Eltham C of E Primary School

Year 2 Literacy Long Term Planning

- This long-term planning grid ensures coverage and progression of the National Curriculum.
- The document should be used alongside the National Curriculum and ELS/CUSP Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text(s) should be covered over the half term and writing outcomes over a 2/3/4 week teaching sequence as appropriate.
- As much as possible, punctuation and grammar activities should be contextualised and taught within the units so that they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with the ELS scheme and Phase 5 phonics in Year 1 and from the Summer term of Year 1 and in Years 2-6 teachers follow the 'CUSP' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).
- Handwriting is to be taught in line with Letter Join.

Year group: 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
Whole text	**Humorous tales by familiar authors** **Grammar focus for 3 Weeks with short writing tasks** **Squash and a Squeeze: Julia Donaldon** **Alone** **Farm Story**	**People/places-India** **Tiger Skin Rug: Joan Haig** **Traditional Tales** **No Dinner: Jessica Souhami**	**People/places-Africa** **Lila and the Secret of Rain: David Conway**		**People/places-Africa** **Meerkat Mail: Emily Gravett**	**Adventure** **Traction Man: Mini Grey** **Traditional Tale from another culture/alternative traditional tale** **Goldy Luck and the Three Pandas**
Writing outcomes	• **ENTERTAIN-Narrative**: writing and orally retelling a funny story.	• **ENTERTAIN-Narrative:** retelling of story in role as tiger • **ENTERTAIN-Narrative:** alternative ending	• **ENTERTAIN-Narrative:** 3rd person retelling of 'Lila and the Secret of Rain' • **INFORM-Information Report**-African Safari guide		• **INFORM-Recount:** postcard • **INFORM-Non Chronological Report:** Meerkats	• **ENTERTAIN-Whole Narrative:** Adventure/action story • **INFORM- Recount: Narrative**
Writing Transcription Spelling **Taught through CUSP Spelling Scheme**	**Pupils should be taught to 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 • 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.					
Writing Transcription 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.					

Writing Composition	**Pupils should be taught to 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 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.
Writing Vocabulary, grammar and punctuation	**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.
	Year 2: Detail of Statutory content to be introduced (Appendix 2 NC)
Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

	Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

<table>
<tr><th colspan="7">Reading</th></tr>
<tr><td rowspan="3">Carousel/Whole Class Guided Reading

The teaching of DERIC skills through the Whole texts/text extracts</td><td colspan="6">D: Decoding words
E: Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)
R: Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).
I: Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).
C: Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).</td></tr>
<tr><td>Carousel</td><td>Carousel</td><td>Carousel</td><td>Carousel</td><td>Whole Class Guided Reading</td><td>Whole Class Guided Reading</td></tr>
<tr><td colspan="4">Reading Carousel in groups with focus on DER skills example activities might be: Teacher led 1:1 reading/T.A led group guided reading/handwriting/Reading for pleasure/EPGS</td><td colspan="2">Teachers plan a range of activities around class age appropriate text/extract for that week.

Planning for these lessons is rooted in the ERIC skills, the Reading National Curriculum and Assessment Framework.</td></tr>
<tr><td>Reading - word reading (D)</td><td colspan="6">Pupils should be taught to:
• 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
• reread these books to build up their fluency and confidence in word reading</td></tr>
<tr><td>Reading - comprehension</td><td colspan="6">Pupils should be taught to 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 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 (E)
• discussing and clarifying the meanings of words, linking new meanings to known vocabulary (E)
• discussing their favourite words and phrases (C)
• 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 (R/E)
• checking that the text makes sense to them as they read, and correcting inaccurate reading (D)
• making inferences on the basis of what is being said and done (I)
• answering and asking questions (R)
• predicting what might happen on the basis of what has been read so far (I)</td></tr>
</table>

	• 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
	Spoken Language
	The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains. • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
Eltham C of E's interpretation of how the statutory and non-statutory spoken language guidance can be broken down to show the progression of skills and knowledge across KS1 and KS2.	• To listen carefully and respond with increasing appropriateness to what has been said, e.g. • To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. • To attempt to follow instructions before seeking assistance. make a helpful contribution when speaking in a small reading group. • To show that they are following a conversation by asking relevant and timely questions. • To answer questions using clear sentences. • To begin to give reasoning behind their answers when prompted to do so. • To speak confidently within a group of peers so that their message is clear. • To practise and rehearse reading sentences and stories aloud. • To take on a different role in a drama or role play and discuss the character's feelings. • To recognise that sometimes speakers talk differently and discuss reasons why this might happen. • To start to use subject- specific vocabulary to explain, describe and add detail. • To suggest words or phrases appropriate to the topic being discussed. • To start to vary language according to the situation between formal and informal. • To usually speak in grammatically correct sentences. • To talk about themselves clearly and confidently. • To verbally recount experiences with some added interesting details. • To offer ideas based on what has been heard. • To give enough detail to hold the interest of other participant(s) in a discussion. • To engage in meaningful discussions that relate to different topic areas. • To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.