

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"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, <b>hypothesising</b>, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, role play, <b>improvisations and debates</b>-(this is covered in the Christmas Nativity)</li> <li>gain, maintain and monitor the interest of the listener(s)</li> </ul>	<ul style="list-style-type: none"> <li><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></li> <li><i>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</i></li> <li><i>read accurately words of two or more syllables that contain the same graphemes as above</i></li> <li><i>read words containing common suffixes</i></li> <li><i>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</i></li> <li><i>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</i></li> <li><i>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</i></li> <li><i>re-read these books to build up their fluency and confidence in word reading.</i></li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases – <i>done through comprehension activities across the curriculum</i></li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <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"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>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</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li><i>writing for different purposes</i></li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li><i>planning or saying out loud what they are going to write about</i></li> <li><i>writing down ideas and/or key words, including new vocabulary</i></li> <li><i>encapsulating what they want to say, sentence by sentence</i></li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li><i>evaluating their writing with the teacher and other pupils</i></li> <li><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></li> <li><i>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</i></li> </ul> <ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Commas to separate items in a list</li> <li><b>Apostrophes</b> 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)</li> <li><b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command</li> <li>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> <li><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)□</li> </ul> <p><b>Terminology for Pupils (Statutory)</b></p> <ul style="list-style-type: none"> <li>noun, noun phrase</li> <li>statement, question, exclamation, command</li> <li>compound - <i>done through spelling programme</i></li> <li>suffix</li> <li>adjective, adverb, verb</li> <li>tense (past, present)</li> <li>apostrophe, comma</li> </ul> <p>Challenge vocab - present progressive/past progressive</p> <hr/> <p><b>Writing - Transcription (Handwriting)</b></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>

Unit/Term	Text link	Extended writing opportunities <ul style="list-style-type: none"> <li>Fiction</li> <li>Non-fiction</li> <li>Big Write</li> <li>Poetry</li> </ul>	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"> <li>Use of capital letters, full stops, question marks and <del>exclamation marks</del> to demarcate <b>sentences</b></li> <li>Commas to separate items in a list</li> <li>Verb</li> <li>Noun</li> <li>subordination (using because) and co-ordination (using and, but)</li> <li>sentences with different forms: , command</li> </ul>	<ul style="list-style-type: none"> <li>writing about real events</li> </ul>		
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"> <li>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]<input type="checkbox"/></li> <li>subordination (using because) and co-ordination (using and, but)</li> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>writing narratives about <del>personal experiences and</del> those of others (real and fictional)</li> </ul>	Character feelings/thoughts  Predictions from a front cover of various stories with familiar settings <ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	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"> <li>Use of capital letters, full stops, question marks and <del>exclamation marks</del> to demarcate <b>sentences</b></li> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> </ul>			
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"> <li>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]<input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>speak audibly and fluently with an increasing command of Standard English</li> </ul>

	What the Ladybird Heard (Julia Donaldson) Christmas is Coming (Michael Rosen)				<ul style="list-style-type: none"> <li>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</li> <li>recognising simple recurring literary language in stories and poetry</li> </ul>	
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"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</li> </ul>	<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> </ul>	<ul style="list-style-type: none"> <li>being introduced to non-fiction books that are structured in different ways</li> </ul> <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"> <li><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</li> <li>Suffixes</li> <li><b>Apostrophes</b> 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)</li> <li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></li> </ul>	<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing poetry</li> <li><i>writing for different purposes</i></li> <li>writing about real events writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>being introduced to non-fiction books that are structured in different ways</li> </ul> <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"> <li>adjective</li> </ul>			
<p>Superhero Stories</p> <p>(8 weeks)</p> <p>SPRING 1/2</p>	Traction Man	<p>F = Wanted poster</p> <p>F = Letter writing (thank you to SB)</p> <p>F = Own TM story with beach or garden setting</p>	<ul style="list-style-type: none"> <li><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</li> <li>Suffixes</li> <li><b>Apostrophes</b> 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)</li> <li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> </ul>	<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li><i>writing for different purposes</i></li> </ul>	<ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li><b>discussing their favourite words and phrases</b></li> </ul>	<p>Creating own story using props – story board and acting it out</p>
<p>The Day the Crayons Quit</p> <p>(4 weeks)</p>	The Day the Crayons Quit	<p>NF = Book review</p> <p>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"> <li><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</li> <li><b>Apostrophes</b> 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)</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> </ul>	<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> </ul>	<p>Finding evidence from the text to identify characters</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Book review discussing the sequence of events in books and how items of information are related</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li><b>discussing their favourite words and phrases</b></li> </ul>	<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	<b>All Y2 Punctuation and Grammar terminology to be recapped and consolidated through writing</b>	<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> </ul>	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"> <li>Story sequencing (comic strip) answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>discussing their favourite words and phrases</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	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	<b>All Y2 Punctuation and Grammar terminology to be recapped and consolidated through writing</b>	<ul style="list-style-type: none"> <li>writing about real events</li> </ul>		Presenting powerpoints to the class
Katie Morag (Link to CCL) SUMMER 2	Katie Morag	F = Letter writing	<b>All Y2 Punctuation and Grammar terminology to be recapped and consolidated through writing</b>	<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> </ul>	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	<b>All Y2 Punctuation and Grammar terminology to be recapped and consolidated through writing</b>	<ul style="list-style-type: none"> <li>writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>Reciting poems</li> </ul>	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	<b>Finding out information about different animals using given information</b> 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