

## Year 2 Literacy Curriculum

	Autumn Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Non-fiction
Year 2	Silly Poetry (performance outcome)	Story - conquering the monster	Instructions	Explanation Text
Key text(s)	Land of the Bumbley Boo When the Teacher Isn't Looking	The Gruffalo Super worm Jack and the Beanstalk	<i>Links to baking/cooking or making a paper craft - a real experience.</i> <i>Links to making something for a character from story in previous unit.</i>	<i>Links to Christmas.</i> <i>Links to project.</i> How Santa Really Works by Alan Snow.
Key vocabulary <b>Lighthouse words</b>	Rhyme; humour;	<b>most; some; when; firstly; secondly; before; same; different; then; next; so; conquer; defeat; resourcefulness; trait;</b>	<b>when; firstly; secondly; before; for example; less; more; because; imperative; purpose; statement; adverbs;</b>	technical vocabulary; explain; <b>identify; for example; most; some; when; firstly; secondly; before; because;</b>
Key structural features	Title Verse Rhyming couplets	Opening: Introduce a main character - all is well. Build Up: Monster appears and causes problems. Problem: Monster is difficult to defeat. Resolution: Main character defeats the monster - being resourceful or positive character trait. Ending: All is well again (and main character gets a reward).	Title Statement of purpose included at start of instructions. Imperative language (use the term imperative). Adjectives or adverbs to give essential information.	Title using a question. Series of logical explanatory steps. Diagrams or pictures to aid explanation. Time conjunctions Present tense Technical vocabulary.
Key skills taught for the term	Spell by segmenting phonemes; spell common exception words; use spacing between words that reflects the size; form letters; learn how to use familiar punctuation; present and past tense; sentences with different forms (statement, question, command)			
Teaching of reading - comprehension	<u>Skills to specifically focus on:</u> Retrieval  <u>Strategies to focus on:</u> VIP words strategy Breakdown and Repair.	<u>Skills to specifically focus on:</u> Connections and Comparing  <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder	<u>Skills to specifically focus on:</u> Predicting  <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference  <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise

## Year 2 Literacy Curriculum

	Spring Term		
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction
Year 2	Seasonal poem (to describe changes - link to science curriculum - written outcome)	Story - Journey Tale	Recount of real or imagined event
Key text(s)	Four Seasons Seasons	The Snail and the Whale The Gruffalo's Child <i>Stories based on project - adventure type stories.</i>	<i>Recount in role of character from journey tale</i> <i>Recount of a trip</i>
Key vocabulary <b>Lighthouse words</b>	most; some; when; before; firstly; secondly; same; different; less; more; because; season; winter; autumn; spring; summer; changes; verse;	identify; for example; most; same; when; firstly; secondly; before; because; could be; journey; travel; obstacles;	identify; for example; most; some; when; firstly; secondly; before; because; recount; order; paragraph;
Key structural features	Title Four to five verses Descriptive language (May have rhyming couplets - not required).	Opening: Main character goes on a journey Build Up: Something small goes wrong Problem: Something worse happens; something even worse happens. Resolution: Obstacles overcome Ending: Main character gets there in the end.	Use time conjunctions to order - first, next, after. Use paragraphs for the different events/ parts of the recount.
Key skills taught for the term	start using diagonal strokes needed to join letters; learn new punctuation - commas for lists, apostrophes for contracted forms and the possessive; Learn how to use subordination and coordination; expanded noun phrases		
Teaching of reading - comprehension	<u>Skills to specifically focus on:</u> Sequencing & Summarising  <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/ evaluation Retrieval  <u>Strategies to focus on:</u> VIP words strategy Visualise Breakdown and Repair I wonder Inference	<u>Skills to specifically focus on:</u> Connections & Comparing  <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder

## Year 2 Literacy Curriculum

	Summer Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Narrative
Year 2	Poetry with theme about kindness and friendship (PHSE theme).	Story - rags to riches	Non chronological report	Rescue tale story
Key text(s)	I like being me. The girl who never made mistakes. I'll be there for you.	Cinderella (different versions of the text - Prince Cinders, Cinder Edna, etc).	<i>Based on character from previous Summer units (Cinderella version), subject/ animals from previous unit, linked to project or Science.</i>	Sleeping Beauty The Magician's Nephew (Chronicles of Narnia).
Key vocabulary Lighthouse words	mots; same; when; before; same; different; less; more; because; friendship; kindness;	for example; most; some; when; firstly; secondly; before; same; different; less; more; for example; because; difficulties; rags to riches;	identify; for example; most; some; for example; because; one answer is; could be; many; a few; generaliser; technical vocabulary;	for example; most; some; when; firstly; secondly; before; same; different; less; more; for example; because; rescue; help; hero; distress;
Key structural features	Titlle Verses Key messages linked to kindness and friendships.	Opening: introduce main character Build up: main character lonely/ sad/treated badly Problem: has to face difficulties because of situation Resolution: overcomes difficulties or helped to do so. Ending: main character achieves happiness/wealth/recognition. <i>Opportunity to focus on suffixes too.</i>	Introduction Categorise ideas into paragraphs in a logical sequence. Use of generalisers - most, many, some, a few Start paragraphs with topic sentence. Subject specific/technical vocabulary. Written in present tense and third person. Ending with a final amazing point or how it relates the subject to the reader.	Opening: introduce character(s) and set the scene. Build Up: Something starts to go wrong for the character(s) usually involves a 'baddie' capturing character(s). Problem: need to save character(s) introduce the hero(s). Resolution: character(s) are rescued. Ending: all is well and character(s) are happy - no 'baddie' anymore.
Key skills taught for the term	Add suffixes to spelling longer words; learning how to use familiar and new punctuation; learn how to use subordination and coordination			
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Predicting  <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference  <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise	<u>Skills to specifically focus on:</u> Sequencing & Summarising  <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation  <u>Strategies to focus on:</u> Visualise Breakdown and Repair I wonder