**Recovery Year Y2 Curriculum**

**Autumn term Y2 Reading Key Objectives (derived from Y1)**

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| **Word Reading**Respond quickly with the correct sound for graphemes (for all 40+ phonemes) | **Word Reading**Blend GPCs to read accurately | **Word Reading**Remember high frequency phonically decodable words | **Word Reading**Read and remember high frequency words that cannot be easily decoded at this stage (‘tricky’ words) | **Word Reading**Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies |
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| **Comprehension - Clarifying**Check that the text makes sense as they read and re-read if necessary | **Comprehension - Inferring**Make simple inferences about characters from what they say and do |  |  |  |
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**Autumn term Y2 Writing Key Objectives (derived from Y1)**

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| ComposingWrite a sequence of sentences to form a short narrative or non-narrative text | Grammar and VocabularyLeave spaces between words | Grammar and vocabularyJoin words and sentences with ‘and’ | PunctuationUse full stops and capitalsaccurately | SpellingSpell words using the GPCs taught so far  |
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| SpellingSpell taught high frequency words that cannot be easily decoded at this stage (‘tricky’ words) | Handwriting and presentationForm lower case letters correctly | Handwriting and presentationForm upper case letters correctly | Handwriting and presentationForm digits correctly |  |
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**Spring and Summer Y2 Reading**

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| **Becoming a Reader**Enjoy books and reading | **Word Reading**Blend GPCs to read accurately | **Word Reading**Apply phonic knowledge across the curriculum  | **Word Reading****Read most common exception words (National Curriculum Appendix 1) (EXS KS1)** | **Word Reading****Read words of two or more syllables (EXS KS1)** |
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| **Word ReadingRead most words containing common suffixes** (link to spelling) **(EXS KS1)** | **Word Reading**Orchestrate a range of reading strategies to decode successfully | **Word Reading**Self-correct when reading aloud | **Fluency****Sound out most unfamiliar words accurately, without undue hesitation (EXS KS1)** | **Fluency****Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (EXS KS1)** |
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| **Fluency**Read year 2 texts with expression, appropriate volume, good phrasing, smoothness and at a conversational pace | **Comprehension – Vocabulary Knowledge**Use the surrounding text to aid them in understanding unknown vocabulary | **Comprehension - Linking**Develop understanding by linking reading to prior knowledge and/or background information | **Comprehension – Asking questions**Ask questions to themselves as they are reading e.g. ‘Why...’ and ‘I wonder…’ | **Comprehension – Clarifying and Retrieving****Check that the text makes sense as they read and correct inaccurate reading** **(EXS KS1)** |
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|  **Comprehension – Clarifying and Retrieving****Build comprehension by retrieving basic information from a text (EXS KS1)** | **Comprehension – Clarifying and Retrieving**Order the events in a text | **Comprehension – Clarifying and Retrieving/Inferring**Use vocabulary knowledge, including synonyms, to aid understanding and inference | **Comprehension - Inferring****Make inferences** about characters, settings and events **(EXS KS1 and GD KS1)** | **Comprehension – Summarising****Explain what has happened so far in what they have read (EXS KS1)** |
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| **Comprehension – Responding to texts****Retrieve information from the text to answer questions (EXS KS1)** |  |  |  |  |
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**Spring and Summer Y2 Writing**

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| Planning / ComposingEnsure that there is a clear structure to their writing | Composing**Write about personal experiences and real events (EXS KS1)** | Composing**Write a coherent story (EXS KS1)** | ComposingDevelop an idea over several sentences | ComposingUse adventurous vocabularyand detail to make their writing lively and interest the reader (including some vocabulary from Appendix B – year 2) |
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| Grammar**Join sentences with ‘or’ and ‘but’ and use ‘when’, ‘if’, ‘that’ and ‘because’ to extend sentences (EXS KS1)** | GrammarWrite and use expanded noun phrases  | Grammar**Write consistently in ‘past’ or ‘present’ tense (EXS KS1)** | GrammarUse -ly adverbs | Punctuation**Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2)** |
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| Punctuation**Use apostrophes for singular possession (contributes to GD KS1)** | Punctuation**Use commas for lists (contributes to GD KS1, WTS KS2)** | Spelling**Spell y2 common exception words correctly (National Curriculum Appendix 1) (contributes to WTS/EXS/GD KS1)** | Spelling**Segment words into individual phonemes to aid correct spelling (WTS KS1 and EXS KS1)** | Spelling**Often chooses the correct grapheme where there are several options (EXS KS1)** using knowledge of frequency, position and visual discrimination |
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| Spelling**Spell words with the suffixes –ly, -ful, -ness, -ment, -less (GD KS1)** | Spelling Spell words ending in the ‘l’ sound | Spelling Spell words with more unusual GPCs (words ending with the ‘i’ sound spelt y; words beginning with the ‘r’ sound spelt wr; the ‘ee’ sound spelt ey; words with the ‘or’ sound spelt a before an l or a ll e.g. call; words with the ‘o’ sound spelt a after w and qu e.g. watch;) |
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| SpellingSpell words with the ‘j’ sound spelt correctly (j, g, ge and dge) | SpellingSpell frequently confused common homophones | SpellingAdd suffixes where the root word changes (words where -es is added to a word ending in y e.g. flies; words where suffixes are added to one syllable words ending in short vowel + single consonant e.g. dropping; words where suffixes (-ed, -ing. -er -y and -est) are added to words ending in consonant + e e.g. hiking; words where suffixes are added to words ending in consonant + y e.g. crying, cried) |
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| Handwriting and presentation**Form lower case letters (WTS KS1), upper case letters and digits of the correct size relative to one another (EXS KS1)** | Handwriting and presentation**Use diagonal and horizontal strokes to join letters together (GD KS1)** | Handwriting and presentation**Ensure spacing between words is appropriately sized (EXS KS1)** |  |  |
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Children who are to be assessed at ‘Greater Depth’ in reading need to master these additional statements:

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| **Comprehension - Linking****Make links between the book they are reading and other books they have read (GD KS1)** | **Comprehension - Predicting** **Make a plausible prediction about what might happen on the basis of what has been read so far (GD KS1)** |
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Children who are to be assessed at ‘Greater Depth’ in writing need to master these additional statements:

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| Composing**Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1)** | Evaluating**Proof read their work for spelling, grammar and punctuation errors (GD KS1)** | Evaluating**Edit their work by making simple additions and revisions (GD KS1)** |
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