

English Modules – Year 2, Sheredes Primary School 2017

	Autumn Term	Spring Term		Summer Term	
Narrative	Stories with Familiar Settings (4 weeks)	Different stories on a theme (dragons) (3 weeks)	Traditional tales-Fairy tales (3 weeks)	Extended stories/significant authors. (3 weeks)	Take one book. Emily Brown-diaries, letters, story, character profile.
Suggested final written outcome	Write a story with a clear beginning, middle and end. Emphasis on how characters feel and description of their looks and behaviour.	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.	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.	Take one book. Kapok Tree-science/geography link. Setting description, persuasive poster.
Texts	'Horrid Henry' by Francesca Simon.		Text- Tiger Child Joanna Troughton,	Stanley and the magic lamp-Jeff Brown.	

				<p>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) <u>Trisha Speed Shaskan</u></p>		
Non-fiction	<p>Recount (2 weeks)</p>	<p>Explanations (2 ½ weeks)</p>	<p>Information text (3-4 weeks)</p>	<p>Instructions (2 weeks)</p>	<p>Report (3 weeks)</p>	
Suggested final written outcome	<p>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</p>	<p>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</p>	<p>(Nocturnal animals) Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate. Write simple</p>	<p>Link to science growing unit. 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</p>	<p>(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</i> etc. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to</p>	

	consistency in tense and person. Focus on 1 st person and difference from 3 rd person	the process, explain the same process orally and in writing using cause and effect conjunctions.	information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Draw on knowledge and experience of texts in deciding and planning what and how to write. Maintain consistency in non-narrative, including purpose and tense.	such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features.	present, and categorise ideas. Introduce report openers and grouping information.	
Poetry	Patterns on the page(2 weeks)	Really Looking (2 weeks)			Silly stuff (2 weeks)	
Suggested outcome	Read list poems. Write and perform own versions.	Read, write and perform free verse. Use adjectives. Use similes.			Personal responses to poetry. Recite familiar poems by heart. Rhyming and nonsense. A variety of poets.	

	Write own calligrams (shape poems) Poet: Roger McGough	Poet: Pie Corbett			
Read aloud class books and excerpts from books.	The Lion the Witch and the Wardrobe - C.S Lewis Horrid Henry - Francesca Simon Pirate Galleon - Charlie Small Frog and the Stranger - Max Vethuijs	Owl that was Afraid of the Dark- Jill Tomlinson. Fantastic Mr Fox - Roald Dahl Ella's Big Chance - Shirley Hughes	Flat Stanley -Jeff Brown Stanley and the Magic Lamp -Jeff Brown That Rabbit Belongs 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		