Literacy – Year 2 – Autumn Term

Links to other subject units this term	
See below for links to other subjects.	
Prior Learning	
The skills required to complete each of these writing tasks will build upon those undertaken in the Autumn and Spring Terms. These are set out in the assessment milestones at the end of this document.	
Key vocabulary for this unit	
As set out in The English Programmes of Study key stages 1 and 2 See link below https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf	
These activities have been set out in non-chronological order but outline the genres of writing to be covered this term.	
Writing **Non- chronological writing (information texts)**	**Geography** – Write in order to communicate findings about the comparison between features of different places Write travel guides to different parts of the world **History** - Write about the differences between old and new transport **Science** – Compare the uses of everyday materials Compare the suitability of everyday materials
Writing **Chronological writing**	**History** – Recall and write some key facts about the different types of travel and transport studied and the significant people involved in inventing them. Recall and write about people in history who were instrumental in the development of different forms of transport **Geography** – Plan a simple route around the local area using key vocabulary, positional and directional language Describe a journey line in detail using key geographical vocabulary

	On the Way Home / Geography – Write a set of instructions to navigate a route around a sketch map **On the Way Home** – Write a chronological description of a day visit to a Safari park
Writing **Explanations**	**Science** – Name and explain the process invented by John McAdam **Geography** – Ask and answer geographical questions – Where is it? What is this place? How near / far is it?
Narrative Writing	**On the Way Home** – Write a new create scenario for the main character Learn how to use alliteration for effect within a text Create a 'Wanted' poster for one of the story characters Write a letter to one of the fictional book characters Explore and write examples of four the types of sentences (statement, question, exclamation, command)
Reading	**Comprehension** - texts related to our topic where key questions are answered **Guided reading** – reading and subsequent discussion of points raised from the text, both literal and inferred.
Spelling	We continue to look each week at new spelling patterns and take 10 core spellings as a starting point to being able to apply the rules we have learnt to unfamiliar words within our written texts. The Yr 2 Common Exception Words (those not following spelling 'rules') will be learnt in groups of 10 throughout the term and year.
Handwriting	Children start to transition from using printed to cursive text.
Speaking and Listening	**Geography** – Explain a range of key features of maps Make comparisons between features of different places **History** – Talk about the differences between old and new transport **R.E. / Jigsaw** – Exploration of faith, beliefs and a better understanding of ourselves through focused circle time discussions.
Assessment milestones	

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 correspondences 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	**Spelling:** spell by: • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learning to spell common exception words. • Learning to spell more words with contracted forms. • Learning the possessive apostrophe (singular) [for example, the girl's book]. • Distinguishing between homophones and near-homophones. • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements. • Apply spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

• 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 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	**Handwriting:** Pupils should be taught to: • Form lower-case letters of the correct size relative to one another. • 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. • 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.

stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways. • Recognising simple recurring literary language in stories and poetry. • 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. 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.	**Writing:** Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: • 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: • Sentences with different forms: statement, question, exclamation, command. • Expanded noun phrases to describe and specify [for example, the blue butterfly]. • The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • The grammar for year 2 in English Appendix 2. • Some features of written Standard English. • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 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. • Writing for different purposes. 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.

• 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. Notes and guidance (non-statutory) Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').	• 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]. • Read aloud what they have written with appropriate intonation to make the meaning clear.