

Our School Ethos.

The curriculum for Key Stage 1 reflects the rapid pace of development expected in writing and spelling during these two years. Therefore this Year 2 content may be taught at any point over this 2 year period. We also recognise that children will progress differently and therefore the content may be introduced during any of the terms of Year 2 when teachers deem children are ready for this. All children will move through the curriculum determined by school based and formal assessments, as appropriate to their level of ability but also with a view to their readiness to learn the skills. We have high expectations and aspirations for our children's writing and reading skills. However some children will learn at different paces and may also need to revisit and recap learning to ensure it is embedded. Our children's well-being is important and it must be acknowledged that even with high expectations children develop differently. We are an inclusive school and respect all learning styles, knowing that one way does not fit all. We aim to provide a range of teaching approaches and methods. We aim to provide suitable interventions for literacy and also use streamed teaching groups for phonics to support progress whether this be above or below the expected norm. This curriculum has been specifically written with the needs of our school in mind. It will also take into account their interests by teaching a literacy curriculum through a themed and meaningful approach embedded in real and purposeful activities.

This curriculum is reviewed and updated regularly to ensure that it best meets the learning needs of all children.

Rights and Respecting – linked to Literacy

Article 1 Everyone under 18 has these rights.

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a girl or a boy, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When all adults make decisions they should think about how their decisions will affect children (planning for and using the internet)

Article 7 You have a right to a name

Article 12 You have the right to an opinion and for adults to listen and take it seriously.

Article 13 You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it harms or offends others.

Article 17 You have the right to get information that is important to your well-being from sources including computers. Adults should make sure the information you are getting is not harmful and helps you to find and understand the information you need.

Article 19 You have the right to be protected from being hurt or mistreated in body or mind.

Article 23 You have the right to special education and care if you have a disability so that you can live a full life

Life Skills – linked to Literacy

RELATIONSHIPS REFLECTIVE RISK TAKING RESOURCEFUL RESILIENCE

I try to remain patient if solutions are not readily at hand.

I think about risks and, with help, make decisions on the amount of risk involved.

I am prepared to put forward my ideas or answers, sometimes to a larger group.

I can understand that I can learn from getting something wrong.

I ask questions and decide how to find out the answers I plan the steps for an enquiry.

I use techniques I am shown to collect and organise information (e.g., listing, grouping, ordering). I draw conclusions. I respond to imaginative ideas. I make connections through play and experimentation. I explore and experiment with resources and materials. I respond to alternative or different approaches. I can draw conclusions. I carry out an activity for the satisfaction of having created or learned something. I recognise my achievements. I work with others towards goals that have been suggested. I reach agreements and I am beginning to manage discussions. When reminded, I change my behaviour to suit different roles and situations. I try to understand the point of view of another person. I show fairness

<p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 30 You have a right to practice your own culture, language and religion.</p> <p>Article 42 You have the right to know your rights</p>	<p>and consideration to others. I review my own work and identify what I have done well. I listen and act on advice about what I have to do to meet my targets. I talk about my feelings when asked about my work. I communicate my learning in different ways .I help to set my own targets. I can suggest how to improve my work.</p>
<p style="text-align: center;">Reading</p> <p>These areas of reading <u>can</u> be taught during Year 2 through our Phonics Scheme of work (see below) and coverage of these areas will always be determined by the Phase each child is working at. Some aspects may also be covered in Reading Workshop each week. NB CEW = Common exception words GPC (Grapheme to Phoneme Correspondances)</p> <p style="text-align: center;">Word</p> <p>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 Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p style="text-align: center;">Writing</p> <p>These areas of writing <u>can</u> be taught during Year 2 through our Phonics Scheme of work (see below) and coverage of these areas will always be determined by the Phase each child is working at. Some aspects may also be covered in Reading Workshop each week. N.B CEW = Common exception words GPC (Grapheme to Phoneme Correspondances)</p> <p style="text-align: center;">Transcription (Spelling)</p> <p>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) Distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Spell number words - teen numbers and multiples of 10 to 100.</p>

Subject and skills coverage for Phonics

Coverage of these areas will always be determined by the Phase each child is working at and may be introduced at different times. From our extensive experience teaching expectations may be introduced for each year group as follows.

Phase 1, 2 - Nursery

Consolidation of phase 1, phase 2, 3, 4 -Reception.

Phase 3, 4, 5a 5b 5c Early Phase 6 - Year1.

