

## Year 2 English Curriculum Map

	Autumn 1 – 6 weeks	Autumn 2 – 7 weeks	Spring 1 – 7 weeks	Spring 2 – 5 weeks	Summer 1 – 6 weeks	Summer 2 – 5 weeks + transition
<b>LTP Writing</b>	<b>Katie in London – T4W</b> London Fact File Persuasive Writing – Visiting the UK	The Smartest Giant in Town - Story <b>Bonfire Poetry – T4W</b> Great Fire of London Diary Entry	Mr Gumpy’s Outing – Story Writing a CV (CARE awards application) <b>How to make healthy cookies followed by healthy wrap – T4W</b>	<b>Bob Man on the Moon – T4W</b> The History of Air Travel	Grandad’s Island – Story Letter to Grandad <b>The Owl &amp; The Pussy Cat – Class Poetry T4W</b>	Mexico setting description Recount Trip advertisement Mexico/Silloth descriptive writing
<b>Genres</b>	Narrative Fact file Persuasive Writing	Narrative Poetry – rhyming couplets Diary	Narrative Persuasive Writing – Aspirations Week. Instructions	Narrative Information text	Narrative Poetry Letter writing	Descriptive writing Recount Persuasive writing
<b>VIPERS</b>	<b>Unit 1 Familiar Settings</b>  Making Pancakes When My Mother Was Out A Present for Paul  <b>Unit 2 Instructions</b>  Make a Mess!	<b>Unit 2 (continued)</b>  Making Butter  <b>Unit 3 Traditional Stories</b>  Little Red Riding Hood Little Red Riding Hood (Heather Amery)	<b>Unit 4 Explanations</b>  All About Me What Does My Heart Do?  <b>Unit 5 Patterns on the Page</b>  Catch a Little Rhyme	<b>Unit 5 (continued)</b>  Leap Like a Leopard  <b>Unit 6 Different Stories, Same Author</b>  The Gruffalo Monkey Puzzle	<b>Unit 7 Finding Facts</b>  Cats Pet Cat Facts  <b>Unit 8 Extended Stories</b>  Jellyfish Shoes	<b>Unit 8 (continued)</b>  ‘The Shoes Come Back!’ from Jellyfish Shoes  <b>Unit 9 Understanding Information Texts</b>  Adventure World Planning a Day Out  <b>Unit 10 Poetry</b>  I wonder
<b>Phonics Coverage</b>	<b>Level 6</b>  ‘y’ saying /igh/ ‘dge’ and ‘ge’ saying /j/ Adding -es to words ending in ‘y’	‘wr’ saying /r/ ‘le’ saying /l/ Adding -er and -est to words ending in ‘y’ ‘el’ saying /l/	‘ture’ saying /cher/ Adding -est and -y to words ending in ‘e’ ‘mb’ saying /m/ ‘a’ and ‘al’ saying /or/	Adding -er -est or -y to CVC and CVCC words Contractions ‘war’ saying /wor/ & ‘wor’ saying /wur/	‘s’ saying /zh/ ‘wa’ saying /wo/ ‘qua’ saying /quo/ ‘tion’ saying /shun/ Adding -ful, -less and -ly	Homophones and Near Homophones Adding dis-

	'gn' saying /n/ 'kn' saying /n/ Adding -ed or -ing to words ending in 'y'	'al' and 'il' saying /l/ Adding -ed and -er to words ending in 'e' 'eer' saying /ear/  <b>Assessment</b>	Adding -ing and -ed to CVC, CCVC words 'o' saying /u/ 'ey' saying /ee/	Adding -ment and -ness  <b>Assessment</b>	<b>SATS weeks – revision of Level 4, 5 and 6 phonics.</b>	
<b>Reading Spine</b>	<i>*The Tower Bridge Cat – Tee Dobinson</i>	<i>The Spiffiest Giant in Town – Julia Donaldson</i>	<i>*Because – Mo Willems</i>	<i>Counting on Katherine – Helaine Becker NF</i>	<i>The Proudest Blue – Ibtihaj Muhammad NF</i>	<i>*The Little Red Hen &amp; The Passover Matzah – Leslie Kimmelman</i>
Fiction	<i>*Small in the City – Sydney Smith</i>	<i>*Always Together at Christmas – Sara Sargent</i>	<i>The Enormous Crocodile – Roald Dahl</i>	<i>Look Up! – Nathan Bryon</i>	<i>Worst Teachers - David Walliams</i>	<i>Anthony Browne - Gorilla</i>
Non-fiction	London NF from Topic Box	<i>The Magic Wishing Chair – Enid Blyton</i>		<i>*The Ghanaian Goldilocks - Dr Tamara Pizzoli</i>		
<i>Diverse texts or authors.</i>						
<b>Poetry Spine</b>	The Great Fire of London – Paul Perro	I Wandered Lonely as a Cloud – William Wordsworth	Poems Aloud – Joseph Coelho	Revolt Rhymes – Roald Dahl	The Owl & The Pussy Cat	Ice Lolly – Pie Corbett
					We Sang Across the Sea – Benjamin Zephaniah	I wonder – Jeannie Kirby