

## WILLATON PRIMARY ACADEMY Literacy Objectives - Year 2

### CONTEXT-

Write for different purposes, maintaining form and attempting to interest the reader: Narratives (real and fictional), real events and poetry. Draw ideas from a range of reading Discuss written work with teachers and other pupils: use appropriate terminology (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, verb, tense (past, present), apostrophe, comma)

### Working at greater depth within the expected standard:

- Greater awareness of the reader, including more controlled use of noun phrases and adverbs
- A level of formality appropriate to the purpose of the writing is evident (e.g. mirroring the language used in traditional tales, appropriate vocabulary and structure for a letter of apology)
- The full range of punctuation is used mostly correctly including apostrophes for singular possession in nouns
- Accurate use of past and present tense
- Subordination (when, if, that, because) and coordination (and, or, but) are well managed and used effectively to extend and link sentences
- Spell most common exception words correctly (refer to Letters & Sounds pg. 195 Next 200 common words)
- Spell most words with contracted forms (refer to Letters & Sounds pg. 195 Next 200 common words)
- Add suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly
- Use the diagonal and horizontal strokes needed to join letters in most writing
- Begin to evaluate and edit word choice, grammar and punctuation in writing with some independence

Handwriting and presentation	Reading: Word reading and comprehension	Writing: Transcription
<p>form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p><b>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</b></p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read books to build up their fluency and confidence in word</p>	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>
Grammar, punctuation and Vocabulary		
<p>Use co-ordination (and, or, but) to write compound sentences.</p> <p>Some use of subordination (when, if, that, because) to write complex sentences.</p> <p>Use adjectives and adverbs to describe and specify:</p> <p>Some expanded noun phrases to add description and detail e.g. yellowish fur with black spots; the deep, dark wood</p>		
		Writing: Composition

<p>Some use of -ly to turn adjectives into adverbs (slow- slowly)</p> <p>Write statements, questions, exclamations and commands appropriately e.g. <i>Grandma has big teeth. (S) Does Grandma have big teeth? (Q) What big teeth you have, Grandma! (E) Stop looking at Grandma's big teeth. (C)</i></p> <p>Use a variety of punctuation with increasing accuracy:</p> <p>Most sentences demarcated accurately with full stops and capital letters (including for proper nouns)</p> <p>Some use of exclamation marks for effect (Stopl)</p> <p>Some use of question marks • Some use of commas to separate items in lists (this will include within noun phrases e.g. the old, dusty truck)</p> <p>Some apostrophes for simple contracted forms e.g. don't Begin to use apostrophes for singular possession in nouns e.g. the dog's tail, John's hat</p> <p>Use past and present tense mostly correctly throughout writing</p> <p>Some use of verbs to mark actions in progress e.g. She is drumming</p>	<p>reading.</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <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"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <p>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> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Develop a positive attitude and stamina for writing.</p> <p>Plan, draft and orally rehearse writing using key words and new vocabulary</p> <p>Write meaningful narratives selecting appropriate vocabulary, phrases and sentences that begin to show an awareness of the reader</p> <p>Write poetry</p> <p>Consider what they are going to write before beginning by planning or saying out loud, writing down ideas/key words including new vocabulary and think about what they want to say sentence by sentence</p> <p>Use conjunctions and pronouns to extend and link sentences (She picked the flower and she gave the flower to her mum.)</p> <p>Re-read writing to check for meaning and tense form</p> <p>Evaluate effective use of word choice, grammar and punctuation in writing (some prompting may be required, including discussion with the teacher)</p> <p>Make appropriate additions, revisions and corrections when proof-reading and editing (some prompting may be required, including discussion with the teacher)</p> <p>Re-read to check writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof read to check for errors in spelling, grammar and punctuation</p> <p>Read work aloud with appropriate intonation</p>
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