

English curriculum class 2

Theme	Texts used	Text types explored through this theme	Comprehension opportunities	SPAG	Outcomes
Monkey King	Monkey King Usborne First Reader.	story Idea of the narrator		Direct speech Adjectives Past verbs to replace 'said'	Paragraph – would they each the purple peach?
Story of Lego	Literacy Shed short video	Monologue Non-fiction Chronological report - toolkit Newspaper report		Past present future Simple past verbs Punctuation (introduce giant gestures) Fronted Adverbials	Report on Lego
Viking / Norse Saga	BBC Viking Sagas (linked with music) Thor in the Land of the Giants	Fiction : Saga (sequencing events in fiction this time) Descriptions of Norse creatures		Fronted Adverbials	
Dragons	The Boy who grew dragons Story book age 7-9 Dragonology Tell me a Dragon Letters from Bjorn the Viking	Children's story (weekly reading sessions in small groups and follow-up written task) Book review Story in a poem form Fact files about dragons Letters	Weekly 40 min group reading Comprehension follow up questions Summarising book and giving opinion Comprehension questions	Imperative verbs Fronted adverbials (simple) Using an adverb with a verb eg. swooping gracefully	Paragraph – the first time you encountered your dragon Plan, draw and describe their dragon (using features chosen from studying dragons round the world) Write a poem about their dragon Write a postcard home about discovering a dragon

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Dragons	Pie Corbett's KS2 Dragons resource	<p>Instructions : How to trap a dragon (toolkit) How to look after a dragon (Pie Corbett)</p> <p>Information text about the Night Fury (How to Train Your Dragon)</p>		<p>Imperative verbs (instructions)</p> <p>adjectives qualifiers verbs</p> <p>fronted adverbials</p>	Write a set of instructions to Thomas' friend on how to catch a dragon on the neighbour's garden.
Fantastic Beasts / New York in the 1920s	<p>Extract from Alice in Wonderland</p> <p>Extract from Buggy Malone Playscript</p> <p>Information text about Ellis Island</p> <p>Fantastic Beasts and Where to Find Them Play Script</p> <p>Fantastic Beasts (information book about beasts)</p>	<p>Playscripts (toolkit)</p> <p>Playscripts</p> <p>Playscripts</p> <p>Film</p> <p>Information texts about creatures</p>	Comprehension questions	<p>Fronted adverbials</p> <p>Simple past tense / regular past tense verbs</p> <p>Verbs (vocabulary)</p> <p>adjectives</p> <p>qualifiers</p> <p>verbs (vocabulary)</p>	<p>Use a playscript to act out a scene in groups (inside Queenie and Tina's apartment)</p> <p>Describing what happened in a scene in the film (when Jacob was taken into Newt's suitcase)</p> <p>Plan and write out a scene of a play with the setting of inside Newt's suitcase and including themselves, Newt and one or more creatures.</p>

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Winnie the Pooh	Adapted newspaper report about the story of Winnie bear. Descriptions of characters Extract from the House at Pooh Corner	Chronological report Descriptions Story (adapted from chapter 5, by adding in the children in place of characters)	Reading comprehension	Identifying verbs in the simple past (year 3 and 4) Relative clauses (year 5) Adjectives Speech marks	Write some simple sentences summarising what happened to Winnie the bear Use relative clauses to complete sentences in order to summarise the story of Winnie the bear Compare their character to the characters in Winnie the Pooh using adjectives learnt. Reading aloud and acting out their part, using the speech marks to recognise when their turn is.
Volcanos, rocks and soils	Personal story about a volcanic eruption How to survive a volcanic eruption Fossils information text	Recount (toolkit) Instructional text (toolkit) Information poster Information text	comprehension	Imperative verbs	Create an information poster about what to do in the event of a volcanic eruption
Tintin	Extract from Tintin : the Blue Lotus	Graphic novel / comic strip	inference (how much danger are the characters in?)		
Democracy	Extract from a story (a monologue where	Story : The Accidental Prime Minister (in part)	Reading comprehension from the book	Modal verbs (year 5) Future tense using I will (years 3 and 4)	Pledges : write sentences to include in their manifesto (what would they do

	<p>a boy shares ideas for improving the country)</p> <p>Letter from local MP to a member of staff</p> <p>Model persuasive letters</p> <p>Information texts and news articles about global warming</p> <p>News articles about protests</p>	<p>Formal letter writing (toolkit)</p> <p>News articles and information texts</p>	<p>Comprehension : democracy information text</p>	<p>Giving opinions (We agree that, we believe that, we are worried that etc.)</p> <p>Imperative verbs</p> <p>Rhetorical questions</p>	<p>if they were running for prime minister?)</p> <p>Write a letter to the Donald Trump and our local MP about global warming.</p>
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The journey to our island	<p>Kensuke's Kingdom (whole book for one ability group and extracts to support setting writing for all)</p> <p>Extract / model about how the class reach the island (linked to science investigation)</p> <p>Exploring other books or films</p>	<p>Narrative story(adventure)</p> <p>Settings descriptions (toolkit)</p> <p>Similes poem</p> <p>Film descriptions</p>		<p>Speech marks</p> <p>Fronted adverbials</p> <p>Adjectives</p> <p>Figurative language : similes</p>	<p>Write one / two paragraphs to describe their version of how some of the class discovered the island. Use speech and fronted adverbials.</p> <p>Write an acrostic poem</p>

