

## Year 2 - Literacy Overview

Area	Objective
<b>Speaking and Listening</b>	Tell real and imagined stories using the conventions of familiar story language. Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication. Speak with clarity and use appropriate intonation when reading and reciting texts.
	Listen to others in class, ask relevant questions and follow instructions. Listen to talk by an adult, remember some specific points and identify what they have learned. Respond to presentations by describing characters, repeating some highlights and commenting constructively.
	Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement. Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on. Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member.
	Adopt appropriate roles in small or large groups and consider alternative courses of action. Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class. Consider how mood and atmosphere are created in live or recorded performance.
<b>Phonics</b>	Read independently and with increasing fluency longer and less familiar texts. Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns. Know how to tackle unfamiliar words that are not completely decodable. Read and spell less common alternative graphemes including trigraphs. Read high and medium frequency words independently and automatically.
	Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters. Read and spell less common alternative graphemes including trigraphs.
<b>Reading</b>	Draw together ideas and information from across a whole text, using simple signposts in the text. Give some reasons why things happen or characters change. Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points. Use syntax and context to build their store of vocabulary when reading for meaning. Explore how particular words are used, including words and expressions with similar meanings.
	Read whole books on their own, choosing and justifying selections. Engage with books through exploring and enacting interpretations. Explain their reactions to texts, commenting on important aspects.
<b>Writing</b>	Draw on knowledge and experience of texts in deciding and planning what and how to write. Sustain form in narrative, including use of person and time. Maintain consistency in non-narrative, including purpose and tense. Make adventurous word and language choices appropriate to the style and purpose of the text. Select from different presentational features to suit particular writing purposes on paper and on screen.
	Use planning to establish clear sections for writing. Use appropriate language to make sections hang together.
	Write simple and compound sentences and begin to use subordination in relation to time and reason. Compose sentences using tense consistently (present and past). Use question marks, and use commas to separate items in a list.
	Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words. Form and use the four basic handwriting joins. Word process short narrative and non-narrative texts.