

Year 2 Literacy Coverage & Genres

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	<ol style="list-style-type: none"> 1. Technical 2. Expository 3. Descriptive 	<ol style="list-style-type: none"> 1. Persuasive 2. Persuasive 3. Narrative 4. Technical 	<ol style="list-style-type: none"> 1. Persuasive 2. Narrative 3. Expository 4. Technical 5. Technical 	<ol style="list-style-type: none"> 1. Expository 2. Persuasive 3. Narrative 	<ol style="list-style-type: none"> 1. Technical 2. Narrative 3. Technical 	<ol style="list-style-type: none"> 1. Narrative 2. Descriptive 3. Narrative 4. Persuasive 5. Persuasive
Outcome for assessment	<ol style="list-style-type: none"> 1. Non Chronological report 2. Character Profile 3. Retell of Familiar story 	<ol style="list-style-type: none"> 1. Letter 2. Invitation 3. Poem 4. Instructions 	<ol style="list-style-type: none"> 1. Post card – 2. Retell story from a character's point of view 3. Character description 4. Creating a spell 5. Chronological recount 	<ol style="list-style-type: none"> 1. Biography of main character 2. Letter / argument 3. Retell – own version 	<ol style="list-style-type: none"> 1. Non chronological report 2. Recital/ Own Poem 3. Instruction / recipe 	<ol style="list-style-type: none"> 1. Diary 2. Character profile 3. Alternate story 4. Debate 5. Letter
Stimulus / hook	<ul style="list-style-type: none"> • Birds of Prey visit – range of nonfiction books and posters • Owl who was afraid of the dark 	<ul style="list-style-type: none"> • Bear and the Piano including concert • The Christmas eve Tree 	<ul style="list-style-type: none"> • Black Rock • Hansel and Gretel • Dock Yard school Trip (<i>History Cross curricular</i>) 	<ul style="list-style-type: none"> • Tidy • Lost and found 	<ul style="list-style-type: none"> • Street Beneath my feet • Poetry (Haiku) • Making a salad (<i>DT cross curricular</i>) 	<ul style="list-style-type: none"> • There is a monster in my Kitchen • Dear Greenpeace
Opportunities for Independent learning (Ideas – not extensive list)	Story stones / Story Spoons – Linked to flight / birds Fact files around historical knowledge	Thank you letters to orchestra Bear fact files News reports – Christmas related or stories etc.	Stories about sea creatures – using stones and spoons Small world Black Rock Making spells - creative Designing a delicious house Diary entries – linked to Nelson and history	Posters about litter ICT video recreation	Labelling life cycles and habitats Exploring different poems	Letters to local companies about eco issues

Year 1 Literacy Coverage & Genres

Text Skills	Use heading and sub headings to orientate around text, plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell different parts of the story, correct choice and consistent use of tense throughout writing.
Sentence skills	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation mark or command and use each sentence type. Expanded noun phrases for description and specification. Add more information to a sentence through using adverbs ending in -ly. Subordination; using conjunctions such as when, if, that, because and coordination; using and, but, or. Use a range of time words to aid sequencing, introduce as adverbs. Use present progressive: she is helping the boy. Use past progressive: She was helping the boy.
Punctuation skills	Use apostrophes to mark where letters are missing in spelling. Use apostrophes to mark singular possession in nouns. Use of capital letter, full stops, question marks and exclamation marks to demarcate sentences. Learn how to use both familiar and new punctuation accurately. Use commas to separate items into a list. Accurately use capital letters for proper nouns.
Grammar skills	Form nouns using suffixes such as -ment, -tion, -ness, -er. Formation of nouns by compounding. Spell adjectives using suffixes such as -er, -est in adjectives. Use -ly to turn adjective into adverbs. Use knowledge of adjectives when making correct choice of spelling. Use some features of standard written English. Make correct choice and consistent use of present and past tense throughout writing. Re read and check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Overview - Technical – 6x, Expository 3x, Descriptive 2x, Persuasive 6x, Narrative 6x