

**Hunwick Primary School**  
**Literacy MTP**  
**Class 2**



| Term          | Fiction   | Non-Fiction:<br>Cross-curricular links   | Poetry   |
|---------------|---|--|--|
| <b>Autumn</b> | <p>Stories by the same author: Julia Donaldson</p> <p><b>Required texts:</b><br/>           The Gruffalo<br/>           Zog<br/>           The Highway Rat</p> <p><b>Description:</b> Children read and discuss some wonderful Julia Donaldson books looking at the features that make them distinctive. They use skills of sequencing to retell the story and develop language to support descriptive writing.</p> <p><b>VGPS focus:</b><br/>           Use capital letters for names, places, days of the week and for the personal pronoun I.<br/>           Begin to use of capital letters, full stops and question marks to demarcate sentences.<br/>           Begin to understand sentence types such as commands and questions.<br/>           Begin to develop use of expanded noun phrases for description and specification (eg the blue butterfly, the man in the moon.)</p> <p><b>Reading Focus:</b><br/>           1b – Identify / explain key aspects of fiction such as characters, plot, setting and events.<br/>           1c- Identify and explain the sequence of events in a text<br/>           1e – Predict what might happen on the basis of what has been read so far</p> | <p>Instructions</p> <p><b>Required text :</b><br/>           How To Make Gruffalo Crumble by Julia Donaldson<br/>           Roald Dahl’s Revolting Recipes</p> <p><b>Description:</b> Children read and enjoy a variety of recipes. They explore non-fiction features in preparation to make food for a Gruffalo tea party.</p> <p><b>VGPS focus:</b><br/>           Begin to use of capital letters and full stops.<br/>           Explore commands.<br/>           Begin to identify verbs and adverbs.<br/>           Develop use of time conjunctions to support sequencing.</p> <p><b>Reading focus:</b><br/>           1b – Identify / explain key aspects of non- fiction such as numbers, imperative verbs and contents page.<br/>           1c- Identify and explain the sequence of events in a text</p> | <p>Songs and Repetitive Poems</p> <p><b>Required texts:</b><br/>           The Scariest Baddie Ever by Ruth Merttens<br/>           What are monsters like? by Ruth Merttens</p> <p><b>Description:</b> Children read and enjoy poems with repeating patterns. Then write some of their own. They will also look at patterns in songs by learning, singing, writing and performing rounds.</p> <p><b>VGPS focus:</b><br/>           Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.<br/>           Begin to use and understand grammar terminology.</p> <p><b>Reading Focus:</b><br/>           1b – Identify / explain key aspects of fiction such as characters, plot, setting and events.<br/>           1c- Identify and explain the sequence of events in a text.</p> |
|               | <p>Stories involving fantasy</p> <p><b>Required texts:</b><br/>           The Enchanted Woods by Enid Blyton<br/>           The Tunnel by Anthony Browne</p> <p><b>Description:</b> The children are introduced to Joe, Beth and Franny who move to the country and find an Enchanted Wood right on their doorstep. In the</p>  | <p>Postcards &amp; Letters</p> <p><b>Required texts:</b><br/>           I’m Sorry by Ruth Merttens<br/>           Cat’s Journey by Ruth Merttens</p> <p>Historical postcards and letters linked to History topic ‘History on our Doorstep’</p>   |  |