Phase 4, 5, Early Phase 6 and Phase 6 - Year 2.

See Phonics appendix for more information about spelling rules See full scheme for week by week planning guide.	
<u>Phase 1</u>	Develop general sound discrimination. Develop awareness of sounds and rhythms. Use different vocabulary to describe different types of sounds. Experience different rhythms and rhymes aurally and orally. Learn to recognise the differences and similarities between sounds. Begin to orally segment and synthesise sounds. Recall the sounds in words in the correct order.
<u>Phase 2</u>	Recognise the correct phoneme to grapheme correspondences (letters or groups of letters) Segment and synthesise taught sounds e.g. s, a, t, p i, n, m, d, g, o, c, k ck, e, u, r h, b, f/ff, l/l, ss, Reading decode-able and CEW words e.g. is, it, in, at, and, the, to, no, go, I, a, of, his
<u>Phase 3</u>	Learn alphabet. Identify letters in the alphabet. Recognise the correct phoneme to grapheme correspondences (letters or groups of letters) Segment and synthesise taught sounds e.g. j, v, w, x, y, z, qu Segment and synthesise words with vowel digraphs/trigraphs e.g.: ai, ee, igh, oa oo, ar, or ur, ow, oi, er, ear, air, ure. Read de- codeable /common exception words e.g. : he, she, we, me, be, was, my, you, they, her, your, by, our, here, love Spell tricky/common exception words e.g: the, to no go I. Read words with vowel phonemes taught including those with 2 syllable.
<u>Phase 4</u>	Recognise the correct phoneme to grapheme correspondances (letters or groups of letters) Read CVCC and CCVC words with taught vowel phonemes e.g. trail Read and spell words with adjacent consonants focus on ending consonants e.g. n-k, m-p, n-d, n-t, s-t, p-t l-k. Read and spell words with adjacent consonants, focus on initial consonants e.g. s-p, s-k,s-p,t-r,p-l, s-l, f-r,s-w,t-w,g-r, b-r,c-l,f-r s-m, s-n. Read and spell 2 syllable words with adjacent consonants. Read de- codeable /common exception words e.g. - said no she we me he be have come some like were there little one do when out what, so. <u>Spell de-codeable /common exception words e.g. was you all are my her</u>
<u>Phase 5 a b c</u>	Recognise the correct phoneme to grapheme correspondances (letters or groups of letters) A - Segment and synthesise word with taught vowel digraphs/trigraphs e.g. ay, ou, ie, ea, oy, ir, ue, aw ew, oe, au, ey Segment and synthesise with taught consonant digraphs wh, ph . Read and spell words with split digraphs a_e, e_e, i_e, o_e, u_e. Read de-codeable/CEW e.g oh, their, people, Mr, Mrs, looked, called, asked. Spell de-codeable/CEW e.g said, so, have, like some come were there here they B Read and recognise alternative pronunciations for:- i, o, c, g, u ow, ie, ea, er, a, y, ch inc tch, ou. Spell de-codeable /CEW for spelling e.g.: little, one, do, when, what, out our love Read de-codeable/CEW words e.g. :- water, where, who, again, thought, through, work, many, laughed, because, different, any, , friends, once, please C Read and recognise alternative spellings for ai, i,m, s, w, e, n/kn, ee, ch, igh, oa, oo, ow, or,oi,r ar, ear, ure, sh, ng (inc suffix -ing), f/ph know f used for everyday short words c/k - including k used before c ay end of word, v - includes 'v' sound at end of word, 'zh' phoneme Read the de-codeable/CEW e.g. : said, so, have, like some, come, were, who, I'm by, don't, many, laughed, because, different thought, through, work, please, little, one, do when, what, out, Mr, Mrs, could, would should Spelling the de-codeable/CEW words e.g. : said, so, have, like people oh their some come who were water, where, there, again, thought, through, work, many, laughed, we me be she he because, different. any friends once friend, children, suddenly, after, when, what out, Mrs, Mr, said, please, little, before, saw, for, four, could would should