	<p>which involve 'journeying' to an alternate universe (Narnia, Mary Poppins etc.)</p> <p>Descriptions of settings (using various model texts)</p> <p>Simile poems</p> <p>Model acrostic poem</p> <p>Texts of various national anthems from different islands in the world.</p> <p>Brochures, leaflets and websites about destinations TV adverts</p>	<p>Setting descriptions</p> <p>Traditional English sayings using similes (eg. flat as a pancake)</p> <p>Acrostic poems</p> <p>Song text (anthems)</p> <p>Persuasive writing : advertising destinations (toolkit)</p>		<p>Vocabulary linked to anthems</p> <p>Rhetorical questions Emotive language Imperative verbs and direct language</p>	<p>Write a description of our island (first arrival impressions / a certain ecosystem or area of the island)</p> <p>Complete a narrative (story) about what happened on their first trip to the island using the planning grid.</p> <p>Create a class set of rules and laws for a constitution for our island</p> <p>Write their own individual national anthems for our island</p> <p>Work in groups to create a section of a leaflet to advertise our island and produce a class leaflet</p> <p>Create a TV advert in pairs or individually for the island using all of the features learnt for persuasive text and film using greenscreen.</p>
Black women in history	<p>Dorothy Vaughan Film extracts from Hidden Figures</p> <p>Bilingual text (Spanish and English) on Dorothy Vaughan</p>	<p>Film extracts from Hidden Figures</p> <p>Biography</p> <p>Interview</p>	Reading comprehension	<p>Spanish text : skills – retrieving information from a text in another language. Seeing links between languages</p>	<p>Use the information from the film extracts and biography to prepare answers to questions about segregation in the 1950s and record an interview in groups.</p>

	Rosa Parkes text	Information text / chronological report	tasks on the 2 famous women		
Tudor Times	<p>My Friend Walter chapter 1 : model diary of the visit to the Tower</p> <p>Henry's Blog : an amusing blog covering the life of Henry VIII and his various marriages</p> <p>Leaflets from Stratford on Avon (including Shakespeare's buildings and schoolroom)</p> <p>School blogs</p>	<p>Dairy writing</p> <p>Blog and comparing to a diary (toolkits)</p> <p>Information leaflets</p> <p>blogs</p>	<p>Diary entry – focus on identifying thoughts and feelings, informal 'chatty' language and use of pronouns</p> <p>Comprehension questions from information text on Shakespeare's School Room</p>	<p>Noun phrases and expanded noun phrases Eg. a powerful king with many castles etc.</p> <p>Pronouns : personal pronouns and possessive pronouns</p> <p>Subject and object of a sentence and use of personal pronouns for subject and object</p> <p>Year 5 : use of a wider variety of pronouns (personal, possessive, relative)</p>	<p>Create a diary entry for either their school visit to Stratford or the day of the village fete organised by the school.</p> <p>Create a blog page for themselves, modelled on a page from Henry's Blog</p> <p>Create an advert for a new wife for Henry (focusing on the use of expanded noun phrases)</p> <p>Write accounts of the visit to Stratford for the school newsletter</p> <p>Start a school blog</p>
Our School	New school leaflet	Information leaflet / persuasive leaflet.		<p>Powerful adjectives</p> <p>Rhetorical questions</p>	<p>Pupil voice: write opinions on the school for use in the school leaflet.</p> <p>Review the new school leaflet, identifying features of a persuasive leaflet.</p> <p>Use this information and their own draft writing to produce a video of the</p>

					<p>school to go with the leaflet (taking sections in pairs or groups) Record.</p> <p>Write accounts of the school fete for the school newsletter.</p>
<p>Making mustard</p>	<p>Information leaflet about Fallot Moutarderie in Beaune</p> <p>Leaflets – different types of French mustard</p> <p>Instructional text – how to make mustard in French</p>	<p>Bilingual information leaflets</p> <p>Instructional text in French</p>	<p>Comprehension – retrieval of information</p>	<p>French text. Skills – retrieving information from a text in another language. Seeing links between languages and where we get our words from – use of cognates.</p>	<p>Children follow the instructions to create and share their own mustard and to give an opinion.</p>