



Year 2 Long Term Plan: Literacy
"Whatever you do, work at it with all your heart" Colossians 3:23

	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done Answering and asking questions Predicting what will happen next based on what has been read so far	Making inferences on the basis of what is being said and done Answering and asking questions Participate in discussion about texts (taking turns and listening to others) Explain and discuss their understanding of books and other material	Making inferences on the basis of what is being said and done Answering and asking questions Participate in discussion about texts (taking turns and listening to others) Explain and discuss their understanding of books and other material	Making inferences on the basis of what is being said and done Answering and asking questions Predicting what will happen next based on what has been read so far Participate in discussion about texts (taking turns and listening to others) Explain and discuss their understanding of books and other material Develop a repertoire of poems learnt by heart	Making inferences on the basis of what is being said and done Answering and asking questions Predicting what will happen next based on what has been read so far Participate in discussion about texts (taking turns and listening to others) Explain and discuss their understanding of books and other material Develop a repertoire of poems learnt by heart
Phonics and spelling	Phase 5 GPCs including polysyllabic words. Homophones Strategies for learning words	Common exception words and personal words Phase 5 GPCs that are not secure	/aɪ/ sound spelt 'y' common exception words and high-frequency words Contractions	/ɒ/ spelt 'a' after 'w' and 'qu' /z/ spelt 's', segmentation and syllable clapping	The /l/ or /əl/ sound spelt '-el' at the end of words Adding endings '-ing', '-ed', '-er', and '-est'	Spellings and concepts that pupils need to secure Homophones /ʌ/ sound spelt 'o'



Year 2 Long Term Plan: Literacy

"Whatever you do, work at it with all your heart" Colossians 3:23

	<p>Strategies at the point of writing</p> <p>common exception words</p> <p>Proofreading</p> <p>/aɪ/ spelt 'i' in common exception words</p>	<p>Homophones</p> <p>/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</p> <p>/s/ sound spelt 'c' before 'e', 'i' and 'y'</p> <p>/n/ sound spelt 'kn' and 'gn' at the beginning of words</p>	<p>/l/ or /əl/ sound spelt '-le' at the end of words and following a consonant</p> <p>Proofreading</p> <p>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</p> <p>/i:/ sound spelt 'ey'</p> <p>Homophones and near homophones</p> <p>/r/ sound spelt 'wr'</p> <p>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p>	<p>Homophones</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>Strategies for learning words</p> <p>The possessive apostrophe (singular nouns)</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Contractions</p> <p>Words ending '-tion'</p>	<p>to words ending in '-y'</p> <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>Suffixes '-ment' and '-ness'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The possessive apostrophe (singular nouns)</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>Common exception words</p>	<p>/l/ or /əl/ sounds spelt 'il' at the end of words</p> <p>Revision</p>
<p>Writing</p> <p>Grammatical features</p>	<p>Demarcation of sentences</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in</p>	<p>Demarcation of sentences</p> <p>Consistent use of present tense and past tense throughout work.</p>	<p>Demarcation of sentences</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions</p>	<p>Demarcation of sentences</p> <p>Generalisers for information e.g. Most cats....</p>	<p>Demarcation of sentences</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions</p>	<p>Demarcation of sentences</p> <p>Consistent use of present tense and past tense throughout work.</p>



Year 2 Long Term Plan: Literacy

"Whatever you do, work at it with all your heart" Colossians 3:23

	<p>progress e.g. she is drumming, he was shouting</p> <p>Adjectives</p> <p>Noun phrases</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</p>	<p>Commas to separate items in a list</p> <p>Types of sentences: statement, question, explanation, command</p> <p>Understanding clauses and joining clauses using coordination (and, or, but)</p>	<p>in progress e.g. she is drumming, he was shouting</p> <p>Two adjectives to describe a noun</p> <p>Adverbs for description and for information</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>	<p>Commas to separate items in a list</p> <p>Types of sentences: statement, question, explanation, command</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>	<p>in progress e.g. she is drumming, he was shouting</p> <p>Similes using like</p> <p>Two adjectives to describe a noun</p> <p>Adverbs for description and for information</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>	<p>Commas to separate items in a list</p> <p>Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because)</p>
--	--	---	---	---	---	--