

Greenholm Primary School Literacy Overview: Year 2

Our Vision: We want to inspire each generation of writers to enjoy expressing their original ideas masterfully through the English language.
 'All pupils should write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes & audiences' *DfE 2016*

	Autumn		Spring		Summer	
ACHIEVERS AND THEMES	ACHIEVERS Aspirations Emotional Wellbeing Social Skills	THEMES 1: Who are the Heroes? 2: Build it!	ACHIEVERS Value and Respect Resilience Communication	THEMES 1: Our Worlds 2: Animals	ACHIEVERS Investigation Resourcefulness Evaluation	THEMES 1: Holidays 2: How does your Garden Grow?
Suggested Texts:	<ul style="list-style-type: none"> • Comics - The Avengers • George and the Dragon by Chris Wormell • The Pea and the Princess by Mini Grey • Traction Man books by Mini Grey • Let's Build a House by Mick Manning (Report) • Wheels Keep Turning by Mick Manning (Report) • The True Story of the Three Little Pigs by Jon Scieszka • The Nutcracker • Suddenly - Colin McNaughton (+ other stories by him to compare) 		<ul style="list-style-type: none"> • The Elephants Friend and Other Tales by Marcia Williams • The Bear and the Piano by David Lichfield • Where the Wild Things Are by Maurice Sendak • How to Hide a Lion by Helen Stephens • The Dragon with a Big Nose by Kathy Henderson (Poetry) • A Spider Bought a Bicycle by Michael Rosen (Poetry) • River Story by Meredith Hooper (Recount) • Flight of the Honey Bee by Raymond Huber (Report) • A First Book of Animals by Nicola Davies (Report) • Just Ducks by Nicola Davies (Report) • Dolphin Baby by Nicola Davies (Report) • Ask Dr K. Fisher about Planet Earth... by Claire Llewellyn (Report) • Aladdin - Disney version 		<ul style="list-style-type: none"> • Anthony Browne Author Study (The Tunnel, Me and You etc) • Grandad's Island by Benji Davies • A Place to Call Home by Alexis Deacon • The Twits by Roald Dahl • The Big Big Sea by Martin Waddell • Mustard, Custard, Grumble, Belly and Gravy by Michael Rosen (Poetry) • What's Eating You? By Nicola Davies (Report) • Yuck! By Mick Manning (Report) • Seaside Scientist by Mick Manning (Report) 	

Suggested ideas for writing:

Ensure narrative is completed termly.

Across the year, ensure each purpose is met:

- To entertain
- To inform
- To guide
- To influence
- Poetry (to express/to entertain)

To entertain:

- Retelling of a known story (Narrative) (Children could select their favourite part and retell or be given a section/whole story):
 - Change to first/third person
- Writing in role of a character:
 - Their own thoughts: Why is someone a hero? (explanation)
 - Fan Letter thanking Traction Man (To express gratitude)
 - Retelling of how they were save by Traction Man (recount)
 - Diary of a character
 - Write the story from the Queen's point of view in 'The Princess and the Pea'
 - Letter from the tin soldier (Nutcracker) love letter
 - Alternative viewpoint scene e.g. from the tin soldier/ the dragon in George + the Dragon

To inform:

- Point of view recount of an event from a story:
 - One of the pigs making their house - reason for materials used; how it was found
- Write a report on the effectiveness on the different types of materials as building tools (pros and cons)
- Review of the castle by the princess/ other guests

To entertain:

- Innovation of a known story (Narrative):
 - Being King of their own Kingdom
 - From an alternative view point
 - Describe getting the pollen (Flight of the Honey Bee)
 - Turning non-fiction into a narrative
- Writing in role:
 - What was it like to have Max as a King? (Where the Wild Things Are)
 - Postcard home as Max
 - Feelings of the piano being played by a bear
 - Own poem based on theme from the story
 - Jafar's evil plan
 - Diary:
 - When Aladdin first sees Jasmine
 - From the genie when he is in the lamp
 - The bear's experience of New York compared to his experience of the forest (The Bear and the Piano)

To influence:

- Letter convincing Max to come home/carry out a task
- Leaflet advertising the kingdom for new creatures
- Why Jafar is a great villain

To entertain:

- Contemporary narrative (author study): Anthony Browne. Include narrative story
- Invent own narrative story (based on theme)
- Writing in role:
 - Interview with author/character (imagined responses)
 - Reviews
 - Responses to themes in stories
 - Complaint letter to council from someone living next to The Twits
 - Monologue from the house's point of view missing the seven furry brothers (A Place to Call Home)

To inform:

- Recount of an event/experience (Could be in role):
 - From the point of view of a crumb in the beard (The Twits)
 - Seeing a new location for the first time (A Place to Call Home)
- Explanation:
 - What's special to me (Grandad's Island)
 - Objects that represent my life and why (Grandad's Island)

To guide:

- Instructions:

	<ul style="list-style-type: none"> • Review of the pig's houses from an estate agent • Advert for the houses/castles • Assessment of the build quality of the Three Little Pigs (Captions) • School report: <ul style="list-style-type: none"> - Dragon from dragon school - Three Little Pigs - Wolf at pig school • Police incident report <p>To guide:</p> <ul style="list-style-type: none"> • Instructions: <ul style="list-style-type: none"> - How to build your house (individualise) - How to test if someone is a princess/ prince using a pea/ invented idea - How to make a Nutcracker Christmas ornament - How to dragon/wolf-proof your house (George + the Dragon) 	<ul style="list-style-type: none"> • Why the lyrics to a song are suitable for text/film • Flyer/poster for the bear's concert (The Bear + the Piano) • Sales pitch for a piano to the bear • Why should the bee come to your garden to pollinate (Flight of the Honey Bee) • Advert for a new lamp for the genie/ Aladdin/ Jafar (design a new lamp to sell) <p>Poetry (to entertain/express):</p> <ul style="list-style-type: none"> • Reciting/performing/writing poetry • Explaining understanding • Articulating the events in a poem 	<ul style="list-style-type: none"> - How to maintain your beard with food (The Twits) <ul style="list-style-type: none"> • Explanation: <ul style="list-style-type: none"> - Which food types are best for your beard (the Twits) - Why this location would be good for the furry brothers (A Place to Call Home)
<p>Reading: Word reading:</p>	<ul style="list-style-type: none"> • Phonics: Revise phase3/4 together • Revise phase 5 alternative graphemes. • Read all year 1 and 2 common exception words • Develop fluency, pace and expression when reading aloud. • When reading aloud, sound out unfamiliar words accurately without undue hesitation, and read with confidence and fluency. • Read words with common prefixes. • Recognise noun, noun phrase, statement, question, exclamation, command, compound words, suffix and adjective. 	<ul style="list-style-type: none"> • Phonics Phase 6 • Read all year 2 common exception words • Apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately. • Recognise and effortlessly decode alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, • Read aloud as well as silently with accuracy. • Read the next 200 common high frequency words. 	<ul style="list-style-type: none"> • Phonics: Phase 6 revision • Read all words containing spelling patterns from appendix 1 of programme of study. • Read words up to phase 6. • Recognise all alternative graphemes for phonemes up to phase 6.

		<ul style="list-style-type: none"> • 	
<p>Comprehension:</p>	<ul style="list-style-type: none"> • AF2 • Regard reading as a pleasurable activity. Identify sequences of events in texts and offers simple explanations of how items of information relate to one another. • Demonstrate a familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales. • Understand both the books that they can already read accurately and fluently and those that they listen to. • Check that the text makes sense to them as they read and correct inaccurate reading. • Be able to find clues in the text to be able to find the meaning. • AF3 • Make inferences on what has been read. • Make a prediction on the basis of what has been read so far. 	<ul style="list-style-type: none"> • AF2 • Retell a wider range of stories, fairy stories and traditional tales. • Be able to choose or reject information by deciding how useful it is. • Think of a question about a topic and find answers. • AF3 • Ask and answer questions appropriately, including those based on inference of what is said and done, and those based on • AF4 • Compare how non-fiction texts are structured in different ways. • Compare different non-fiction books about the same theme and how they differ. • AF5 • Discuss their favourite words and phrases. • Identify the impact of words and phrases. 	<ul style="list-style-type: none"> • AF2 • Demonstrate an understanding of a wide range of poetry, stories, and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say. • Know a repertoire of poems by heart, appreciating these and be able to recite some, with appropriate intonation to make the meaning clear. • AF3 • Be able to give opinions on a text and support answers with the text. • AF5 • Find words and phrases and identify their effect and meaning. • AF6 • Compare and contrast books by the same author, (structure, themes and characters).

