

**Gresham Primary School**  
**English Curriculum Map**  
**Year Two**

	<b>Text and Literary form</b>	<b>Spoken Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Phonics &amp; Spellings</b>
<b>Autumn 1</b>	The Robot and the Bluebird- David Lucas <i>(Fiction –Modern Fairy Tale)</i>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge;</p> <p>Consider and evaluate viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, performances, role play, improvisations and debate about what has been read</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</p>	<p><b>Comprehension:</b></p> <p>Listen to and discuss and express views about a wide range of contemporary and classic poetry, <b>stories</b> and non-fiction at a level beyond that at which they can read independently;</p> <p>Discuss the sequence of events in books and how items of information are related;</p> <p>Discuss favourite words and phrases;</p> <p>Ask and answer questions;</p> <p>Predict what might happen on the basis of what has been read so far;</p> <p>Making inferences on the basis of what is being said and done;</p> <p>Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say;</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen</p>	<p><b>Outcomes:</b></p> <p>Captions and annotations            Debate writing            Speech and thought bubbles            Writing in Role            Text annotations            Non-chronological report            Instruction writing            Letter            Free verse poetry            Storymaps            Retelling from alternative perspective</p> <p><b>Composition:</b></p> <p>Write narratives about personal experiences and those of others (real or fictional);</p> <p>Write poetry;</p> <p>Write for different purposes;</p> <p>Plan and say out loud what they are going to write about;</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Evaluate their writing with the teacher and other pupils;</p>	<p>Develop their understanding of:</p> <p><i>Conjunctions for coordination and subordination</i></p> <p><i>Nouns and expanded noun phrases;</i></p> <p><i>Adjectives;</i></p> <p><i>Verbs;</i></p> <p>How the grammatical patterns in a sentence indicate its function as a:  <i>Statement, question, exclamation and command</i></p> <p>Correct choice and consistent use of present and past tense.</p>	<p>Learn how to use the following punctuation correctly:</p> <p><i>capital letters</i></p> <p><i>full stops</i></p> <p><i>question marks</i></p> <p><i>exclamation marks</i></p> <p><i>commas for lists</i></p>	<p>Revision on Y1 Common exception words.</p> <p>Revision of Y1 spelling patterns.</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, l and y;</p> <p><i>(badge, edge, bridge, dodge, fudge)</i>  <i>(age, huge, change, charge, bulge, village)</i>  <i>(gem, giant, magic, giraffe, energy)</i>  <i>Jacket, jar, jog, join adjust).</i></p>

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			to and those that they read themselves.	<p>Re-read their writing to check it make sense and make simple revisions;</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><b>Handwriting:</b></p> <p>Form lower-case letters of the correct size relative to one another;</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined;</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;</p> <p>Use spacing between words that reflects the size of the letters.</p>			
<b>Autumn 2</b>	Traction Man is Here! – Mini Grey ( <b>Picture Book with comic book conventions</b> )	<p>Participate in discussions, performances, role play, improvisations and debate about what has been read;</p> <p>Listen and respond appropriately to adults and their peers;</p>	<p><b>Comprehension:</b></p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales;</p> <p>Explain and discuss their understanding of books,</p>	<p><b>Writing Outcomes:</b></p> <p>Thought /speech bubbles            Labelled drawings            Character fact files            Letter writing            Play scripts            Narrative writing</p>	<p>Learn how to use the following grammatical structures correctly:</p> <p><i>the present and past tenses correctly and consistently;</i></p> <p><i>subordinating conjunctions (when, if, that, because etc) and coordinating</i></p>	<p>Learn how to use the following punctuation correctly:</p> <p><i>capital letters</i></p> <p><i>full stops</i></p> <p><i>question marks</i></p>	<p>The /s/ sound spelt c before e, i and y:  <i>Race, ice, cell, city, fancy;</i></p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words:  <i>(knck, know, knee, gnat, gnaw);</i></p>

