

Literacy Map – Year 2

GRAMMAR THROUGH READING & WRITING		
Word	Sentence	
<ul style="list-style-type: none"> Know that pronouns (<i>I, he, she, we, they, it, you</i>) replace nouns and use them appropriately Recognise and create noun phrases for description (<i>blue butterfly</i>) and specification, (<i>scruffy pup instead of scruffy young dog</i>) Understand and use regular comparative adjectives (<i>eg. Small, smaller, smallest</i>) Use connectives <i>and, but, and or</i> to write two-clause sentences (co-ordination) Use the connectives <i>because, so, when, as, before and after</i> to write two-clause sentences (subordination) 	<ul style="list-style-type: none"> Know that a clause is a complete idea or part of a sentence that tells you one thing Write sentences with different forms: statement, question, exclamation, command Use some features of written Standard English <ul style="list-style-type: none"> Subject-verb agreement (<i>we was, I buyed, I seen</i>) Consistency of tense 	
Punctuation	Text	
<ul style="list-style-type: none"> Use familiar punctuation (full stops, capital letters, question marks and exclamation marks) correctly Use commas for lists Use apostrophes for omission <p>Key terminology: Noun, noun phrase, verb, tense (past, present), adjective, statement, question, exclamation, command, compound, suffix, comma, apostrophe</p>	<ul style="list-style-type: none"> Begin to group linked ideas into paragraphs. (eg. Beginning, middle and end stories) Recognise and use the present and past tense – regular verbs (<i>shouts, shouted</i>) and irregular verbs (<i>buy, bought</i>) – and the progressive form to mark actions in progress (<i>she is dancing, he was reading</i>) 	
SPELLING (see also red word list)		
<ul style="list-style-type: none"> Revision of work from Year 1 The dg 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 s sound spelt c before e, l and y The n sound spelt kn and (less often) gn at the beginning of words The r sound spelt wr at the beginning of 	<ul style="list-style-type: none"> Adding –es to nouns and verbs ending in –y Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it Adding –ed, -ing, -er and –est to a root word ending in –e with a consonant before it Adding –ing, -ed, -est and –y to one syllable words ending in a single consonant letter after a single vowel letter The or sound spelt a before l and ll 	<ul style="list-style-type: none"> The o sound spelt a after w and q The er sound spelt or after w The or sound spelt ar after w The sh sound spelt s The suffixes –ment, -ness, -ful, -less and –ly Contractions The possessive apostrophe (singular nouns) Words ending in –tion

words <ul style="list-style-type: none"> • The l or el sound spelt –le at the end of words • The l or el sound spelt –el at the end of words • The l or el sound spelt –al at the end of words • Words ending in il • The l sound spelt –y at the end of words 	<ul style="list-style-type: none"> • The u sound spelt 0 • The ee sound spelt -ey 	<ul style="list-style-type: none"> • Homophones or near homophones
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WRITING COMPOSITION	HANDWRITING
<p><u>Develop positive attitudes towards, and stamina for , writing by:</u></p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events/ writing poetry/ writing for different purposes <p><u>Consider what they are going to write before beginning by:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Reflect upon their own writing by:</u></p> <ul style="list-style-type: none"> • 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 	<p>NB: Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation</p> <ul style="list-style-type: none"> • 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 reflect the size of the letters
READING COMPREHENSION (see also word reading)	OTHER ORACY (see whole school objectives)
<ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related • Drawing on that 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 	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> • Participating in discussion about books, poems and other works, taking turns and listening to what others say • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning

<p>inaccurate reading</p> <ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what might happen on the basis of what has been read so far • Explain and discuss their understanding of books, poems and other material 	<p>clear</p> <ul style="list-style-type: none"> • Discussing their favourite words and phrases • Reading aloud what they have written with appropriate intonation to make the meaning clear
<p>RANGE</p>	<p>BOOKS READ IN CLASS</p>
<ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of poetry (contemporary and classic), stories and non-fiction at a level beyond those they can read independently • 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 • Being introduced to non-fiction books that are structured in different ways • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<p>Coming Soon</p>