



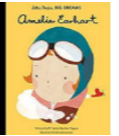


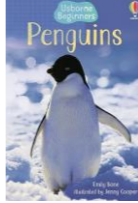




Year 2 English Curriculum

Requirement	Term	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
	Genre	Narrative	Instructions	Narrative	Narrative	Biography	Narrative	Narrative	Non-Fiction		Narrative	Narrative
	Source text/stimulus											
	Outcome	To rewrite the story of Little Red Riding Hood changing some key details.	Write your own set of instructions about caring for an imaginary pet	To write own story about ways of overcoming a fear.	To create their own narrative using expanded noun phrases and subordinating conjunctions	Pupils to write a sequential biography of aspects of Queen Elizabeth II's life (or another famous person who links to a topic area)	Write a simple chapter story about a child who wants something but ends up with something different from what they first wanted	To write a funny story with a cumulative structure.	Writing their own non-fiction information text about an animal.	Write a Traction Man style story based on own toy.	To write a new story based on the pattern of <i>The Dragon Machine</i>	
	Purpose	To re-write their own version of a familiar fairy tale. Building on prior learning and begin to introduced more complex aspects of Year 2 writing.	To engage the children in an instructional text and to write their own set of instructions familiarizing the children with end of year 1 writing targets	Children to write an emotive story and engage in techniques that pull in the reader through emotive language.	To give children a general idea of how other children are different or similar to them. To engage children in real life events.	Give children an inspirational person discover and then how to present factual information in a sequential order.	To re-write their own version of a text they have read and to up level their writing by using expanded noun phrases.c	Allow children to further improve their vocabulary and creative writing in an amusing and sometime silly way.	To write a descriptive non-fiction text about elephants to show the children how non-fiction texts are structured and can teach us new information.	To develop creative writing, imagination, and inference skills through a high-quality, humorous, and relatable story about imaginative play	To re-write their own version of Dragon Machine (adventure story) following the pattern of the story. Focusing on prepositional phrases.	
EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)		Write own version of Little Red Riding Hood using a range of sentence types punctuated correctly					Writing narratives about personal experiences and those of others		Writing narratives about personal experiences and those of other	Using one of the poems read in class, create a similar poem choosing language and setting out the poem for effect on the reader		
EXS: Write about real events, recording these simply and clearly					Write about real events in day-to-day life							

<p>use present and past tense mostly correctly and consistently</p>		<p>The present and past tenses correctly and consistently</p>		<p>to write in the past tense all the way through the story</p>	<p>the present tense correctly and consistently</p>	<p>the present and past tenses correctly and consistently including the progressive form</p>	<p>Correct choice and consistent use of present tense and past tense.</p>	<p>use the progressive form of verbs in the present and past tense S use the present and past tenses correctly and consistently</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>			<p>the present and past tenses correctly and consistently throughout writing</p>
<p>EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p>						<p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>					<p>subordination (when, if, that, because) and co-ordination (or, and, but) (Y2).</p>	<p>subordination (when, if, that, because) and coordination (or, and, but)</p>
<p>Add description and specification through the use of expanded noun phrase</p>		<p>noun phrases to describe and specify</p>			<p>expanded noun phrases to describe and specify</p>		<p>Learn how to use: expanded noun phrases</p>	<p>Create humour through the choice of objects to be added and the expanded noun phrase to describe them</p>		<p>Expanded noun phrases for description.</p>	<p>expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon (Y2)</p>	
<p>Write different types of sentences – statements, commands, questions and exclamatory sentences.</p>		<p>sentences with different forms: statement, question, exclamation, command</p>	<p>Write in sentences (commands) using the imperative</p>									<p>sentences with different forms: <b>statement</b>, question, exclamation, command</p>
<p>EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p>		<p>both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks,</p>	<p>Learning how to use both familiar and new punctuation including full stops, capital letters, exclamation marks, question marks</p>	<p>Learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>			<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>			<p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1) using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	