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		<p>Articulate and justify answers, arguments and opinions;</p> <p>Speak audibly and fluently with an increasing command of Standard English;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</p>	<p>poems and other material, both those that they listen to and those that they read for themselves;</p> <p>Discuss the sequence of events in books and how items of information are related;</p> <p>Ask and answer questions;</p> <p>Predicting what might happen on the basis of what has been read so far;</p> <p>making inferences on the basis of what is being said and done;</p> <p>Listen to and discuss and express views about a wide range of contemporary and classic poetry, <b>stories</b> and non-fiction at a level beyond that at which they can read independently.</p>	<p><b>Composition:</b></p> <p>Writing narratives about personal experiences and those of others (real and fictional);</p> <p>Writing for different purposes;</p> <p>Planning or saying out loud what they are going to write about;</p> <p>Writing down ideas and/or key words, including new vocabulary;</p> <p>Encapsulating what they want to say, sentence by sentence;</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils;</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p><b>Handwriting:</b></p> <p>See above</p>	<p><i>conjunctions (and , or , but etc.)</i></p> <p><i>Verbs</i></p> <p><i>Adverbs</i></p>	<p><i>exclamation marks</i></p> <p><i>commas for lists</i></p>	<p>The /r/ sound spelt wr at the beginning of words:  <i>(write, written, wrote, wrong, wrap);</i></p> <p>The /l/ or /əl/ sound spelt –le at the end of words:  <i>(table, apple, bottle, little, middle).</i></p> <p>Y2 Common Exception words</p>
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<b>Spring 1</b>	<p>Claude in the City – Alex T.Smith (<i>Humorous illustrated novel</i>)</p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p><b>Comprehension:</b></p> <p>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;</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves;</p> <p>Discussing the sequence of events in books and how items of information are related;</p> <p>Discussing their favourite words and phrases;</p> <p>Answering and asking questions;</p> <p>Predicting what might happen on the basis of what has been read so far;</p> <p>Making inferences on the basis of what is being said and done.</p>	<p><b>Writing Outcomes:</b></p> <p>Character descriptions            City poems            Story mapping            Postcards            Guide book/leaflet for museum            Newspaper report            Doctor's report            Own Claude story in an alternative setting</p> <p><b>Composition:</b></p> <p>Planning or saying out loud what they are going to write about;</p> <p>Writing down ideas and/or key words, including new vocabulary; Encapsulating what they want to say, sentence by sentence;</p> <p>Writing for different purposes;</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils;</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form;</p> <p>Proof-reading to check for errors in spelling,</p>	<p>Learn how to use the following grammatical structures correctly and consistently:</p> <p><i>The present and past tenses correctly and consistently including the progressive form;</i></p> <p><i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but);</i></p> <p><i>Expanded noun phrases to describe and specify [for example, the blue butterfly];</i></p> <p><i>Sentences with different forms: statement, question, exclamation, command.</i></p>	<p>Learn how to use the following punctuation correctly:</p> <p><i>capital letters</i></p> <p><i>full stops</i></p> <p><i>question marks</i></p> <p><i>exclamation marks</i></p>	<p>The /l/ or /əl/ sound spelt –el at the end of words:  <i>(camel, tunnel, squirrel, travel, towel, tinsel)</i></p> <p>The /l/ or /əl/ sound spelt –al at the end of words:  <i>(metal, pedal, capital, hospital, animal);</i></p> <p>The /l/ or /əl/ sound spelt –il at the end of words;  <i>(pencil, fossil, nostril)</i></p> <p>The /aɪ/ sound spelt –y at the end of words;  <i>(cry, fly, dry, try, reply, July)</i></p> <p>Adding –es to nouns and verbs ending in –y;  <i>(flies, tries, replies, copies, babies, carries)</i></p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it;  <i>(copied, copier, happier, happiest, cried, replied)</i></p> <p>Y2 Common exception words</p>
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				<p>grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><b>Handwriting:</b> See above</p>			
<b>Spring 2</b>	<p>Poems to Perform edited by Julia Donaldson <b>(Poetry)</b></p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p><b>Comprehension:</b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding;</p> <p>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;</p> <p>Recognise simple recurring literary language in stories and poetry;</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary;</p> <p>Discuss their favourite words and phrases;</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate</p>	<p><b>Writing Outcomes:</b></p> <p>Descriptive vocabulary and phrase collections Poems inspired by the collection Innovated verses of 'Rhythm of Life' Fresh lines for 'The Sound Collector' Original poem inspired by poetry and music: 'The Lark Ascending' Performance and recitals Class anthologies</p> <p><b>Composition:</b></p> <p>Develop positive attitudes towards and stamina for writing poetry;</p> <p>Writing for different purposes including poetry;</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about and writing down ideas or</p>	<p>Use sentences with different forms: statement, question, exclamation, command;</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly].</p>	<p>Use new and familiar punctuation correctly:</p> <p><i>capital letters</i></p> <p><i>full stops</i></p> <p><i>question marks</i></p> <p><i>exclamation marks</i></p> <p><i>commas for lists</i></p>	<p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it: (<i>hiking, hiked, hiker, nicer, nicest, shiny</i>)</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter: (<i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>)</p> <p>The /ɔ:/ sound spelt a before l and ll: (<i>all, ball, call, walk, talk, always</i>)</p> <p>The /ʌ/ sound spelt o: (<i>other, mother, brother, nothing, Monday</i>)</p> <p>The /i:/ sound spelt –ey: (<i>key, donkey, monkey, chimney, valley</i>)</p>

