

English Curriculum Overview Year 2



The teaching of English at The Hills Academy covers reading (including word reading and comprehension) and writing (including spellings, grammar, handwriting and composition).

Teaching reading: Year 1-6 teach reading by following the CUSP reading spine.

“The curriculum is built on three key foundations: explicit vocabulary instruction; explicit fluency instruction (prosodic reading) and opportunities to think hard. Every unit follows a clear and progressive sequence that immerses pupils meaningfully in rich and demanding texts that have been carefully curated.” – CUSP

Phonics: The Hills Academy teaches phonics using Supersonic Phonic Friends.

Talk for Writing implementation – Nursery to Year 2 apply the principles and practices of Talk for Writing by Pie Corbett within their writing lessons. Children learn and write different story types and begin to understand fiction and non-fiction texts.

Writing in KS2 – KS2 apply the national curriculum programme of study to their writing lessons and use the broad range of literature in the CUSP reading spine as their writing stimulus.

Teaching spellings: Year 2-6 follow the No Nonsense Spelling overview to teach spelling patterns on a rotation of 2 spelling starters in English lesson's one week and 3 spelling starters in English lesson's the next week. National Curriculum spellings including common exception words and high frequency words are also taught regularly in English lessons.

Children working below age-related expectations – teachers should check children's gaps in previous year group's learning and ensure that these targets are met before children begin working on their current year group targets e.g., if a Year 2 child is not yet secure on Year 1 writing targets, they should focus on those targets first before attempting Year 2 targets.

Adapting weeks to suit each academic year – the number of weeks in each academic year may slightly change (e.g. autumn term may have 15 weeks instead of 14 weeks in some academic years). Class teachers should adapt the overviews accordingly depending on the length of each term and discuss and agree this with the English coordinator or SLT members if needed.

Genres and books used may be adapted throughout the year to suit changes in planning made by teachers. Please ensure the English coordinator is made aware of any changes.

Year 2: Autumn Term Writing



| <p><u>Weeks 1-5</u> <i>Week 1 – ready to write week</i></p> | <p><u>Weeks 6-8</u></p> | <p><u>Weeks 9-12</u></p> | <p><u>Weeks 13 & 14</u></p> | <p><u>Week 15</u></p> |
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| <p><u>Talk for Writing</u></p> <p><u>Narrative</u></p> <p>Genre/plot: Warning Story</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> • Little Red Riding Hood basket of clues (hook) • Red (Pie Corbett) • The Selfish Giant (teacher written warning story) • Little Red Riding Hood <p>Cold task: Children write a story based in a familiar setting</p> <p>Hot task: Children write their own version of a warning story</p> | <p><u>Talk for Writing</u></p> <p><u>Non-Fiction</u></p> <p>Genre/plot: Information text</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> • Little Red Riding Hood • Non-fiction books on woodland animals from the library <p>Cold task: Record facts about a wolf</p> <p>Hot task: Children write an information text based on a woodland animal of their choice</p> | <p><u>Talk for Writing</u></p> <p><u>Narrative</u></p> <p>Genre: Beating a Monster/Villain Story</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> • Jack and The Beanstalk • George and The Dragon <p>Cold task: Children have a go at writing a character description of a monster/villain</p> <p>Hot task: Children write their own beating a monster/villain story including character description</p> | <p><u>Talk for Writing</u></p> <p><u>Non-Fiction</u></p> <p>Genre: Instructions</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> • Instructions – How to trap a frost dragon (2024) • Pie Corbett The Book of Dragons • Dragon on the playground - hook <p>Cold task: Children have a go at writing instructions on a topic they are familiar with e.g., how to ride a scooter</p> <p>Hot task: Children write their own instructions on how to trap a dragon/mythical creature</p> | <p><u>Talk for Writing</u></p> <p><u>Poems</u></p> <p>Genre: Poetry</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> • The Quangle Wangle’s Hat by Edward Lear (T4W inspiration Emma Caulfield) • The Works chosen by Paul Cookson <p>Cold task: Children have a go at writing a winter based poem</p> <p>Hot task: Children write an independent piece of poetry (observational poetry/spine poem of a character or animal of their choice)</p> |



Year 2: Spring Term Writing

Weeks 1-4

Talk for Writing

Non-Fiction

Genre/Plot: Persuasive Leaflet

Hooks and books:

- The Story of Pirate Tom
- Leaflet examples
- Universal Studios

Cold task: Children have a go at writing a letter to persuade Mrs Whitehead to buy an item that they would like to have in school/to have a famous visitor in/change the uniform etc.

Hot task: Children write a persuasive leaflet to persuade people to visit their theme park.

Weeks 5-7

Talk for Writing

Narrative

Genre/Plot: Journey Tale

Hooks and books:

- The Way Back Home (Literacy Shed video)
- The Papaya that Spoke (Pie Corbett T4W)
- Hansel and Gretel

Cold task: Children have a go at writing a journey story after watching 'The Way Back Home'.

Hot task: Children write a journey tale choosing their own characters and settings.

Weeks 7-9

Talk for Writing

Non-Fiction

Genre/Plot: Information Text

Hooks and books:

- Why do insects matter? (Talk for Writing text)
- Insects non-fiction books (School Library Service)
- Habitats non-fiction books (School Library Service)

Cold task: Write a recount of the half term (write about real events)

Hot task: Children write an information text based on insects or another animal of their choice. This also links to the learning children have covered in science.

Weeks 10 & 11

Talk for Writing

Narrative

Genre/Plot: Poetry

Hooks and books:

- Children will decorate their own magic box
- The Magic Box Kit by Kit Wright
- A First Poetry Book by Pie Corbett
- Cold task: Poem about Spring

Hot task: Children will independently write a poem on a topic of their choice.

Year 2: Summer Term Writing



Weeks 1-3

Talk for Writing

Non-fiction

Genre/Plot: Recount/Diary entries

Hooks and books: Isadora Moon Goes to School by Harriet Muncaster

Cold task: Write a diary entry about their weekend/Easter holidays

Hot task: Write a diary entry based on Isadora Moon – children to innovate their own idea to change the plot

Weeks 4-6

Talk for Writing

Narrative

Genre/Plot: Quest stories

Hooks and books:

- Lost and Found by Oliver Jeffries
- We're going on a bear hunt by Michael Rosen
- Treasure hunt around school

Cold task: After the treasure hunt children to write a story about their hunt and what they found

Hot task: Quest story independent writing

Weeks 7-9

Talk for Writing

Non-fiction

Genre/Plot: Information text

Hooks and books:

- Little People, Big Dreams by Lisbeth Kaiser & Ana Sanfelippo
- Inspirational person of their choice
- Harry and The Bucketful of Dinosaurs by Ian Whybrow

Cold task: Write a fact file about a person of their choice (e.g. a family member, Florence Nightingale etc.)

Hot task: Write an information text based on an inspirational person of their choice

Weeks 10-12

Talk for Writing

Narrative

Genre/Plot: Novel study

Hooks and books:

Fantastic Mr Fox by Roald Dahl

Cold task: Write a character description based on a picture of Fantastic Mr. Fox

Hot task: Write a novel based on the plot of a character being triumphant

Week 13 – consolidation of key targets