

Literacy Core Expectations

Year 2

Autumn Great Fire Of London		Spring Life Around the World		Summer Explorers	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Poetry Animal Poems</p> <p style="text-align: center;">Fiction Kassim and the Hungry Fox (A cumulative story)</p> <p style="text-align: center;">Non-Fiction Great Fire of London (Explanation text)</p>	<p style="text-align: center;">Poetry About Me</p> <p style="text-align: center;">Fiction Voices in the Park</p> <p style="text-align: center;">Non-Fiction Samuel Pepys Diary (Recount)</p>	<p style="text-align: center;">Poetry Hot and Cold poems</p> <p style="text-align: center;">Fiction Meerkat Mail (Voyage and return)</p> <p style="text-align: center;">Non-Fiction African Animals (Non-Chronological Report)</p>	<p style="text-align: center;">Poetry Adverb poems</p> <p style="text-align: center;">Fiction The Magic Porridge Pot (Traditional tale)</p> <p style="text-align: center;">Non-Fiction Drusillas (Recount)</p>	<p style="text-align: center;">Poetry Character Descriptions</p> <p style="text-align: center;">Fiction The Story of Pirate Tom (Quest)</p> <p style="text-align: center;">Non-Fiction How to be a Pirate (Instructions)</p>	<p style="text-align: center;">Poetry Short Burst Writing</p> <p style="text-align: center;">Fiction Hansel and Gretel (Beating the baddie)</p> <p style="text-align: center;">Non-Fiction Famous Explorers (Information Text)</p>

Literature Spine

- Traction Man is Here by Mini Grey
- Amazing Grace by Mary Hoffman
- Pumpkin Soup by Helen Cooper
- Who's Afraid of the Big Bad Book by Lauren Child
- Dr Xargle's Book of Earthlets by Tony Ross
- Tuesday by David Wiesner
- The Flower by John Light
- Gorilla by Anthony Browne

- Emily Brown and The Thing by Cressida Cowell
- Frog and Toad Together by Arnold Lobel
- The Owl Who Was Afraid of the Dark by Jill Tomlinson
- The Giraffe, the Pelly and Me by Roald Dahl
- Fantastic Mr Fox by Roald Dahl
- The Hodgeheg by Dick King-Smith
- Flat Stanley by Jeff Brown
- Willa and Old Miss Amie by Berlie Doherty

Key skills in Reading Year 2

Word reading

- Phonics knowledge and skills are constantly applied to decode quickly and accurately.
- Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.

Comprehension

- Reading is seen as a pleasurable activity.
- Self-corrects where the sense of the text is lost.
- Is beginning to use appropriate intonation when reading aloud.
- Demonstrates knowledge of developing range of poetry, stories (including fairy stories and traditional tales), and non-fiction through identification of key aspects of the text, explanation, and active discussion that takes account of what others say.
- Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.
- Recognises simple recurring literary language in stories and poetry.
- Recognises and understands the different structures of non-fiction books that have been introduced.
- Shares favourite words and phrases, and clarifies the meaning of new words through discussion.
- Asks and answers questions appropriately, including simple inference based on what is said and done.

- Can make predictions about what may happen next and at the end of the story based on what has been read so far.

Spelling Year 2

Pupils should be taught to spell:

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
- write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

Statutory requirements

Rules and guidance

- apply spelling rules and guidelines (from Appendix 1)

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y

The letter j is never used for the sound /dʒ/ at the end of English words.

At the end of a word, the /dʒ/ sound is spelt **-dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as **-ge** at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.

Example words: badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust

The /s/ sound spelt c before e, i and y

Example words: race, ice, cell, city, fancy

The /n/ sound spelt kn and (less often) gn at the beginning of words

The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.

Example words: knock, know, knee, gnat, gnaw

The /r/ sound spelt wr at the beginning of words

This spelling probably also reflects an old pronunciation.

