

## Literacy Basic Skills Overview - Year 2

This document highlights the essential skills that need to be securely learned in Year 2 to enable pupils to build on this knowledge and make progress in Year 3. It is not the Year 2 assessment framework. To ensure there are no gaps in children's learning, Year 3 teachers should use this document at the start of the academic year to analyse pupils' work. Teachers should focus on the objectives highlighted in yellow to determine whether children are secure in these basic skills, or whether consolidation is needed before moving onto the Year 3 curriculum.

Writing - Composition	Writing - Transcription	Writing - Vocabulary, Grammar and Punctuation
<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>Orally compose sentences before writing.</li> <li>Writing down ideas and/or key words, including new vocabulary.</li> <li>Encapsulating what they want to say, sentence by sentence.</li> </ul> <p><b>Drafting and Writing:</b></p> <ul style="list-style-type: none"> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> <li>Write about real events, recording these simply and clearly.</li> <li>Writing poetry.</li> <li>Writing for different purposes.</li> </ul> <p><b>Evaluation and Editing:</b></p> <ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils.</li> <li>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.</li> </ul> <p><b>Proofreading:</b></p> <ul style="list-style-type: none"> <li>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Spelling:</b></p> <p><i>See spelling diagnostic and progression for all spelling rules. This can be used for assessment.</i></p> <ul style="list-style-type: none"> <li>Revision from Year 1.</li> <li>Year 2 new spelling rules.</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> <li>Spell many common exception words.</li> <li>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman].</li> <li>Formation of adjectives using suffixes such as -ful, -less, -ness, -ment.</li> <li>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</li> <li>Distinguishing between homophones and near-homophones.</li> </ul> <p><b>Handwriting and Presentation:</b></p> <ul style="list-style-type: none"> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> <li>Form lower-case letters of the correct size relative to one another.</li> <li>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.</li> </ul>	<p><b>Grammatical knowledge:</b></p> <ul style="list-style-type: none"> <li>Revision from Year 1.</li> <li>Use co-ordination (e.g. or / and / but) to join clauses.</li> <li>Use some subordination (e.g. when / if / that / because).</li> <li>Use familiar punctuation (full stops, capital letters, question marks and exclamation marks) correctly.</li> <li>Write sentences with different forms: statement, question, exclamation, command.</li> <li>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>Recognise and use the present and past tense - regular verbs (shouts, shouted) and irregular verbs (buy, bought) – and the progressive form to mark actions in progress (she is dancing, he was reading).</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</li> <li>Commas to separate items in a list.</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</li> <li>Use the grammar for year 2 in English Appendix 2.</li> <li>Use some features of written Standard English.</li> </ul> <p><b>Grammatical terminology:</b></p> <ul style="list-style-type: none"> <li>Noun</li> <li>Noun phrase</li> <li>Statement</li> <li>Question</li> <li>Exclamation</li> <li>Command</li> <li>Compound</li> <li>Suffix</li> <li>Adjective</li> <li>Adverb</li> <li>Verb tense (past, present)</li> <li>Apostrophe (for contraction and singular possession)</li> <li>Comma (in lists)</li> </ul>

Reading: Word Reading	Reading: Comprehension	Spoken Language
<ul style="list-style-type: none"> <li>• Use phonics skills to decode words until they can read fluently.</li> <li>• Read by blending the sounds in words, including alternative sounds for graphemes.</li> <li>• Read words with more than two syllables.</li> <li>• Read words with some suffixes.</li> <li>• Read further exception words.</li> <li>• Read familiar words quickly and accurately without sounding and blending.</li> <li>• Read books out loud by sounding out new words.</li> <li>• Re-read books to help them become more fluent.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy reading.</li> </ul> <p><u>Develop reading by:</u></p> <ul style="list-style-type: none"> <li>• Listening to and talking about different poetry, stories and non-fiction.</li> <li>• Talking about the sequence of events in books and how things are related.</li> <li>• Retelling a wide range of stories (fairy tales, traditional tales etc).</li> <li>• Looking at how non-fiction books are structured.</li> <li>• Recognising simple repeated language.</li> <li>• Talking about and checking the meaning of words and linking them to other words.</li> <li>• Talking about their favourite words and phrase.</li> <li>• Learning poems by heart and reciting some using intonation.</li> </ul> <p><u>Understand books that they read and listen to by:</u></p> <ul style="list-style-type: none"> <li>• Using their background knowledge.</li> <li>• Using vocabulary or ideas given by the teacher.</li> <li>• Checking that the text makes sense when they read it.</li> <li>• Correcting their own reading.</li> <li>• Making some inferences about what happens.</li> <li>• Asking and answering questions.</li> <li>• Predicting what will happen using what has happened in the text so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interest of the listener(s).</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>
Text Suggestions		
<ul style="list-style-type: none"> <li>• The Snail and the Whale (Julia Donaldson) – noun phrases.</li> <li>• Augustus and his Smile (Catherine Rayner) – simple past tense (regular and irregular verbs), comparative adjectives.</li> <li>• The Tin Forest (Helen Ward) – two clause sentences, commas in lists, noun phrases.</li> <li>• The Man Who Walked Between the Towers (Mordicai Gerstein) – statements, questions and exclamations, apostrophes of omission, personal pronouns.</li> <li>• Hector and the Big, Bad Knight (Alex Smith) – Expanded noun-phrases, alliteration, contractions, adjectives, nouns, verbs, apostrophes for possession, exclamation.</li> <li>• Lost and Found (Oliver Jeffers) - co-ordinating conjunctions, apostrophes for contraction, simple sentences, simple past tense.</li> <li>• Ravi's Roar (Tom Percival) – apostrophes for contraction, capital letters for proper nouns, comparative adjectives.</li> <li>• Traction Man (Mini Grey) -range of sentences and punctuation, expanded noun phrases, commas in lists, alliteration, verbs, nouns, adjectives, adverbs.</li> </ul>		