YEAR 2 LITERACY CURRICULUM

<u>Early Phase 6</u> <u>Additional</u> <u>spelling work</u>	Recap spelling of alternative phonemes Recognise, read and spell compound words. Add suffix er est where no change to root word Add suffix ing ed to word where no change to root word Add es and s to words and plurals of nouns, know spelling rule for s and es Read and spell words with contractions
<u>Phase 6</u>	Secure the reading and spelling of words containing different spellings for phonemes. To understand and begin to learn the conventions for adding suffixes, past and present tense. To add common prefixes to root words and to understand how they change meaning Know and use rules for adding suffixes to root words where a change occurs to the word e.g. - ing -ed - ful -less, -ness -y Know/recap what a prefix is and spell words with -un and -dis Use strategies for recalling the spelling of polysyllabic words Recognising nouns and adjectives, know and use rules for changing nouns to adjectives Spell a range of words with contracted forms. Recognise and spell words which sound the same but are spelt differently, spelt differently but sound the same. Spell words with alternative phonemes e.g. 'tion' 'ei' 'ie' t making a 'ch' sound. Use spelling rules associated with irregular sounds e.g. spelling with 'w' 'qu'
	Children will follow Year 3 /4 curriculum for reading when all above achieved and fully embedded.

Grammar and Vocabulary		
Autumn Term	Spring Term	Summer Term
Read and spell more words with contracted forms - (recap Year 1 work I'm I'll I'd I've can't don't we'll we've isn't wasn't they've won't	Recap year 1 work - add suffixes ing ed to words where root does not change Recognise spelling rules when root word changes (when the vowel sound is short end consonant doubled)	Read and spell words with plurals (recap Year 1 work) add s es Recall spelling rule for adding es after x ch sh
Read and spell more words with contracted forms - (recap Year 1 work contd) + wouldn't shouldn't couldn't he'll she'll aren't they're	Recognise spelling rules when root word changes Dropped 'e' before add suffix	Read and spell words with plurals where root word changes 'y' changes to an 'I' before adding es
Read and spell number words (recap number words 1 to 10 from Year 1) Teen numbers Read and spell number words recap teen number intro multiples of 10	Use commas to separate clauses Use and understand terminology y adverb, adjective, noun verb.	Learn how to use the progressive apostrophe for singular nouns (e.g. the girl's the man's Megan's) Use and understand terminology y adverb, adjective, noun verb. Recap work on commas
Use and understand terminology y adverb, adjective, noun verb. Use commas in a list in sentence Recognise different sentence types	Recognise the meaning of homophones Recognise the meaning of homophones/near homophones Recognise different sentence types	Read and write noun phrases Read and spell words with common suffixes ly Read and spell words with common suffixes less/ness Read and spell words with common suffixes ful

<p>Spell common exception words Read and write noun phrases.</p>	<p>Recognise spelling rules when root word changes (when the vowel sound is short end consonant doubled) when adding suffix er Read and write noun phrases</p>	<p>Read and spell words with common suffixes ment Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes g - dge ge g sounds like j used after a short vowel/ge used at end of words kn wr -le (most common spelling for end of words) -y end of words -s sound spelt c before e i and y</p>
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Handwriting (Pen Pals)

Ongoing key objectives for the year

To form lower-case letters of the correct size relative to one another. To 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. To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters To use spacing between words that reflects the size of the letters. Spell number words 11-20 and multiples of 10 to 100

Autumn Term

Practice joining letters in high frequency/tricky words

Introduce and learn the break letters j q x y z b f p q r s

Form a diagonal join to a letter with an ascender in a word - reel meet. Form a diagonal join to a letter with no ascender split digraph - a-e. Form a diagonal join to an anti-clockwise letter with no ascender (split digraph) - ice ide

Form a horizontal join to letters with no ascender- ou ow oy oi

Form a horizontal join to an anti-clockwise letter - oa ode Practice horizontal join to a letter with an ascender - ook ool ole obe

Spring Term

Form a diagonal join to the letter r- ir ur er. Form a horizontal join to 'r' - or oor. Form a horizontal join from 'r' to a letter with an ascender - url irl urt. Form a horizontal join to and from 'r' ere air. Form a diagonal join to s - dis. Form a horizontal join to s - ws. Form a diagonal join from s to letter with an ascender 'sh'. Form a diagonal join to a letter with no ascender - si su se sp sm. Form a horizontal join from 'r' to an anticlockwise letter - rs

Summer Term Form a diagonal join to anti-clockwise letters - ea ear. Form a horizontal join to and from f where a letter ascends. Form a horizontal join to and from f where letter doesn't ascend fu fr. Introduce and form a diagonal join no ascender - qu. Introduce and form a horizontal join no ascender - rr. Introduce and form a horizontal join to an anti-clockwise letter no ascender - ss. Introduce and form a horizontal join to a letter with an ascender - ff. Ongoing - Position ascenders, descenders and capitals correctly

