

Literacy Planning Overview (Year 2-Fiction)

<p>Autumn 1</p>	<p>Key writing purpose:</p> <p>To write a new story about friendship.</p> <p>My friendship story:</p> <ul style="list-style-type: none"> • has an opening, a build up, a problem and a resolution • uses dialogue to show what my characters are feeling • includes ideas about friendship and is set in a school. <p>Grammar:</p> <ul style="list-style-type: none"> • uses capital letters at the beginning of a sentence, and for names of things or places. 	<p><u>Recommended Reading:</u></p> <p>Peter's Chair - Ezra Jack Keats Willy the Wimp - Anthony Browne Alfie and the Big Boys - Shirley Hughes The Works - Every kind of poem you will ever need at school- Paul Cookson (see 'New School' - Kevin McCann, 'Younger Brother' - Trevor Milium, 'My Brother Bert' - Ted Hughes)</p> <p><u>Non-Fiction</u></p> <p>Children explore how families in the animal world are different to families in the human world, beginning with information about how baby animals are cared for, then looking at the life cycles of frogs and sea turtles. At the end of the Unit, they write their own explanation of a frog's life cycle.</p>
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<p>Autumn 2</p>	<p>Key writing purpose:</p> <p>To write a poem describing a sea creature.</p> <p>My poem:</p> <ul style="list-style-type: none"> • includes interesting information about my new sea creature, such as where it lives or what it eats • uses at least one poetic technique, e.g. <i>rhyme, rhythm, repetition</i> and <i>alliteration</i> • includes kennings arranged in an interesting shape. <p>Grammar:</p> <p>includes commas to tell the reader when to pause</p>	<p><u>Recommended Reading:</u></p> <p><i>Underwater Farmyard</i> - Carol Ann Duffy and Joel Stewart <i>Moon Zoo</i> - Carol Ann Duffy and Joel Stewart <i>The Rainbow Fish</i> - Marcus Pfister <i>Tiddler: The story-telling fish</i> - Julia Donaldson and Axel Scheffler <i>Meow Ruff A Story in Concrete Poetry</i> - Joyce Sidman</p> <p><u>Non-Fiction</u></p> <p>Children look at non-fiction texts about oceans, and learn how they are structured to help the reader find information. They will learn the difference between facts and opinions, and which is more useful in non-fiction texts. They write a short non-chronological text about shipwrecks.</p>
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<p>Spring</p> <p>1</p>	<p>Key writing purpose:</p> <p><i>To write some new scenes for a play.</i></p> <p>My new scenes:</p> <ul style="list-style-type: none"> • use key features of playscripts, e.g. <i>names before speech, stage directions and scene descriptions</i> • include interesting dialogue, which reveals something about my characters' personalities. <p>Grammar:</p> <ul style="list-style-type: none"> • includes correct use of exclamation marks or full stops to show a command • includes correct use of question marks to show a question. 	<p><u>Recommended Reading:</u></p> <p><i>Aesop: The Complete Fables - Aesop (see 'The Boy who Cried Wolf')</i></p> <p><i>The Lying Carpet - David Lucas</i></p> <p><i>The Huge Bag o' Worries - Virginia Ironside</i></p> <p><i>Angry Arthur - Hiawyn Oram and Satoshi Kitamura</i></p> <p><i>Something Else - Kathryn Cave and Chris Riddell</i></p> <p><u>Non-Fiction</u></p> <p>Children examine persuasive texts in a variety of forms. They will identify how techniques such as layout and language can be persuasive, and will experiment with layout features like pictures, boxes, headings and shapes. They write and perform a voice-over for a film trailer.</p>
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<p>Spring</p> <p>2</p>	<p>Key writing purpose:</p> <p><i>To write a new fairy tale.</i></p> <p>My new fairy tale:</p> <ul style="list-style-type: none"> • has a beginning, a middle and an end • includes traditional fairy tale phrases, e.g. <i>Once upon a time...</i>, <i>...happily ever after</i> • uses adjectives to build effective descriptions of the characters and setting. <p>Grammar:</p> <ul style="list-style-type: none"> • includes conjunctions to link ideas. 	<p><u>Recommended Reading:</u></p> <p><i>Uttle Beauty - Anthony Browne</i></p> <p><i>The Big Ugly Monster and the Uttle Stone Rabbit - Chris Wormell</i></p> <p><i>The Works 4 - Pie Corbett and Gaby Morgan (see 'My Sister's a Monster' - Gillian Floyd)</i></p> <p><i>Beauty and the Beast - Michael Morpurgo and Loretta Schauer</i></p> <p><i>Mixed Up Fairy Tales - Hilary Robinson and Nick Sharratt</i></p> <p><u>Non-Fiction</u></p> <p>Children learn why different forms of instructions are useful for different purposes. They will recognise how adverbs of time and manner are used to make instructions clear and easy to follow. They write a clear set of instructions for how to make a thaumatrope.</p>
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Literacy Planning Overview (Year 2-Fiction)

<p>Summer</p> <p>1</p>	<p>Key writing purpose:</p> <p><i>To develop a new character and to write a diary entry about something that happened to them.</i></p> <p>My diary entry:</p> <ul style="list-style-type: none"> • shows what my characters are like by what they do and say • describes how Ben's invisible friend uses its powers to help Ben • uses <i>showing</i> as well as <i>telling</i> sentences. <p>Grammar:</p> <ul style="list-style-type: none"> • includes correct use of first person, past tense • uses conjunctions to link ideas. 	<p><u>Recommended Reading:</u></p> <p><i>Slightly Invisible</i> - Lauren Child (or any other Lola books that feature Soren Lorensen, Lola's invisible friend) <i>The Snowman</i> - Raymond Briggs <i>Not Now Bernard</i> - David McKee <i>The Tiger Who Came to Tea</i> - Judith Kerr</p> <p><u>Non-Fiction</u></p> <p>Children look at formal and informal language by exploring different forms of communication for specific purposes and audiences. They will use formal and informal language to create an email, an invitation and a role-play.</p>
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Year 2 Unit 6 Fiction

<p>Summer</p> <p>2</p>	<p>Key writing purpose:</p> <p><i>To write a fantasy story set in space.</i></p> <p>Read the evaluation points below with your partner.</p> <p>My fantasy story:</p> <ul style="list-style-type: none"> • includes a quest, a problem and a resolution • includes sights, smells, tastes, sounds or feelings to create atmosphere • shows a problem the characters face and how they overcome it. <p>Grammar:</p> <ul style="list-style-type: none"> • includes correct use of past or present tense. 	<p><u>Recommended Reading:</u></p> <p><i>Charlie and the Chocolate Factory</i> Roald Dahl <i>Quick, Let's Get Out Of Here</i> - Michael Rosen (see 'Chocolate Cake') <i>Aliens in Underpants Save the World</i> Claire Freedman <i>We're Off to Look for Aliens</i> - Colin McNaughton <i>Dr Xargle's Book of Earthlets</i> - Jeanne Willis and Tony Ross <i>Man on the Moon</i> - Simon Bartram</p> <p><u>Non-Fiction</u></p> <p>Children develop awareness of information texts by exploring their key features and considering the importance of using different presentation methods. They will gather information about chocolate and present it in a chocolate exhibition.</p>
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