

**English Maps – Teaching English Through Novels. (2018-19)- Year 2**

	Autumn 1- 7 weeks	Autumn 2- 8 weeks	Spring 1- 6 weeks	Spring 2 4 weeks	Summer 1 7 weeks	Summer 2 7 weeks
<p><b>Text:</b> Poem books: Commotion in the ocean. <i>The Works</i> chosen by Paul Cookson</p>	<p><i>A Lion in the Meadow</i> by Margaret Mahy  Dear teacher by Amy Husband</p>	<p><i>Hamilton Traditional Tales: Ant &amp; Grasshopper</i>  <i>Dogs</i> by Emily Gravett</p>	<p><i>Hansel and Gretel</i> Ladybird Tales, Ladybird  <i>Instructions</i> by Neil Gaiman,</p>	<p><i>The Dragon Machine</i> by Helen Ward <i>The Paper Bag Princess</i> by Robert Munsch  Dragon Poems by John Froster</p>	<p><i>Lost and Found</i> and <i>The Way Back Home</i> by Oliver Jeffries  <i>Harry and The Bucketful of Dinosaurs</i> by Ian Whybrow</p>	<p><i>Willy the Wimp, Gorilla, Silly Billy</i> and <i>The Night Shimmy</i> All by Anthony Browne  <i>Maisie’s Dragon</i> by Philippa Danvers.</p>
<p><b>Genre &amp; Key Objectives</b></p>	<p><b>Stories with familiar settings.</b> Children will generate ideas and plan a story about an animal that lives in their house under the stairs. Grammar includes: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command. 1. Read and enjoy listening to a story 2. Discuss the story setting. 3. Use extended vocabulary to describe the story setting. 1. Describe an animal character. 2. Write expanded noun phrases using a variety of adjectives. 3. Punctuate sentences correctly. 1. Read a story independently or in a small group. 2. Ask and answer questions about a text, discussing these with others. 1. Write questions and answers, taking the role of a story character. 2. Use question marks and capital letters and full stops correctly. 1. Invent a character for a story. 2. Write a good description. 3. Use expanded noun phrases in the description. 1. Plan a story based on a familiar story. 2. Think of a problem and a solution for their story. 1. Write notes for their story plan. 2. Read through their plan and check that it is a good story. 1. Read words with the /j/ phoneme in them. 2. Identify and use different graphemes to represent /j/ phoneme in words. 1. Start writing their story using appropriate story language. . 2. Re-read writing to check it makes sense. 3. Use correct punctuation in writing. 1. Complete their story. 2. Write words with a sound they already know using different ways to represent it. 1. Read a text with others. 2. Discuss a text, asking and answering questions about it. 3. Punctuate a short text correctly. 1. Create compound sentences using simple sentences. 2. Use a variety of conjunctions to join sentences. 1. Find out the meaning of different proverbs. 2. Copy proverbs using careful legible handwriting. 1. Write descriptive words and phrases to create an animal character. 1. Write descriptive words and phrases to create an animal character. 1. Plan a fable of their own. 2. Draw a story plan to record their ideas. 1. Plan a fable of their own.</p>	<p><b>Traditional Tales. (Media)</b> Children will write a dialogue between the grasshopper indignant sister and the cruel ant. Looking at compound sentences and storytelling skills. Write a fable. Grammar includes: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command. 1. Read and enjoy listening to a traditional fable. 2. Discuss the two animals in the story. 3. Read simple fact sheets and online information. 1. Write about themselves, describing themselves as accurately as possible 2. Use adjectives to create expanded noun phrases. 1. Imagine a dialogue between the two characters in the fable. 2. Act out a dialogue. 3. Write the dialogue using speech bubbles. 1. Understand what a picture map of a story is. 2. Draw a picture map for a familiar story. 1. Think of imaginative descriptions. 2. Use adjectives and write expanded noun phrases. 1. Read and enjoy a traditional fable. 2. Discuss a dilemma raised by a traditional fable. 2. Debate with others. 1. Act out a conversation between two characters in the fable. 2. Explore dialogue through drama. 1. Write dialogue using speech bubbles. 2. Write dialogue using speech punctuation. 1. Compare different graphemes that represent the same sound 2. Write words with a sound they already know using different ways to represent it. 1. Read a text with others. 2. Discuss a text, asking and answering questions about it. 3. Punctuate a short text correctly. 1. Create compound sentences using simple sentences. 2. Use a variety of conjunctions to join sentences. 1. Find out the meaning of different proverbs. 2. Copy proverbs using careful legible handwriting. 1. Write descriptive words and phrases to create an animal character. 1. Plan a fable of their own. 2. Draw a story plan to record their ideas. 1. Write their own fable.,</p>	<p><b>Traditional tales from a variety of cultures.</b> Read and compare books by using drama and story maps. Discuss joining sentences using and, or and but. Children write with stories using story peg to plan. Encourage interesting endings. Grammar includes: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks. 1. Read and enjoy listening to a story. 2. Improvise and act out actions and scenes from a traditional tale. 1. Read and enjoy listening to a story. 1. Spelling words with /l/ endings using different graphemes. 2. List words in two columns, ‘el’ and ‘le’. 1. Re-tell a traditional tale. 2. Use a story map to aid re-telling. 1. Read a book independently. 2. Read aloud to others in the group. 3. Use a variety of reading strategies including phonics. 1. Use conjunctions (joining words) to join sentences. 2. Recognise correct sentence punctuation. 1. Re-tell a traditional tale using story pegs. 1. Plan a story using story pegs. 2. Spell words correctly in their own writing. 3. Tell a person their story. 4. Listen to a partner’s story. 1. Begin to write a story based on one read. 2. Sequence sentences to form a narrative. 3. Spell words correctly in their own writing. 1. Complete a story. 2. Check own writing to ensure it makes sense. 3. Use correct sentence punctuation. 3. Spell words correctly in their own writing. 1. Copy work into neat using a word processor or neat, legible handwriting. 2. Read through work to check for sense and correct punctuation. 3. Spell words correctly in their own writing.</p>	<p><b>Stories as a theme: fantasy (Dragon)</b> Children will create a dragon and write similes to describe it. They then write dragon stories with a focus on using conjunctions to write longer sentences. Grammar includes: Using adjectives to describe nouns; using conjunctions ‘and’, ‘or’, ‘but’ to join sentences; using conjunctions (when, if, because) to add subordinate clauses. 1. Read and enjoy listening to a story. 2. Respond to a story by discussing aspects of it and relating these to own experiences. 3. Work in collaboration with others. 1. Create a character profile. 2. Think of and use adjectives to describe nouns. 3. Use capital letters to write names. 2. Read aloud to long oral traditional tale. 2. Read a familiar traditional story. 3. Predict what might happen in a story. 1. Write a simile. 2. Use adjectives to describe nouns. 3. Create a character to match one in a familiar story. 1. Write sentences containing extended noun phrases. 2. Use imagination to write descriptions. 1. Review stories read and give reasons for opinions. 2. Identify and begin to spell words ending –tion. 1. Think about and create a story based on a dragon and using aspects of dragon stories read. 2. Tell others the story, sequencing the beginning, the middle and the end. 1. Make a story plan for the story described yesterday. 2. Write key words and phrases in the story plan. 1. Begin to write a story based on a careful plan. 2. Compose &amp; rehearse sentences orally before writing them. 3. Sequence sentences in a narrative. 4. Include extended noun phrases in own writing. 1. Complete a story. 2. Check own writing to make sure it makes sense. 3. Proof read own writing to check punctuation and spelling. 4. Read aloud what they have written to others.</p>	<p><b>Animal adventure stories</b> Children will read a range of stories, exploring structure and language choice. They will explore 4 types of sentence and experiment with tense. Children write their own extended stories. They will then perform them to younger children. Grammar includes: Identifying and using sentences with different forms; using and distinguishing past and present tense; learning how to use familiar and new punctuation. 1. Create a story map as a class 2. Explore and present a story scene, from shared text 3. Write ideas for what characters might be thinking 1. Play miming game, focusing on the verb 2. Write pairs of sentences in past and present tense 1. Read aloud to a partner, using phonic knowledge to decode 2. Make &amp; discuss predictions at key points in the story 1. Create a story map, with a partner 1. Write instructions, linked to shared text 2. Write in present tense 1. Guided/paired read shared text 2a. Answer questions, focusing on information retrieval; effect of word choice &amp; making inference 2b. Write question and answer cards based on text 1. Explore 4 types of sentence &amp; agree rules for use 2. Sort sentences into 4 types 1. Read poem 2. Identify and sort spellings according to grapheme 3. Choose and learn spellings 1. Discuss ideas in a group 2. Generate descriptive language 3. Evaluate &amp; present work to class 1. Write descriptive sentences 2. Write in past tense 1. Plan a quest story in story map format 2. Peer assess plan, using criteria 1. Write opening to story 2. Pose questions to intrigue reader 3. Evaluate writing and improve with partner 1. Write middle part of story 2. Write exclamation sentences 3. Self-evaluate and edit writing 1. Write satisfying ending to story 2. Proof-read 3. Evaluate extended writing, looking for flow 1. Discuss tips for reading aloud 2. Create guide for reading, as a class 3. Read own writing in an engaging manner</p>	<p><b>Stories by the same author.