

## St Luke's CE Primary School

### Curriculum map Literacy Year 2 – AUTUMN Term



This map outlines the Literacy that will be taught, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects through guided reading, independent reading, listening to books read aloud and separate spelling (see separate plan) and handwriting lessons. Writing will take the form of producing a first draft (a cold write), then, after a series of lessons, children will edit, redraft and produce a final copy.

Unit	Time	Texts	Outcomes – writing opportunities and cold writes	Reading opportunities	language teaching
Traditional Tales	3 weeks	Pinocchio Other traditional tales Hansel and Gretel The ginger bread man Rumpelstiltskin Rapunzel	Story writing involving a moral.	Reading comprehension <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of stories at a level beyond that at which they can read independently</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>recognise simple recurring literary language in stories</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>discuss their favourite words and phrases</li> <li>make inferences on the basis of what is being said and done e.g. what has prompted a character's behaviour in a story</li> <li>answer and ask questions</li> <li>predict what might happen on the basis of what has been read so far</li> </ul>	Vocabulary, grammar and punctuation <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>past tense used correctly and consistently</li> <li>co-ordination (using or, and, or but)</li> </ul> Writing <ul style="list-style-type: none"> <li>write narratives about personal experiences of a fictional character</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>

Traditional Poems	2 weeks	Humpty dumpty Sing a song of six pence Little jack Horner London Bridge is falling down Ring a ring o roses	Pattern and rhymes	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of classical poetry at a level beyond that at which they can read independently</li> <li>recognise simple recurring literary language in poetry</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>discuss their favourite words and phrases</li> <li>continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write poetry</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
Non Fiction text	1 week	The Great Fire of London	Recount of events	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>past tense used correctly and consistently</li> <li>subordination (using when, if, that, or because)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write narratives about personal experiences of someone real</li> <li>write about real events</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>

Information Text	1 week	Remembrance Day	Diary/letter writing.	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>past tense used correctly and consistently</li> <li>subordination (using when, if, that, or because)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write narratives about personal experiences of someone real</li> <li>write about real events</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
Stories by the same author	3 weeks	Stickman Other Julia Donaldson stories The Gruffalo The Gruffalo's child Room on the Broom	Story writing using the features of a famous British author	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of stories at a level beyond that at which they can read independently</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>Become increasingly familiar with and retelling a wider range of stories.</li> <li>recognise simple recurring literary language in stories</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>discuss their favourite words and phrases</li> <li>make inferences on the basis of what is being said and done e.g. what has prompted a character's behaviour in a story</li> <li>answer and ask questions</li> <li>predict what might happen on the basis of what</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>past tense used correctly and consistently</li> <li>co-ordination (using or, and, or but)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write narratives about personal experiences of a fictional character</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> </ul>

				has been read so far	<ul style="list-style-type: none"> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
Instructions	2 weeks	Instructions by Neil Gaiman.	Write a set of instructions.	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>Use sentences with different forms: statement, question, exclamation, command.</li> <li>present tense used correctly and consistently</li> <li>subordination (using when, if, that, or because)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write about real events</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>

## St Luke's CE Primary School

### Curriculum map Literacy Year 2 – SPRING Term



This map outlines the Literacy that will be taught, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects through guided reading, independent reading, listening to books read aloud and separate spelling (see separate plan) and handwriting lessons. Writing will take the form of producing a first draft (a cold write), then, after a series of lessons, children will edit, redraft and produce a final copy.

Unit	Time	Texts	Outcomes – writing opportunities and cold writes	Reading opportunities	language teaching
Extended stories	4 weeks	Charlie and the Chocolate factory	Sustained story writing	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of stories at a level beyond that at which they can read independently</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>recognise simple recurring literary language in stories</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>discuss their favourite words and phrases</li> <li>make inferences on the basis of what is being said and done e.g. what has prompted a character's behaviour in a story</li> <li>answer and ask questions</li> <li>predict what might happen on the basis of what has been read so far</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>past tense used correctly and consistently</li> <li>co-ordination (using or, and, or but)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write narratives about personal experiences of a fictional character</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>

