense throughout writing 			
Poetry (2 weeks)	Bed in Summer (already covered in Y1 – good for a recap)	Writing poems about the Zoo (linked to what the Lady bird heard) Writing own rhyming couplet for 'Christmas is Coming'	<ul style="list-style-type: none"> Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]<input type="checkbox"/> 	<ul style="list-style-type: none"> writing poetry 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English

	What the Ladybird Heard (Julia Donaldson) Christmas is Coming (Michael Rosen)				<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently recognising simple recurring literary language in stories and poetry 	
Countries (4 weeks) AUTUMN 2	Non-fiction texts about 'Russia' –	NF = Russia factfile (subheadings) F = Inventing own countries (including an introduction) NF = weather report (in CCL)	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events 	<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways <p>Non-fiction features (captions, paragraph, heading, sub-heading, glossary, contents, index)</p> <p>Russia reading comprehension Reading comprehension linked to made up country (class shared)</p>	Reading out weather reports and presenting to the class Asking questions to each other about their invented countries
Science topic – Animals Spring 1 (2 weeks)	Various animals non-fiction pages Meerkat Mail	NF = Non-fiction Pages F = Postcard from Sunny from a different setting P = Riddles (about an animal) NF = Tropical Word Recount	<ul style="list-style-type: none"> Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Suffixes Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] (NB objective also in Spelling) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Correct choice and consistent use of present tense and past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing poetry <i>writing for different purposes</i> writing about real events writing poetry 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently being introduced to non-fiction books that are structured in different ways <p>Sequencing of Meerkat Mail events Organising own non-fiction pages using features learnt so far</p>	Reading letters to each other Hot seating as Sunny from Meerkat mail

			<ul style="list-style-type: none"> adjective 			
<p>Superhero Stories (8 weeks) SPRING 1/2</p>	Traction Man	<p>F = Wanted poster F = Letter writing (thank you to SB) F = Own TM story with beach or garden setting</p>	<ul style="list-style-type: none"> Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Suffixes Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] (NB objective also in Spelling) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Correct choice and consistent use of present tense and past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) <i>writing for different purposes</i> 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related answering and asking questions predicting what might happen on the basis of what has been read so far becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales drawing on what they already know or on background information and vocabulary provided by the teacher discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<p>Creating own story using props – story board and acting it out</p>
<p>The Day the Crayons Quit (4 weeks)</p>	The Day the Crayons Quit	<p>NF = Book review F = The day the ____ quit (alternative ideas e.g. the day the pencil quit - letter)</p> <p>This unit focuses on reading comprehension</p>	<ul style="list-style-type: none"> Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] (NB objective also in Spelling) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) 	<p>Finding evidence from the text to identify characters</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher Book review discussing the sequence of events in books and how items of information are related answering and asking questions predicting what might happen on the basis of what has been read so far recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<p>Acting in role of different crayons and exploring their feelings</p>

Famous authors - Horrid Henry SUMMER 1/2	Horrid Henry's Homework Variety of Horrid Henry books to inspire	F = diary writing F = Character description of HH – character profile F = Story problems and resolutions – A day of mischief	All Y2 Punctuation and Grammar terminology to be recapped and consolidated through writing	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) 	Using evidence from the text to infer Character thoughts and feelings Book review included as part of the letter – discussion of favourite characters <ul style="list-style-type: none"> Story sequencing (comic strip) answering and asking questions predicting what might happen on the basis of what has been read so far discussing their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the teacher 	Acting – character feelings and thoughts
Fact files (linked to UK countries – CCL)	Various information about UK countries	NF = research and present info about UK countries (in group using ICT) – presenting	All Y2 Punctuation and Grammar terminology to be recapped and consolidated through writing	<ul style="list-style-type: none"> writing about real events 		Presenting powerpoints to the class
Katie Morag (Link to CCL) SUMMER 2	Katie Morag	F = Letter writing	All Y2 Punctuation and Grammar terminology to be recapped and consolidated through writing	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) 	Using text to answer questions about Coll	
Poetry unit (during HLW) SUMMER 2	Linked to fruit 'Cauliflowers fluffy assembly song)	P = Write own poem about healthy fruit and veg	All Y2 Punctuation and Grammar terminology to be recapped and consolidated through writing	<ul style="list-style-type: none"> writing poetry 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Reciting poems 	Reading poems aloud

Cross curricular Literacy opportunities

Topic (CCL)	Topic (Science)	Writing and genre	Reading	Speaking and Listening
Let's celebrate Aut 1		Recount about launch day Rama and Sita story retelling Wanted poster for Guy Fawkes How to make a pizza instructions	Bonfire night story (e-book) –Sparks in the Sky – used for noting –ed verbs Guy Fawkes – reading comprehension using evidence from text (looking for key vocab)	Acting Rama and Sita story
Animals including humans Aut 1		Lifecycle of a butterfly explanation Instructions on how to wash hands	The Hungry Catterpillar	
	Materials Aut 2	Writing letter to Santa to explain materials needed for wrapping presents		
Dressing Up Aut 2/Spr 1		Weather reports	Information about Russia Info about Andy Warhol – comprehension questions	Weather report – group work. Presented using ICT
	Animals Spr 1/2	Non-fiction page about a Meerkat Riddles – animals (focus on the 4 sentence types) Recount – trip to Tropical World	Finding out information about different animals using given information Meerkat Mail	Presentations about animals to share information Performing riddle to each other – guessing what they are
Transport Spr 2/Sum 1			Wright Brothers comprehension activity	
	Plants Summer			
Where we Live? Sum 2		Welcome to England fact file information page/PowerPoint	Variety of non-fiction books linked to UK countries	Presenting to class about the country they are researching