



# Year 2 Literacy Yearly Overview –

## Bowerham Primary and Nursery School






READING AT BOWERHAM					
Author of the Half Term					
Autumn 1 – Gun Powder Plot	Autumn 2 – South Africa	Spring 1 – Lovely Lancaster	Spring 2 – Dinosaur Hunters	Summer 1 – Survival	Summer 2 – Our Planet
Julia Donaldson	Various Authors – Nelson Mandela themed literature	Mary Norton	Ian Whybrow	Titanic themed fiction and non-fiction <a href="#">8 Children's Books about the Titanic disaster - Stephen Davies</a> <a href="http://voiceinthedesert.org.uk"> (voiceinthedesert.org.uk)</a>	Various Authors – Traditional Tales with a Twist
Class Novel					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resistant Texts: The Gun Powder Plot – Gillian Clements	Archaic Text - Twas The Night Before Christmas	The Burrows	Complexity of plot/symbol: Dinosaurs and All That Rubbish by Michael Foreman	Complexity of the Narrator: The lost Book of Adventure from the notebooks of the Unknown Adventurer by Teddy Keen	Complexity of the Narrator: The Three Little Wolves and the Big Bad Pig
<b>Reading - word reading</b> <i>Pupils should be taught to:</i> <ul 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 that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>reread these books to build up their fluency and confidence in word reading</li> </ul>			<b>Reading – comprehension</b> <i>Pupils should be taught to:</i> <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> <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</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> <i>understand both the books that they can already read accurately and fluently and those that they listen to by:</i> <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> </ul>		



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- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## WRITING AT BOWERHAM

Units of Writing					
Autumn 1 – Gun Powder Plot	Autumn 2 – South Africa	Spring 1 – Lovely Lancaster	Spring 2 – Dinosaur Hunters	Summer 1 – Survival	Summer 2 – Journeys
<p>Stories by the Same Author – Julia Donaldson - Sentence Types</p> <p> Y2 Stories by the Same Author1.docx</p> <p>Poems on a theme – What is Harvest based on What is Pink? – Christina Rossetti</p> <p>Non – Fiction – Persuasive poster/ Advert – Spooky Bingo</p> <p>Gun Powder Plot – Fact File</p> <p>Explanation text – Gun Powder Plot</p> <p>Classic poetry</p>	<p>Instructions – How to make a pivot slider Christmas card</p> <p> Y2 Instructions.docx</p> <p>Non- Fiction – Letter – Invite to Nativity</p> <p>Non-Chronological Reports – Nelson Mandela</p>	<p>Stories set with a familiar setting – Stories set in Lancaster.</p> <p> Y2 Stories with Familiar Settings.docx</p> <p>Poems with a structure – Acrostic about Lancaster</p>	<p>Poems on a theme – ‘The Magic Box’ poem –rewrite and base on dinosaur theme.</p> <p>Dinosaur fantasy story – create as ebook</p>	<p>Persuasive Advert and posters – Summer Fair</p> <p> Y2 Persuasion.docx</p> <p>Fact file and Non-Chronological report</p> <p> Y2 Non-chronological reports.docx</p>	<p>Traditional tales with a Twist - write a new version of a fairy tale with a twist based on an existing story e.g. The Three Little Wolves and the Big Bad Pig.</p> <p>Recounts – Recount of trip – Trip tbc</p>
<p><b>Writing – Transcription</b> <b>Spelling - see English appendix 1</b> <i>Pupils should be taught to:</i> <i>spell by:</i></p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>		<p><b>Handwriting-</b> <i>Pupils should be taught to:</i></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>		<p><b>Writing – composition-</b> <i>Pupils should be taught to:</i> <i>develop positive attitudes towards and stamina for writing by:</i></p> <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>• writing for different purposes</li> </ul> <p><i>consider what they are going to write before beginning by:</i></p>	



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- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

- 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
- make simple additions, revisions and corrections to their own writing by:*
- evaluating their writing with the teacher and other pupils
  - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proofreading 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

## Writing - vocabulary, grammar and punctuation-

*Pupils should be taught to:*

*develop their understanding of the concepts set out in English appendix 2 by:*

- learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

*learn how to use:*

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English appendix 2 in discussing their writing



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## SPEAKING AND LISTENING AT BOWERHAM

### Spoken language-

*Pupils should be taught to:*

- 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
- 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 an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain 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