**Hunwick Primary School**  
**Literacy MTP**  
**Class 2**



|                      |   |   |  |
|----------------------|---|---|--|
|                      | <p>Faraway Tree live Moon-Face, Silky the fairy, and Saucepan Man. Together they visit the strange lands (the Roundabout Land, the Land of Ice and Snow, Toyland and the Land of Take What You Want) a face the most exciting adventures.</p> <p><b>VGPS focus:</b><br/>         Begin to develop use of adjectives to describe nouns<br/>         Use conjunctions 'and', 'or', 'but' to join sentences 3.<br/>         Begin to use conjunctions (when, if, because) to add subordinate clauses.</p> <p><b>Reading focus:</b><br/>         1a –Draw on knowledge of vocabulary to understand texts.<br/>         1c – Identify and explain the sequence of events in a text.<br/>         1d – Make inferences from the text.</p> | <p><b>Description:</b> Children explore features of postcards and letters through reading samples linked to 'History on our Doorstep.' For example William the Conquer receives letters from his family in France and the children get in role to respond back to them. Children also go back in time to write letters from the past comparing between homes in the past and now.</p> <p>They further explore letters and postcards through the adventures of a cat in 'Cat's Journey' and other animals who are sorry for their bad behaviour in 'I'm Sorry.'</p> <p><b>VGPS focus:</b><br/>         Develop correct use of punctuation, including capital letters, full stops, question or exclamation marks.<br/>         Learn how to use sentences with different forms: statement, question, exclamation, command.<br/>         Use conjunctions 'and', 'or', 'but' to join sentences 3. Use conjunctions (when, if, because) to add subordinate clauses.</p> <p><b>Reading focus:</b><br/>         1b –Identify / explain key aspects of non-fiction texts, such as contents page, index, titles subtitles and information.<br/>         1d – Make inferences from the text.</p> |  |
| <p><b>Spring</b></p> | <p>Traditional Tales<br/> <b>Required texts:</b><br/>         Several versions of Little Red Riding Hood<br/>         Little Red Riding Wolf by Lorene Anholt<br/>         In the Forest by Anthony Browne<br/>         News Story...Police Error by Ruth Merttens<br/> <b>Description:</b> Children will develop sequencing and inference skills. In addition to developing understanding of narrative features such as layout, blurbs and authors etc. As part of their writing, they will produce a letter from the perspective of the wolf in 'Little Red Riding Hood' and design a poster using</p>  | <p>Information texts<br/> <b>Required texts:</b><br/>         Reports linked to science topic (Living things and habitats)<br/>         Reports linked to Geography (Let's go on a Safari)<br/>         Giraffes Can't Dance by Giles Andreae<br/>         You Can't Take An Elephant On The Bus by Patricia Cleveln-Peck<br/> <b>Description:</b> Children use the above topics to develop skimming and scanning, finding main ideas to write their own information texts. They will develop research skills and explore information texts types to develop their understanding of main titles, sub-headings, bullet points, paragraphs and pictures and captions.</p>   | <p>Humorous poems<br/> <b>Required texts:</b><br/>         Aliens Stole My Underpants by Brian Moses<br/> <b>Description:</b> Children will explore articulating and justifying opinions. They will also participate in performances, develop ways to gain and maintain the interest of listeners. They will develop ways to speak audibly and fluently in English.<br/>         Develop pleasure in reading and motivation to read by; listening to, discussing and expressing views about a wide range of poetry</p> |

**Hunwick Primary School**  
**Literacy MTP**  
**Class 2**



|  |   |   |   |
|--|---|---|---|
|  | <p>noun phrases describing the Big Bad Girl in ‘Little Red Riding Wolf.’</p> <p><b>VGPS focus:</b><br/>         Develop subordination using when, if, that, because<br/>         Develop co-ordination using or, and, or but<br/>         Develop expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon.)</p> <p><b>Reading Focus:</b><br/>         1a –Draw on knowledge of vocabulary to understand texts.<br/>         1c – Identify and explain the sequence of events in a text.<br/>         1d – Make inferences from the text.</p>   | <p><b>VGPS focus:</b><br/>         Use subordination (using when, if, that or because) and co-ordination (using or, and or but.)<br/>         Use sentences with different forms: statement, question, exclamation or command.<br/>         Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br/>         Use commas to separate items in a list.</p> <p><b>Reading Focus:</b><br/>         1a –Draw on knowledge of vocabulary to understand texts.<br/>         1c – Identify and explain the sequence of events in a text.<br/>         1d – Make inferences from the text.</p>  | <p>Participating in discussion about poems<br/>         Explaining and discussing their understanding of poems</p> <p><b>VGPS focus:</b><br/>         Continue to develop use of use of expanded noun phrases to describe and specify using some features of written Standard English<br/>         Use adjectives and descriptive phrases to describe nouns</p> <p><b>Reading Focus:</b><br/>         1a –Draw on knowledge of vocabulary to understand texts<br/>         1d – Make inferences from the text<br/>         1e – Predict what might happen on the basis of what has been read so far</p> |
|  | <p>Traditional tales from a variety of cultures</p> <p><b>Required texts:</b><br/>         Fly Eagle Fly by Christopher Gregorowski<br/>         Handa’s Surprise by Eileen Browne</p> <p><b>Description:</b><br/>         Children are exposed to exciting traditional tales from several cultures. They read and compare a variety of stories, exploring interesting plots.<br/>         This unit draws children’s attention to a wide range of tales and then challenges them to make their own versions!</p> <p><b>VGPS focus:</b><br/>         Use conjunctions ‘and’, ‘or’, ‘but’ to join sentences<br/>         Use ‘when’, ‘because’, ‘if’, ‘where’ etc. to create subordinate clauses.<br/>         Demarcate sentences using capital letters, full stops, question or exclamation marks.</p> <p><b>Reading focus:</b><br/>         1a –Draw on knowledge of vocabulary to understand texts.<br/>         1c – Identify and explain the sequence of events in a text.</p> | <p>Recounts</p> <p><b>Required texts:</b><br/>         Recounts linked to Geography (Let’s go on a Safari)</p> <p><b>Description:</b><br/>         Children will explore lives of children in a different parts of Kenya such as villages, towns and cities. They will read a variety of diaries and letters before they have a go at their own developing their own versions.</p> <p><b>VGPS focus:</b><br/>         Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks.<br/>         Use conjunctions ‘and’, ‘or’, ‘but’ to join sentences<br/>         Use ‘when’, ‘because’, ‘if’, ‘where’ etc. to create subordinate clauses.</p> <p><b>Reading focus:</b><br/>         1a –Draw on knowledge of vocabulary to understand texts.<br/>         1b – Identify / explain key aspects of non-fiction texts, such as contents page, index, titles subtitles and information.<br/>         1c – Identify and explain the sequence of events in a text.</p> |   |

