

Y2 Long Term Curriculum Map										
Week	Book Title	Genre	Purpose	Grammar & Punctuation objectives	Spelling Objectives	Composition Objectives	Specific Vocabulary	Outcome	Assessed Piece	Text Type/Success criteria
1	Burger Boy	Stories with familiar settings	Entertain	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	RWI 2A Unit 1 The or sound spell a before l and ll	Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), Narrative, Fantasy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes	Writing narratives	N	
2				Correct choice and consistent use of present tense and past tense throughout writing	RWI 2A Unit 2 Soft C & Special Focus Red Words	N				
3					RWI 2A Unit 3 Adding the suffix - y	N				
4				Expanded noun phrases for description and specification	RWI 2A Unit 4 Adding the suffix - y (Part 2) & Special Focus Homophones	Y			Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	
5	Non-Chronological report	Writing to inform	Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	RWI 2A Unit 5 Adding the suffix - ly	Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand. Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. Identify main features of non-chronological reports, including grammatical features and key vocabulary Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing	Report, Title, Subheading, Organise, Information, Question, Pictures, Charts, Captions, Labels	Non-chronological report about Kings and queens	N		
6			Subordination (using when, if, that, because) and co-ordination (using or, and, but)	RWI 2A Unit 6 The n sound spell kn and gn & Special Focus Red Words	Y			Write simple non-chronological reports organising their ideas into general themes, subheadings, key details and information. Write a paragraph on a theme, using subheadings, key details and information to structure the text Maintain consistency in non-narrative, including purpose and tense		
7	Instructions	Writing to inform	Use of commands	RWI 2A Unit 7 The igh sound spell y	Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features.	statement of purpose, list of materials, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used	Instructions of how to make bunting	N	Compose a set of instructions with additional diagrams. Write simple instructions independently.	
8				RWI 2A Unit 8 Adding the suffix -ing (1) & Special Focus on Homophones	Y					
9	The Way Back Home	Stories by the same author	Entertain & inform	Expanded noun phrases for description and	RWI 2A Unit 9 Adding the suffix -ing (2)	Identify and discuss stories from a particular author and explain their reaction to it, referring to the authors style or theme Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal	noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), Narrative,		N	

10				specification	RWI 2A Unit 10 The <i>j</i> sound & Special Focus on Contractions and Apostrophes	connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes	Fantasy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes		N	
11	Lost and Found			Commas to separate items in a list. Subordination (using when, if, that, because) and co-ordination (using or, and, but) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	RWI 2A Unit 11 The <i>o</i> sound spelled <i>o</i> after <i>w</i> and <i>qu</i>	Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.			N	
12					RWI 2A Unit 12 Adding the suffix <i>-ed</i> & Special Focus The <i>u</i> sound spelled <i>o</i> , and the <i>or</i> sound spelled <i>ar</i> after <i>w</i> .			Writing Narratives	N	Write sustained stories about a character they have selected from one of the stories they have read, including details to sustain the readers interest
13	Assessment Week				RWI 2A Unit 13 Adding the suffix <i>-ed</i> (2)				Y	Imitate familiar stories by borrowing and adapting structures: write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes
14	Notes for Living on Planet Earth	Stories by the same author	Writing to inform		RWI 2A Unit 14 Adding the suffix <i>-ed</i> (3) & Special focus Possessive apostrophes		statement of purpose, list of materials, sequential steps. • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used	Instructions of how to live on planet Earth	Y	Using knowledge of how to write instructions from weeks 7 & 8 the children are to write their own instructions of how to live on planet Earth.
15	Christmas									
16	The Day the Crayons Quit	Letter writing	Inform	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	RWI 2B Unit 1 The <i>r</i> sound spelled <i>wr</i>	Listen to and read a series of different informal letter types. Identify features of a letter, language and structure.	Audience; Informal tone; Personal; Conversational		N	
17					RWI 2b Unit 2 Adding the suffixes <i>-er</i> or <i>-est</i> & Special Focus - Red Words			Writing a letter to Duncan as one of his crayons	Y	Sender's address, Date, Informal greeting, Introduction, Detail, Conclusion, Sign off with 'from' or 'best wishes' or 'love'
18		Writing instructions	Inform	Formation of nouns using suffixes such as <i>-ness</i> , <i>-er</i> ; Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list.	RWI 2B Unit 3 Adding the suffixes <i>-er</i> or <i>-est</i> (2)	Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: • statement of purpose, list of materials or ingredients, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used	statement of purpose, list of ingredients, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used	Writing instructions of how to make a sandwich	Y	Compose a set of instructions with additional diagrams. Write simple instructions independently.
19	The Day the Teacher Went Batty	Poetry	Entertain		RWI 2B Unit 4 Adding the suffixes <i>-er</i> or <i>-est</i> (3) & Special Focus on Homophones	Talk about own views, the subject matter and possible meanings; Comment on which words have most effect, noticing alliteration, onomatopoeia, puns and word-play, as well as repeated patterns; Identify descriptive words and phrases	Poem, Rhyme, Repeat, Rhythm, Adjective, Adverb, Simile, Metaphor	Children are to write their own shape poems	N	Write a poem; Create a pattern or shape on the page; use simple repeating phrases or lines as models
20					RWI 2B Unit 5 The <i>ee</i> sound spelled <i>ey</i>	Discuss simple poetry patterns Perform individually or together; speak clearly and audibly. Use actions and sound effects to add to the poem's meaning Express opinions about language used by the poet and its intended impact of the language Experiment with alliteration to create humorous and surprising combinations; Make adventurous word choices to describe closely observed experiences;			N	Use precise vocabulary to describe specific aspects in order to create a feeling of wonder and respect in the reader

