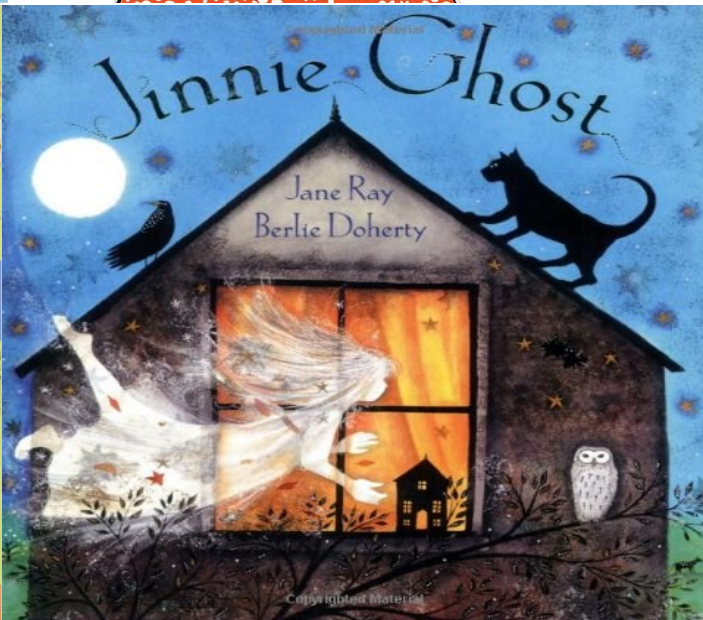
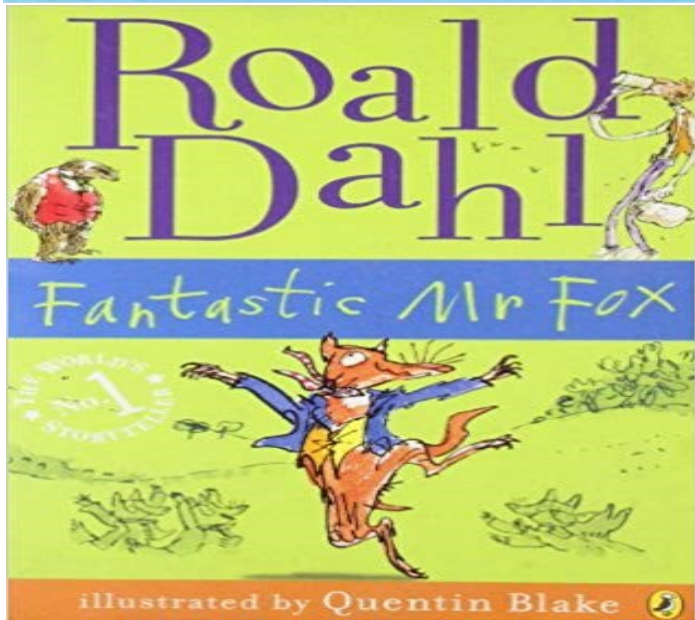
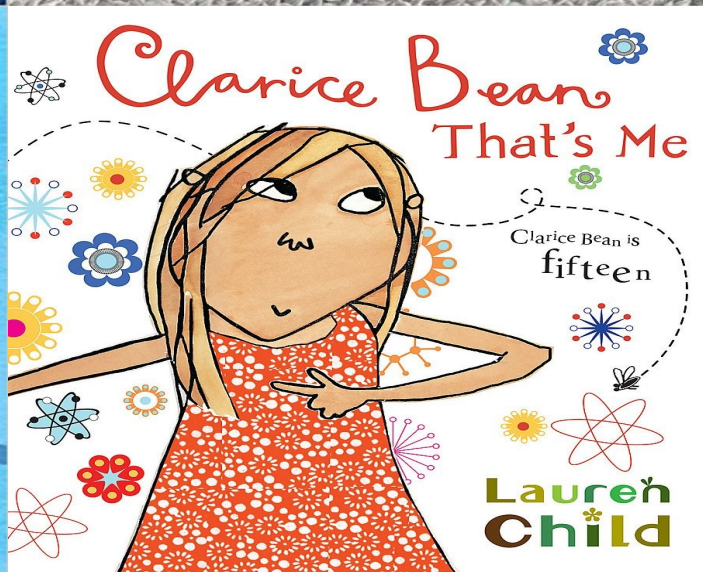
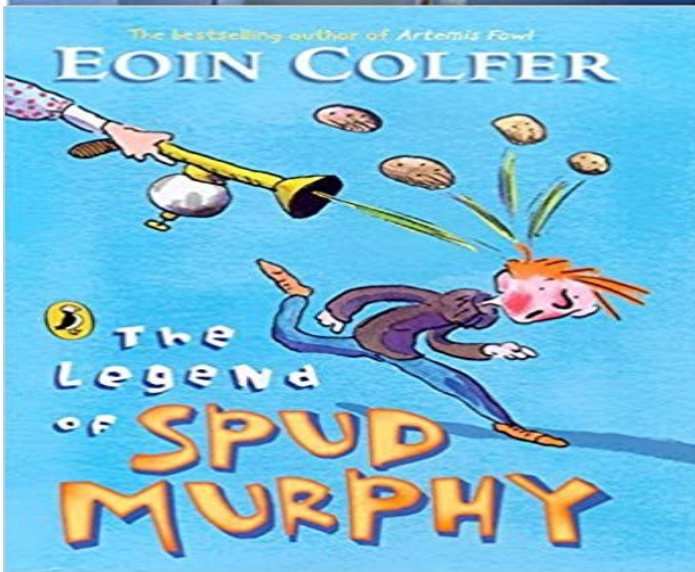
