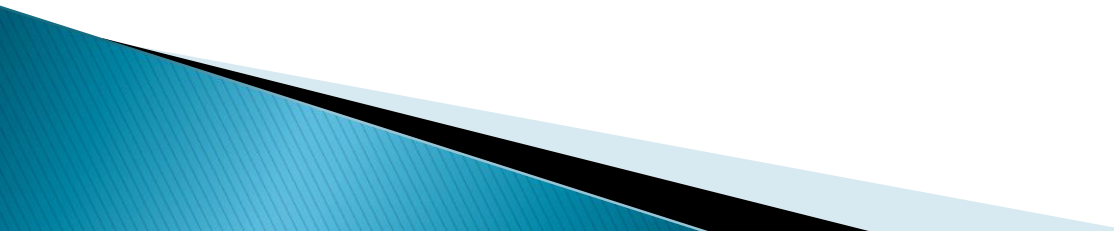


Literacy in Year 2

Fulwell Infant School Academy

October 2024

Oracy

- ▶ Oracy is one of our main focuses this year.
 - ▶ Oracy is the foundations of language.
 - ▶ Children cannot be a good reader or writer if they don't have fluency with their spoken language.
 - ▶ To support us with this at home we would ask if you could encourage your child to be exposed to new vocabulary, talking about what words mean and using a wide range of vocabulary with them.
- 

Progression in Writing– Year 2

A Progression in Writing Skills

YEAR 2

CONJUNCTIONS

Review Year 1
Pupils should be taught to use:

As
Or
If
Because
Until
When
That

Resolution
Homophone/Homonym
Vocabulary
Syllable
Alliteration
Simile
Joining word/Conjunction (interchangeably)

TERMINOLOGY

Review Year 1
Pupils should be taught to understand and discuss the terms:

Noun
Noun phrase
Statement
Question
Exclamation
Command
Compound
Suffix
Adjective
Adverb
Verb
Tense (past, present)
Apostrophe
Comma
Introduction
Build up
Problem

PUNCTUATION

Review Year 1 *(At this stage, Year 1 practices of sentence demarcation still need to be explicitly taught)*

Pupils should be taught to use:

Commas to separate items in a list
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

HANDWRITING

Review Year 1
Pupils should be taught to:

Form lower-case letters of the correct size relative to one another
Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Use spacing between words that reflects the size of the letters.
NB: As soon as pupils are able to form letters securely, with the correct orientation, they should be taught to write with a joined style

Progression in Writing – Year 2

A Progression in Writing Skills

YEAR 2

TEXT CONSTRUCTION

Review Year 1

Pupils should be taught to:

Sentence Level:

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far, to help develop stamina for writing

Use appropriate subordinating and co-ordinating conjunctions (See Conjunctions section and also Notes on Text Construction, section 3)

Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command (e.g. *It has an exclamation mark, so it's an exclamation or It starts with a questioning word - 'how' - so it's a question*)

Draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates. See Notes on Text Construction, section 2)

Use expanded noun phrases to describe and specify [for example, *the blue butterfly*]

Construct similes using 'like' (e.g. *He's very grumpy like a bear*)

Use a pattern of three for description (e.g. *He was old, bald and smiley*)

Incorporate some simple time adverbials into their compositions (e.g. *He woke up the next morning... She went as soon as she could... Later on they found out...*)

Use some features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: *I dunno* might be replaced with *I don't know*)

Text Level:

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 (e.g. describing their PE lesson or a field trip)
- writing poetry
- writing for different purposes (e.g. to inform, to instruct)

Group related ideas

Use the present and past tenses correctly and consistently, including the progressive form (See Notes on Text Construction, section 4)

Begin to write about more than one idea, using simple sequencing

PLANNING, EVALUATING AND EDITING

Review Year 1

Pupils should be taught to:

Planning:

Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two

Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts

Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings

Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems

Use writing journals as a planning tool and memory aid (See Notes on Planning, Evaluating and Editing, section 1)

Evaluating:

Evaluate their own writing with the teacher and/or other pupils

Read aloud what they have written, to the teacher or a small group, with appropriate intonation to make the meaning clear

