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|  | **Year 2 English Curriculum Map** | | |
| Term | **Autumn** | **Spring** | **Summer** |
| Texts Used | **Don’t Look in this Book by Samuel Langley-Swain**  **Goldilocks and Three Bears – Traditional Tales** | **Gorilla – Anthony Browne**  **The Day The Crayons Quit by Drew Daywalt** | **Fungus the Bogeyman by Raymond Briggs**  **The Dragon sitter by Josh Lacey** |
| Genre Coverage | **Inform - Instructions**  **Narrative – Setting/Character Description**  **Narrative – Finding Tale**  **Poetry – Humorous Poem**  **Inform - Report** | **Narrative – Losing Tale**  **Narrative – Meeting Tale**  **Inform – Non-Chronological Report**  **Inform – Explanation Text** | **Narrative – Wishing Tale**  **Poetry – Free Verse**  **Inform – Instructions**  **Inform - Letter** |
| Suggested Write Stuff Unit Plans | **My Christmas Star – Narrative**  **The owl Who Was Afraid of the Dark – Adventure Story**  **The Desk Diddler – Humorous Poem**  **How to Make a Bird Feeder – Instructions**  **Hibernation – Non-Chronological Report** | **The Crow’s Tale – Fable**  **George and the Dragon – Legend**  **Big Cats – Non Chronological Report**  **In My Heart: A Book of Feelings – Lyrical Explanation** | **Milo Imagines the World - Overcoming Difficulties Story**  **If I Were in Charge of the World – Free Verse Poem**  **How to Make a Bird Feeder – Instructional Text**  **This is How We Do It - Letter** |
| Cross Curricular Writing Opportunities | **Instructions – PSHE**  **Fact File – Science**  **Non-Chronological report - History** | **Fact File – History**  **Advert – Geography**  **Non-Chronological report - Science** | **Letter – History**  **Instructions - Science** |
| Speaking and Listening Skills and Knowledge | Suggest words or phrases appropriate to the topic being discussed.  Recount experiences with interesting detail. | Speak confidently to a group of peers to rely information clearly. | Understand language is appropriate in different situations (formal/informal). |
| Reading Skills and Knowledge  (VIPERS) | Develop motivation to read independently for pleasure/motivation, moving between familiar and unfamiliar texts.  Linking new texts to others read and to personal experiences.  Develop more confidence to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.  Make inferences based on what has been said and done, providing simple justifications for their responses.  Identify and retrieve key literal information in fiction and non-fiction texts they have heard and read for themselves. Retrieve. | Continue to collect a bank of ambitious words and phrases to support word recognition and understanding.  Identify and retrieve key literal information in fiction and non-fiction texts they have heard and read for themselves.  Begin to summarise what has been read in simple sentences.  Predict what might happen in a story from what they have read and from the blurb.  Sequence events from what has been read. | Relate predictions to other texts they have read.  Sequence and explain events form what has been read and what they have read for themselves.  Predict what might happen in a story from what they have read and from the blurb.  Make inferences based on what has been said and done, providing simple justifications for their responses.  Identify and retrieve key literal information in fiction and non-fiction texts they have heard and read for themselves. Retrieve. |
| Writing Skills and Knowledge  (ARE & GDS writing ladders) | Encapsulate what they want to say, sentence by sentence.  Write a simple list.  Use co-ordination in writing (or, and, but).  Use pronouns to replace nouns.  Write a simple ending for a narrative.  Plan settings and characters in writing.  Use expanded noun phrases to describe setting and characters, using more than one adjective where needed.  Use adverbs to describe verbs and actions taken place.  Continue to rehearse and refine ideas prior to writing, through talk, drama and role-play, to ensure an authentic voice and appropriate language structures.  Use a wider range of rhyming words and near rhymes when writing poetry. | Use apostrophes for possession and contraction.  Use prepositions to denote position.  Use all four sentences types for meaning (question, statement, command and exclamation).  Maintain tense throughout a piece of writing, using simple, present and progressive tense to show actions in progress when required.  Plan an effective dilemma into writing.  Use subordination in writing (when, if, that, because).  Use expanded noun phrases for specification.  Use co-ordination in writing (or, and, but).  Use planning structures such as notes, story maps, storyboards, concept maps etc.  Understand the different layouts and forms needed for writing.  Begin to use diagonal and horizontal joins when writing.  Use a wider range of words to create onomatopoeia.  Use simple comparative similes. | Use all four sentences types for meaning (question, statement, command and exclamation).  Show a greater awareness of the reader by adjusting and developing language and content to suit the purpose and audience of the writing and help the reader to visualise.  Demonstrate control across genres.  Begin to use inverted commas for direct speech.  Use subordination in writing (when, if, that, because).  Use co-ordination in writing (or, and, but).  Use expanded noun phrases to describe setting and characters, using more than one adjective where needed.  Begin to use diagonal and horizontal joins when writing. |