



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 expanded noun phrases for description (<i>blue butterfly</i>) and specification, (<i>scruffy pup</i> instead of <i>scruffy young dog</i>) • Understand and use regular comparative adjectives (<i>eg. small, smaller, smallest</i>) • Use the connectives <i>and, but, and or</i> to write two-clause sentences (co-ordination) • Use the connectives <i>because, so, when, as, before</i> and <i>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 and possessive forms <p><i>Key terminology: Noun, noun phrase, verb, tense (past, present), adjective, statement, question, exclamation, command, compound, suffix, comma, apostrophe</i></p>	<ul style="list-style-type: none"> • Begin to group linked ideas into paragraphs. (eg. beginning, middle and end of 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 spelling requirements pages 55-58 NC)		
<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, i 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 words • 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 I sound spelt -y at the end of words • Spell common exception words 	<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, -er, -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 • The u sound spelt o • The ee sound spelt -ey 	<ul style="list-style-type: none"> • The o sound spelt 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 • Homophones or near homophones

<p style="text-align: center;">WRITING COMPOSITION</p> <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 style="text-align: center;">HANDWRITING</p> <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 reflects the size of the letters 	
<p style="text-align: center;">READING COMPREHENSION (see also word reading)</p> <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related • Drawing on what 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 inaccurate reading • 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 style="text-align: center;">OTHER ORACY (see whole school objectives)</p> <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 clear • discussing their favourite words and phrases • Read aloud what they have written with appropriate intonation to make the meaning clear 	
<p style="text-align: center;">RANGE</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 style="text-align: center;">TEXTS</p> <p>A River The Night Gardener The Bog Baby Grandad's Island The King Who Banned the Dark Rosie Revere</p>	