Use appropriate grammatical terminology in discussing writing (See Terminology)

Editing:

Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation [for example, end of sentences punctuated correctly]

Upon re-reading, check that verbs to indicate time are used correctly, including verbs in the continuous form and make other simple additions, revisions and corrections to writing (See Notes on Planning, Evaluating and Editing, section 2)

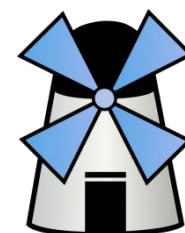
End of KS1 Expectations

End of KS1 Expectations Assessment Sheet - Writing



NAME: _____

| Working Towards the Expected Standard | | Piece 1 | Piece 2 | Piece 3 | Piece 4 | Piece 5 | Piece 6 | Achieved and Evidenced |
|---------------------------------------|--|---------|---------|---------|---------|---------|---------|------------------------|
| 1. | I can write sentences in a sequence to form a short narrative. | | | | | | | |
| 2. | I can use capital letters and full stops in some sentences. | | | | | | | |
| 3. | I can use my phonics to help me spell | | | | | | | |
| 4. | I can spell some tricky words | | | | | | | |
| 5. | I can correctly form my letters | | | | | | | |
| 6. | I can make my capital letters big and my lowercase letters small. | | | | | | | |
| 7. | I can use finger spaces between words. | | | | | | | |
| Working at the Expected Standard | | Piece 1 | Piece 2 | Piece 3 | Piece 4 | Piece 5 | Piece 6 | Achieved and Evidenced |
| 1. | I can write a simple narrative about personal experiences (real or fictional) | | | | | | | |
| 2. | I can write clearly about real events. | | | | | | | |
| 3. | I can use capital letters and full stops in most sentences. | | | | | | | |
| 4. | I can use question marks when required. | | | | | | | |
| 5. | I can use present and past tense correctly most of the time. | | | | | | | |
| 6. | I can use conjunctions such as 'and' or 'but' to join clauses. | | | | | | | |
| 7. | I can sometimes use conjunctions such as 'when, if, that, because' to join clauses. | | | | | | | |
| 8. | I can use phonics to spell longer unknown words. I can make phonetically plausible attempts. | | | | | | | |
| 9. | I can spell many common exception words. | | | | | | | |
| 10. | I can form capital letters and digits correctly. | | | | | | | |
| 11. | I can write different types of text such as letters, stories, recounts, information texts and explanations. | | | | | | | |
| 12. | I can add details to make my writing interesting and exciting. | | | | | | | |
| 13. | I can use different openers. | | | | | | | |
| 14. | I can use 'WOW' words. | | | | | | | |
| Working at the Greater Depth | | Piece 1 | Piece 2 | Piece 3 | Piece 4 | Piece 5 | Piece 6 | Achieved and Evidenced |
| 1. | I can write for different purposes, drawing on reading to inform vocabulary and grammar. | | | | | | | |
| 2. | I can make additions, revisions and corrections. | | | | | | | |
| 3. | I can use a wide range of punctuation correctly most of the time including: commas to separate items in a list and apostrophes to mark singular possession in nouns. | | | | | | | |
| 4. | I can spell most common exception words correctly. | | | | | | | |
| 5. | I can add suffixes to spell most words correctly e.g. -ment, -ness, -ful, -less, -ly. | | | | | | | |
| 6. | I can use neat joined-up writing most of the time. | | | | | | | |



