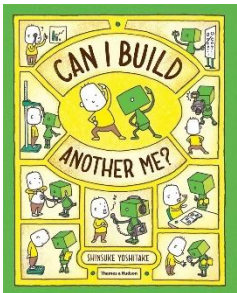
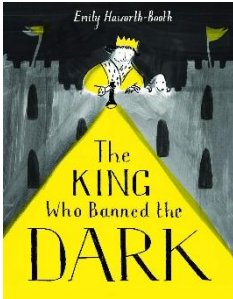
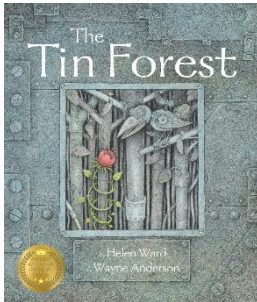
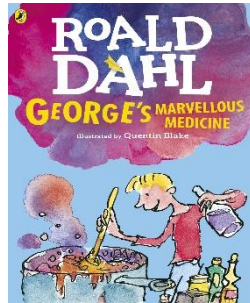
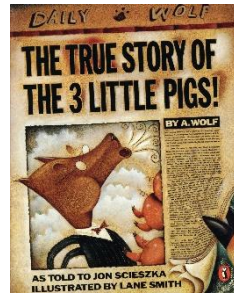
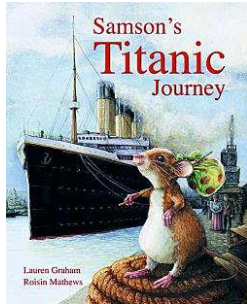
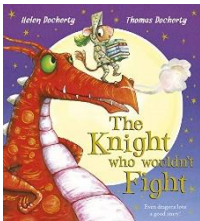
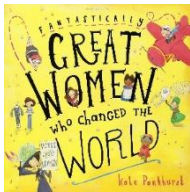
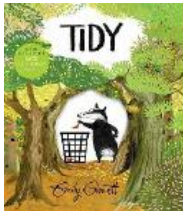
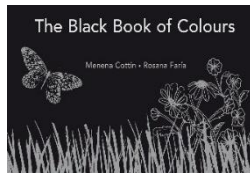
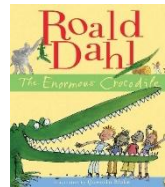
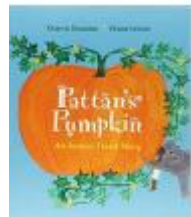


Year 2 Literacy Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: Can I Build Another Me? <i>Shinsuke Yoshitake</i>  Audience: Our new teacher Purpose: Inform Form: Fact file	Text: The King who Banned the Dark <i>Emily Haworth-Booth</i>  Audience: Emily Haworth-Booth Purpose: Entertain Form: Narrative	Text: The Tin Forest <i>Helen Ward</i>  Audience: Mrs Baker (Library) Purpose: Entertain Form: Narrative	Text: George's Marvellous Medicine <i>Roald Dahl</i>  Audience: Mrs Dance Purpose: Inform Form: Instructions	Text: The True Story of the Three Little Pigs. <i>Jon Scieszka</i>  Audience: Year 1 Purpose: Entertain Form: Narrative	Text: Samson's Titanic Journey <i>Lauren Graham</i>  Audience: Sea City museum Purpose: Entertain Form: Recount/ Diary
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: The Knight who Wouldn't Fight. <i>Helen Doherty</i>  Audience: Leo the Knight Purpose: Persuade Form: Letter	Text: Fantastically Great Women Who Changed the World. <i>Kate Pankhurst</i>  Audience: Miss Crossman Purpose: Inform Form: Biography	Text: Tidy <i>Emily Gravett</i>  Audience: Forest animals Purpose: to apologise and ask for help Form: letter	Text: The Black Book of Colours <i>Menena Cottin</i>  Audience: Local newspaper Purpose: Entertain Form: Colour poetry	Text: The Enormous Crocodile <i>Roald Dahl</i>  Audience: Panel of judges Purpose: Persuade Form: Oral Advert	Text: Pattan's Pumpkin <i>Chitra Soundar</i>  Audience: New teacher Purpose: Entertain Form: Narrative (retelling)
Only extended writing outcomes for the end of the unit are listed. During any given learning journey, other writing opportunities will be planned in					