</b> Children will read and discuss some of Anthony Browne books looking at the features that make them distinctive. They use skills of inference to interpret the stories and create characters for an illustrated story book of their own, based on the night shimmy. Grammar includes: Using past tense consistently; using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; using expanded noun phrases; using familiar and new punctuation correctly. 1. Read a variety of books by the same author 2. Discuss books with peers and express opinions 3. Give reasons for preferences 4. Listen to and appreciate the opinions of other children 1. Read the ‘blurbs’ /descriptions on the back of different books by the same author 2. Identify and name adjectives 3. Write a suitable blurb for the back of a favourite book 1. Study illustrations in Anthony Browne books and see how these enhance the text 2. Express themselves in speech and writing, saying how a particular illustration makes them feel 1. Identify antonyms 2. Recognise and identify adjectives 3. Create pairs of antonyms 4. Write sentences containing antonyms 1. Recognise and identify subordinate clauses in complex sentences 2. Use conjunctions if, because, when to add subordinate clauses to extend a sentence 1. Plan a story based on a very familiar story they have read 2. Plan a sequence of events for their story 1. Write an opening to their story 2. Use good description in their writing 3. Use complex sentences with subordinate clauses 1. Write a story based on a plan created earlier 2. Use adjectives and noun phrases in their writing 3. Use complex sentences in their writing 1. Explore characters’ feelings and motivation through role-play 2. Relate stories and characters in stories to own experience 3. Take part in improvisations and collaborate with others</p>

	<p>2. Draw a story plan to record their ideas.</p> <ol style="list-style-type: none"> <li>1. Write their own fable.,</li> <li>2. Use correct spelling and punctuation in own writing.</li> <li>3. Use descriptive language.</li> </ol>	<p>2. Use correct spelling and punctuation in own writing.</p> <ol style="list-style-type: none"> <li>3. Use descriptive language.</li> </ol>			<p>4. Reflect on success</p>	<ol style="list-style-type: none"> <li>1. Record a conversation previously rehearsed in role play</li> <li>2. Write dialogue in boxes</li> <li>1. Use a thesaurus</li> <li>2. Identify and generate synonyms</li> <li>1. Create a character</li> <li>2. Write descriptions of the character using complex sentences</li> <li>1. Plan a story, talking to others</li> <li>2. Create a story plan using pictures and writing key ideas</li> <li>1. Write a story based on one read</li> <li>2. Use their plan to keep the story on track</li> <li>3. Use past tense consistently</li> <li>1. Complete their story</li> <li>2. Reread own writing to check it makes sense</li> <li>3. Proof read for editing.</li> </ol>
<b>END OUTCOME</b>	Write a story about an animal that lives under the stairs.	Write a fable	Children will retell an traditional tale	Write their own dragon stories.	Write their own animal adventure story	Illustrated story book.
<b>Genre &amp; Key Objectives</b>	<p><b>Postcards and letters</b></p> <p>Children will be inspired to write a letter to the animal that lives under the stair. Creating an illustrated letter describing an amazing. Using dear Teacher as examples of letters . Find out about telegrams and emails.</p> <p>Grammar includes: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.</p> <ol style="list-style-type: none"> <li>1. Read and enjoy listening to a story</li> <li>2. Invent new ideas based on the story</li> <li>3. Discuss ideas with others.</li> </ol> <ol style="list-style-type: none"> <li>1. Read a book independently, working in a small group.</li> <li>2. Use phonic strategies and clues to help decipher unfamiliar words.</li> </ol> <ol style="list-style-type: none"> <li>1. Write name and address.</li> <li>2. Use correct punctuation in writing proper names.</li> </ol> <ol style="list-style-type: none"> <li>1. Write a postcard.</li> <li>2. Use ideas from a familiar story to write own imaginative version.</li> <li>3. Use correct punctuation in writing.</li> </ol> <ol style="list-style-type: none"> <li>1. Think about what to write before writing it.</li> <li>2. Writing what they want to say, sentence by sentence.