| Year 2 | Term One | Term Two | Term Three |
|--|---|--|---|
| Assessment Key Performance Indicators | <p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language • Use information from research to group and assemble information into a short non-chronological report. • Write about a real event, recording it simply and clearly • Demarcate sentences with capital letters and full stops. • Understand how to write in the past tense • Write in the first and third person • Begin to expand writing using co-ordinating conjunctions (e.g. or / and / but) • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another in some of their writing • Use their phonic knowledge (sets 1, 2 and 3 RWInc.) and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly • Spell most common exception words taught so far <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Expand information using some subordination AND co-ordination • Use some expanded noun phrases to describe and specify • Use a wider range of adjectives e.g. superlative and comparative adjectives <p>Structure own writing deciding on what goes in each part</p> | <p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Write simple, coherent narratives in four parts • Write about a real experience structured appropriately • Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands • Expand noun phrases to describe and specify • Demarcate many sentences with capital letters and full stops, and use question marks correctly when required • Use capital "I" for personal pronouns • Use a wider range of subordination (e.g. when / if / that / because) to join clauses • Form lower-case letters of the correct size relative to one another in most of their writing • Use spacing between words that reflects the sizes of the letters <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Write effectively and coherently to recount, instruct and entertain • Decide on the structure of writing based on its form. Know what features to change when changing the form of writing. • Identify where words are spelt incorrectly • Edit own writing with simple corrections • Add suffixes to spell some words correctly • Experiment with cursive writing • Understand 1st person and 3rd person writing • Experiment with a range of ways of expanding nouns <p>Experiment with adverbs</p> | <p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Write simple, coherent narratives in four parts • Write about real events, recording these simply and clearly • Write a simple persuasive piece • Demarcate most sentences with capital letters and full stops, and use question marks correctly when required • Use past tense mostly correctly and consistently • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters • Spell many common exception words • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Experiment with simple figurative language • Make simple additions, revisions and proof-reading corrections to their own writing • spell most common exception words • add suffixes to spell most words correctly in their writing (e.g. <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i>)* • use the diagonal and horizontal strokes needed to join some letters <p>Independently choose to use features of different forms of writing showing awareness of audience and form.</p> |

Wanted!



WANTED Mr Twit!

find
find
find
find
been
been
been
been
been

Have you seen Mr Twit, I will award
£100 pounds if you bring him. The clouds
have bin looking thour five long day thor
the supper rude man.

He might be wearing a ginormous, shawl, Baggy
and holey coat and you might even find
pieces of bird pie on top of faty old
soot he has tufts of hair shooting out
his nostrils. You need to know he has
purple soot and even bigger shoes than you hear
and wet at times and it can be damp I
mean the shoes and has mustard coming
up this arm and smells as stinky as
a mould apple.

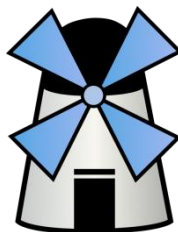
doesn't

Did you know Mr Twit doesn't care about
any one else's feelings he is as rude as a
rat because hes a very very very bad
man.



If you find this man Report to

Did you know Mr Twit the ugly, dreadful and
bad man that doesn't care about
any one else's feelings.



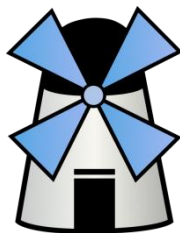
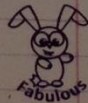
Wanted!



Wanted! Mr Twit

Have you seen this cruel Twit? I will reward you \$100 if you find him for me. If you don't know who I am? I am the police. I have been looking for him for 5 years this is why I need your help. So you know what he looks like? if you don't I will tell you what he looks like. He has a wet, dirty, scruffy, mouldy beard. He has a brown and purple suit. Beware of Mr Twit don't let him hear you. He does not like kids and he smells disgusting because he never takes a bath so that is what he looks like. Now I will tell you what he likes to do, he likes to eat food like a bug. He also likes to play horrible, nasty, disgusting tricks on his wife. He is dirty as a pig. He likes to eat sphaagahelli. if you find him report to [redacted] and collect your reward enediately until Mr Twit gets it because he likes to be greedy.

Have you seen this cruel, nasty and dirty Twit?



Wanted!