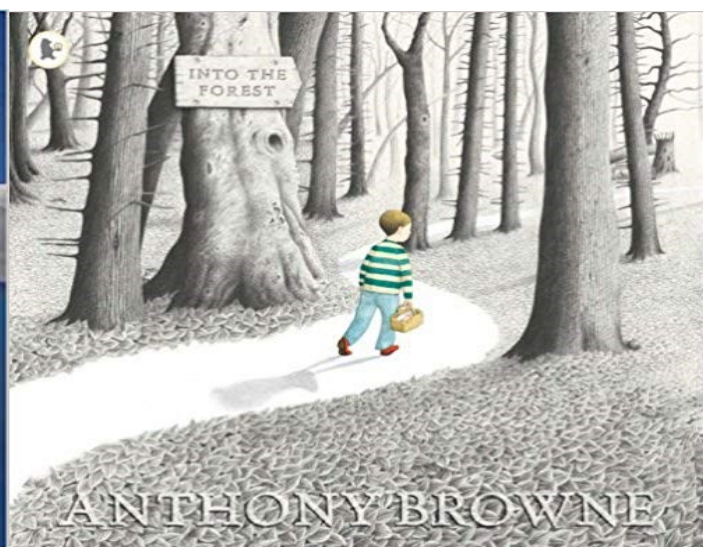
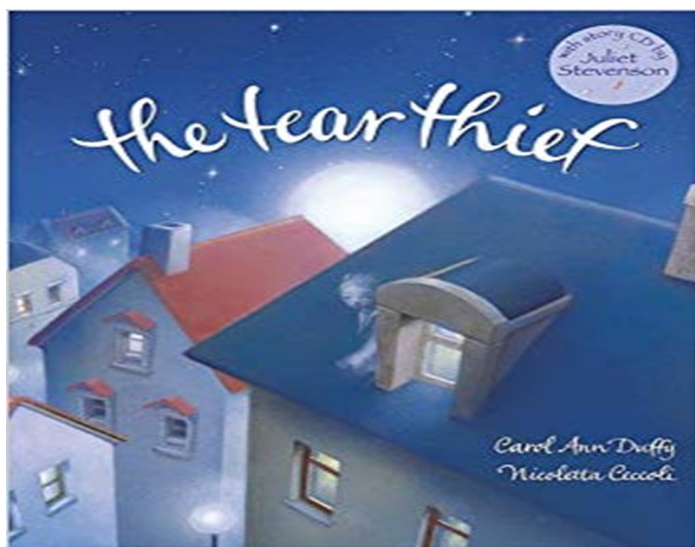
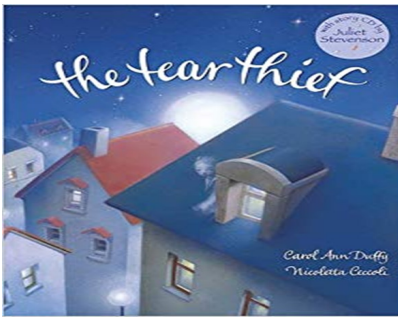




