



English LTP 2023-24

Milestone 1: Year 2

Intent:

At Reynolds Academy, we believe that writing is an essential aspect of the curriculum which will support our children in developing into articulate and imaginative communicators, who are well-equipped with the basic skills that they need in order to become life-long learners. Through the exploration of high-quality texts, pupils from Foundation Stage through to Year 6 become increasingly more knowledgeable about the writing process and become more competent writers. The children develop their skills by exploring a range of genres; building upon their knowledge linked to a chosen text type. In order to achieve this, our children develop their knowledge of genre features, language and effective composition enabling them to apply their understanding across the English curriculum and into other curriculum areas. There are opportunities in other curriculum areas for the children to revisit previously taught units of writing. Through the editing and revising process, we encourage our children to be reflective learners and to have high expectations of their own writing. As the children reach the end of their time at Reynolds Academy, our aim is that they are competent, enthusiastic writers who have the ability to turn their voices, thoughts, knowledge, opinions and artistry into powerful writing.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Text focus	Grace and Family	Flat Stanley	Lila and the Secret of Rain	10 Things I Can Do to Help My World	The Hodgeheg	Emily Brown and the Thing
English NB. Text in red offers suggestions for writing.	<p><u>Non-Fiction – Recount</u> Newspaper/diary entry of a visit to a Gambian market.</p> <p><u>Narrative – retell the story of an event.</u> Write own version from one of the characters points of view or change one key part to make the event end in a different way. ** Must include recount from personal experience</p>	<p><u>Poetry – Free Verse - Build vocabulary</u> Write a poem linked to the book.</p> <p><u>Narrative – Stories with a familiar setting</u></p>	<p><u>Non-Fiction – Non-Chronological Report</u> Children could find out about Kenya or write about extreme weathers.</p> <p><u>Narrative – Stories from different cultures</u> Children may look at short stories from other cultures and write their own based on a different culture.</p>	<p><u>Poetry – Visual Poems – Calligrams and Shape Poems</u></p> <p><u>Narrative – Stories with predictable and patterned language.</u> Children may need to explore other short stories which have predictable and patterned language.</p>	<p><u>Narrative – Different stories from the same author</u></p> <p><u>Poetry</u> Look at poems created by Dick King-Smith. Children read, write and perform poems.</p>	<p><u>Non-Fiction – Non-Chronological Report</u> Children could write a report about a made up creature or a made up land, taking inspiration from the book.</p> <p><u>Non-Fiction – Instructions</u> How to get the Thing to sleep.</p>



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