Example words: write, written, wrote, wrong, wrap

The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words. Example words: table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le . The –el spelling is used after m, n, r, s, v, w and more often than not after s . Example words: camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al , but many adjectives do. Example words: metal, pedal, capital, hospital, animal
Words ending –il	Example words: pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words. Example words: cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added. Example words: flies, tries, replies, copies, babies, carries
The /ɔ/ sound spelt a before l and ll	The /ɔ/ sound ('or') is usually spelt as a before l and ll . Example words: all, ball, call, walk, talk, always
The /ʌ/ sound spelt o	Example words: other, mother, brother, nothing, Monday
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>). Example words: key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu . Example words: want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	Example words: word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	Example words: war, warm, towards
The /ɜ/ sound spelt s	Example words: television, treasure, usual
<ul style="list-style-type: none"> • add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly 	
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> . Example words: copied, copier, happier, happiest, cried, replied ... but copying, crying, replying

Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> . Example words: hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɒ /, / ɪ / and /ʌ/ sound. (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .
The suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. Example words: enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily
Words ending in –tion	Example words: station, fiction, motion, national, section

• **learning to spell more words with contracted forms**

Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i>). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> is never used for the possessive. Example words: can’t, didn’t, hasn’t, couldn’t, it’s, I’ll
The possessive apostrophe (singular nouns)	Example words: Megan’s, Ravi’s, the girl’s, the child’s, the man’s

• **distinguishing between homophones and near-homophones**

Homophones and near-homophones	It is important to know the difference in meaning between homophones. Example words: there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
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• **learning to spell common exception words**

Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea . Example words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.
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Core Skills in Writing Year 2

develop positive attitudes towards and stamina for writing by:

- Write in a range of forms both about real events, personal experiences, poetry and different purposes.

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading and proof reading to check for errors
- read aloud what they have written with appropriate intonation to make the meaning clear.

Composition	Vocabulary, Punctuation and Grammar	Transcription
<ul style="list-style-type: none"> • Use basic structures appropriate to the text type • Plan what to write about and saying it aloud and writing down ideas and key words. • Plan what to write about – secure use of planning tools: story map/ story mountain / boxing up • Sequence / plan ideas/events in an appropriate order • Group ideas together in sections/paragraphs • Plan opening around characters, setting, time of day and type of weather. • Understand the 5 part story with more complex vocabulary <p>Opening: in a land far away... One cold but bright morning.... Build up: Later that day.. Problem / Dilemma: To his amazement.. Resolution: As soon as..</p>	<ul style="list-style-type: none"> • Use different types of sentences including Statements, Questions, exclamations and commands. • Use full stops, capital letters, question marks, exclamation marks) correctly. • Use commas to separate items in a list and after adverb starters e.g. Unfortunately, • Begin to use speech marks when using speech. • Use apostrophes to mark contractions, e.g. don't, it's • Begin to use apostrophe to mark singular possession e.g. The cat's name. • Use time connectives, adverbs and generalisers to start sentences in different ways. • Use compound sentences by using connectives and / or / but / soBegin to use subordination for time, while, when, then, until 	<ul style="list-style-type: none"> • GPCs, common exception words are spelled correctly. • Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are usually applied for more complex spellings.

Ending: Luckily,.. Fortunately,...This should be a section rather than a final sentence, e.g. suggest how the main character is feeling.

- Non fiction

Introduction:

Heading

Hook to engage reader

Factual statement / definition

Opening question

Middle section:

Group related ideas/facts into sections

Subheadings to introduce sentences/ sections

Use of lists

Diagrams

Ending

Make a final comments

Extra tips! / Did you know? / True or false

Effect

- Add details to simple sentences to describe settings and characters: Vary word choices for adjectives and nouns *e.g. The scary, old woman. The squirrel had a bushy, long tail.*
- Use of adverbs in both description: *e.g. quickly down the hill,* and information: *lift carefully*
- Use a variety of technical vocabulary in non-fiction
- Show interaction between characters through dialogue
- Use prepositions *e.g. behind above along before between after*
- Use alliteration *e.g. wicked witch, slimy slugs*
- Use similes *e.g. ... like sizzling sausages ...hot like a fire*