<p style="text-align: center;"><u>Speaking and Listening linked to reading and writing.</u></p> <p>Key skills: - <u>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. Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 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. Be able to say what they will write.</u></p>	<p>Ask a question to clarify meaning</p> <ul style="list-style-type: none"> • Build upon the contributions of others in a discussion. • Plan questions to ask • Ask a question about character/setting • Use a range of question words - who where why what can do did which when <p>Plan and discuss own ideas for writing</p> <ul style="list-style-type: none"> • Plan ideas for how/when to use noun phrases. • Plan ideas for words to use for subordination/co-ordination • Discuss and plan sequence of events for a story • Discuss and plan different story endings • Plan and discuss how key features in a story may change when retelling • Discuss sequence of events and how relate to each other. • Plan and discuss key features to include in non-fiction writing • Plan and discuss the sequence of a non-fiction text • Plan ideas for how to arrange language for a poem <p>Express themselves using complete sentences</p> <ul style="list-style-type: none"> • Discuss the sequence of events in stories and how these are related. • Recall specific points and identify the main points learned • Express views about a characters' action or purpose <p>Use specific vocabulary linked to a theme or topic when talking (e.g. science vocab)</p> <ul style="list-style-type: none"> • Explain own predictions and reason these choices based on events. • Use descriptive language to describe a character/setting 	<p>Begin to recognise how a listeners attention can be maintained</p> <ul style="list-style-type: none"> • Read aloud own writing • Read with appropriate pace and expression taking account of punctuation. • Read aloud own writing to check for sense • Read aloud own writing to check tense is maintained • Identify repetitive language in stories/poems and explain why used • Use ! and ? to read expressively <p>Begin to recognise speaking for different purposes</p> <ul style="list-style-type: none"> • Recognise how an audiences' attention can be maintained • Speak to a partner • Speak to the class • Speak to a wider audience <p>Take turns when speaking in a group</p> <p>Listen and respond to the views of others</p> <ul style="list-style-type: none"> • Express views about a range of texts • Express opinions recognising different views and outcomes • Listen to the opinions of others and evaluate these. • Begin to think about how opinions of others may affect others • Adopt a role in a group and consider alternative courses of action • Make predictions about events in stories based on characters/settings • Answer a question about a text • Discuss why characters change <p>Role play a scenario or character using a sustained dialogue.</p> <ul style="list-style-type: none"> • Role main parts of a familiar story • Role-play dialogue for command/exclamation • Evaluate the performance of others • Choose a character and converse in this role. • Use character dialogue in own role-play of stories • Role-play a characters' emotion through action, facial expression and gesture.
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	<ul style="list-style-type: none"> Recall facts using appropriate technical or subject vocab. (e.g. century, decade, coast, country, continent, ocean, transparent, liquid) Identify favourite words and phrases Identify and discuss word meanings, recognising words with similar meanings Choose favourite words to use in own writing. Identify rhyming words Use correct words when talking in past/present tense Use the vocab related to grammar. Use the vocab related to punctuation 	<ul style="list-style-type: none"> Role play different ideas for how stories can end Read a play script and use expression for a character Express ideas about a scene that may be narrated. <p>Perform a poem from memory</p> <ul style="list-style-type: none"> Learn and recite a verse from a poem Use the term verse when discussing a poem Perform and present a simple poem to an audience
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Reading and Writing

Key Skills: - 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. Re-read books to build up their fluency and confidence in word reading. Retell a wider range of stories, fairy stories and traditional tales but also those encountered in Year 1, listen to and discuss a wide range of stories, poems, plays and information books. Answer and ask questions. Predict what might happen on the basis of what has been read so far. Look at non-fiction texts which are structured in different ways. Have the opportunity to choose own books and know how to select books for a given purpose. Develop positive attitudes and stamina for writing. Write narratives about personal experiences and those of others, write about real events, write poetry. Plan aloud compositions and record ideas with relevant vocabulary. Evaluate writing, re-reading to check that it makes sense. Proof-reading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.

