

**English Modules – Year 2 2019-2020**

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	Autumn Term	Spring Term		Summer Term	
<b>Narrative</b>	<b>Stories with Familiar Settings (4 weeks)</b>	<b>Traditional tales-Fairy tales (3 weeks)</b>	<b>Different stories on a theme (dragons) (3 weeks)</b>	<b>Extended stories/significant authors. (3 weeks)</b>	<p><b>Take one book. Emily Brown-diaries, letters, story, character profile.</b></p> <p><b>Diary, letter, realistic fiction – short story</b></p> <p><b>Take one book. Kapok Tree-science/geography link. Setting description, persuasive poster.</b></p>
Suggested final written outcome	<p><b>Contemporary fiction</b></p> <p>Write a story with a clear beginning, middle and end following the structure of Horrid Henry by Francesca Simon. Emphasis on how characters feel and description of their looks and behaviour.</p>	<p><b>Fairy Tale</b></p> <p>To look at a variety of traditional tales. Children to retell familiar stories and look closely at characters. Write an alternative version of a fairy tale where the traditional character roles are reversed. Focus on Fairy tale- story language, such as adverbs of time.</p>	<p><b>Fantasy</b></p> <p>Explore a variety of dragon stories. Explore character's feelings and behaviour. Look at descriptive phrases. Write their own story. There will be a focus on verb agreement when using the past tense. The story will include a range of sentence types and descriptive vocabulary.</p>	<p><b>Extended story</b></p> <p>Begin reading an extended story by a significant children's author as a serial story. Continue throughout the unit and have other longer stories available for children to read independently. Children to predict events in the story and discuss this. Children to write a story using past tense, conjunctions, dialogue and to use adverbs of time.</p>	

Texts	Horrid Henry - Francesca Simon		Text- Tiger Child -Joanna Troughton, Cinderella, Cinderboy- <u>Laurence Anholt</u> , Seriously, Cinderella Is So Annoying!: The Story of Cinderella as Told by the Wicked Stepmother (Other Side of the Story) Trisha Speed Shaskan	The Dragon Machine - Helen Ward The Knight Who Wouldn't Fight - Helen Docherty Dragonory - Pie Corbett George and the Dragon - Christopher Wormell The Egg - M.P Robertson How to Catch a Dragon - Caryl Hart and Ed Eaves Tell Me a Dragon - Jackie Morris	Stanley and the Magic Lamp-Jeff Brown.	
Non-fiction	<b>Recount</b> (2 weeks)	<b>Explanations - order</b> (2 ½ weeks)	<b>Non-chronological report</b> (3-4 weeks)	<b>Instructions</b> (2 weeks)	<b>Non-chronological Report</b> (3 weeks)	
Suggested final written outcome	Write first person recounts real and imagined (Toy Story - pretending to be a character to write a	Write an explanation text - An owner's guide to looking after a monster.	(Nocturnal animals) Write simple non chronological report incorporating labelled	Link to science growing unit. Listen to and follow a series of more complex instructions. Give clear oral	(Rainforest- link with Geography)  A non-chronological report written about the rainforest. Layers, animals, plants and threats. Drawing on information learnt in science and geography topics  Introduce report openers and	

	<p>diary). Look at diaries and diaries re-telling historical events (Samuel Pepys). Write diaries using adverbs of time to aid sequencing, and maintaining consistency in tense and person. 1<sup>st</sup> person and difference from 3<sup>rd</sup> person</p>	<p><b>Based on Monsters: an owner's guide</b> - by <b>Jonathan Emmett &amp; Mark Oliver</b></p> <p>They will need to use conjunctions to extend sentences and explain. They will be using adjectives to create expanded noun phrases. There will be opportunities for editing. They will begin to understand how images are used in explanation texts (labelled diagrams and flow charts).</p>	<p>pictures and diagrams, lists as appropriate. Maintain consistency in non-narrative, including purpose and tense.</p>	<p>instructions to members of a group.</p> <p>Read and follow simple sets of instructions such as recipes which include diagrams.</p>	<p>grouping information.</p> <p>Texts - The Great Kapok Tree</p>	
Poetry	<b>List poems (2 weeks)</b>	<b>Really Looking - Vocabulary building (2 weeks)</b>			Silly stuff (2 weeks)	

Suggested outcome	<p>Read list poems. Poet: Roger McGough - The Colour Collector and The Sound Collector Write and perform own versions.</p>	<p>Descriptive winter poems Read, write and perform free verse. Use adjectives and similes to describe winter.  Calligram - (single word - snow storm)</p>	Poet: Pie Corbett	<p>Recite familiar poems by heart. Rhyming and nonsense.  A variety of poets.  Tongue twisters - write their own tongue twisters  Write their own version of Humpty Dumpty - using rhymes</p>	
Read aloud class books and excerpts from books.	<p>Horrid Henry - Francesca Simon (New books ordered from Sponsored spell money) Fantastic Mr Fox - Roald Dahl</p>	<p>Owl that was Afraid of the Dark- Jill Tomlinson. Ella's Big Chance - Shirley Hughes Hansel and Gretel - Michael Murpurgo</p>	<p>Flat Stanley -Jeff Brown Stanley and the Magic Lamp -Jeff Brown That Rabbit Belong to Emily Brown - Cressida Cowell Emily Brown and the Elephant Emergency - Cressida Cowell Cheer up your Teddy Bear - Emily Brown The Kapok Tree - Lynne Cherry</p>		