English Curriculum Map: Year 2

Autumn Term

Class Reader(s):
The Diary of a Killer Cat – Anne Fine: Change
The Legend of Spud Murphy – Eoin Colfer
Mr Majeika – Humphrey Carpenter

Lead text	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Fiction: **The Gruffalo/Gruffalo's Child – Julia Donalson**	Fiction: Short Story	All	Discussing the sequence of events in books, participate in discussions about books	Planning or saying out loud what they are going to write about, writing down ideas including new vocabulary, FS and CL
Fairy Tales: **Red Riding Hood (Ladybird Favourite Tales)**	Description: Story setting Fiction: Story Adaptation	All	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, discussing the sequence of events in books, participate in discussions about books.	Planning or saying out loud what they are going to write about, writing down ideas including new vocabulary, expanded noun phrases, questions, writing for different purposes, joining words, FS and CL, !, joining words, expanded noun phrases, Re-reading writing to check it makes sense
Classic Poetry: **The New Vestments – Edward Lear**	Poetry: Nonsense poetry	All (relevant strategies to build vocabulary)	Discussing and clarifying the meanings of words, discussing their favourite words and phrases, continuing to build up a repertoire of poems learnt by heart, express views	Writing poetry, writing down new ideas/key words, learning how to use familiar and new punctuation correctly (commas), structure of poem, FS and CL, expanded noun phrases, apostrophes for possession
Fiction: **Instructions – Neil Gaiman**	Non-fiction: Instructions	All	Asking and answering questions, participate in discussion	Writing non-fiction, joining handwriting, CL and FS, adverbs of time, adverbs, commands, structure of instructions

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Fiction: **Lost and Found – Oliver Jeffers**	Comparison: Book to film; Fiction: Story Adaptation	All	Predicting what might happen, sequence of events, express views, inference, discussions	Writing non-fiction, writing for different purposes, planning, proof-reading, joining words, adverbs of time, sentences with different forms, past tense
Fiction: **Various Oliver Jeffers books - The Heart and The Bottle, The Incredible Book Eating Boy, Up and Down, The Way Back Home, The Great Paper Caper**	Report: Book review	All (consider and evaluate different viewpoints)	Discussions about books, express views, inference, checking the text makes sense, comparing books by the same author	Writing non-fiction, different purposes, CL and FS, subordination, co-ordination, use present and past tense correctly, proof-reading
Contemporary Poetry: Bow-Tie Pasta – Brian Cleary	Poetry: Christmas Acrostic Poem	All	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, recognising simple recurring literary language in poetry, favourite words and phrases	Writing poetry, writing down ideas/key words, joining handwriting, new/familiar punctuation, expanded noun phrases

DERIC Texts	Spelling Patterns
Gruffalo film clips The Smartest Giant in Town – Julia Donaldson Little Red Riding Hood poem (from Revolting Rhymes) The True Story of the 3 Little Pigs Michael Rosen poems Edward Lear poems Lost and Found – Oliver Jeffers The Heart and the Bottle – Oliver Jeffers The Moose Belongs to Me – Oliver Jeffers Famous Art (Dali, Van Gogh, Leonardo Da Vinci) The Witches – Roald Dahl	j sound spelt dge j sound spelt ge j sound spelt g e.g. giant Words that start with j e.g. join The s sound spelt with a c before e, i, y e.g. race n sound spelt kn n sound spelt gn r sound spelt wr l sound spelt le at the end of words el used after m, n, r, s, v, w and usually s l sound spelt al at the end of words Spell Its Autumn term – common exception words