	<ul style="list-style-type: none"> • Link the way characters behave to what happened in the story • AF4 • Use the alphabet to find information in information books. • Identify features of non-fiction text. • AF5 • Recognise simple recurring literary language in stories and poetry. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Draw on what they already know or on background information and vocabulary provided by the teacher. • Identify technical language in non-fiction texts. • AF6 • Recognise the purpose of different types of books. • AF7 • Identify and talk about the main theme of a story and other themes and how they fit in. 	<ul style="list-style-type: none"> • Talk about the language and technique the author uses. • AF6 • Compare and contrast books by the same author, (structure, themes and characters). • AF7 • Be able to identify and contrast structures of different stories. • Choose books based on what I have read before and explain why I have chosen them. • 	<ul style="list-style-type: none"> • AF6 • Compare and contrast books by the same author, (structure, themes and characters). • AF7 • Compare books and films made about them and how they differ. •
<p>Composition and effect:</p>	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Planning or saying out loud what they are going to write about. • Encapsulating what they want to say, sentence by sentence. 	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing down ideas and / or key words, including new vocabulary. 	<ul style="list-style-type: none"> • Adopts and maintains an appropriate form throughout longer pieces of writing for different purposes. • Uses the drafting process to gather and write down ideas and key words including new vocabulary drawn from a wide range of reading.

<p>Editing and improving work:</p>	<ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils. • Re-reading to check that their writing makes sense and the verbs to indicate time are used correctly 	<ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and the verbs to indicate time are used correctly 	<ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Evaluate their writing according to purpose, effectiveness of word choice, grammar and punctuation • Make simple additions, corrections, revisions to their writing without prompting.
<p>Grammar and punctuation:</p>	<ul style="list-style-type: none"> • Know how nouns and adjectives can be formed using suffixes • Use of the suffixes <i>er</i> and <i>est</i> in adjectives • Co-ordinating conjunctions (and, or, but) • Expanded noun phrases for description and specification • Know the difference between a statement, questions, exclamation and command. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas in lists 	<ul style="list-style-type: none"> • Use of <i>ly</i> to change adjectives into adverbs. • Subordinating conjunctions (using <i>when, if, that, because</i>) • Expanded noun phrases for description and specification • Correct choice and consistent use of present tense and past tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>,

Spelling	<ul style="list-style-type: none"> • Phonics: Revise phase 4/ 5 alternative graphemes. • Spell year 1 and 2 common exception words • Spell phase 4 and 5 tricky words • Spell more words with contracted forms • add suffixes to spell words and longer words, including -ment, -ness, -ful, -ly, less, tion, er and est and understand the effect on their meaning. • Rules for adding suffixes to root words. E.g Changing y to i/ doubling letters 	<ul style="list-style-type: none"> • Phonics: Phase 6 • Spell year 2 common exception words • learning the possessive apostrophe (singular) [for example, the girl's book] • Words ending in al, le, le - spelling patterns and rules • Silent letters - g/k • Know the or phoneme is usually spelt as a before l and ll. • Rules for making words plural 	<ul style="list-style-type: none"> • Homophones/near homophones - words that sound the same but are spelt differently.
Speaking and listening/ Drama:	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • articulate and justify answers, arguments and opinions 	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • select and use appropriate registers for effective communication. • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s)

Refer to National Curriculum Programme of Study for a full list of objectives

Make sure you are clear what the KPIS or Assessment Framework is for your year group and plan opportunities to gather evidence of where the children have achieved these standards.