



Year 2 – Literacy Curriculum

Phonics/spelling (to be taught within Literacy)

Literacy starter activities should link to the terms focus sounds or spelling rule. Please ensure this is displayed for the week with examples of words.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Revise Phase 5	Phase 6 -add s to words ending ey for plural – changing y to i before es is added - changing y to i beforeed, -er and est are added but not before – ing (exception skiing and taxiing) Phase 6 - silent k and g - the /r/ sound spelt wr at the beginning of words (wrap) - the // sound spelt y at the end of words (cry, fly dry...) -the 'or' sound spelt as a before l and ll (ball, tall) -the /Λ/ spelt with o –e.g. other	The // sound spelt le, el, al and il -the sound 'or' spelt 'ar' after w -the sound z spelt as s (television) -or as er - drop the e at the end of root words before adding –ing, -ed, -er, -est, -y	-dge and ge (edge, cage) - soft g (giant) -soft c (circle) -the sound 0 as in (hot) usually made using 'a' after w and qu (what, -double the last consonant of words with a short vowel sound when adding : -ing, (hopping) -ed, (hopped) -er, (shopper) -est, (fittest) -y (floppy)	words ending in –tion -the suffixes, -ment, -ness, -ful, -less and -ly - – possessive apostrophe (singular nouns) -compound words: - football, - playground, - farmyard, - bedroom, - blackberry	Past, last, fast, path and bath Great, break and steak Door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, pretty, beautiful, after, fast, last, past, father, class, grass, pass, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr., Mrs, parents, Christmas,

Grammar

Sentence	Text	Punctuation	Key Terminology
-Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) -Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] -How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	-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, <i>she is drumming, he was shouting</i>]	-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, <i>the girl's name</i>]	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma

Year 2 Weekly Literacy Focus 2021-2022

WK	Week Beginning	Genre Focus
Autumn 1 Term		
	1 – 3rd September	INSET DAYS
1	6 th September	Text focus: The Highway Rat – Julia Donaldson Character description (Highway Rat)
2	13 th September	Retell the story – Highway Rat
3	20 th September	Diary writing as the Highway Rat
4	27 th September	Own story – The Highway Rat Returns!
5	4 th October	Text focus: A walk in London – Salvatore Rubbino Sentence/word work
6	11 th October	Recount - a trip to London (use book as stimulus if trip not possible)
7	18 th October	Text focus: All aboard the London Bus Read poems about London and children write own London Poem.
HALF TERM		
Autumn 2 Term		
1	1 st November	Text focus: Dogger – Shirley Hughes Description (Dogger)/Target work
2	8 th November	Diary entry (The night he loses Dogger)
3	15 th November	Retell story (Dogger)
4	22 nd November	Story writing (own story based on 'Dogger')
5	29 th November	Instructions (How to make a moving toy)
6	6 th December	Poem (toys)
7	13 th December	Nativity Story (cross-curricular R.E.)
CHRISTMAS BREAK		
Spring 1 Term		
1	4th January – Inset day 5 th January (3 day week)	Text focus: The Dark by Lemony Snicket Book talk/Target work
2	10 th January	Setting description
3	17 th January	Retelling/planning own story
4	24 th January	Writing own story based on the book
5	31 st February	Poetry (London's Burning performance)
		Cross - curricular writing – 'Diary' of The Great Fire of London
HALF TERM		
Spring 2 Term		
1	21 st February	Text focus: The Emperor's Egg – Martin Jenkins Setting description - Postcard from Antarctica
2	28 th February	Recount story – life cycle of a penguin link

3	7 th March	Non chronological report – All about Penguins
4	14 th March	Letter – Save Antarctica
5	21 st March	Report leaflet – All about Antarctica
6	28 th March	Grammar revision/cross-curricular write
	EASTER BREAK	
	Summer 1 Term	
1	19 th April (4 day week)	Text focus: World's Worst Children – David Walliams Character description (Grubby Gertrude)
2	25 th April	Character description (own disgusting character)
3	3 rd May (4 day week due to Bank Holiday)	Story with own character
4	9 th May	Text focus: Florence Nightingale book Letter from Soldier to Florence
5	16 th May	Non- chronological report (Florence Nightingale)
6	23 rd May	SATs week
	HALF TERM	
	Summer 2 Term	
1	6th June – Inset day 7 th June (4 day week)	Text focus: The Lighthouse Keeper's Lunch – David Armitage Extended stories (The Lighthouse Keeper's Lunch)
2	13 th June	Extended Stories (The Lighthouse Keeper's Lunch)
3	20 th June	One day on our Blue Planet Oceans – sentence and word work
4	27 th June	One day on our Blue Planet Oceans - setting description
5	4 th July	Poetry – (Seaside)
6	11 th July	Cross curricular writing - recount of trip to the beach
7	18 th July	Target Work/ 'gap filling' – Sentence level work