




## Year 2 Literacy Yearly Overview – Bowerham Primary and Nursery School

National curriculum- Reading	Author of term		Class Novel
<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></ul>	Autumn 1	Julia Donaldson	Resistant Text – The Gun Powder Plot by Gillian Clements
	Autumn 2	Books by and about Nelson Mandela.	Archaic Texts - The Night Before Christmas
	Spring 1	Brilliant Book Awards -	Brilliant Book Award
	Spring 2	Ian Whybrow – Harry and his Bucketful of Dinosaurs	Complexity of plot/symbol Dinosaurs and All That Rubbish by Michael Foreman






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<ul style="list-style-type: none"> <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> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <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>	Summer 1	Titanic themed fiction and non fiction	Complex of the narrator – Come Away from the Water Shirley – John Burningham
	Summer 2	Traditional tales with a twist.	Non-Linear time Sequences - The Stinky Cheese – Jon Scieszka
National curriculum- Writing		Writing Units	
<b>Writing – transcription- Spelling - see English appendix 1</b> <i>Pupils should be taught to:</i> <i>spell by:</i> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>	Autumn 1 – The Gun Powder	 Y2 Stories by the Same Author1.docx <ul style="list-style-type: none"> <li>• Persuasive poster/ Advert – Guy Fawkes.</li> </ul>	






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<ul style="list-style-type: none"> <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> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in English appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li>• Stories by the same Author – Hans Christian Anderson</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>Autumn 2 – Celebrations and traditions</p>	<div style="text-align: center;">   Y2 Instructions.docx </div> <ul style="list-style-type: none"> <li>• Letter – Invitation to Nativity.</li> <li>• Instructions – How to make a pivot slider</li> </ul> <div style="text-align: center;">   Y2 Non-chronological reports.docx </div> <ul style="list-style-type: none"> <li>• Non – Chronological report – Nelson Mandela</li> </ul>
<p><b>Writing - composition</b> <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <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>Spring 1 – Lovely Lancaster</p>	<ul style="list-style-type: none"> <li>• Stories set with a familiar setting – Story set in Lancaster</li> </ul> <div style="text-align: center;">   Y2 Stories with Familiar Settings.docx </div> <ul style="list-style-type: none"> <li>• Poems with a structure – Acrostic poem about Lancaster</li> </ul>



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<p><i>consider what they are going to write before beginning by:</i></p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p><i>make simple additions, revisions and corrections to their own writing by:</i></p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p><b>Writing - vocabulary, grammar and punctuation-</b></p> <p><i>Pupils should be taught to:</i></p> <p><i>develop their understanding of the concepts set out in English appendix 2 by:</i></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><i>learn how to use:</i></p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently, including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English appendix 2</li> <li>some features of written Standard English</li> <li>use and understand the grammatical terminology in English appendix 2 in discussing their writing</li> </ul>	Spring 2 – Dinosaur Hunters	<ul style="list-style-type: none"> <li>Poems on a theme – Dinosaur shape poems</li> <li>Dinosaur Adventure Story</li> </ul>
	Summer 1 – Survival	 Y2 Persuasion.docx <ul style="list-style-type: none"> <li>Persuasive advert or poster - Titanic</li> </ul>  Y2 Non-chronological reports.docx <ul style="list-style-type: none"> <li>Non – chronological report – The Titanic</li> </ul>
	Summer 2 – Journeys	 Y2 Traditional Tales with a Twist.docx <ul style="list-style-type: none"> <li>Traditional Tales with a Twist - write a new version of a fairy tale with a twist.</li> <li>Recounts – Recount of trip</li> </ul>