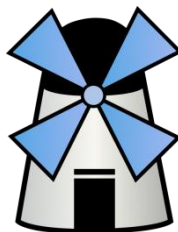
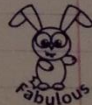
Wanted Mr Twit!!!!

we've
we've

filthy
filthy

Have you seen this revolting man his name is Mr Twit? We've never been look for him 5 days. Did you now that Mr Twit is the biggest man in town he's been growing for months and months by now. He has been wanted for a reason because he plays tricks now and then and he hits little children on the head. He has huge trousers and jumper and they are so so filthy I couldn't look at all. He he has a very ugly face as well with his fat beard, stuck near his lips. And his beard is like a jumpers real trash stick out of the pocket. I can tell you about his hobbies well he plays lots and lots of tricks on people. He also traps monkeys in a catty broken and back again. His favorite foods are sugary sugary. If you his man report to

Why does Mr Twit do nasty things.



Wanted!



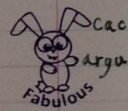
WANTED Mr Twit!

Please tell me where this mean Man called Mr Twit is, and if you do £100 give you £100 pounds for change back. Did you know that the police was trying to find him for seven long days and saying uh uh is stop being Mr Twit if you find this revenge Man please do not talk to him because he will work you in the face and its why he wants to get the glass eye.

He wears slimy stinky and disgusting purple clothes and his trousers are slimy as a part brown and his favorite color is purple.

Mr Twit traps Monkeys and parrots with Mrs Twit and one day he put ten balloons up tied on Mrs Twit and sent her into the sky and wacks little people and eats them and puts glue on the dead tree to have bird pie. Please Report Mr Twit me then

You can get your reward for £100 pounds.



arguing



Mr and Mrs Twit's house



Mr and Mrs Twit's house



Are you wondering what's inside the woolly house? The house was dusty, dark and stinky, house with no windows and they had electricity with lights that are broken and the Garden was ghastly because there was weeds to stop those naughty children in there garden and the tree was ripe brown and leaning with a ladder on it. Mrs Twit was the gardener and there was a cage with Monkey inside it. The roof was grey and at the top of the roof was spikes because they stop the birds walking on it. The bricks were rusty and red because they never clean it and they never clean anything because they left it to because there bird of doing it. There are birds flying up in the clouds searching for food and there coming to the ground because there is worms underground to the left there was a shed and it is brown and Mrs Twit doesn't normally you's it because she stops the children getting in there garden so you would not want to get into that nasty Garden because she wack you in your face so never get in there and this is very important

Challenge

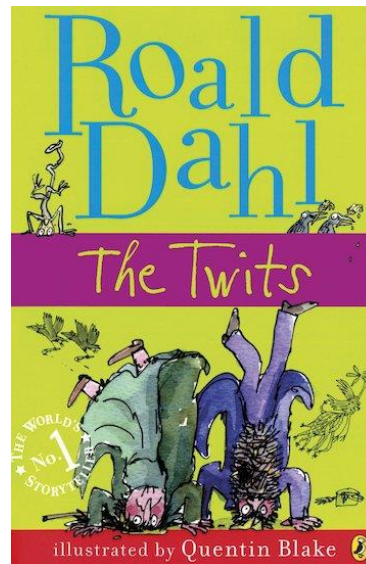
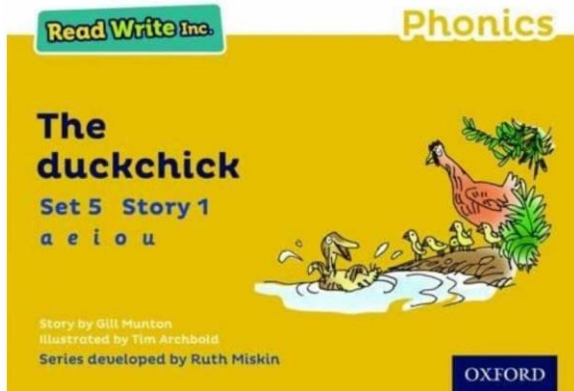
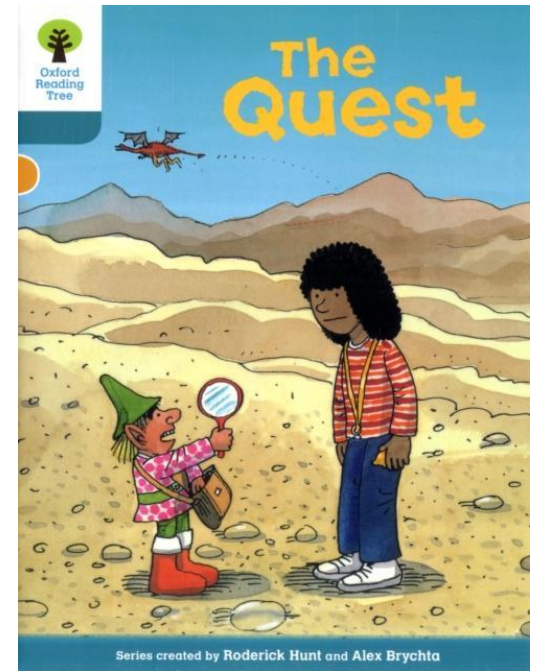
Use green pen to edit and improve a sentence from your description



