

Year 2 Class Readers

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • All Are Welcome - Alexandra Penfold • Under The Same Sky - Britta Teckentrup • Willy the Wimp - Anthony Brown • I am enough - Grace Byers • The Day the Crayon's Quit - Oliver Jeffers • The Incredible Book Eating Boy - Oliver Jeffers • George's Marvellous Medicine - Roald Dahl 	<ul style="list-style-type: none"> • Meerkat Mail - Emily Gravett • Dr K Fisher Animals - Claire Llewellyn • Horrid Henry and the Tooth Fairy - Francesca Simon • Horrid Henry Nits - Francesca Simon • Babushka - Sandra Ann Horn 	<ul style="list-style-type: none"> • The Fish Who Could Wish - John Bush • Tiddler - Julia Donaldson • Morris Micklewhite and the Tangerine Dress - Christine Baldacchino • The Twits - Roald Dahl 	<ul style="list-style-type: none"> • Cinderfella - Malachy Doyle • Cinderella - Lynn Roberts and David Roberts • The True Story of the Three Little Pigs - Jon Scieszka • Amazing Grace - Mary Hoffman • Flat Stanley - Scott Nash 	<ul style="list-style-type: none"> • Beauty and The Beast - Michael Morpurgo • Magic Beans: A handful of Fairytales from the Storybag - various • Dr K Fisher Mini-Beasts - Claire Llewellyn 	<ul style="list-style-type: none"> • The Witches - Roald Dahl • Enchanted Wood- Enid Blyton • Enchanted Wood: The Magic Faraway Tree - Enid Blyton

Year 2	Autumn		Spring		Summer	
Genres	RWI Phonics	Narrative with Familiar Setting Explanation	Poetry Stories from other Cultures	Non-Chronological Reports Persuasive Writing	Fairy Tales Letters and Emails	Adventure Narrative Instructions
Speaking and Listening	<p>This content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years;</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Maintain attention staying on topic and initiating and responding to comments. • Speak audibly and fluently with an increasing command of Standard English. • Participate in performances, role play and improvisations. • <i>Orally rehearse sentences before writing.</i> • (Y3) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
Reading for Pleasure and Understanding	<p>On-going throughout Year 2</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Recognising simple recurring literary language in stories and poetry. • Discussing their favourite words and phrases. • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading. 					
	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Experience non-fiction books that are structured in different ways. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Check that the text makes sense to them as they read and correct inaccurate reading <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher • Experience non-fiction books that are structured in different ways 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 			
Reading Comprehension	<ul style="list-style-type: none"> • Answer and ask questions. • Retrieve and record information from fiction texts. • Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 			

<p>Writing</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>Consider what they are going to write before beginning by:</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>Make simple additions, revisions and corrections to their own writing by:</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 [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 					
<p>Spelling</p>	<p>RWI 2A Units 1-4</p> <ul style="list-style-type: none"> The or sound spelt a before l and ll. Spelling words with soft c before e, i any y. Adding the suffix -y to words ending in a short vowel and a consonant. Adding the suffix -y to words ending in e. 2A Special Focus 1 - Common Exception Words: there, where, want, was, what, would, could. 2A Special Focus 2 - Homophones see/sea sun/son blew/blue night/knight saw/sore 2A Special Focus 6 -u sound spelt o. Revise Y1 Common Exception words. 	<p>RWI - 2A Unit 5 - 10</p> <ul style="list-style-type: none"> Adding the suffix -ly to make adverbs. The n sound spelt kn and gn. The igh sound spelt y at the end of a word. Adding the suffix -ing to words ending in a vowel. Adding the suffix -ing to words ending in e or ie. The j sound spelt g before e, i or y and ge at the end of words. 2A Special Focus 4 - Homophones there/their know/no right/write to/too week/weak. 	<p>RWI 2A Unit 11 - Unit 14</p> <ul style="list-style-type: none"> The o sound spelt a after w and qu. Adding the suffix -ed by doubling the consonant. Adding the suffix -ed swapping the y for i. Adding the suffix -ed revision - dropping the e, doubling or swapping y for i. 2A Special Focus 3 - Common Exception Words: money, people, busy, half. 	<p>RWI 2B Unit 1 - Unit 4</p> <ul style="list-style-type: none"> The r sound spelt wr at the beginning of a word. Adding the suffix -er and -est where no change is needed and when ending in e. Adding the suffix -er and -est swapping the y for i. Adding the suffix -er and -est by doubling the consonant. 2B Special Focus 1 - Common Exception Words: some, should, come, any, would 	<p>RWI 2B Unit 5 - Unit 9</p> <ul style="list-style-type: none"> The ee sound spelt ey. Adding the suffix -ness. Adding the suffix -ness swapping y for i. Words ending in -le. Words ending in -el. 2B Special Focus 2 - Homophones too/to ate/eight there/their nose/knows four/for 2B Special Focus 3 - words ending in -il and words where s makes the zh sound. 2B Special Focus 5 - The ir sound spelt or after w 	<p>RWI 2B Unit 10 - Unit 15</p> <ul style="list-style-type: none"> Words ending in -al. Adding the suffix -ful. Adding the suffix -less. Adding the suffix -ion. Adding the suffix -es where the root word ends in y. 2B Special Focus 4 - Homophones seen/scene wait/weight hole/whole sighed/side new/knew (Y1 Revision) Adding the suffix -es for words ending in ve, f, ch, x.
	<p>Common Exception Words (orange words): door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb</p>	<p>Common Exception Words (orange words): most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, Christmas</p>	<p>Common Exception Words (orange words): any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents</p>	<p>Common Exception Words (orange words): hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole</p>	<p>Common Exception Words (orange words): steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath</p>	<p>Assess and Review Common Exception Words</p>
<p>Terminology for Pupils</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>					
<p>Grammar</p>	<ul style="list-style-type: none"> Identify nouns, adjectives and verbs within a sentence. Use conjunctions for co-ordination such as: or, and, but. 	<ul style="list-style-type: none"> Create adverbs by adding the suffix -ly to adjectives. Expanded noun phrases for description and specification. Use subordinate conjunctions such as: when, if, that, because. 	<ul style="list-style-type: none"> How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use the past tense consistently throughout writing. Use progressive form of verbs in the past; she was running. 	<ul style="list-style-type: none"> Spell comparative adjectives by adding the suffix -er and -est. Expanded noun phrases for description and specification. Use the present tense consistently throughout writing. Use progressive form of verbs in the present; he is running. 	<ul style="list-style-type: none"> Form nouns by adding the suffixes -ness and -er. Identify and spell compound nouns such as whiteboard, superman. 	<ul style="list-style-type: none"> Form nouns using the suffixes -ful and -less. Expanded noun phrases for description and specification.
<p>Punctuation</p>	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. 	<ul style="list-style-type: none"> Commas to separate items in a list. 		<ul style="list-style-type: none"> Apostrophes to mark where letters are missing. RWI 2A Special Focus 5 RWI 2B Special Focus 6 	<ul style="list-style-type: none"> Apostrophes to mark singular possession in nouns. RWI 2B Special Focus 7 	
<p>Handwriting</p>	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. 	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters. Use spacing between words which reflect the size of the letters. 	<ul style="list-style-type: none"> Start using some of the diagonal strokes needed to join letters and understand which letters are best left unjoined. Use spacing between words which reflect the size of the letters. 	<ul style="list-style-type: none"> Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined. Use spacing between words which reflect the size of the letters. 	<ul style="list-style-type: none"> Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined. Use spacing between words which reflect the size of the letters.