21	Assessment Week				RWI 2B Unit 6 Adding the suffix -ness (1) and Special focus 3 on Words ending in -il and words where s makes the zh sound					
22	The Worst Witch	Narrative writing	Entertain		RWI 2B Unit 7 Adding the suffix -ness (2)	Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.	noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), Narrative, Fantasy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes		N	
23				Use of capital letters, full stops, question marks and exclamation marks	RWI 2B Unit 8 Words ending in -le & Special Focus 4 on Homophones	Begin to understand elements of an author's style, e.g. books about the same character or common themes			N	
24				Expanded noun phrases for description and specification	RWI 2B Unit 9 Words ending in -el	Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked.		Create their own character	N	Initiate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.
25				Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	RWI 2B Unit 10 Words ending in -al & Special Focus on the ir sound spelt or after w.	Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.		Create their own story setting	N	
26 & 27				Formation of adjectives using suffixes such as -ful	RWI 2B Unit 11 Adding the suffix -ful	Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.		Write their own story using knowledge from weeks 1 - 4.	Y	
28	Tiddalick the Frog	Stories from other cultures	Entertain		RWI 2B Unit 14 Words ending in -tion	Reading activities designed to support revision for SATs			N	
29	SATs Prep								N	
30	SATs/Tiddalick the Frog					Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.			N	
31	Tiddalick the Frog	Stories from other cultures	Entertain	Correct choice and consistent use of present tense and past tense throughout writing. Expanded noun phrases for description and specification	RWI 2b Unit 15 Adding the suffix -es & Special Focus on Possessive apostrophes	Find evidence about the setting, identifying expressive and descriptive language. Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), Narrative, Fantasy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes	Write their own version of Tiddalick the Frog.	Y	Imitate stories from other cultures by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest
32		Recounts	Inform	Formation of adjectives using suffixes such as -less	RWI 2B Unit 12 Adding the suffix -less RECAP -ed endings for recounts	Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events,			N	
				Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs Correct choice and consistent use of present tense and past tense throughout writing	RWI 2B Unit 13 Adding the suffix -ment & Special Focus on contractions and apostrophes		Use of time connectives like first, next, after, when.	Write a recount of our school trip to Harlow Carr	Y	Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person
33	Curiosity - The	Instructions	Inform	Use of capital		Listen to and follow a series of more complex instructions.				