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Spring Term

Class Reader(s):
Mr Majeka
The Finger Eater

Lead text/Topic	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Fiction: **Honey and Trouble – African Folk Tale**	**Entertain:** Character Description	All	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, discussing the sequence of events in books, participate in discussions about books.	Planning or saying out loud what they are going to write about, writing down ideas including new vocabulary, expanded noun phrases, questions, writing for different purposes, joining words, FS and CL, !, Re-reading writing to check it makes sense. **BEST WRITE**
Non Fiction: **Buy My Honey**	**Persuade:** Persuasive writing	All	Discussing a range of books and how items of information are related, being introduced to non-fiction books, recognising recurring literary language.	Planning or saying out loud what they are going to write about, writing down ideas including new vocabulary, FS and CL. Questions, commands, statements and exclamations. Power of 3, hooking with a question, rhyming, alliteration, repetition.
Non Fiction: **The Diary of Samuel Pepys**	**Inform/Entertain:** Historical Diary - the Great Fire of London.	All	Listen to and discuss classic non-fiction at a level beyond which they can read independently. Discuss the sequence of events in books.	Writing non-fiction, joining handwriting, CL and FS, adverbs of time, adverbs, commands, past tense, plurals. **BEST WRITE**
Non Fiction: **The Great Fire of London Report**	**Inform:** Historical Newspaper Report	All	Listen to and discuss classic non-fiction at a level beyond which they can read independently. Discuss the sequence of events in books. Draw on what they already know, making inferences, answering and asking questions.	Writing non-fiction, joining handwriting, CL and FS, adverbs of time, adverbs, commands, structure of news report. Writing for different purposes, planning, proof-reading, joining words, adverbs of time, sentences with different forms, past tense.

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Poetry: **On Some Other Planet – John Rice**	**Entertain:** Space Poems	All (relevant strategies to build vocabulary)	Listen to and discuss contemporary poetry. Continue to build up a repertoire of poems learnt by heart, make inferences, ask and answer questions.	Poetic structure, commas, FS and CL, expanded noun phrases, apostrophes for possession.
Fiction: **Alice in Wonderland - Lewis Carroll**	**Inform/Entertain:** Story Adaptation	All	Listen to and discuss classic fiction at a level beyond which they can read independently, make inferences, check the text makes sense, predict what might happen.	Planning or saying out loud what they are going to write about, writing down ideas including new vocabulary, expanded noun phrases, questions, writing for different purposes, joining words, FS and CL, !, re-reading writing to check it makes sense.
Fiction: **Ulf the Finger Eater - Dick King Smith**	**Entertain**: Character description	All	Listen to and discuss contemporary fiction at a level beyond which they can read independently, make inferences, check the text makes sense, predict what might happen.	Planning or saying out loud what they are going to write about, writing down ideas including new vocabulary, expanded noun phrases, questions, writing for different purposes, joining words, FS and CL, !, re-reading writing to check it makes sense.
Non Fiction: **Information Text**	**Inform:** Plants – Information text	All	Be introduced to non-fiction presented in different ways, discuss and clarify the meanings of new words, linking new meanings to known vocabulary.	Writing for different purposes. Consider what they will say, proof reading, revising, writing own ideas. Coordination and subordination.

DERIC Texts	Spelling Patterns
The Firework Maker's Daughter	s sound spelt c
Pixar Short film clips	n sound spelt kn
Adverts	words ending –il
The Diary of Samuel Pepys	Plural y – ies Nouns
The Dog – Michael Rosen	y to -ied
The View From Space – Eric Finney	y to –ier
Rocket Boy – Celia Gentles	e to ing
On Some Other Planet – John Rice	e to ed
Newspapers	e to –er
Book covers	e to -est
Alice in Wonderland – Lewis Carroll	Adding -ing to words ending in a single consonant
Snug – Michael Morpurgo	Adding -ed to words ending in a single consonant
The Twits – Roald Dahl	
The Hare and the Tortoise – traditional	Spell Its Spring term – common exception words

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Summer Term

Class Reader(s):

