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| Literacy National Curriculum Stukeley Federation Long Term Planning  YEAR 2 | | |
| **Term 1 and 2** | | |
| Writing | Reading | Grammar |
| Pupils should be taught to:  Consider what they are going to write before beginning by:   * 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 * 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 * proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] * writing about real events * writing poetry | Pupils should be taught to:  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 non-fiction at a level beyond that at which they can read independently * discussing the sequence of events in books and how items of information are related * becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * recognising simple recurring literary language in stories and poetry   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 * checking that the text makes sense to them as they read and correcting inaccurate reading * making inferences on the basis of what is being said and done * answering and asking questions | |  | | --- | | Learn how to use sentences with different forms: statement, question, exclamation command  Learn how to use the present and past tense correctly  And consistently including the progressive form  Learn how to use noun phrases to describe and specify [for example, the blue butterfly]  Correct choice and consistent use of present tense and past tense throughout writing  Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, *she is drumming*, *he was shouting*]  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Terminology for pupils  noun, noun phrase  statement, question, exclamation, command  compound, suffix  adjective, adverb, verb  tense (past, present)  apostrophe, comma | |
| Literacy National Curriculum Stukeley Federation Long Term Planning  YEAR 2 | | |
| **Term 3 and 4** | | |
| Writing | Reading | Grammar |
| Pupils should be taught to:   * Writing for different purposes   Develop positive attitudes towards and stamina for writing by:   * writing narratives about personal experiences and those of others (real and fictional) * read aloud what they have written with appropriate intonation to make the meaning clear. | * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * discussing their favourite words and phrases * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * 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 | Formation of nouns using suffixes such as –*ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]  Formation of adjectives using suffixes such as *–ful*, *–less*  (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)  Use of the suffixes *–er*, *–est* in adjectives and the use of –ly in Standard English to turn adjectives into adverbs  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Learn how to use some features of written Standard English. |
| Literacy National Curriculum Stukeley Federation Long Term Planning  YEAR 2 | | |
| **Term 5 and 6** | | |
| Writing | Reading | Grammar |
| Pupils should be taught to:   * Writing for different purposes   Develop positive attitudes towards and stamina for writing by   * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry | * being introduced to non-fiction books that are structured in different ways * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | Learn how to use subordination (using when, if, that, because) and co-ordination (using or, and or but)  Subordination (using *when*, *if*, *that*, *because)* and co-ordination (using *or*, *and*, *but*)  Expanded noun phrases for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]  How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command  Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl’s name*] |