Heritage Text

Diverse author and/or character

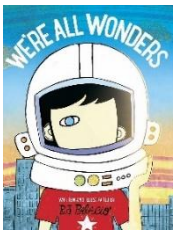
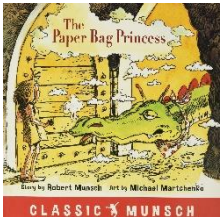
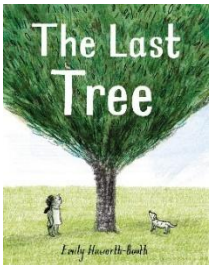
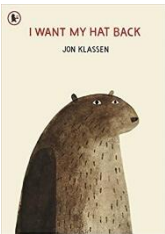
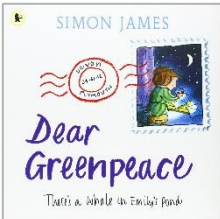
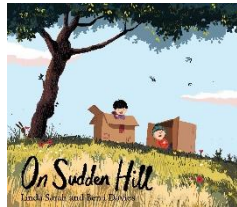
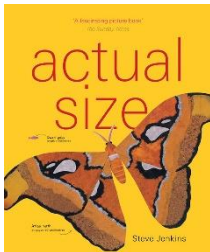
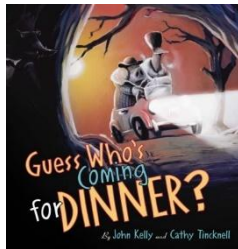
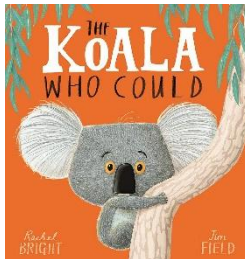
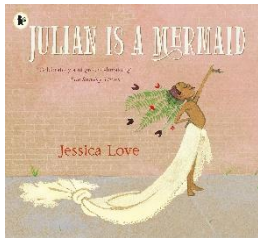
Traditional tale

Poetry

rich non-fiction

Poems to learn by heart

Year 2 Literacy Overview

Autumn 1 - Wellbeing	Autumn 2 - Responsibility	Spring 1 – Passion and Change	Spring 2 – Friendship and Community	Summer 1 - Resilience	Summer 2 - Diversity
Reading teaching Focus text: We're all Wonders Robert Munsch  Reading domains: Clarify Respond and Explain Focus text: Paper Bag Princess  Reading domains: Monitor and Summarise Language for Effect	Reading teaching Focus text: The Last Tree Emily Haworth-Booth  Reading domains: Respond and Explain Inference Focus text: I Want My Hat Back Jon Klassen  Reading domains: Clarify Inference	Reading teaching Focus text: The Great Fire of London Emma Adams  Reading domains: Select and Retrieve Themes and Conventions Focus text: Dear Greenpeace Simon James  Reading domains: Language for Effect Monitor and Summarise	Reading teaching Focus text: On Sudden Hill Linda Sarah & Benji Davies  Reading domains: Monitor and Summarise Themes and Conventions Focus text: Actual Size Steve Jenkins  Reading domains: Select and Retrieve Clarify	Reading teaching Focus text: Guess Who's Coming for Dinner John Kelly  Reading domains: Inference Themes and Conventions Focus text: The Koala who Could Rachel Bright  Reading domains: Monitor and Summarise Inference	Reading teaching Focus text: Julian is a Mermaid Jessica Love  Reading domains: Inference Respond and Explain Focus text: What is Pink? Christina Rossetti  Reading domains: Clarify Respond and Explain Language for Effect

Heritage Text

Diverse author and/or character

Traditional tale

Poetry

rich non-fiction

Poems to learn by heart

Year 2 Literacy Overview

Word reading focus is ongoing. Only key focus domains are shown as other reading domains and associated strategies will be covered in response to the demands of the text and gaps in pupil understanding.

