

Literacy Curriculum Map

Year 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Two	Books	<p>Theme: Visitors</p> <p>The Tiger who Came to Tea by Judith Kerr</p> <p>Roald Dahl Week: The Enormous Crocodile</p> <p>Poetry Week: Poems about the environment</p> <p>Black History Month: Ella Fitzgerald (Little People) by Maria Isabel Sanchez Vegara</p>	<p>Dear Greenpeace by Simon James</p> <p>The Polar Express by Chris Van Allsburg</p> <p>Coming to England by Floella Benjamin</p>	<p>(Traditional Tales) Little Red Riding Hood</p> <p>The Colour Monster by Anna Llenas</p> <p>Poetry Week: Chocolate Cake by Michael Rosen</p> <p>A Song of Gladness by Michael Rosen and Emily Gravett</p> <p>Mental Health Week: Perfectly Norman by Tom Percival The Princess and the Fog by Lloyd Jones</p>	<p>Theme: Environmental Issues</p> <p>The Lorax (Poetry) Greta and the Giants by Zoe Tucker</p> <p>Vlad & The Great Fire of London by Kate Cunningham (History link)</p>	<p>George's Marvellous Medicine by Roald Dahl</p> <p>Adrift (fantasy short film) by Literacy Shed</p> <p>Poetry Week: Under the Moon and Over the Sea Collection John Agard and Grace Nichols</p>	<p>Theme: Self acceptance</p> <p>The Rainbow Bear by Michael Morpurgo</p> <p>Tiger in the Garden by Lizzy Stewart</p>
	Writing outcomes	<ul style="list-style-type: none"> - Tiger description (adjectives and similes) - Sequencing, planning and retelling a story. - Diary entry - Invite - Rhyming poem - Acrostic poem 	<ul style="list-style-type: none"> - Diary entry - Personal recount - Whale description - Letter to Greenpeace - Non-chronological report on whales - Missing Poster - Instructional writing - Setting description 	<ul style="list-style-type: none"> - Personal recount - Wolf description - Diary entry - Letter - Setting description - Sequencing, planning and retelling a story. - Book review 	<ul style="list-style-type: none"> - Rhyming poem - Acrostic poem - Lorax description - Setting description of Lorax's home (before and after) - Setting description of London of before and after fire. - Book review 	<ul style="list-style-type: none"> - Character profile - Character differences (George v Granny) - Descriptive potion writing - Instructional writing - Setting description - Whale description - Personal recount 	<ul style="list-style-type: none"> - Personal recount - Descriptive writing - Personal recount of trip to Dalston Curve Garden - Book review
	Reading (Word Reading & Comprehension)	We use PM Benchmarking to assess the children's word reading and comprehension ability. Children are then given Oxford Reading Tree Reading books to match their ability and Phonics level. Daily guided reading takes place where children read Oxford Reading Tree books at their level. We use NFER reading assessment to assess children's reading comprehension ability					
	Phonics	Consolidation of Floppy's Phonics Level 5	Consolidation of Floppy's Phonics Level 5	Consolidation of Floppy's Phonics Level 5	Continued support for the children who didn't pass their phonics test.	Continued support for the children who didn't pass their phonics test.	Continued support for the children who didn't pass their phonics test.
	Writing (Transcription-Spelling)	-spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	-spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	-to spell common exception words -learning to spell more words with contracted forms learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	apply spelling rules and guidance, as listed in English Appendix 1 in NC document write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Consolidation of the Year 2 curriculum.

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Writing (Transcription - Handwriting)	We follow the Penpals handwriting programme					
Writing (Composition)	writing narratives about personal experiences and those of others (real and fictional) writing poetry	writing for different purposes writing narratives about personal experiences and those of others (real and fictional)	evaluating writing with the teacher and other pupil writing for different purposes read aloud what they have written with appropriate intonation to make the meaning clear.	writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Consolidation of the Year 2 curriculum.
Writing (Vocabulary, grammar and punctuation)	Revision of work done in previous years	-subordination (using when, if, that, or because) and co-ordination (using or, and, or but) expanded noun phrases to describe and specify [for example, the blue butterfly] -sentences with different forms: statement, question, exclamation, command	-use and understand the grammatical terminology in English Appendix 2 in discussing their writing. -Use of past and present tense as appropriate	full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -some features of written Standard English	-Use time adverbs and adverbials (e.g. later, first, in winter, at night) -Use subordination (using when, if, that, or because) and coordination (using and, or, but, so) -Use of past and present tense as appropriate	-Consolidation of the Year 2 curriculum and grammar from English Appendix 2 in NC document.