

## English Modules – Year 2

	Autumn Term	Spring Term		Summer Term	
<b>Narrative</b>	<b>Stories with Familiar Settings (4 weeks)</b>	<b>Different stories by the same author(3 weeks)</b>	<b>Traditional tales-Fairy tales (3 weeks)</b>	<b>Extended stories/significant authors. (3 weeks)</b>	<b>Take one book. Emily Brown-diaries, letters, story, character profile.</b>
<b>Suggested final written outcome</b>	Write a story with a clear beginning, middle and end. Emphasis on how characters feel and description of their looks and behaviour.	<p><b>Explore a variety of stories by the same author. Look at recurring themes. Explore character's feelings and behaviour. Write their own story in the style of this author. There will be a focus on verb agreement when using the past tense. The story will include full stops, capital letters, commas and exclamation marks where appropriate.</b></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.	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.	<b>Take one book. Kapok Tree-science/geography link. Setting description, persuasive poster.</b>

Possible Texts	'Horrid Henry' by Francesca Simon.	Text- Tiger Child Joanna Troughton, Cinderella, Cinderboy <a href="#">Laurence Anholt</a> , Seriously, Cinderella Is So Annoying!: The Story of Cinderella as Told by the Wicked Stepmother (Other Side of the Story) <a href="#">Trisha Speed Shaskan</a>	<b>Anthony Browne- Willy the Wimp, Willy Champ, Silly Billy, Into the Forest, Changes, The Night Shimmy.</b>		Stanley and the magic lamp-Jeff Brown.	
Non-fiction	<b>Recount (2 weeks)</b>	<b>Explanations (2 ½ weeks)</b>	Information text <b>(3-4 weeks)</b>	<b>Instructions (2 weeks)</b>	<b>Report (3 weeks)</b>	
Suggested final written outcome	Write first person recounts. 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. Focus on 1 <sup>st</sup> person and difference from 3 <sup>rd</sup> person	Links with science After carrying out a practical activity, (e.g.) experiment, investigation) contribute to creating a flowchart to explain the process. After seeing and hearing an oral explanation of the process, explain the same process orally and in writing using cause and effect conjunctions.	(Nocturnal animals) <b>Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.</b> Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Draw on knowledge and experience of texts in deciding	<b>Link to science growing unit.</b> Listen to and follow a series of more complex instructions.  Give clear oral instructions to members of a group.  Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features	(Rainforest- link with Geography)  Practical activity or undertaking some research in books or the web. Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B's etc.</i>  Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas.  Introduce report openers and grouping information.	

			and planning what and how to write. Maintain consistency in non-narrative, including purpose and tense.			
<b>Poetry</b>	<b>Patterns on the page(2 weeks)</b>	<b>Really Looking (2 weeks)</b>			<b>Silly stuff (2 weeks)</b>	
<b>Suggested outcome</b>	Read list poems. Write and perform own versions. Write own calligrams (shape poems) Poet: Roger McGough	Read, write and perform free verse. Use adjectives. Use similes. Poet: Pie Corbett			Personal responses to poetry. Recite familiar poems by heart. Rhyming and nonsense.  A variety of poets.	
<b>Class Books (Read aloud)</b>			Owl that was afraid of the dark. Jill Tomlinson. The Hodgeheg Dick King Smith		Flat Stanley Jeff Brown Stanley and the Magic Lamp Jeff Brown	