**Year 2 Reading and Writing Coverage**

**UNITS Covered in year**

Units are planned over 7-14 days. At the end of each unit children produce a piece of writing which is linked to it. Lessons are planned to meet the year 2 English Curriculum requirements ensuring continuity and progression. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.

INTENT: Our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children’s love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning. Oracy skills are developed to ensure our children are able to deal with a range of different talk situations. We aim for our children to have the skills that enable successful discussion, inspiring speech and effective communication.

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| Units Covered |
| 1. space

2 weeks | 1. space

1 week  | 1. Animal poems

1 week  | 1. Nursery rhymes

1 week  | 1. Instructional writing

1 week  | 1. Non-chronological report

1 week | 1. The polar express

1 week |
| 1. Traditional tales

(Covers a range of books) 3 weeks | 1. Persuasive/advert writing

2 weeks | 1. Non-chronological report

1 week  | 1. Acrostic poem

1 week | 1. Stories from Anthony Browne

2 weeks | 1. Keeping healthy booklet

1 week | 1. Biography

1 week  |
| 1. Quest/adventure stories – pending- summer 2

2 weeks | 1. Poems linked to other cultures- pending- summer 2

2 weeks |  |  |  |  |  |
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| FICTION | NON-FICTION | POETRY |

**WRITING**

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| OBJECTIVE  | SUMMARISED  | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | Break words into phonemes for spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones | Know some spellings which use variations of standard phonemes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • learning the possessive apostrophe (singular) | Use the possessive apostrophe |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • learning to spell more words with contracted forms | Spell some words with contracted forms |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly | Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • form lower-case letters of the correct size relative to one another | Form lower-case letters of the correct size relative to one another |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | Write capital letters of appropriate size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • writing for different purposes | Write for different purposes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read aloud what they have written with appropriate intonation to make the meaning clear | Read aloud using appropriate intonation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • expanded noun phrases to describe and specify | Use noun phrases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • sentences with different forms: statement, question, exclamation, command | Use four main types of sentence appropriately |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • the present and past tenses correctly and consistently including the progressive form | Use present and past tense correctly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | Use some coordinating and subordinating conjunctions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes... | Use appropriate demarcation punctuation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Use commas for lists |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**READING**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| OBJECTIVE  | SUMMARISED  | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| • secure phonic decoding until reading is fluent | Read fluently using decoding skill |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read accurately by blending, including alternative sounds for graphemes | Read accurately by blending, including alternative sounds for graphemes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read multisyllable words containing these graphemes | Read multisyllable words containing known graphemes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read common suffixes | Read common suffixes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read exception words, noting unusual correspondences | Read exception words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read most words quickly & accurately without overt sounding and blending | Read most words quickly and accurately without overt sounding and blending |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • 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 | Discuss and express views on a wide range of poetry, stories and non-fiction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • recognising simple recurring literary language in stories and poetry | Recognise simple recurring literary language in stories and poetry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | Perform poetry learnt by heart with appropriate intonation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • discussing and clarifying the meanings of words, linking new meanings to known vocabulary | Discuss and clarify the meanings of words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • discussing the sequence of events in books and how items of information are related | Discuss the sequence of events in books |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • making inferences on the basis of what is being said and done | Make inferences on the basis of what is being said and done |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • answering and asking questions | Ask and answer questions about a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • predicting what might happen on the basis of what has been read so far | Predict what might happen based on reading so far |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Explain and discuss understanding of a range of reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |