

Literacy	Term 1 Cycle 1	Term 2 Cycle 1	Term 3 Cycle 1	Term 1 Cycle 2	Term 2 Cycle 2	Term 3 Cycle 2
Year 2						
Reading – Word Reading						
<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 						
<ul style="list-style-type: none"> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes 						
<ul style="list-style-type: none"> read accurately words of two or more syllables that contain the same graphemes as above 						
<ul style="list-style-type: none"> read words containing common suffixes 						
<ul style="list-style-type: none"> read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word 						
<ul style="list-style-type: none"> read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered 						
<ul style="list-style-type: none"> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 						
<ul style="list-style-type: none"> reread these books to build up their fluency and confidence in word reading. 						
Reading – Comprehension						
develop pleasure in reading, motivation to read, vocabulary and understanding by:						
i. 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						
ii. discussing the sequence of events in books and how items of information are related						
iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales						
iv. being introduced to non-fiction books that are structured in different ways						
v. recognising simple recurring literary language in stories and poetry						
vi. discussing and clarifying the meanings of words, linking new meanings to known vocabulary						

vii. discussing their favourite words and phrases						
viii. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear						
understand both the books that they can already read accurately and fluently and those that they listen to by						
i. drawing on what they already know or on background information and vocabulary provided by the teacher						
ii. checking that the text makes sense to them as they read, and correcting inaccurate reading						
iii. making inferences on the basis of what is being said and done						
iv. answering and asking questions						
v. 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.						
Writing – Spelling						
spell by:						
i. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly						
ii. 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						
iii. learning to spell common exception words						
iv. learning to spell more words with contracted forms						
v. learning the possessive apostrophe (singular)						
vi. distinguishing between homophones and near-homophones						
• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly						

<ul style="list-style-type: none"> apply spelling rules and guidelines, as listed in English Appendix 1 						
<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 						
Writing – Handwriting and Presentation						
<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 						
<ul style="list-style-type: none"> 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 						
<ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 						
<ul style="list-style-type: none"> use spacing between words that reflects the size of the letters. 						
<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 						
Writing – Composition						
Develop positive attitudes towards and stamina for writing by:						
i. writing narratives about personal experiences and those of others (real and fictional)						
ii. writing about real events						
iii. writing poetry						
iv. writing for different purposes						
Consider what they are going to write before beginning by:						
i. planning or saying out loud what they are going to write about						
ii. writing down ideas and/or key words, including new vocabulary						
iii. encapsulating what they want to say, sentence by sentence						
make simple additions, revisions and corrections to their own writing by:						
i. evaluating their writing with the teacher and other pupils						
ii. 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						

iii. 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						
develop their understanding of the concepts set out in English Appendix 2 by:						
i. 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:						
i. sentences with different forms: statement, question, exclamation, command						
ii. expanded noun phrases to describe and specify						
iii. the present and past tenses correctly and consistently including the progressive form						
iv. subordination (using when, if, that, or because) and co-ordination (using or, and, or but)						
v. learning the grammar for year 2 in English Appendix 2						
vi. some features of written Standard English						
use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading.						