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			<p>intonation to make the meaning clear;</p> <p>Make inferences on the basis of what is being said and done;</p> <p>Answer and ask questions;</p> <p>Participate in discussion about books, <b>poems</b> and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say;</p> <p>Explain and discuss their understanding of books, <b>poems</b> and other material, both those that they listen to and those that they read for themselves.</p>	<p>key words including new vocabulary;</p> <p>Evaluating their writing with the teacher and other pupils;</p> <p>Make simple additions, revisions and corrections to their own writing;</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>Handwriting:</b> See above</p>			<p>The /o/ sound spelt a after w and qu: (<i>want, watch, wander, quantity, squash</i>).</p> <p>Y2 Common exception words</p>
Summer 1	Zeraffa Giraffa by Dianne Hofmeyer ( <b>Historical Traditional Tale</b> )	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others;</p>	<p><b>Comprehension:</b></p> <p>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;</p> <p>Discuss the sequence of events in books and how items of information are related;</p> <p>Answer and ask questions;</p>	<p><b>Writing outcomes:</b></p> <p>Oral stories Letter writing Character description Poetry Lyrics Labels and explanations, Writing in role Persuasive advert Debate paragraph Retelling from a different perspective</p> <p><b>Composition:</b></p> <p>Develop positive attitudes towards and stamina for writing;</p>	<p>Use the following grammatical structures correctly and consistently:</p> <p><i>Sentences with different forms: statement, question, exclamation, command;</i></p> <p><i>Expanded noun phrases to describe and specify [for example, the blue butterfly].</i></p> <p><i>The present and past tenses</i></p>	<p>Use new and familiar punctuation correctly:</p> <p><i>capital letters</i></p> <p><i>full stops</i></p> <p><i>question marks</i></p> <p><i>exclamation marks</i></p> <p><i>commas for lists</i></p> <p><i>apostrophes for possession</i></p>	<p>Contractions: (<i>can't, didn't, hasn't, couldn't, it's, I'll</i>)</p> <p>The /ɜ:/ sound spelt or after w: (<i>word, work, worm, world, worth</i>)</p> <p>The /ɔ:/ sound spelt ar after w: (<i>war, warm, towards</i>)</p> <p>The /ʒ/ sound spelt s : (<i>television, treasure, usual</i>)</p>