</li> <li>3. Sound out unfamiliar words to write them.</li> <li>4. Use correct punctuation in own writing.</li> </ol> <ol style="list-style-type: none"> <li>1. Read and enjoy listening to a story</li> <li>2. Invent new ideas based on the story</li> <li>3. Write notes encapsulating ideas.</li> </ol> <ol style="list-style-type: none"> <li>1. Learn new ways of spelling /ul/ phoneme (schwa)</li> <li>2. Learn some words with each spelling, including a few common homophones</li> </ol> <ol style="list-style-type: none"> <li>1. Compose a draft letter based on ideas planned</li> <li>2. Use full stops, exclamation and question marks in own writing.</li> <li>3. Use capital letters correctly.</li> </ol> <ol style="list-style-type: none"> <li>1. Write out drafted work in neat..</li> <li>2. Re-read writing to check it makes sense.</li> </ol>	<p><b>Information Text</b></p> <p>Children will compare text and research their own information in order to create their own information page on an unusual pet.</p> <p>Grammar includes: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.</p> <ol style="list-style-type: none"> <li>1. Read and enjoy listening to a story</li> <li>2. Discuss things arising from the story and invent their own type of dog.</li> </ol> <ol style="list-style-type: none"> <li>1. Explore a non-fiction text giving information.</li> <li>2. Create factual sentences.</li> </ol> <ol style="list-style-type: none"> <li>1. Read words ending in the suffix –ing.</li> <li>2. Spell and write words ending in –ing.</li> <li>3. Use spelling rules as appropriate.</li> </ol> <ol style="list-style-type: none"> <li>1. Read aloud to others in the group.</li> <li>2. Use a variety of reading strategies including phonics.</li> <li>3. Use expanded noun phrases in the description.</li> </ol> <ol style="list-style-type: none"> <li>1. Explore features of information texts.</li> <li>2. Participate in discussions as part of a group.</li> </ol> <ol style="list-style-type: none"> <li>1. Research information for their own page about a pet.</li> <li>2. Plan an information page.</li> </ol> <ol style="list-style-type: none"> <li>1. Demarcate sentences using appropriate punctuation.</li> <li>2. Identify and write question titles for their information page.</li> <li>3. Use the features of information pages in their own writing.</li> </ol> <ol style="list-style-type: none"> <li>1. Start writing an information page.</li> <li>2. Write in complete sentences.</li> <li>3. Use the features of information pages in their own writing.</li> </ol> <ol style="list-style-type: none"> <li>1. Copy their work onto a new page using neat, legible handwriting.</li> <li>2. Check that they have written what they intended to write.</li> <li>3. Check that the punctuation is correct.</li> </ol>	<p><b>Instructions</b></p> <p>Introduce children to writing instructions. Exploring features of instructions including bossy verbs. Identify exciting tricky words and discuss how to decode them. Children will write instruction of how to get back to Hansel and Gretel’s house.</p> <p>Grammar includes: Demarcating sentences using capital letters, full stops, question or exclamation marks.</p> <ol style="list-style-type: none"> <li>1. Read and enjoy listening to a story.</li> <li>2. Memorise parts of a story by re-reading.</li> <li>3. Improvise actions and scenes based on a story read.</li> </ol> <ol style="list-style-type: none"> <li>1. Identify instructions in a familiar text.</li> <li>2. Copy simple instructions.</li> <li>3. Write a dictated instruction.</li> </ol> <ol style="list-style-type: none"> <li>1. Identify imperative verbs (bossy verbs) in a text.</li> <li>2. Write imperative verbs.</li> </ol> <ol style="list-style-type: none"> <li>1. Read a book independently.</li> <li>2. Read aloud to others in the group.</li> <li>3. Use a variety of reading strategies including phonics.</li> </ol> <ol style="list-style-type: none"> <li>1. Add correct punctuation to a sentence.</li> <li>2. Recognise correct sentence punctuation.</li> </ol> <ol style="list-style-type: none"> <li>1. Create an instruction from a statement by changing the verb to a ‘bossy’ verb.</li> <li>2. Write an instruction.</li> <li>3. Read an instruction written by themselves out loud.</li> </ol> <ol style="list-style-type: none"> <li>1. Plan a route through fairyland using a map.</li> <li>2. Use a planning sheet.</li> <li>3. Talk to each other about their plans and listen to other people’s ideas.</li> </ol> <ol style="list-style-type: none"> <li>1. Begin to write a sequence of instructions.</li> <li>2. Give a new line to each instruction.</li> <li>3. Use appropriate punctuation in instructions.</li> </ol> <ol style="list-style-type: none"> <li>1. Complete the sequence of instructions.</li> <li>2. Check own writing to ensure it makes sense.