**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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| Composing  Write a sequence of sentences to form a short narrative or non-narrative text | | Grammar and Vocabulary  Leave spaces between words | | Grammar and vocabulary  Join words and sentences with ‘and’ | | Punctuation  Use full stops and capitals  accurately | | Spelling  Spell words using the GPCs taught so far | |
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| Spelling  Spell taught high frequency words that cannot be easily decoded at this stage (‘tricky’ words) | | Handwriting and presentation  Form lower case letters correctly | | Handwriting and presentation  Form upper case letters correctly | | Handwriting and presentation  Form 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 Reading Read 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 / Composing  Ensure 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)** | | Composing  Develop an idea over several sentences | | Composing  Use adventurous vocabulary  and 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)** | | Grammar  Write and use expanded noun phrases | | Grammar  **Write consistently in ‘past’ or ‘present’ tense (EXS KS1)** | | Grammar  Use -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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| Spelling  Spell words with the ‘j’ sound spelt correctly (j, g, ge and dge) | | Spelling  Spell frequently confused common homophones | | Spelling  Add 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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