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		<p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Predicting what might happen on the basis of what has been read so far;</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Participate in discussion about books, <b>poems</b> and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say;</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Writing narratives about personal experiences and those of others (real and fictional);</p> <p>Writing for different purposes;</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about and writing down ideas or key words including new vocabulary;</p> <p>Evaluate their writing with the teacher and other pupils;</p> <p>Make simple additions, revisions and corrections to their own writing;</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><b>Handwriting:</b></p> <p>See above</p>	<p><i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</i></p>		<p>The possessive apostrophe (singular nouns):  <i>(Megan's, Ravi's, the girl's, the child's, the man's)</i></p> <p>Y2 Common Exception words</p>
<b>Summer 2</b>	<p>The Dark by Lemony Snickett (<i>Carefully crafted picture book</i>)</p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Consider and evaluate different viewpoints,</p>	<p><b>Comprehension:</b></p> <p>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;</p>	<p><b>Writing outcomes:</b></p> <p>Role on the wall            Description of the dark            Narrative            Sequence/retelling of story            Free verse poem            Persuasive writing/letter:            Piece of advice for Lazlo            Argument in defence of the dark or urging caution</p>	<p>Use the following grammatical structures correctly and consistently:</p> <p><i>Sentences with different forms: statement, question, exclamation, command;</i></p> <p><i>Expanded noun phrases to describe and specify [for</i></p>	<p>Use new and familiar punctuation correctly:</p> <p><i>capital letters</i></p> <p><i>full stops</i></p> <p><i>question marks</i></p> <p><i>exclamation marks</i></p>	<p>The suffixes –ment, –ness, –ful , –less and –ly:</p> <p><i>(enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily)</i></p>

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		<p>attending to and building on the contributions of others;</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Discuss the sequence of events in books and how items of information are related;</p> <p>Discuss their favourite words and phrases;</p> <p>Answer and ask questions;</p> <p>Predicting what might happen on the basis of what has been read so far;</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say;</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Instructions            Non-fiction non-chronological report            Book Review</p> <p><b>Composition:</b></p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about and writing down ideas or key words including new vocabulary;</p> <p>Writing narratives about personal experiences and those of others (real and fictional);</p> <p>Writing for different purposes;</p> <p>Evaluate their writing with the teacher and other pupils;</p> <p>Make simple additions, revisions and corrections to their own writing;</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>Handwriting:</b></p> <p>See above</p>	<p><i>example, the blue butterfly].</i></p> <p><i>The present and past tenses</i></p> <p><i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</i></p>	<p><i>commas for lists</i></p> <p><i>apostrophes for possession</i></p>	<p>Words ending in -tion: (station, fiction, motion, national, section)</p> <p>Homophones and near-homophones: (there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight)</p>
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VIPERS Texts:

Fairy Tale Pets - Tracey Corderoy  
 Sleep Well Siba & Saba - Nansubuga Nagadya Isdahl  
 The Incredible Book Eating Boy - Oliver Jeffers  
 The Conquerors - David Mckee  
 The Diary of a Killer Cat – Anne Fine

Class Readers:

Charlotte’s Web- E.B White  
 The Iron Man – Ted Hughes  
 Pinocchio – Michael Morpurgo  
 Pippi Longstocking – Astrud Lungden  
 Stories From Around the World  
 The BFG- Roald Dahl

