

# Year Two English Genre and Text Type Mapping for Reading and Writing

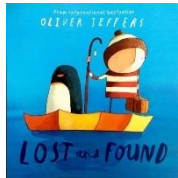


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching: listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently						
<b>Narrative</b>	<ul style="list-style-type: none"> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story).</li> <li>Write narratives about personal experiences and those of others (real and fictional)</li> </ul>					
	<u>Stories with recurring narrative structure</u> Five Minutes Peace (Jill Murphy) A Quiet Night In (Jill Murphy)	<u>Traditional Tales</u> The Gingerbread Man	<u>Stories with familiar settings</u> Oliver's Vegetables (Vivien French)	<u>Contemporary Narrative</u> The Bear and the Piano (David Litchfield) The Lonely Beast (Chris Judge)	<u>Well-known Author</u> Fantastic Mr Fox (Roald Dahl)	<u>Stories with diverse representations</u> The Proudest Blue (Ibtihaj Muhammad)
Suggested outcome	Re-tell the story using familiar language as a starting point for adventurous vocabulary	Develop narrative language by innovating from the traditional tale, changing characters, settings or endings	Apply grammatical structures and punctuation through an innovated re-telling of the story or paragraph	Apply grammatical structures and punctuation through an innovated re-telling of the story or paragraph	Apply grammatical structures and punctuation through an innovated re-telling of the story or event	Apply grammatical structures and punctuation through an innovated re-telling of the story.
<b>Non-Narrative</b>	<ul style="list-style-type: none"> <li>Be introduced to non-fiction books that are structured in different ways</li> <li>Pupils should learn about cause and effect in both narrative and non-fiction (for example, why certain dates are commemorated annually).</li> <li>Write about real events and write for different purposes</li> </ul>					
	<u>Explanation</u>	<u>Recount/diary</u>	<u>Instructions</u>	<u>Persuasive letter</u>	<u>Non-chronological report</u>	<u>Recount/diary</u>
Suggested outcome	Produce a flowchart, ensuring content is clearly sequenced	Write first person recounts re- telling historical or fictional events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Write a letter to convince a character to change their mind i.e. to persuade the bear to come home to visit his friends	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	Write first person recounts re- telling historical or fictional events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person
<b>Poetry</b>	<ul style="list-style-type: none"> <li>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>Write poetry</li> </ul>					
	<u>Vocabulary focus</u> <a href="#">Who am I?</a>		<u>Structure Focus</u> Acrostic Poems		<u>Take One Theme/Poet</u> <a href="#">Dr Seuss Poems</a>	
Suggested outcome	Create a poem about themselves using a simple structure.		Create similar poems, innovating from model Learn to perform poems		Create similar poems, innovating from model Learn to perform poems	

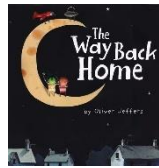
# Year Two Reading for Pleasure Spine

Our reading spine is a carefully chosen selection of good quality children's books **in addition** to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.

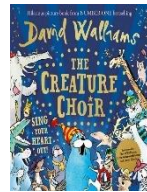
## Reading Spine



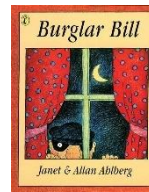
Lost and Found - Oliver Jeffers



The Way Back Home - Oliver Jeffers



The Creature Choir - David Walliams



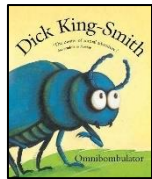
Burglar Bill - J and A Ahlberg



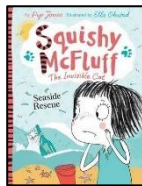
The Twits - Roald Dahl



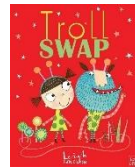
Ug - Raymond Briggs



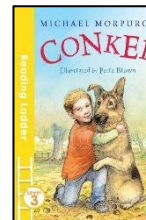
Omnibombulator - Dick King-Smith



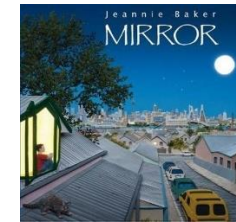
Squishy McFluff: Seaside Rescue - Pip Jones



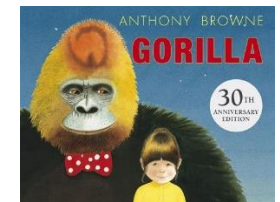
Troll Swap - Leigh Hodgkinson



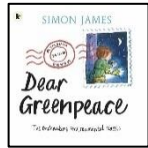
Conker - Michael Morpurgo



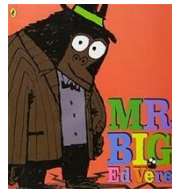
Mirror - Jeannie Baker



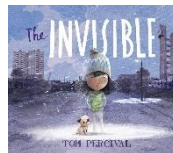
Gorilla - Anthony Browne



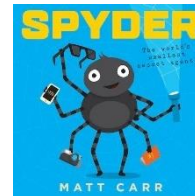
Dear Greenpeace - Simon James



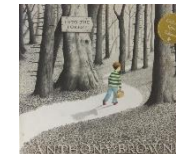
Mr Big - Ed Vere



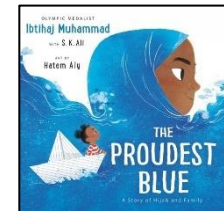
The Invisible - Tom Percival



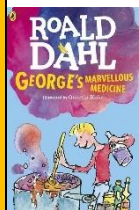
Spyder - Matt Carr



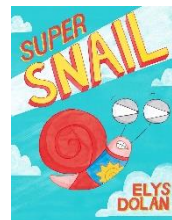
Into the Forest - Anthony Browne



The Proudest Blue - Ibtihaj Muhammad



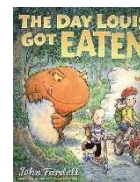
George's Marvellous Medicine - Roald Dahl



Super Snail - Elys Dolan



Meerkat Mail - Emily Gravett



The Day Louis got Eaten - John Fardell



Big Book of the Blue - Yonal Zommer



The Secret of Black Rock - Joe Todd-Stanton