

Kingfisher federation English curriculum Year 2

Autumn term

	Story – Defeating the Monster	Explanation	Non-chron report	Play
Key text	The Lighthouse Keepers Lunch	How lighthouses work	Polar Bears	Christmas Production
Learning outcome	Learn text by heart with actions Innovate text Independent application – to write own story defeating a monster/problem	Learn by heart with actions Innovate text Independent application – write their own discussion text	Learn text by heart with actions Innovate text Independent application – write a report on their own animal	Write a scene from the Christmas play as a play script
Hook – 1 lesson	Leave some food out for the birds. Observe the birds feeding. Have pictures of seagulls feeding in Lowestoft/Great Yarmouth		Animal Quiz - Have a selection of animal pictures on treasure hunt around grounds. Can children find them and name them. Back in the classroom what do they know about these animals?	
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writers toolkit.	Combine words to make sentences. Sequencing sentences to form short narratives	Joining words and joining clauses using and		
Language These can be taught as one off lessons in the sequence or as	Regular plural noun suffixes –s or –es	Suffixes that can be added to verbs where no change is needed in the	Prefix un -	

starters. These are not required in the toolkit.		spelling of the root word e.g. helping, helped, helper		
Punctuation	<p>Year 1</p> <ul style="list-style-type: none"> ● Separate words with spaces ● Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences ● Capital letters for names for the personal pronoun I <p>Year 2 all of year 1 punctuation and then</p> <ul style="list-style-type: none"> ● Use of capital letters, full stops, question marks, and exclamation marks to demarcate sentences ● Commas to separate items in a list ● Apostrophes to mark where letters are missing in a spelling and to mark singular possession in nouns 	<p>As previous unit.</p> <p>Please check the first unit for required punctuation for each year group for the whole of the academic year. These will need to be taught and should be identified and discussed in each unit on the model text. There may be the need to add lessons on teaching a specific punctuation mark to the children.</p>		
Writing expectations	<ul style="list-style-type: none"> ● Characters are included ● Characters are described ● A setting is included ● The setting is described ● A triggering event is included ● Events are described ● Logical conclusion is included ● Text is written in sequence 	<ul style="list-style-type: none"> ● Title states the topic ● Opening paragraph includes the process ● Text is sequenced and written in paragraphs ● Each stage described clearly ● Diagram included 	<ul style="list-style-type: none"> ● Title states the topic ● Opening paragraph includes introduction to the topic ● Written in paragraphs ● Subject specific words used ● Concluding paragraph ● Pictures included 	

Spring Term

	Story – journey	Explanation	Recount	Poetry
Key text	The Way Back Home	How to travel through the forest	Dinosaur on tour	At the Zoo
Learning outcome	Learn text by heart with actions Innovate text Independent application – to write their own journey story where they end up somewhere new	Learn text by heart with actions Innovate text Independent application – write an explanation text for how to do something - link with science/art/dt	Learn text by heart with actions Innovate text Independent application –write a newspaper article about something that has happened at school or from their history/geography/special day they've celebrated	Learn text by heart with actions Innovate text Independent application – to write their own rhyming poem in a new place
Hook – 1 lesson	Take children on an imaginary journey around the hall. Make them get ready - coats, wellies, bags. Go under, over imaginary settings. Lots of drama and photos.		https://www.nhm.ac.uk/visit/virtual-museum.html Give the children clip boards and ask them to draw what they see on tour of natural history museum	
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writers toolkit.	Subordination using - when, if, that, because	Co-ordination using or, and, but		
Language These can be taught as one off lessons in the sequence or as starters. These are not required in the toolkit.	Formation of nouns using suffixes – ness-er	Compound words e.g. whiteboard, superman	Formation of adjectives using suffixes – ful – less	Use of suffixes – er – est

<p>Punctuation</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Separate words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names for the personal pronoun I <p>Year 2 all of year 1 punctuation and then</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks, and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in a spelling and to mark singular possession in nouns 	<p>As previous unit.</p> <p>Please check the first unit for required punctuation for each year group for the whole of the academic year. These will need to be taught and should be identified and discussed in each unit on the model text. There may be the need to add lessons on teaching a specific punctuation mark to the children.</p>		
<p>Writing expectations</p>	<ul style="list-style-type: none"> • Characters are included • Characters are described • A setting is included • The setting is described • A triggering event is included • Events are described • Logical conclusion is included • Text is written in sequence 	<ul style="list-style-type: none"> • Capital letters and full stops accurate • Title states the topic • Opening paragraph includes the process • Text is sequenced and written in paragraphs • Each stage described clearly • Diagram included 	<ul style="list-style-type: none"> • Orientation includes, who, what, where, when, why? • Sequence of events is in order with time connectives • Events elaborate what has happened • Written in past tense 	<ul style="list-style-type: none"> • Keep to a rhyming pattern • Think about pattern, rhyme and sound • Take care where I place my words

Summer Term

	story – Finding Tale	Non-chron report	Instructions	Informal Letter writing
Key text	The story of Pirate Tom	Captain Yellow Beard	How to catch an Alien	The alien that came to tea
Learning outcome	Learn text by heart with actions Innovate text Independent application – to write their own finding tale	Learn text by heart with actions Innovate text Independent application – to write their report a famous person from their history/RE work	Learn text by heart with actions Innovate text Independent application – to write their set of instructions for how to play a game or make a sandwich etc.	Learn text by heart with actions Innovate text Independent application – write a letter to friend about someone who came to tea
Hook – 1 lesson	Pirate dress up day, ask the children to come to school dressed as pirates. Have a map of school with an X to mark the spot of treasure. Can they find the treasure?		Create a model spacecraft and place it on a school vegetable patch so it cannot be touched. Ideally a frame covered in something silver. Who is in the spaceship?	
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writers toolkit.	Expanded noun phrases for description and specification	Statements, questions, exclamation or command	Present tense verbs	Past tense verbs
Language These can be taught as one off lessons in the sequence or as starters. These are not required in the toolkit.	Use of –ly to turn adjectives into adverbs	Nouns and adjectives	Verbs	Statement, question, exclamation, command

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Writing expectations	<ul style="list-style-type: none"> ● Characters are included ● Characters are described ● A setting is included ● The setting is described ● A triggering event is included ● Events are described ● Logical conclusion is included ● Text is written in sequence 	<ul style="list-style-type: none"> ● Title states the topic ● Opening paragraph includes introduction to the topic ● Written in paragraphs ● Subject specific words used ● Concluding paragraph ● Pictures included 	<ul style="list-style-type: none"> ● Title includes a how to ● List of ingredients/equipment ● Numbered instructions are listed ● Instructions are complete and in order ● Instructions are short and clear ● Verbs used in the instructions 	<ul style="list-style-type: none"> ● Senders address ● Date ● Informal greeting ● Written details ● Written conclusion ● Who the letter is from