doesn't doesn't
doesn't doesn't



Reading in Year 2



| Year 2 | Term One | Term Two | Term Three |
|--|---|---|---|
| Reading Assessment Key Performance Indicators | <p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Read turquoise banded books with 90% accuracy without overt sounding out. Recall a story structured into 3 parts with detail and story language. Find information from research and take simple notes. Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. Read accurately words of two or more syllables that contain the same GPCs as those taught. Answer questions on what has been read in discussion with the teacher and make simple inferences. Identify some words and phrases they like and begin to say why. Use personal experience to connect with texts Begin to comment on language choices. Work out meanings of new vocabulary from context. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Discuss favourite words and phrases and give reasons for the choice. Predict what might happen with responses linked closely to the story characters, plot and language read so far. Explain how non-fiction books are used. Can independently identify key features and use these to help find information. In a book they can read independently explain what has happened so far, answer questions and make simple inferences. | <p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Read purple / gold banded books with 90% accuracy without overt sounding out. Independently recount the main events in the stories covered over the term. Identify key features of instructional texts. Identify key features of recount texts. Read most common exception words. Read most words containing common suffixes. Comment on language choices and the effect on the reader. With scaffolding and prompts comment on the effect of different sentence types and punctuation. Discuss their favourite words and phrases and give reasons for their choice. Predict what might happen with responses aligned closely to the story characters, plot and language read. Work out meanings of some new vocabulary from context and knowledge. Make plausible inferences based on a single point of reference in the text. Recognise patterns of literary language. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features. Recognise when reading does not make sense and self-correct without undue hesitation Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher. Use evidence including quotations from or references to text Comment and explain the effect of different sentence types and punctuation on the reader. Comment on language choices, reasoning about their use. Show some awareness that writers have viewpoints. | <p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> Read Gold + banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words. Read accurately most words of two or more syllables Sound out most unfamiliar words accurately, without undue hesitation. Read most words containing common suffixes. Read most common exception words. Answer questions and make some inferences. Explain what has happened so far in what they have read. Identify and explain features of persuasive texts and recounts. <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> Confidently, accurately and fluently read Gold+ books. Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words. Uses effectively intonation and expression to reflect the comprehension of what is read. Read independently and make inferences from the text. Make a plausible prediction about what might happen based on what has been read so far. Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons. Demonstrates breadth and depth to vocabulary. Reason about what is read including grammar and vocabulary choices describing the impact on the reader. |

Comprehension

- ▶ In Year 2, most children are on the way to becoming fluent readers. They will be given opportunities to develop their understanding of books they read and books that are read to them.
- ▶ Your child will learn to:
 - ▶ listen to and talk about a range of stories and texts
 - ▶ understand both the books they can already read themselves and those they listen to
 - ▶ talk about books and poems, taking turns and listening to what others say.
 - ▶ discuss the meaning of the words they read and make connections between new words and the words they already know
 - ▶ discuss the words and phrases they like in a story
 - ▶ talk about the way a non-fiction book is structured (headings, photographs, captions, contents page and so on)
 - ▶ check that they have read a story correctly by spotting if it doesn't make sense
 - ▶ predict what is going to happen next based on what has happened so far
 - ▶ infer the feelings and motivations of characters
 - ▶ discuss the books they have read.