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Suggested texts for Guided/small group reading:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Little Home Bird</i> by Jo Empson</p> <p><i>The Happy Prince</i> by Oscar Wilde as retold by Jane Ray in <i>The Emperor's Nightingale and Other Feathery Tales</i></p> <p><i>The Giving Tree</i> by Shel Silverstein</p> <p><i>Bluebird</i> by Bob Staake</p> <p><i>'How to Heal a Broken Wing'</i> by Bob Graham</p> <p><i>'Egg Drop'</i> by Mini Grey</p> <p><i>'Loveykins'</i> by Quentin Blake</p> <p><i>'Two Little Birds'</i> by Mary Newell DePalma</p> <p><i>'Have you Heard the Nesting Bird?'</i> by Rita Gray</p> <p><i>'Mama Built a Little Nest'</i> by Jennifer Ward</p> <p><b>Non-Fiction texts:</b></p> <p><i>My First Book of Birds</i> by RSPB The First Book of Nature by Nicola Davies and Mark Hearld</p> <p><i>The Wild City Book</i> by Jo Schofield and Fiona Danks</p> <p><i>Usborne Little Book of Birds</i> by Sarah Khan</p> <p>Other books by David Lucas:</p> <p><i>This is My Rock</i> (Flying Eye, 2015)</p> <p><i>A Letter for Bear</i> (Flying Eye, 2013)</p> <p><i>Grendel: A Cautionary Tale About Chocolate</i> (Walker, 2013) The</p> <p><i>Skeleton Pirate</i> (Walker, 2012)</p> <p><i>Christmas at the Toy Museum</i> (Walker, 2011)</p> <p><i>Lost in the Toy Museum</i> (Walker, 2011)</p> <p><i>Cake Girl</i> (Andersen Press, 2009)</p> <p><i>Peanut</i> (Walker, 2008)</p> <p><i>The Lying Carpet</i> (Andersen Press,</p>	<p><i>Biscuit Bear</i> Mini Gray</p> <p><i>Eliot, Midnight Superhero</i> by Ann Cottringer and Alex T Smith</p> <p><i>Newspaper Boy and Origami Girl</i>, by Michael Foreman</p> <p><i>The Little Bookshop and the Origami Army</i>, by Michael Foreman</p> <p><i>The Cat, The Dog, Little Red, the Exploding Eggs, the Wolf and Grandma's Wardrobe</i> by Diane and Christyan Fox</p> <p><i>Send for a Superhero</i> by Michael Rosen and Katharine McEwen</p> <p><i>George Saves the World by Lunchtime</i> by Jo Readman</p> <p><i>Avocado Baby</i> by John Burningham</p> <p><i>Elmer and Super El</i> by David Mckee</p> <p><i>Isaac and the Amazing Asperger Superpowers</i> by Melanie Walsh</p> <p><i>Max</i> by Bob Graham</p> <p><i>Nat Fantastic and the Brave Knights of Old</i> by Giles Andreae and Katharine McEwen</p> <p><i>The Orchard Book of Swords, Sorcerers &amp; Superheroes</i> by Tony Bradman</p> <p><i>Rita Rides Again</i> by Hilda Offen</p> <p><i>Send for a Superhero!</i> by Michael Rosen &amp; Katharine McEwen</p> <p><i>Super Daisy and the Peril of the Planet Pea</i> by Kes Gray and Nick Sharratt</p> <p><i>Send for a Superhero</i> Michael Rosen</p> <p><i>Super Duck</i> by Jez Alborough</p> <p><i>Super H</i> by Olivier Douzou and Philippe Derrien</p> <p><i>Super Stan</i> by Matt Robertson</p> <p><i>Supertato. Run, Veggies, Run!</i> by Sue Hendra and Paul Linnet</p>	<p><i>Claude at the Circus</i> by Alex T Smith</p> <p><i>Claude in the Country Claude on Holiday</i> by Alex T Smith</p> <p><i>Claude in the Spotlight Claude on the Slopes</i> by Alex T Smith</p> <p><i>Hector and the Big Bad Knight</i> by Alex T Smith</p> <p><i>Home</i> by Alex T Smith</p> <p><i>Ella</i> by Alex T Smith</p> <p><i>Princess Primrose</i> by Alex T Smith</p> <p><i>Eliot, Midnight Superhero</i> by Anne Cottringer</p> <p><i>Foxy and Egg</i> by Alex T Smith</p> <p><i>Catch Us if You Can – Can</i> by Alex T Smith</p> <p><i>Foxy Tales: The Cunning Plan</i> by Caryl Hart</p> <p><i>Foxy Tales: The Road to Fame and Fortune</i> by Caryl Hart</p>	<p><i>The Puffin Book of Fantastic First Poems</i>, ed. June Crebbin;</p> <p><i>'The Dragon with a Big Nose'</i> by Kathy Henderson</p> <p><i>All the Best. The Selected Poems'</i> by Roger McGough (Poetryline)</p> <p><i>'Caribbean Playground Song'</i> read by James Berry (Poetryline)</p> <p><i>'Dog in the Playground'</i> read by Allan Ahlberg (Poetryline) from his 'Collected Poems'</p> <p><i>'Everybody's Got a Gift'</i> by Grace Nichols (Poetryline)</p>	<p><i>The Storm Whale</i> by Benji Davies</p> <p><i>Mr Tiger Goes Wild</i> by Peter Brown</p> <p><i>The Lonely Beast</i> by Chris Judge Wild by Emily Hughes</p> <p><i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson</p> <p><i>One Day on our Blue Planet : In the Savannah</i> by Ella Bailey.</p> <p>Traditional Tales by Dianne Hofmeyr:</p> <p><i>The Magic Bojabi Tree</i> by Dianne Hofmeyr and Piet Grobler</p> <p><i>The Stone: A Persian Legend of the Magi</i> by Dianne Hofmeyr and Jude Daly</p> <p><i>The Star Bearer: A Creation Myth from Ancient Egypt</i> by Dianne Hofmeyr and Ju</p> <p><i>The Faraway Island</i> by Dianne Hofmeyr and Jude Daly</p> <p>Traditional Tales from other perspectives:</p> <p><i>The Pea and the Princess</i> by Mini Grey</p> <p><i>The True Story of the Three Little Pigs</i> by Jon Scieszka and Lane Smith</p> <p><i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson</p>	<p><i>Orion and the Dark'</i> by Emma Yarlett</p> <p><i>'Bedtime for Monsters'</i> by Ed Vere</p> <p><i>'Emily Brown and the Thing'</i></p> <p><i>'Billy Monster's Daymare'</i> by Alan Durant and Ross Collins</p> <p><i>'A Hairy Scary Night'</i> by Alex T. Smith</p> <p><i>'Shadow Chasers'</i> by Elly Mackay</p> <p><i>The Monster Bed'</i> by Jeanne Willis and Susan Varley</p> <p><i>'Tappity-Tap, What was That?'</i> by Claire Freedman and Russell Julian</p> <p><i>'The Monster who Ate Darkness'</i> by Joyce Dunbar and Jimmy Liao</p> <p><i>'Boo to the Hoo in the Dark'</i> by Joyce Dunbar and Sarah Messine</p> <p><i>'Tell Me Something Happy Before I go to Bed'</i> by Joyce Dunbar and Debbi Gliori</p> <p><i>'Ready Steady Ghost'</i> by Elizabeth Baguley and Marion Lindsay</p> <p><i>'Can't you Sleep, Little Bear'</i> by Martin Waddell and Barbara Firth</p> <p><i>'Owl Babies'</i> by Martin Waddell</p> <p><i>'The Owl who was Afraid of the Dark'</i> by Jill Thomlinson</p> <p><i>'Under the Bed'</i> by Paul Bright and Ben Court</p> <p><i>'I want my Light on'</i> and <i>'I don't want to go to Bed'</i> by Tony Ross</p> <p><i>'I don't want to go to Bed'</i> by Julie Sykes and Tim Warnes</p> <p><i>'Darkness Slipped in'</i> by Ella Burfoot</p> <p><i>'The Hairy Toe'</i> by Daniel Postgate</p> <p>Non-fiction:</p> <p>Non-Fiction Texts:</p> <p><i>'One Night far from Here'</i> by Julia Wauters</p>

