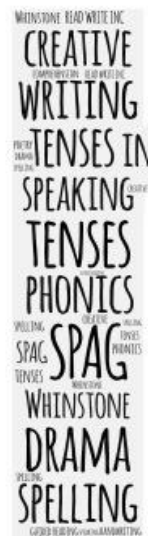




Literacy Statement of Intent

At Whinstone, we aim to deliver a curriculum that encourages and develops a passion for reading, writing and the spoken word. We will deliver a curriculum that teaches and empowers children with the essential life skills of reading, writing and speaking.

Children will be fluent, accurate and confident when reading and understanding texts. They will be able to accurately and effectively communicate through the spoken and written word.





Literacy Year 2 National Curriculum

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see [English Appendix 1](#)). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.



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These key concepts and knowledge will be taught and reinforced through the development of these specific skills.

Punctuation	Grammar	Comprehension	Spelling	Handwriting	Vocabulary
<ul style="list-style-type: none"> • Capital letters • CL for personal pronoun I • Full stops. • Question marks. • Exclamation marks. • Finger spaces • commas in a list • Apostrophe for singular possession and missing letters in spelling 	<ul style="list-style-type: none"> • Subordinating conjunctions (when, if, that, because) • Coordinating conjunctions (or, and, but) • Sentences with different forms eg questions, exclamations, statement, commands • Correct choice of past and present tense • Progressive forms of verbs (in past and present) to show actions in progress eg she is drumming, she was drumming • Past and present tense – including progressive present and progressive past <p>Expanded noun phrases</p>	<ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently and those they listen to by: • Drawing on what they already know or on background information and vocab provided by the teacher • Checking that the text makes sense to them as they read and correct inaccurate reading • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what is being said and done • Asking and answering questions • Participate in discussion about books, poems and other words that are read to them, taking it in turns to speak and listen to what others say • Explain and discuss their understanding of books, poems and other materials, both that they listen to and those that they read from themselves 	<p>See below</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 of the correct size and orientation to one another and to lower case letters • Use spacing between words that reflects the size of the letters • Write digits the correct size and orientation 	<p><i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</i></p>



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| Spelling

Spelling	Words	Phonics	Rules and Conventions	Affixes and roots	Word Origins	Grammar
Year 2	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • common exception words (CEW) • high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195) 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • homophones and near homophones e.g. there/their/they're, hear/here, see/ sea • words with alternative pronunciations from Letters and Sounds Phase 5 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) • words with the /s/ sound spelt 'c' before 'e', 'i', 'y' • words ending -le, -el, -al and -il • adding -ies to nouns and verbs ending in 'y' • adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it • adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the suffixes -ment, -ness, -ful, -less and -ly • words ending 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • words with the /r/ sound spelt 'wr' at the beginning of words 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with contractions e.g. can't, didn't • words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's



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Impact

Teachers will regularly assess and will evaluate what knowledge and skills pupils have gained against expectations.

Reading

1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	I can read words quickly because I know how to sound out all parts of the word	
	I read by blending together the sounds I know and can read out within a word	
	I can read words with two or three syllables	
	I can read words with common endings such as -ing and -ed	
	I can read a range of unusual words from our word lists	
	I can read most words quickly and accurately	
	I listen, discuss and can say what I think about the texts I read	
	I can tell you about the different stories I have read	
	I can recognise simple language patterns in stories and poems	
	I can say out loud a number of poems I have learnt	
	When I read, I am able to tell you about the things in the order they happen and if they are connected	
	I understand the books I read	
	I can tell you why certain things happen in a book or why a character says the things they do	
	I can answer and ask questions about what I have read	
	I like to guess what happens next in a story, using what I already know has gone on before	
	I am happy to tell you my favourite words and phrases from my reading	
	I enjoy finding out about non-fiction books and how they are set out	
	I take turns to discuss and listen to others about what I have read	
	I can discuss with an adult the texts I have read and listened to	



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Writing

1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	
	Spell by: 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	
	Spell by: learning to spell common exception words	
	Spell by: distinguishing between homophones and near-homophones	
	Spell by: learning the possessive apostrophe (singular): e.g. <i>the girl's book</i>	
	Spell by: learning to spell more words with contracted forms	
	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	
	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	
	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	
	Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)	
	Develop positive attitudes towards and stamina for writing by: writing about real events	
	Develop positive attitudes towards and stamina for writing by: writing poetry	
	Develop positive attitudes towards and stamina for writing by: writing for different purposes	



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	Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about	
	Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence	
	Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary	
	Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils	
	Make simple additions, revisions and corrections to their own writing by: 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	
	Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. <i>ends of sentences punctuated correctly</i>)	
	Read aloud what they have written with appropriate intonation to make the meaning clear	
	Learn how to use: expanded noun phrases to describe and specify: e.g. <i>the blue butterfly</i>	
	Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	
	Learn how to use: sentences with different forms: statement, question, exclamation, command	
	Learn how to use: the present and past tenses correctly and consistently including the progressive form	
	Learn how to use: some features of written Standard English	
	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 (e.g. <i>the girl's name</i>).	