

Year 2 <b>Feniton Curriculum Design - English</b>					
Half Term	Main Outcome Purpose for Writing	Texts That Teach	Priority Objective/s To include grammar and punctuation.	WHY teach this unit now? Relevance to class/school setting/wider curriculum	Progression HOW will this unit build on prior learning?
Autumn 1	Non Chron report	Penguins by Emily Bone	Layout of non chron report. Grouping ideas into sections. Verbs Conjunctions Review finger spaces, capital letters and full stops, question marks	Link with topic of Habitats and Geography Why can't penguins fly	Layout of non chron report. Grouping ideas into sections. Recap verbs Conjunctions adding suspense
	Fiction	A mouse called Julian Joe Todd Stanton	Conjunctions and, but adding suspense Story mapping (Beginning, middle, end) Sentence building. Introduce more adventurous language choices	Link with topic of Habitats and Geography Why can't penguins fly	
Autumn 2	Story writing	The Gruffalo by Julia Donaldson	Powerful verbs, continue to develop descriptive writing, repetitive structure of story, time connectives	Continuing to link to Habitats – using what known about different habitats for setting. Learning to write a story – beginning, middle and end.	Pick up on work on description from previous. Develop understanding of verbs and making more exciting choices. Using time connectives to organise a story
	Poetry	Twas The Night Before Christmas/Another Night Before Christmas by Carol Ann Duffy	Rhyming words Features of a poem Range of different styles Adjectives/expanded noun phrases Exciting verbs	Introducing poetry and rhyme. Christmas theme. Comparing an old and a modern day version of the same poem.	Consolidating work on word choices. Link with phonics/spellings – rhyming words.
Spring 1	Biographies	Various – from Twinkl, Wikipedia, own websites (David Attenborough, Amy Johnson, Neil Armstrong	Conjunctions Chronological words and phrases – dates, etc. Descriptions Causal conjunctions Subordination	Link with Geog/Hist topic of famous explorers	Building on Autumn work – Use of adjectives, increasing range of conjunctions to included causal, intro subordination, time words

Spring 2	Story writing	How To Hide A Lion At School	Punctuation- ? and ! Intro speech and adverbs Modelling good language and story structure	Revisiting story writing – and use of story mountain structure/frame. Use of text that teaches to model variety of vocabulary, speech,	More challenging story structure Variety of vocabulary – adjectives, verbs, adverbs
Summer 1	Letter writing	Dear Miss	Letter writing – formal and informal Persuasive language Explanations – causal conjunctions Organising writing into sections Use of comma	Link with story telling curriculum – writing to Professor Wild in Kampong Ayer (Link to Geography topic)	Building on grammar inputs Introducing commas Persuading Sense of audience – writer’s voice
Summer 2	Playscripts	Jack and The Beanstalk – Twinkl script	Use of colon Playscript layout Brackets Oracy – reading with expression	Opportunity to develop speaking and listening further. Performance opportunity	Range of punctuation (brackets and colons) Writing for audience and purpose
	Story linked to local History (not covered this year but would fit well here)	Sir Francis Drake by Gerrard Roy	Revisiting story Including details relevant from historical knowledge Introduce paragraphs	Link with Local History unit	Consolidating features learnt through the year. Opportunity to introduce paragraphing.

### **End Points**

#### **Fiction and Poetry**

By the end of the year, children will be able to...

Write a story with a beginning, middle and end. They will be able to set the scene using descriptive language, and move the story on using time connectives. They will choose powerful verbs and adverbs to add detail and interest. They will be able to write stories and playscripts about a range of topics. They will be able to explain the features of a poem and write simple ones in simple structures – eg acrostic.

#### **Non-Fiction**

By the end of the year, children will be able to...

Compose a non-chronological report about the world around them, animals or people. They will be able to include causal conjunctions to explain, and organise the report into logical sections. They will use subheadings. They will be able to write formal and informal letters, and address the reader appropriately. They will be able to write persuasively.