English Curriculum Map (2020-21)

M. Mortali Ellis

Gresham Primary School

Gresham Primary School  
English Curriculum Map  
Year Two

<p>2008) <b>Something to Do</b> (Gullane, 2007) <b>Whale</b> (Andersen Press, 2006) <b>Nutmeg</b> (Andersen Press, 2005) <b>Halibut Jackson</b> (Andersen Press, 2003)</p>	<p><b>The Adventures of Dish and Spoon</b> Mini Grey <b>Tough Guys (Have Feelings Too)</b> by Keith Negley <b>Toys in Space</b> by Mini Grey <b>Traction Man and Turbo Dog</b> by Mini Grey <b>Traction Man and the Beach Odyssey</b> Mini Grey</p>				<p><b>'Flashlight'</b> by Lizi Boyd <b>'If you were me and Lived in...Norway. A Child's Introduction to Cultures Around the World:</b> by Carole P. Roman <b>'Nocturnal Animals (100 Facts)'</b> by Camilla de la Bedoyere <b>'Where are the Night Animals (Let's-Read-and-Find-Out)'</b> by Mary Ann Fraser <b>'What Makes Day and Night (Let's-Read-and-Find-Out)'</b> by Franklyn Mansfi Branley <b>'Bat Loves the Night'</b> by Nicola Davies and Sarah Fox-Davies <b>'White Owl, Barn Owl (Nature Storybooks)'</b> by Nicola Davies and Michael Foreman 'Night Animals'</p>
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