</li> <li>3. Edit own writing for punctuation.</li> </ol>	<p><b>Poetry- Poems on a theme. Dragon Poetry.</b></p>	<p><b>Explanation text/ information text.</b></p> <p>Children learn about different dinosaur. They explore the features of information text and then write a fact file explaining the different types of dinosaurs. Using past and present tenses.</p> <p>Grammar includes: Learning how to use past and present tense correctly including the progressive form; learning how to use familiar and new punctuation.</p> <ol style="list-style-type: none"> <li>1. Identify graphemes representing the /or/ phoneme</li> </ol> <ol style="list-style-type: none"> <li>2. Participate in a class discussion</li> </ol> <ol style="list-style-type: none"> <li>1. Participate in small group discussions about a factual matter, sustaining attention</li> <li>2. Read facts about dinosaurs</li> <li>3. Understand the information read</li> </ol> <ol style="list-style-type: none"> <li>1. Recognise and identify adjectives</li> <li>2. Recognise and identify noun phrases</li> <li>3. Understand what a simile is</li> </ol> <ol style="list-style-type: none"> <li>1. Write descriptions for dinosaurs</li> <li>2. Use adjectives in their descriptions</li> <li>3. Use noun phrases in their descriptions</li> </ol> <ol style="list-style-type: none"> <li>1. Collect facts by doing research on selected websites</li> <li>2. Write a fact file on dinosaurs</li> </ol> <ol style="list-style-type: none"> <li>1. Read a story together and discuss it</li> <li>2. Identify and list the features of information texts</li> </ol> <ol style="list-style-type: none"> <li>1. Understand what a glossary is</li> <li>2. Create a glossary using technical definitions</li> </ol> <ol style="list-style-type: none"> <li>1. Write an information sheet on how fossils are formed</li> <li>2. Use features of information texts in own writing</li> </ol> <ol style="list-style-type: none"> <li>1. Recognise and identify verbs</li> <li>2. Identify past tense and present tense</li> <li>3. Write texts in past tense and in present tense</li> <li>4. Understand that fiction is often written in the past tense and information texts are written in the present tense</li> </ol> <ol style="list-style-type: none"> <li>1. Write factual questions and answers</li> <li>2. Write questions and punctuate these correctly</li> <li>3. Write answers and punctuate these correctly</li> </ol>	<p><b>Recount:</b></p> <p>Children learn about the structure and vocabulary of recounts and then they plan and write a recount based on their own stories above.Using conjunctions to write longer sentences.</p> <p>Grammar includes: Using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; punctuating questions with question marks and sentences with full stops and exclamation marks; Using grammatical terminology.</p> <ol style="list-style-type: none"> <li>1. Listen to <b>Maisie’s Dragon</b> and read and discuss <b>Boris and Sid go Camping</b>.</li> <li>2. Answer comprehension questions.</li> </ol> <ol style="list-style-type: none"> <li>1. Think of alternative endings for <b>Maisie’s Dragon</b>.</li> <li>2. Write in complete sentences.</li> <li>1. Revisit how to use conjunctions <i>and, but</i> and <i>or</i>.</li> <li>2. Write longer sentences.</li> <li>1. Explore the features of recounts.</li> <li>2. Read vocabulary about the passing of time.</li> <li>3. Plan a fictional recount.</li> </ol> <ol style="list-style-type: none"> <li>1. Write a fictional recount about losing a toy or a pet.</li> <li>2. Use conjunctions in recount.</li> <li>1. Learn about more conjunctions (<i>when, if, because</i>).</li> <li>2. Begin to write sentences with subordinate clauses.</li> <li>1. Discuss factual recounts.</li> <li>2. Read examples of factual recounts.</li> </ol> <ol style="list-style-type: none"> <li>1. Plan a visual version of a recount based on children’s own experience.</li> <li>2. Order events in a recount.</li> <li>1. Add text to a visual plan.</li> <li>2. Use time based vocabulary.</li> <li>1. Write a factual recount based on their own experience.</li> <li>2. Write longer descriptive sentences.</li> </ol>

	<p>3. Check punctuation and spelling in writing.</p> <p>1. Illustrate work appropriately.</p> <p>2. Write an email summarising the letter content.</p> <p>3. Read own work to others.</p>	<p>Poetry- riddles linked to Christmas.</p> <p>Christmas Poems- McMillian Poetry.</p>	<p>1. Copy work into neat using neat, legible handwriting.</p> <p>2. Read through work to check for sense and correct spelling and punctuation.</p>			
END OUTCOME	Children will write their own letters.	Children will create an information leaflet/ poster.	Children will write instruction using a stimulus of a fairy- tale land.		Children will create their own fact file all about dinosaurs.	Children will write a recount.