

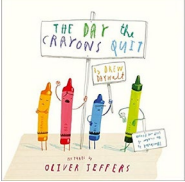


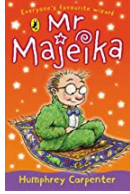



## Central Park Primary School – English Curriculum Overview - Year 2

Characteristics of readers	Characteristics of writers	When completing reading phase of learning children should...
<ul style="list-style-type: none"> <li>➤ Excellent phonic knowledge and skills</li> <li>➤ Fluency and accuracy in reading across a wide range of contexts throughout the curriculum</li> <li>➤ Knowledge of an extensive and rich vocabulary</li> <li>➤ An excellent comprehension of texts</li> <li>➤ The motivation to read for both study and for pleasure</li> <li>➤ Extensive knowledge through having read a rich and varied range of texts</li> </ul>	<ul style="list-style-type: none"> <li>➤ The ability to write fluently and with interesting detail on a number of topics throughout the curriculum A vivid imagination which makes readers engage with and enjoy their writing</li> <li>➤ A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description</li> <li>➤ Well organised and structured writing, which includes a variety of sentence structures</li> <li>➤ Excellent transcription skills that ensure writing is well presented and punctuated, spelled correctly and neat</li> <li>➤ A love of writing and an appreciation of its educational, cultural and entertainment values</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and listen to a wide range of styles of text</li> <li>➤ Listen to and discuss a wide range of texts</li> <li>➤ Learn poetry by heart</li> <li>➤ Increase familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures</li> <li>➤ Take part in conversations about books</li> <li>➤ Use school and community based libraries – look at classification systems</li> <li>➤ Look at books with a different alphabet to English</li> <li>➤ Read and listen to whole books</li> </ul>

On the first day of every long term, there should be a focus on the author of the core text for the term. Each new core text must be introduced and show the author name, title of other books and when it was written – Children must remember key books they have studied and this should be referred to regularly.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole class texts (for storytelling or to support non-core subjects)</b>	Beegu – Alexis Deacon Mrs Pepperpot stories – Alf Proysen		The Easter story – Brian Wildsmith		The Great Fire of London – Liz Gogerly Mr Fawkes, the King and the Gunpowder Plot - Tom Bradman & Tony Bradman	
<b>Archaic texts</b>	The Giraffe and the Pelly and me - Roald Dahl		The Selfish Giant & Other Classic Tales - Oscar Wilde		The Enchanted wood - Enid Blyton	
<b>Core Text</b>	Paddington Bear – Michael Bond	The Day the Crayons Quit/ Lost and Found/ Here we are – Drew	Rosa Parks (little people big dreams) – Lisbeth	Malala’s Magic Pencil – Malala Yousafzai	Mr Majeika – Humphrey Carpenter	The Sheep Pig – Dick King Smith

	 <p>Another story from Paddington Bear collection</p> <p>Katie in London – James Mayhew</p> 		<p>Kaiser</p> 			
<p><b>Unit</b></p>	<p>Day 1 focus on the author of the core text for term</p> <p>Instructions (2 weeks)</p> <p>Stories with familiar settings (narrative) (3 weeks)</p> <p>Narrative diary (1 week)</p>	<p>Oral Storytelling - Cat, Bramble and Heron (2 weeks)</p> <p>Stories by the same author (4 weeks)</p>	<p>Day 1 focus on the author of the core text for term</p> <p>Narrative diary (2 weeks)</p> <p>Non chronological reports (2 weeks)</p> <p>Recount (2 weeks) letter to relative</p>	<p>Oral Storytelling – The magic brush (2 weeks)</p> <p>Narrative (3 weeks) Stories with imaginary settings</p> <p>Poetry – Nonsense poems (1 week)</p>	<p>Day 1 focus on the author of the core text for term</p> <p>Non-chronological report (2weeks)</p> <p>Narrative (2 weeks)</p> <p>Performance Poetry and poems with structure – Limericks (2 weeks)</p>	<p>Oral Storytelling - How the world was made. (2 weeks)</p> <p>Traditional Stories (4 weeks)</p>
<p><b>Mini outcome to be covered in the reading phase of the unit</b></p>	<p>Within instructions - Lists Presentation Captions</p> <p>Within stories with</p>	<p>Oral Storytelling – Performance of the story</p> <p>Within stories by same author -</p>	<p>Within Narrative diary - Letter to family Poetry using the senses Create a drama scene to imagine the scenes that they were facing</p>	<p>Oral Storytelling – Performance of the story</p> <p>Within narrative – Recitation</p>	<p>Within non chron reports – Write a fact file Write lists, labels and captions Write a glossary</p>	<p>Oral Storytelling – Performance of the story</p> <p>Within traditional stories – Write a</p>

	familiar settings - Write description poetry  Within Narrative diary Lists - Present information	Author study Recitation Character profile comparison Book review Discussion text	Within non chron reports - Write lists Write captions  Within recount - Write postcard Present information	Describe an extraordinary object Write a short summary of the story	Within narrative – Write a recount  Within poetry – Write a review	letter Character profile
<b>Final Outcome</b>	Instructions - Recipe – how to make slime.  Familiar settings - Describe a setting linked to local area  Narrative Diary entry	Oral Storytelling – Innovated written story  Same author - Full story in the style of the author	Diary entry – passenger on bus; Rosa Parks.  Report about the equality and its importance today  Letter to persuade the relative to come and help	Oral Storytelling – Innovated written story  Narrative - Plan an imaginative story board  Poetry – Write a nonsense poem	Non chron report that presents information  Narrative – Character description  Poetry – Perform a poem with structure (limerick)	Oral Storytelling – Innovated written story  Traditional stories – Dairy entries to explain the key events/plot
<b>Publishing</b>	Instructions to be filmed  Setting to be handwritten for writing portfolio  Diary entry to be handwritten for writing portfolio	Oral Storytelling – Handwritten for writing portfolio  Story to be handwritten for writing portfolio	Diary to be handwritten for writing portfolio  Report to be handwritten for writing portfolio  Letter to be handwritten for writing portfolio	Oral Storytelling – Handwritten for writing portfolio  Narrative – Publish the storyboard for writing portfolio  Poem to be handwritten for writing portfolio	Report to be typed for writing portfolio  Narrative to be handwritten for writing portfolio  Poems to be performed to year group	Oral Storytelling – Handwritten for writing portfolio  Diary entries to be handwritten for writing portfolio