Supplement texts: Here We Are <i>Oliver Jeffers</i> An Emotional Menagerie Until I Met Dudley <i>R McGough</i>	Supplement texts: Flashlight <i>Lizi Boyd</i> Rosa Parks <i>Lisbeth Kaiser</i> Amazing Grace <i>Mary Hoffman</i>	Supplement texts: 10 Things I Can Do to Help My World <i>Melanie Walsh</i> Wangari Maathia <i>Franck Privot</i> Vlad and the great fire of London <i>Kate Cunningham</i>	Supplement texts: Instructional texts to link with first writing outcome	Supplement Texts: Revolting Rhymes <i>Roald Dahl</i> What Mr Darwin saw <i>Mark Manning</i>	Supplement Texts: The Story of the Titanic for Children <i>Joe Fullham</i> Come away from the water, Shirley <i>John Burningham</i>
<u>Non -fiction spine/Foundation links</u> The Big book of the UK <i>Imogen Russel Williams</i> Little people, big dreams: Rosa Parks and Emmeline Pankhurst, Josephine Baker <i>Fantastically Great Women who changed the world Kate Pankhurst</i> Claudette Colvin refuses to Move <i>Ebony Joy Wilkins</i> The Story of Ruby Bridges <i>Robert Coles</i> Fundamental Science Key Stage 1: Everyday Materials How Things Work: Materials (Science in Action)		<u>Non -fiction spine/Foundation links</u> The Great Fire of London <i>Emma Adams</i> Buildings that made London <i>David long</i> The Great fire of London <i>Liz Gogerly</i> Cars, Trucks and things that go <i>Richard Scarry</i> Let's-Read-and-Find-Out Science 2 WHAT MAKES A MAGNET? Mapping South America <i>Paul Rockett</i>		<u>Non -fiction spine/Foundation links</u> Through the Animal Kingdom: Discover Amazing Animals and Their Remarkable Homes <i>Derek Harvey</i> Fundamental Science Key Stage 1: Habitats and Food Chains 2016 (Fundamental Science Ks1) The story of the Titanic for children <i>Joe Fullman</i> National Geographic Kids – Titanic Titanic Eye witness Lunch at 10 Pomegranate Street <i>Felcita Sala</i> The Magic and Mystery of Trees <i>RHS</i>	

Heritage Text

Diverse author and/or character

Traditional tale

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rich non-fiction

Poems to learn by heart

Year 2 Literacy Overview

Reading strategies sorted into domains- HIAS school improvement

Word reading	Comprehension (knowledge and experience of the world brought to bear alongside strategies)				Inference	Language for effect	Themes and conventions
Sound it out	Clarify	Summarise	Select and retrieve	Respond and explain	Connect to prior knowledge	Visualise	Ask questions
Use context clues	Notice breakdown and fix it	Note text structure	Note text structure	Infer	Predict	Note text structure	Connect to prior knowledge
Use pictures	Apply word reading strategies	Think aloud	Scan	Get the gist	Form opinions	Think aloud	Infer
Self-correct	Get the gist	Visualise	Infer	Form opinions	Visualise	Form opinions	Form opinions
Refer to text	Connect to prior knowledge	Get the gist		Connect to prior knowledge	Get the gist	Infer	Get the gist
	Ask questions	Infer			Ask questions	Connect to prior knowledge	Note text structure
	Infer	Skim				Ask questions	
Increasing cognitive difficulty							
							

Heritage Text

Diverse author and/or character

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Poems to learn by heart