Terminology to be introduced over the year - noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

<p>Suggested genres for writing</p> <ul style="list-style-type: none"> Recount chronologically a personal experience 	<p>Punctuation</p> <p>Can use a full stop correctly to start a sentence in a series of sentences</p>	<p>Evaluating</p> <p>Can evaluate own writing or the writing of others</p>	<p>Grammar</p> <p>Write sentences in independent writing which include some</p>
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<ul style="list-style-type: none"> • Recount a personal experience fictional • Non chronological report • Retell a familiar story • Retell story change key features • Write a story with beginning/middle/end • a poem • Non-fiction texts with numbering, bullet points, titles and subheadings • Character descriptions • Diary • Letter • Riddles <p>Suggested genres for reading (See below in appendix)</p> <ul style="list-style-type: none"> • contemporary and classic poetry/riddles • fairy and traditional stories • subverted fairy and traditional poems • simple play scripts • information texts with different structures - e.g. dictionaries • longer fiction texts • author collections 	<p>Can use capitals correctly to start a sentence in a series of sentences.</p> <p>Can use exclamation marks and questions marks in a sentence.</p> <ul style="list-style-type: none"> • Recognise and name a ! and ? in a text • Explain what is missing from a given sentence and correct this. • Place punctuation correctly when re-ordering a sentence. • Place punctuation correctly when correcting a sentence • Use ? to demarcate a question • Use a ! to demarcate an exclamation • Use ! to give emphasis to a sentence in a narrative <p>Can use a capital letter for names of places and people in writing.</p> <ul style="list-style-type: none"> • Use capitals for names of countries and continents • Use capitals for names/famous people • Use capitals for titles • Use capitals in a letter 	<p>Re read a sentence and check for sense. Revisit text to check understanding.</p> <ul style="list-style-type: none"> • Read back writing to check for sense • Check writing and make some changes to spelling, • Check writing and make some changes to grammar. • Check writing and make some changes to punctuation. 	<p>-subordination (when if that or because)</p> <p>- co-ordination (or and but)</p> <p>Use present and past tense correctly in independent writing</p> <p>Use noun phrases in independent writing</p> <ul style="list-style-type: none"> • Recognise and identify the language used for past and present tense in texts • Recognise words used for - subordination (when if that or because) co-ordination (or and but) in texts • Identify a noun phrase in a sentence/text • Identify a noun phrase to describe a character/setting/emotion • Can write a sentence which is command. • Can write a sentence which is an exclamation. • Can match commands and exclamations to sentence type. • Can write a noun phrase. • Can write a statement • Use the past tense when writing a narrative • Use continuous verbs correctly (e.g. is will were he's had they've will are_ • Use imperative verbs when writing instructions
<p>Spelling</p> <p>Spell some words with taught suffixes in independent writing.</p>	<p>Composing</p> <p>Can include detail to engage the reader.</p> <ul style="list-style-type: none"> • Use repetitive phrases or descriptive language in a poem • Able to identify favourite words/phrases • Pinpoint words used to describe. • Use adjectives to describe and 	<p>Comprehension/Being a reader</p> <p>Ask and answer questions about a text</p> <p>Make simple inferences when reading known or familiar texts.</p> <ul style="list-style-type: none"> • Use illustrations to make inferences • Use events to make inferences • Use characters actions/characters speech to make inferences. • Match statements and questions (fiction/non-fiction) • Match statements to questions (fiction/non-fiction) 	

	<p>explain after a link verb (e.g. the castle is scary)</p> <ul style="list-style-type: none"> • Use adjectives to describe and explain with expanded noun phrases. • Use noun phrase in a text • Begin to use some different phrases to start sentences. • Begin to reflect a characters view. • Begin to include characters direct speech using speech marks <p>Can organise own text to reflect the purpose</p> <p>Use some basic layout conventions in own text.</p> <ul style="list-style-type: none"> • use different organizational devices to present a non-fiction text (titles, subheadings, contents, bullet points) • Use a given verse format to substitute own ideas and write new lines • Use a verse format to write a poem • Use numbers to order instructions • Use commas in a list in a sentence with 'and' 	<p>Explain and give an opinion about a text.</p> <ul style="list-style-type: none"> • Can identify the differences between fiction and non-fiction • Can refer to some presentational features of a text - e.g. author/illustrator/blurb/captions/index/contents/page number/title • Can say why text is bold in a fiction text. • Use and apply alphabetic knowledge to locate words in a simple dictionary. • Identify the difference between a statement and question • Begin to research and make notes to use in own writing • Identify differences between fiction/non fiction • <p>Can use expression making some response to!/? or bold font.</p> <ul style="list-style-type: none"> • Use ! and ? to read expressively. • Recognises when a character is speaking.
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