

Year 2 Text Map

YEAR 2	NAME OF TEXT	AUTHOR	KEY LITERACY FOCUS FROM THIS TEXT
Term 1	Dear Teacher	Amy Husband	<p>Links with returning to school/starting in a new class</p> <p>Reading: discussing the sequence of events in books</p> <p>Writing - Composition: writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing - V, G & P: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.</p>
	The Night Pirates	Peter Harris	<p>Link to our topic - Grace Darling and the RNLI</p> <p>Reading: discussing favourite words and phrases; making inferences on the basis of what is being said and done</p> <p>Writing - Composition: writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing - V, G & P: Using expanded noun phrases to describe a character</p>
	A New Home for a Pirate	Rhonda Armitage	<p>Link to our topic - Grace Darling and the RNLI</p> <p>Reading: recognising simple recurring literary language in stories and poetry; discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Writing - Composition: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary</p> <p>Writing - V, G & P: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>
	A range of non-fiction texts about Grace Darling, the RNLI and Lifeboats	Various authors	<p>Link with History/Geography Topic: Grace Darling and the RNLI</p> <p>Reading: being introduced to non-fiction books that are structured in different ways; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; answering and asking questions</p> <p>Writing - Composition: writing about real events; planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence</p> <p>Writing - V, G & P: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]</p>
	The Lighthouse Keeper's Lunch	Rhonda and David Armitage	<p>Link to our topic - Grace Darling and the RNLI</p> <p>Reading: develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related;</p>

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			<p>becoming increasingly familiar with and retelling a wider range of stories</p> <p>Writing: n/a</p>
Term 2	Firework Poems	Various authors	<p>Links to our topic: The Gunpowder Plot</p> <p>Reading: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; participate in discussion about poems that are read to them and those that they can read for themselves, taking turns and listening to what others say; explain and discuss their understanding of poems, both those that they listen to and those that they read for themselves; recognising simple recurring literary language in poetry</p> <p>Writing - Composition: develop positive attitudes towards and stamina for writing by writing poetry; writing down ideas and/or key words, including new vocabulary</p> <p>Writing - V, G & P: Terminology - grammar, verb, noun phrase, adjective, adverb</p>
	Poem: If I had Wings	Pie Corbett	<p>Links to our PSHE and RE</p> <p>Reading: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; recognising simple recurring literary language in poetry</p> <p>Writing - Composition: develop positive attitudes towards and stamina for writing by writing poetry; writing down ideas and/or key words, including new vocabulary</p> <p>Writing - V, G & P: Terminology - grammar, verb, noun phrase, adjective, adverb</p>
	Poem: Down Behind the Dustbin	Michael Rosen	<p>Reading: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; recognising simple recurring literary language in poetry</p> <p>Writing - Composition: develop positive attitudes towards and stamina for writing by writing poetry</p> <p>Writing - V, G & P: Terminology - grammar, verb, noun phrase, adjective, adverb</p>
	Various Non-fiction Texts based on The Gunpowder Plot	Various authors	<p>Links to our topic: The Gunpowder Plot</p> <p>Reading: being introduced to non-fiction books that are structured in different ways; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; answering and asking questions</p> <p>Writing - Composition: consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words,</p>

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			including new vocabulary; encapsulating what they want to say, sentence by sentence Writing - V, G & P: expanded noun phrases to describe and specify; using the present and past tenses correctly; using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
	The Jolly Christmas Postman	Janet and Allan Ahlberg	Links to Christmas Reading: 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; explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Writing - Composition: Write a letter Writing - V, G & P: Using the past and present tenses correctly
	The Snowman	Raymond Briggs	Links to Christmas Reading: discussing the sequence of events in books; becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Writing - Composition: writing narratives about personal experiences and those of others (real and fictional)
Term 3	The Magic Paintbrush	Compare two versions: Traditional tale from China & Julia Donaldson's version	Links to our topic: China Reading: discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases Writing - Composition: make simple additions, revisions and corrections to their own writing Writing - V, G & P: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form
	The Great Race: The story of the Chinese Zodiac	Dawn Casey	Links to our topic: China Reading: discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases Writing - Composition: writing narratives about personal experiences and those of others (real and fictional) Writing - V, G & P: use the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
	Various non-fiction	Various authors	Links to our topic: China