Year 2 Novel Study Curriculum

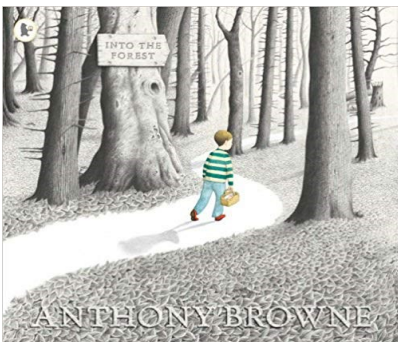


Writing Styles



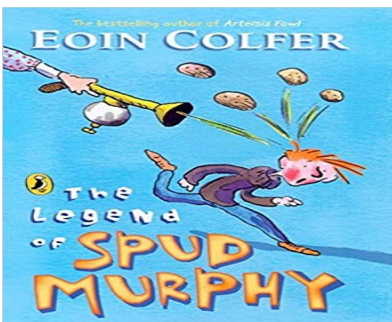
Autumn 1 Text Types Covered:

Character Descriptions (and, that, because, noun phrases)
Characterisation (through verbs/movement)
Linking two objects to describe (similes and comparison)
Question/statement writing (to find out about a character)
Character Development (new tear thief)
Narrative writing (their own thief story)



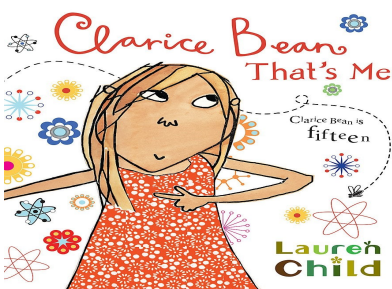
Autumn 2 Text Types Covered:

Prediction (I see, I think, I wonder...)
Letter Writing (writing to family)
Describing fairy tale characters (adjectives for detail)
Narrative sequence (adverbs of time to move on)
Setting description (conjunctions, adverbs and adjectives)
Recount (linking familiar events)



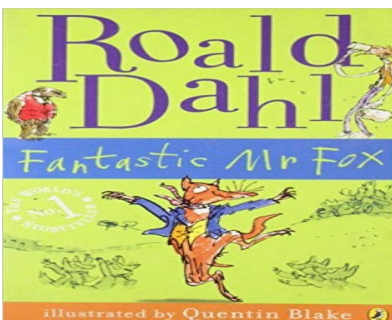
Spring 1 Text Types Covered:

Prediction (future tense)
Setting description (turning a setting from boring to fun)
Action Sequence (extend verbs, adverbs, sentence lengths)
Instructions (library visit)
Dream writing (similes, fantasy ideas)
Adventure story writing



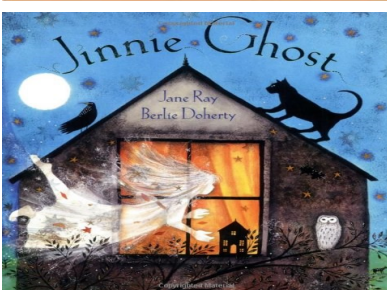
Spring 2 Text Types Covered:

Prediction (objects, extend with conjunctions)
Setting descriptions (home, conjunctions to extend, similes)
Instructions
Non-fiction factfile
Narrative (troublesome behaviour, editing and improving)



Summer 1 Text Types Covered:

Predictions (statements, questions)
Character description (Roald Dahl style)
Action sequence (villain chase scene, select phrases from the novel)
Persuasive writing (wanted poster link char/pers)
Description with characters (town feast scene)



Summer 2 Text Types Covered:

Comparison (with other author's and books, similes to compare)
Describe a character (most effective adjectives and adverbs)
Bedroom description (horror effect)
Dream poem (poetic structure/forms, editing)

Reading Coverage

| As taken from the National Curriculum In summarised form | | Primary Coverage |
|--|--|--|
| • secure phonic decoding until reading is fluent | Read fluently using decoding skill | RWI/Guided Reading + AR (some) |
| • read accurately by blending, including alternative sounds for graphemes | Read accurately by blending, including alternative sounds for graphemes | RWI/Guided Reading |
| • read multi-syllable words containing these graphemes | Read multi-syllable words containing known graphemes | RWI/Guided Reading |
| • read common suffixes | Read common suffixes | RWI/Guided Reading |
| • read exception words, noting unusual correspondences | Read exception words | RWI/Guided Reading |
| • read most words quickly & accurately without overt sounding and blending | Read most words quickly and accurately without overt sounding and blending | RWI/Guided Reading |
| • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | Discuss and express views on a wide range of poetry, stories and non-fiction | All Novels + RWI/Guided Reading |
| • recognising simple recurring literary language in stories and poetry | Recognise simple recurring literary language in stories and poetry | All Novels and Poems (TT and JG) |
| • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | Perform poetry learnt by heart with appropriate intonation | Jinnie Ghost |
| • discussing and clarifying the meanings of words, linking new meanings to known vocabulary | Discuss and clarify the meanings of words | All novels + Guided Reading |
| • discussing the sequence of events in books and how items of information are related | Discuss the sequence of events in books | All novels + Guided Reading |
| • making inferences on the basis of what is being said and done | Make inferences on the basis of what is being said and done | All novels + Guided Reading |
| • answering and asking questions | Ask and answer questions about a text | All novels + Guided Reading + RWI |
| • predicting what might happen on the basis of what has been read so far | Predict what might happen based on reading so far | All novels + Guided Reading + RWI |
| • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Explain and discuss understanding of a range of reading | All novels + Guided Reading + RWI + AR |

Writing Coverage

| As taken from the National Curriculum | In summarised form | Primary Coverage |
|--|--|------------------------------------|
| <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | Break words into phonemes for spelling | RWI + Weekly Spellings |
| <ul style="list-style-type: none"> learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones | Know some spellings which use variations of standard phonemes | RWI + Weekly Spellings |
| <ul style="list-style-type: none"> learning the possessive apostrophe (singular) | Use the possessive apostrophe | Writing lessons |
| <ul style="list-style-type: none"> learning to spell more words with contracted forms | Spell some words with contracted forms | Writing lessons + weekly spellings |
| <ul style="list-style-type: none"> add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly | Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly | Writing lessons + weekly spellings |
| <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another | Form lower-case letters of the correct size relative to one another | Handwriting + Writing lessons |
| <ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | Write capital letters of appropriate size | Handwriting + Writing lessons |
| <ul style="list-style-type: none"> writing for different purposes | Write for different purposes | All Novels |
| <ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear | Read aloud using appropriate intonation | RWI/Guided Reading + Novels |
| <ul style="list-style-type: none"> expanded noun phrases to describe and specify | Use noun phrases | All Novels (first TT) |
| <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command | Use four main types of sentence appropriately | First Tear Thief + other novels |
| <ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form | Use present and past tense correctly | Into the Forest + others |
| <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | Use some coordinating and subordinating conjunctions | All novels (develops through year) |
| <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes... | Use appropriate demarcation punctuation | All novels |
| | Use commas for lists | Spud Murphy + All novels |

