

## MTP: English (L and L and 'other') - Year 2

Term	Reading	Writing
<p><b>Autumn 1</b> Unit 1 <i>Fiction: stories with a familiar setting</i></p> <p><i>Non-fictions: Explanations</i></p>	<p><b><u>Fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>connect and explore the central theme of family relationships in <i>Sister for Sale</i> by drawing links between texts</li> <li>explore characters' feelings throughout <i>Cottonwool Colin</i> and <i>Sister for Sale</i>, and how they reflect character development</li> <li>look at how thoughts and dialogue are used to show characters' feelings.</li> </ul> <p><b><u>Non-fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>think about why we read explanatory texts</li> <li>notice how explanatory texts are structured to make information clear; using key features such as an <i>introduction, technical language and questions</i></li> <li>identify how adverbs of time are used to order information and how this helps the reader to follow the text</li> <li>understand why glossaries are useful and learn to organise information alphabetically</li> </ul>	<p><b><u>Fiction</u></b> To write a new story about friendship</p> <p><b><u>Non-fiction</u></b> To write an explanation of a frog's life cycle.</p>
<p><b>Autumn 2</b> Unit 2 <i>Fiction: Poetry</i></p> <p><i>Non-fiction: Non chronological texts</i></p>	<p><b><u>Fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>explore poetic techniques, e.g. <i>rhyme, rhythm, repetition, alliteration</i></li> <li>explore the form of shape (concrete) poems</li> <li>perform a poem, using emphasis to create meaning.</li> </ul> <p><b><u>Non-fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>find answers to their questions about oceans by reading a non-chronological text</li> <li>identify how non-chronological texts are structured to help the reader find information, using key features such as headings and subheadings</li> </ul>	<p><b><u>Fiction</u></b> To write a poem describing a new sea creature.</p> <p><b><u>Non-fiction</u></b> To write a well-structure non-chronological text about a ship-wreck.</p>

	<ul style="list-style-type: none"> <li>use mind maps to organise notes and decide whether information is useful to the reader.</li> </ul>	
<b>Spring 1</b> <b>Unit 3</b> <i>Fiction: Playscripts</i>	<p><b><u>Fiction</u></b>  Children will:</p> <ul style="list-style-type: none"> <li>connect and explore the central themes of honesty, friendship and persuasion in <i>Oh, Gnome!</i> by drawing links between texts</li> <li>explore characters' thoughts and feelings throughout <i>Oh, Gnome!</i> and discuss what their actions show about them</li> <li>discuss the importance of specific characters and moments</li> <li>understand the impact of sound effects in playscripts.</li> </ul> <p><b><u>Non-fiction</u></b>  Children will:</p> <ul style="list-style-type: none"> <li>identify persuasive words and phrases and recognise that these focus on the positive aspects of something</li> <li>notice how adverts persuade us by looking eye-catching and including information that is important and appealing to a certain audience</li> <li>experiment with features of leaflet layout, including pictures, boxes, headings and shapes.</li> </ul>	<p><b><u>Fiction</u></b>  To write some new scenes for a play.</p> <p><b><u>Non-fiction</u></b>  To write and perform a voice-over for a persuasive trailer.</p>
<b>Spring 2</b> <b>Unit 4</b> <i>Fiction: Traditional Tales</i>	<p><b><u>Fiction</u></b>  Children will:</p> <ul style="list-style-type: none"> <li>explore the power of fairy tales by reading <i>Billy Monster's Daymare</i> and a traditional retelling of <i>Beauty and the Beast</i></li> <li>recognise Special phrases used in fairy tales, e.g. <i>Once upon a time.....happily ever after</i></li> <li>identify the most important moments in the story</li> <li>explore how characters change.</li> </ul> <p><b><u>Non-fiction</u></b>  Children will:</p> <ul style="list-style-type: none"> <li>look at different forms of instructions e.g. <i>written, spoken or pictorial</i> and think about why they are useful for different purposes</li> <li>notice how adverbs of time, e.g. <i>first, then, next</i> are used to sequence information and make it easy to follow</li> <li>follow simple instructions</li> <li>recognise how adverbs of manner are used in instruction texts to give more precise information.</li> </ul>	<p><b><u>Fiction</u></b>  To write a new fairy tale.</p> <p><b><u>Non-fiction</u></b>  To write a clear set of instructions for making a thaumatrope.</p>
<b>Summer 1</b>	<p><b><u>Fiction</u></b></p>	<p><b><u>Fiction</u></b></p>

<p><b>Unit 5</b> Fiction: Stories with a familiar setting</p> <p>Non-fiction: Communication</p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>connect and explore the central themes of communication in <i>Chatterbox Ben</i> by drawing links between texts</li> <li>explore characters' motivations, thoughts and feelings through their speech and actions</li> <li>examine how personal writing, e.g. a <i>diary</i>, conveys a character's mood.</li> </ul> <p><b>Non-fiction</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>explore how different forms of communication, e.g. <i>email</i>, <i>letter</i>, <i>invitation</i> are appropriate for different situations</li> <li>recognise formal and informal language and understand that the level of formality is dependent on the context.</li> </ul>	<p>To develop a new character and to write a diary entry about something that happened to them.</p> <p><b>Non-fiction</b></p> <p>To use formal or informal language for different forms of communication, e.g. <i>email</i>, <i>an invitation</i>, <i>role-play</i>.</p>
<p><b>Summer 2</b> Unit 6 Fiction: Fantasy Worlds</p> <p>Non-fiction: Information Texts</p>	<p><b>Fiction</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>connect and explore the central themes of envy and courage in <i>Chocolate Planet</i> by drawing links between texts</li> <li>explore features of different fantasy settings</li> <li>use drama to explore the motivations behind characters' actions and behaviour.</li> </ul> <p><b>Non-fiction</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>read and identify key points about chocolate and how it is made</li> <li>explore the features of information texts and how they make it easy for the reader to locate information</li> <li>consider the different ways information is presented to engage the audience, e.g. <i>pictures</i>, <i>diagrams</i> and <i>photos</i>.</li> </ul>	<p><b>Fiction</b></p> <p>To write a fantasy story set in space.</p> <p><b>Non-fiction</b></p> <p>To give the reader interesting information about chocolate, presented in an engaging way.</p>