



Studlands Rise First School
First Steps on the Learning Journey

The Year 2 Learner - Literacy

Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

Y2 English Coverage

The Year 2 English curriculum consists of the following modules.

- Traditional tales – fairy tales
- Stories with recurring literary language
- Traditional tales – myths (creation stories)
- Recounts
- Reports
- Instructions
- Explanations
- Vocabulary building (linked to poetry)
- Calligrams (shape poems)

Your child will read/listen to some of these texts during their time in Year 2:

Jamil's Clever Cat: a folktale from Bengal - Fiona French

The Jolly Postman - Janet and Allan Ahlberg

The Paper Bag Princess - Robert Munsch

The Boy Who Cried Wolf - Tony Ross

Into the Forest - Anthony Browne

Jasper's Beanstalk - Nick Butterworth

Meerkat Mail - Emily Gravett

Once There Were Giants - Martin Waddell

The smartest giant in town - Julia Donaldson

Traction Man is here - Mini Grey

A Dark, Dark Tale - Ruth Brown

Just So Stories: How the Leopard Got his Spots (and others in the series) - Shoo Rayner

How the zebra got its stripes - Justine & Ron Fontes

How the camel got its hump - Justine & Ron Fontes

How the turtle got its shell - Justine & Ron Fontes

Tinga Tinga Tales: why giraffe has a long neck

Tinga Tinga Tales: why leopard has spots

Tinga Tinga Tales: why chameleon changes colour

Aesop's Funky Fables - Vivian French and Korky Paul

Curriculum Content

Speaking and Listening

The children will become more familiar with and confident in using language in a greater variety of situations. They will, for example:

- Listen to and express views about a wide range of books and poems
- Retell familiar stories and discuss the order of events
- Build a bank of poems that they can recite by heart
- Clarify the meaning of words and extend vocabulary
- Join in with discussions, ask questions and explain their understanding
- Change their speaking for different purposes and audiences such as role play or performances

Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

Pupils will be taught to read words fluently and speedily, using phonics as well as developing a growing bank of words that they recognise instantly. They will also be taught to check their own reading makes sense, and to re-read to correct when something doesn't make sense.

School reading books are organised according to book banded levels and the children progress through the different levels of book in order. There is a selection of fiction and non-fiction books in each of the book boxes and the children are able to select the books themselves. There is no set time frame for children to spend reading each coloured band of books – they progress to the next book box as soon as they demonstrate through their word recognition and comprehension that they are ready to do so. Children take part in a variety of reading activities during the week in the form of guided reading with the teacher, shared reading within literacy sessions and individual reading with a teacher or teaching assistant. There are also numerous opportunities to apply reading skills in other areas of the curriculum.

As well as being able to read words, children need to understand what they read and develop a life-long love of reading. They will learn to do this through carefully structured activities using a wide range of high-quality books. They are encouraged to:

- Make links between their own experiences and the story
- Self-correct if what they are reading doesn't make sense
- Answer questions about a text, including questions where the answer is not obvious eg 'Why did the character say that?'
- Predict what might happen at various points in a story
- Work out why things have happened in a story
- Read a variety of non-fiction books

The Book Trust website <http://www.booktrust.org.uk/books/#/d/books/bookfinder/> has a list of age appropriate books which you may want to read with your child.

Writing

Children will develop their writing through the following areas:

Spelling:

- Continue to spell words using phonics
- Learn commonly used whole words that are difficult to sound out
- Understand more patterns and rules

Handwriting:

- Form letters that are consistent in size
- Leave appropriate spaces between words

Composition:

- Plan what they are going to write
- Record their writing sentence by sentence
- Re-read and check for sense and accuracy
- Write for a range of purposes
- Develop a wide vocabulary
- Develop their understanding and accuracy of punctuation
- Use a range of words to join sentences and add detail.