Explanations	2 weeks	From a bean to a bar	Explanation/ cycles	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>past tense used correctly and consistently</li> <li>subordination (using when, if, that, or because)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write about real events</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
Stories with familiar settings	3 weeks	<p>The owl who was afraid of the dark</p> <p>Owl babies</p>	Story setting	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of stories at a level beyond that at which they can read independently</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>recognise simple recurring literary language in stories</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>discuss their favourite words and phrases</li> <li>make inferences on the basis of what is being said and done e.g. what has prompted a character's behaviour in a story</li> <li>answer and ask questions</li> <li>predict what might happen on the basis of what</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>past tense used correctly and consistently</li> <li>co-ordination (using or, and, or but)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write narratives about personal experiences of a fictional character</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including</li> </ul>

				has been read so far	<p>verbs in the continuous form</p> <ul style="list-style-type: none"> <li>• proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
Non chronological text	2 weeks	Night animals	Information text in any order.	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>• listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>• full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• past tense used correctly and consistently</li> <li>• subordination (using when, if, that, or because)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• write about real events</li> <li>• plan or say out loud what they are going to write about</li> <li>• write down ideas and/or key words, including new vocabulary</li> <li>• encapsulate what they want to say, sentence by sentence</li> <li>• evaluate their writing with the teacher and other pupils</li> <li>• re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
Poetry - Really looking	1 week	Wings – Pie Corbett The Eagle – Tennyson The starlings – Jesper Svenbro	Descriptive poems.	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>• listen to, discuss and express views about a wide range of classical poetry at a level beyond that at which they can read independently</li> <li>• recognise simple recurring literary language in poetry</li> <li>• discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• discuss their favourite words and phrases</li> <li>• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>• full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• write poetry</li> <li>• plan or say out loud what they are going to write about</li> <li>• write down ideas and/or key words, including new vocabulary</li> <li>• encapsulate what they want to say, sentence by sentence</li> <li>• evaluate their writing with the teacher and other pupils</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>

St Luke's CE Primary School

Curriculum map Literacy Year 2 – SUMMER Term



This map outlines the Literacy that will be taught, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects through guided reading, independent reading, listening to books read aloud and separate spelling (see separate plan) and handwriting lessons. Writing will take the form of producing a first draft (a cold write), then, after a series of lessons, children will edit, redraft and produce a final copy.

Unit	Time	Texts	Outcomes – writing opportunities and cold writes	Reading opportunities	language teaching
Stories by significant author	3 weeks	Anthony Browne – The Night Shimmy Gorilla Willy the wimp Silly Billy	Character descriptions Stories with a dilemma	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of stories at a level beyond that at which they can read independently</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>Become increasingly familiar with and retelling a wider range of stories.</li> <li>recognise simple recurring literary language in stories</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>discuss their favourite words and phrases</li> <li>make inferences on the basis of what is being said and done e.g. what has prompted a character's behaviour in a story</li> <li>answer and ask questions</li> <li>predict what might happen on the basis of what has been read so far</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>past tense used correctly and consistently</li> <li>co-ordination (using or, and, or but)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write narratives about personal experiences of a fictional character</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>

Information text	2 weeks	Florance Nightingale and Mary Secole	Write fact files about these two famous women showing the similarities and differences.	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>past tense used correctly and consistently</li> <li>subordination (using when, if, that, or because)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write about real events</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
Adventure	4 weeks	The adventures of the dish and the spoon	Fantasy/adventure	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>listen to, discuss and express views about a wide range of stories at a level beyond that at which they can read independently</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>Become increasingly familiar with and retelling a wider range of stories.</li> <li>recognise simple recurring literary language in stories</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>discuss their favourite words and phrases</li> <li>make inferences on the basis of what is being said and done e.g. what has prompted a character's behaviour in a story</li> <li>answer and ask questions</li> <li>predict what might happen on the basis of what has been read so far</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>past tense used correctly and consistently</li> <li>co-ordination (using or, and, or but)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>write narratives about personal experiences of a fictional character</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>evaluate their writing with the teacher and other pupils</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including</li> </ul>

					<p>verbs in the continuous form</p> <ul style="list-style-type: none"> <li>• proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
Patterns on a page	2 weeks	Shape poems	Shape poems	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>• listen to, discuss and express views about a wide range of contemporary poetry at a level beyond that at which they can read independently</li> <li>• recognise simple recurring literary language in poetry</li> <li>• discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• discuss their favourite words and phrases</li> <li>• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>• full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• write poetry</li> <li>• plan or say out loud what they are going to write about</li> <li>• write down ideas and/or key words, including new vocabulary</li> <li>• encapsulate what they want to say, sentence by sentence</li> <li>• evaluate their writing with the teacher and other pupils</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>