(When we had finished our work, we went out to play) and reason, because, where, what, so that, if, to(I put my coat on because it was raining)

- Complex sentence: Drop in relative clause who / which *e.g. Sam, who was lost, sat down and cried. The Fire of London, which started in pudding lane, spread quickly.* Be consistent in past tense and present tense
- Use **expanded noun phrases** *e.g. lots of people, plenty of food*
- Use **list of 3 for description** *e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.*

Terminology
Consolidate:

Finger spaces, letter, word, sentence, full stops, capital letter, question mark, exclamation mark, speech bubble, bullet points, singular/plural, adjective, verb, connective, alliteration, similes 'as' 'like'

Introduce:

Apostrophe (Contractions only) commas for descriptions, speech marks, suffix, verb, adverb, bossy verbs, tense (past, present, future) adjective, noun, generalisers.

Example of Fiction from Year 2, using the skills taught in the core expectations:

At sunrise, Mother asked Jack to find the cow and take her to the weekly market. Jack cried loudly! Sadly, he walked into the field because that was where Daisy lived and gave her an apple. Jack put on his tattered coat, his hat and his boots and led Daisy down the winding lane

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.

Term 1	Term 2	Term 3
To secure the reading and spelling of words containing different spellings for phonemes. For example /igh/, igh, ie, y, i-e – l, night, tie, and my.	To split compound words into their component parts and to use this knowledge to support spelling. For example, milkman and pancake.	To add common prefixes to root words and to understand how they change meaning. For example, <i>happy</i> and <i>unhappy</i> , and <i>fair</i> and <i>unfair</i> .
To understand and begin to learn the conventions for adding the suffix -ing for present tense and -ed for past tense. For example, <i>play, playing, and played.</i>	To learn how to add common suffixes to words. For example, plurals, -ly , and -ful : <i>book</i> to <i>books</i> , <i>loud</i> to <i>loudly</i> , <i>harm</i> to <i>harmful</i> . -less : <i>hopeless, shapeless</i> -er : <i>happier, simpler</i> , -est : <i>happiest, funniest</i>	To discriminate syllables in multisyllabic words as an aid to spelling. For example, <i>tomorrow</i> and <i>together</i> .

Speaking and Listening APP Guidelines

	AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content		AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions		AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues		AF4 Talking about talk Understand the range and uses of spoken language, commenting on meaning and impact, and draw on this when talking to others	
Level 3	In most contexts <ul style="list-style-type: none"> develop ideas and feelings through sustained speaking turns organise talk to help the listener, with overall structure evident adapt language and non-verbal features to suit content and audience 		In most contexts <ul style="list-style-type: none"> respond to the speaker's main ideas, developing them through generally relevant comments and suggestions attempt different roles and responsibilities in pairs or groups 		In most contexts <ul style="list-style-type: none"> show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 		In most contexts <ul style="list-style-type: none"> recognise and comment on different ways that meaning can be expressed in own and others' talk 	
Level 2	In some contexts <ul style="list-style-type: none"> recount experiences and imagine possibilities, often connecting ideas vary talk in simple ways to gain and hold attention of the listener make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners 		In some contexts <ul style="list-style-type: none"> listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn, in pairs, and small groups 		In some contexts <ul style="list-style-type: none"> extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios 		In some contexts <ul style="list-style-type: none"> show awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking 	
Level 1	In some contexts <ul style="list-style-type: none"> express feelings and ideas when speaking about matters of immediate interest talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features 		In some contexts <ul style="list-style-type: none"> understand and engage with the speaker, demonstrating attentive listening engage with others through taking turns in pairs and small groups 		In some contexts <ul style="list-style-type: none"> engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement 		In some contexts <ul style="list-style-type: none"> notice simple differences in speakers' use of language and try out new words and ways of expressing meaning 	
Below level								
Insufficient evidence								
Overall assessment (tick one box only)	Level	Low	Secure	High				