

Year 2 Long Term Overview

Writing to Entertain	Writing to Inform/ Persuade	Poetry
Animal Adventure Stories Stories in Imaginary Words Sci-Fi Stories Stories with a similar setting Adventure stories Stories that mimic Significant Authors	Instructions Formal Letters Discursive Arguments Newspaper Report Newspaper Report Factfile	Classic Poetry Riddles & Limericks Micheal Rosen Poems
Speaking & Listening: To listen carefully and understand <ul style="list-style-type: none"> • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point. 	Spelling: <ul style="list-style-type: none"> *Phase 5 C & D spelling rules *Phase 6 *Year 2 common exception words *Refer to ITAF for specifics for statutory assessments 	
To develop a wide and interesting vocabulary <ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. • Identify homophones. 		Vocabulary, Grammar, Punctuation: <ul style="list-style-type: none"> *Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) *Learn how to use: sentences with different forms: statement, question, exclamation, command *Learn how to use: the present and past tenses correctly and consistently including the progressive form *Learn how to use: some features of written Standard English *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
To speak with clarity <ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Identify syllables within words. 		
To tell stories with structure <ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. • Predict events in a story. • Give just enough detail to keep the audience engaged. 		
To hold conversations and debates <ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate. 		
Handwriting: <ul style="list-style-type: none"> * Form lower-case letters of the correct size relative to one another. *Use 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. 		

Reading National Curriculum - Year 1

Range of reading	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently
Familiarity with Texts	Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry
Poetry and performance	Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings	Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary
Understanding	Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions
Prediction	Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far
Authorial intent	Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases
Non-fiction	Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways
Discussing	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 National Curriculum - Year 2

Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Contexts for Writing	Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) Develop positive attitudes towards and stamina for writing by: writing about real events Develop positive attitudes towards and stamina for writing by: writing poetry Develop positive attitudes towards and stamina for writing by: writing for different purposes
Planning and Drafting Writing	Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary
Editing Writing	Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils Make simple additions, revisions and corrections to their own writing by: 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 Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
Performing Writing	Read aloud what they have written with appropriate intonation to make the meaning clear

Refer to *Interim Assessment Framework* for specific guidance in relation to statutory assessments.