Genres

| <u>Genre</u> | <u>ES</u> | <u>Year 1</u> | <u>Year 2</u> |
|------------------------------|--|--|--|
| Fairy Tale/ Fable | Jack and The Beanstalk The Little Red Hen | Little Red Riding Hood | Into the Forest |
| Fantasy | Jack and the Beanstalk | Where the Wild Things Are | The Tear Thief |
| Poetry | | Where the Wild things Are | The Tear Thief Jinnie Ghost |
| Myths/Legends | | | |
| Other Cultures/ diversity | Handa's Surprise | The Queen's Knickers | Jinnie Ghost |
| Historical | | The Queen's Knickers | |
| Horror/Fear | | Where the Wild Things Are The Tin Forest | Jinnie Ghost |
| Family | Owl Babies We're Going on a Bear Hunt | Little Red Riding Hood The Tiger Who Came to Tea Where the Wild Things Are | The Legend of Spud Murphy Clarice Bean 'That's Me' Fantastic Mr. Fox |
| Nature/animals | We're Going on a Bear Hunt Owl Babies The Little Red Hen | The Tiger Who Came to Tea The Tin Forest | Into the Forest Fantastic Mr. Fox |
| Humour | | Where the Wild Things Are The Queen's Knickers | The Legend of Spud Murphy Clarice Bean 'That's Me' Fantastic Mr. Fox |
| Adventure | We're Going on a Bear Hunt The Hungry Caterpillar | Little Red Riding Hood Where the Wild Things Are | Fantastic Mr. Fox |
| Mystery | | The Man on the Moon | The Tear Thief Jinnie Ghost |
| Action/Thriller | | | The Legend of Spud Murphy Fantastic Mr. Fox |
| Science-Fiction | | The Tin Forest The Man on the Moon | |

Notes on the Curriculum and Progression

The year two novel study curriculum builds upon the reading and writing skills secured in EYFS and Year 1. Opportunities for speaking and listening are furthered, as detailed and specific discussions of more complex texts are introduced. Pupils' sentence formation is now extended to the use of alternative conjunctions, use of noun phrases and the accurate use of the four types of sentence.

During the Autumn term 'The Tear Thief' provides a rich level of vocabulary, which is taught to expand the range of vocabulary the children can use. Additionally, the story's poetic language and detailed description is taught to develop children's skills in these areas. 'Into the Forest' focuses on securing moving on in time and the use of additional conjunctions appropriate to the year two national curriculum. It also includes a focus on non-fiction skills, developing from year one into recounts and letter writing.

In the Spring term, 'The Legend of Spud Murphy' gives children the opportunity to access a text that is more typical of a novel, in terms length and structure. This develops their abilities to predict, question and retain information in a longer narrative. In writing, the text introduces detailed description of movements, which is taught to the children to develop their narrative writing. Clarice Bean 'That's Me' then progresses to reading a story with an alternative layout and describes familiar, family situations in a deliberate, detailed and adjective heavy style, which the children apply in their own writing. Children are also taught to edit their work in greater detail in this term.

In the Summer Term, 'Fantastic Mr. Fox', as another lengthier 'novel', provides great opportunities for considered application of reading and writing skills learned both in this novel and over the year. Children are taught to write in the style of Roald Dahl and build on prior learning by using previous skills such as conjunctions, moving on in time and verb/adverbs development, within a full piece of narrative writing. 'Jinnie Ghost' then provides a completely different text experience, bringing a 'spooky' theme to the children's reading and writing, while focusing specifically on poetic features, building on those experienced in the 'The Tear Thief'.