The Magic Faraway Tree - Enid Blyton

Lead text/Topic	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Non- fiction **Letter to Grace Darling**	**Inform:** Informal letter	All	To become familiar with a wide range of stories, to sequence events, to draw on background information, to ask and answer questions.	**To revisit all aspects of Grammar in order to embed previous terms' learning.** Letter structure and layout; expanded noun phrases; subordination and coordination; statements, questions, commands; tense, past progressive; CL, FS, ! ? commas in lists, apostrophes for omission and possession.
Fiction **Lighthouse Keeper's Lunch**	**Inform:** Book review	All (give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings)	To become familiar with a wide range of stories, to sequence events, to participate in discussions about books, to explain and discuss their understanding of books.	**To revisit all aspects of Grammar in order to embed previous terms' learning.** Book Review structure and subheadings; expanded noun phrases; subordination and coordination; statements, questions; tense, CL, FS, ! ? commas in lists, apostrophes for omission and possession.
Fiction: **Lighthouse Keeper's Lunch**	**Entertain:** Story adaptation	All (use spoken language to develop understanding through speculating,	To become familiar with a wide range of stories, to sequence events, to draw on background information, to ask and answer	**To revisit all aspects of Grammar in order to embed previous terms' learning.** Story structure; expanded noun phrases; subordination and coordination; statements, questions; tense; CL, FS, !

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		hypothesising, imagining and exploring ideas)	questions, to participate in discussions about books.	? commas in lists, apostrophes for omission and possession.
Non fiction: **Gruffalo Cake Recipe Instructions**	**Instruct:** Instructional text	All (use relevant strategies to build their vocabulary)	To draw on background information, to sequence events.	**To revisit all aspects of Grammar in order to embed previous terms' learning.** Instruction structure and layout, subheadings, expanded noun phrases; subordination and coordination; statements, commands and imperative verbs; present tense; CL, FS, ! ? commas in lists, apostrophes for omission and possession.
Fiction **Flotsam - David Weisner x2 weeks**	**Entertain:** Story without words	All (use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas)	To become familiar with a wide range of stories, to sequence events, to draw on background information, to ask and answer questions, to participate in discussions about books.	**To revisit all aspects of Grammar in order to embed previous terms' learning.** Story structure; expanded noun phrases; subordination and coordination; statements, questions; tense; CL, FS, ! ? commas in lists, apostrophes for omission and possession.
Fiction: **Red Riding Hood Play Script**	**Entertain:** Playscript	All (participate in discussions, presentations, performances, role play and improvisations)	To become familiar with a wide range and retelling of fairy stories, to sequence events, to draw on background information, to ask and answer questions, to participate in discussions about books.	**To revisit all aspects of Grammar in order to embed previous terms' learning.** Playscript layout; expanded noun phrases; subordination and coordination; statements, questions, commands for stage directions; tense; CL, FS, ! ? commas in lists, apostrophes for omission and possession.
Poetry: **Poetry x 2 weeks**	**Entertain:** Array of poems	All (participate in discussions, presentations,	To become familiar with a wide range of poems, to ask and answer questions, to participate in	**To revisit all aspects of Grammar in order to embed previous terms' learning.**

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Opening Doors Bob Cox – Alfred Noyes – Daddy fell into a pond		performances, role play and improvisations)	discussions about poems, to discuss their favourite words and phrases, to build a repertoire of poems learnt by heart, reciting some with appropriate intonation.	Poetic structure, layout and rhyme; expanded noun phrases; subordination and coordination; statements, questions; tense; CL, FS, ! ? commas in lists, apostrophes for omission and possession.
Fiction: **Lila and the Secret of Rain Storytelling**	**Entertain:** Story telling and writing	All (participate in discussions, presentations, performances, role play and improvisations)	To become familiar with a wide range and retelling of stories, to sequence events, to draw on background information, to ask and answer questions, to participate in discussions about books.	**To revisit all aspects of Grammar in order to embed previous terms' learning.** **To revisit all aspects of Grammar in order to embed previous terms' learning.** Story structure; expanded noun phrases; subordination and coordination; statements, questions; tense; CL, FS, ! ? commas in lists, apostrophes for omission and possession.

DERIC Texts	Spelling Patterns
Found Letters Snug Scholastics texts Crying Girl Soldier Nam in a mine Missing Important Things My Dad's Amazing Eddie and the Nappy Love Me Mum Red Riding Hood Playscript	Phonemes Suffix- full Suffix - est Homophones Suffix- tion - Ment - ness