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	texts based upon China		<p>Reading: Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: 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>Writing - Composition: writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing - V, G & P: use the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>
	The Twits	Roald Dahl	<p>Reading for pleasure/Roald Dahl author focus in Year 2</p> <p>Reading: Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding</p>
Term 4	The Tear Thief	Carole Ann Duffy	<p>Links to PSHE and is a text full of rich, descriptive vocabulary</p> <p>Reading: recognising simple recurring literary language in stories and poetry; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrase</p> <p>Writing - Composition: consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary</p> <p>Writing - V, G & P: expanded noun phrases to describe and specify; the present and past tenses correctly and consistently including the progressive form</p>
	Fantastic Mr Fox	Roald Dahl	<p>Reading for pleasure/Roald Dahl author focus in Year 2</p>
	Good Enough to Eat	Lizzie Rockwell	<p>Links to Science & PSHE - Being Healthy</p> <p>Reading: being introduced to non-fiction books that are structured in different ways; 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 - Composition: writing for different purposes - non-fiction report</p> <p>Writing - V, G & P: sentences with different forms: statement, question, exclamation, command</p>
	Diary of a Wombat	Jackie French	<p>Links to Science - the basic needs of animals, including humans, for survival</p> <p>Reading:</p>

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			<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 - Composition: Writing diaries</p> <p>Writing - V, G & P: Using full stops, capital letters and exclamation marks</p>
	Mr Gumpy's Outing	John Burningham	Links to our Topic on Transport and DT topic (Vehicles)
	Various Non-fiction texts related to Transport	Various	<p>Links to our Topic on Transport</p> <p>Reading: discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Writing - Composition:</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, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Writing - V, G & P: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify</p>
Term 5	The Magic Faraway Tree	Enid Blyton	<p>Links to Topic 'Into the Woods'</p> <p>Reading:</p> <p>discussing the sequence of events in books and how items of information are related; becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Writing - Composition:</p> <p>writing narratives about personal experiences and those of others (real and fictional);</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> □ evaluating their writing with the teacher and other pupils □ 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 □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Writing - V, G & P:</p>

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			using the present and past tenses correctly and consistently including the progressive form
	Tidy	Emily Gravett	Links to Topic 'Into the Woods' and has an environmental theme
	The Tiny Seed	Eric Carle	Links to Science - Growing Plants Reading: discussing the sequence of events in books and how items of information are related Writing - Composition: writing a seed diary - journey of their seeds Writing - V, G & P: Using verbs and adverbs
	Oliver's Vegetables	Vivian French	Links to Science - Growing Plants Reading for Pleasure
	Various non-fiction texts about Growing Plants		Links to Science - Growing Plants Reading: discussing and clarifying the meanings of words, linking new meanings to known vocabulary Writing - Composition: labelling and creating own booklet about growing plants Writing - V, G & P: compound words and suffixes
Term 6	Meerkat Mail	Emily Gravett	Links to our Topic about deserts: Hot, Hot, Hot Reading: making inferences and predicting what might happen on the basis of what has been read so far Writing - Composition: Writing a postcard to a character Writing - V, G & P: compound words and suffixes
	The BFG	Roald Dahl	Reading for pleasure/Roald Dahl author focus in Year 2
	Various non-fiction texts about deserts, habitats and desert animals		Links to our Topic and Science learning about deserts and habitats: Hot, Hot, Hot Reading: explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves. Writing - Composition: writing non-fiction reports about deserts. Writing - V, G & P: sentences with different forms: statement, question, exclamation, command