

# Year 2 Long-term planning

READING	
Word reading	Comprehension
<ul style="list-style-type: none"> <li>Children should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as children can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Years 3 and 4 Programme of Study for Word reading.</li> <li>When teaching them how to read longer words, children should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</li> <li>Children should be taught how to read suffixes by building on the root words that they have already learned. The whole suffix should be taught as well as the letters that make it up.</li> <li>Children who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that children can read independently will expand rapidly. Children should have opportunities to exercise choice in selecting books and be taught how to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Children should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding.</li> <li>Children should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</li> <li>Explain the meaning of new words within the context of what children are reading, and encourage them to use morphology to work out unknown words.</li> <li>Children should learn about cause and effect in both narrative and non-fiction (such as what has prompted a character's behaviour in a story). 'Thinking aloud' when reading to children may help them to understand what skilled readers do.</li> <li>Deliberate steps should be taken to increase children's vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</li> <li>Discussion should be demonstrated to children. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</li> <li>Role play and other drama techniques can help children to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</li> </ul>
WRITING	
Transcription	Composition
<ul style="list-style-type: none"> <li>In Year 2, children move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Children should do this both for single-syllable and multi-syllabic words.</li> <li>At this stage children will still be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that they have been taught should be corrected; other misspelled words can be used as an opportunity to teach them about alternative ways of representing sounds.</li> <li>Children should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</li> <li>Children should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and listening to whole books, not simply extracts, helps children to increase their vocabulary and grammatical knowledge, including that of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</li> <li>Children should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</li> <li>Drama and role play can contribute to the quality of children's writing by providing opportunities for them to develop and order their ideas by playing roles and improvising scenes in various settings.</li> <li>Children might draw on and use new vocabulary from their reading, their discussions about it (one to one and as a whole class) and from their wider experiences.</li> <li>The terms for discussing language should be embedded for children in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</li> </ul>