

Literacy Taught in Year Two

During the Autumn Term in Year Two your child will be taught the following :-

Phonological awareness, phonics and spelling

1. to secure identification, spelling and reading of long vowel **digraphs** in simple words from Y1 term 3 (the common spelling patterns for each long vowel phoneme) from the [summary of specific phonics and spelling work](#);
2. to revise and extend the reading and spelling of words containing different spellings of the long vowel **phonemes** from Year 1;
3. the common spelling patterns for the vowel phonemes: 'oo' (short as in good), 'ar', 'oy' 'ow' from the [summary of specific phonics and spelling work](#):
 - to identify the phonemes in speech and writing;
 - to **blend** the phonemes for reading;
 - to **segment** the words into phonemes for spelling;
4. to investigate and classify words with the same sounds but different spellings;

Word recognition, graphic knowledge and spelling

5. to read on sight and spell approximately 30 more words from the [high frequency words list](#);
6. to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;
7. to use word endings, e.g. 's' (*plural*), 'ed' (*past tense*), 'ing' (*present tense*) to support their reading and spelling;
8. to secure understanding and use of the terms 'vowel' and 'consonant';
9. to spell common irregular words from the [high frequency word list](#);

Vocabulary extension

10. new words from reading linked to particular topics, to build individual collections of personal interest or significant words;

Handwriting

11. to practise handwriting patterns from Year 1;
12. to begin using and practising the four basic handwriting joins:
 - diagonal joins to letters without **ascenders**, e.g. *ai, ar, un*;
 - horizontal joins to letters without ascenders, e.g. *ou, vi, wi*;
 - diagonal joins to letters with ascenders, e.g. *ab, ul, it*;
 - horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.

During the Spring Term in Year Two your child will be taught the following :-

Phonological awareness, phonics and spelling

1. to secure the reading and spelling of words containing different spellings of the long vowel **phonemes** from Year 1;
2. the common spelling patterns for the vowel phonemes: 'air', 'or', 'er' from the **summary of specific phonics and spelling work**:
 - to identify the phonemes in speech and writing;
 - to **blend** the phonemes for reading;
 - to **segment** the words into phonemes for spelling;
3. to read and spell words containing the **digraph** 'wh', 'ph', 'ch' (*as in Christopher*);
4. to split familiar oral and written **compound words** into their component parts, e.g. *himself, handbag, milkman, pancake, teaspoon*;
5. to discriminate, orally, **syllables** in multi-syllabic words using children's names and words from their reading, e.g. *dinosaur, family, dinner, children*. Extend to written forms and note syllable boundary in speech and writing;

Word recognition, graphic knowledge and spelling

6. to read on sight and spell all the words from the **high frequency word list**;
7. for **guided reading**, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;
8. to spell words with common **prefixes**, e.g. 'un', 'dis', to indicate the negative;
9. to spell common irregular words from the **high frequency word list**;

Vocabulary extension

10. new words from reading linked to particular topics, to build individual collections of personal interest or significant words;
11. the use of **antonyms**: collect, discuss differences of meaning and their spelling;

Handwriting

12. to practise handwriting patterns from Year 1;
13. to practise handwriting in conjunction with the phonic and spelling patterns above;
14. to use and practise the four basic handwriting joins:
 - diagonal joins to letters without **ascenders**, e.g. *ai, ar, un*;
 - horizontal joins to letters without ascenders, e.g. *ou, vi, wi*;
 - diagonal joins to letters with ascenders, e.g. *ab, ul, it*;
 - horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.

During the Summer Term in Year Two your child will be taught the following :-

Phonological awareness, phonics and spelling

1. to secure phonemic spellings from previous 5 terms;
2. to reinforce work on discriminating **syllables** in reading and spelling from previous term;
3. discriminate, spell and read the **phonemes** *ear* (hear) and *ea* (head);

Word recognition and graphic knowledge

4. to secure reading and spelling of all the **high frequency words**;
5. for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;
6. to investigate words which have the same spelling patterns but different sounds;
7. to spell words with common **suffixes**, e.g. *-ful*, *-ly*;
8. to spell common irregular words from the **high frequency word list**;

Vocabulary extension

9. new words from reading linked to particular topics, to build individual collections of personal interest or significant words;
10. to use **synonyms** and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing;

Handwriting

11. to practise handwriting in conjunction with the phonic and spelling patterns above;
12. to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing:
 - diagonal joins to letters without **ascenders**, e.g. *ai*, *ar*, *un*;
 - horizontal joins to letters without ascenders, e.g. *ou*, *vi*, *wi*;
 - diagonal joins to letters with ascenders, e.g. *ab*, *ul*, *it*;
 - horizontal joins to letters with ascenders, e.g. *ol*, *wh*, *ot*.