**Hunwick Primary School**  
**Literacy MTP**  
**Class 2**



|               |  |   |   |
|---------------|--|---|---|
|               | 1d – Make inferences from the text.<br>– Predict what might happen on the basis of what has been read so far.  |   |   |
| <b>Summer</b> | <p>Quest and adventure stories</p> <p><b>Required texts:</b><br/>Don't Go In The Cellar by Jeremy Strong</p> <p><b>Description:</b><br/>Children are exposed to a simple fantasy narrative told in the form of a quest in 'The quest'. As for 'Don't Go In The Cellar', Zack and Laura discover a machine that causes a lot of trouble. Children will explore structure and language choice. They continue to develop inference, sequencing and prediction skills.</p> <p><b>VGPS focus:</b><br/>Identify and use sentences with different forms. Use and distinguish past and present tense. Learn how to use familiar and new punctuation. Continue to develop noun phrases and subordination.</p> <p><b>Reading focus:</b><br/>1a –Draw on knowledge of vocabulary to understand texts.<br/>1c – Identify and explain the sequence of events in a text.<br/>1d – Make inferences from the text.<br/>1e – Predict what might happen on the basis of what has been read so far.</p> | <p>Information texts</p> <p><b>Required texts:</b><br/>Information Leaflets<br/>Fact Files</p> <p><b>Description:</b><br/>Children explore the features of information texts, develop note taking skills in preparation to produce fact files while finding out about types of vehicles through history. They write questions, and use past and present verb tenses.</p> <p><b>VGPS focus:</b><br/>Reinforce the use past and present tense correctly including the progressive form.<br/>Reinforce use of punctuation covered in previous terms.</p> <p><b>Reading focus:</b><br/>1a –Draw on knowledge of vocabulary to understand texts.<br/>1b – Identify / explain key aspects of non-fiction texts, such as contents page, index, titles subtitles and information.</p> | <p>Favourite poems</p> <p><b>Required texts:</b><br/>The Cat In the Kitchen by Ruth Merttens<br/>A Swallow's Journey<br/>A Selection Of Other Classic Poems</p> <p><b>Description:</b><br/>Children listen to and read a range of poems of different types. They choose their favourite of each type and write it out in their best handwriting. Discuss punctuation used in poetry and the features of good handwriting. Children recite their favourite poem from home.</p> <p><b>VGPS focus:</b><br/>Use a variety of end of sentence punctuation. Use capital letters for the start of lines in poems.<br/>Begin to use commas correctly.</p> <p><b>Reading focus:</b><br/>1a –Draw on knowledge of vocabulary to understand texts.<br/>1c – Identify and explain the sequence of events in a text.<br/>1d – Make inferences from the text.<br/>1e – Predict what might happen on the basis of what has been read so far.</p> |
|               | <p>Stories in familiar settings</p> <p><b>Required texts:</b><br/>The Enormous Crocodile by Roald Dahl<br/>Beegu by Alexis Deacon<br/>Mr Stink by David Walliams</p> <p><b>Description:</b></p>  | <p>Recounts</p> <p><b>Required texts:</b><br/>Mr Gumpy's Motor Car by John Burningham<br/>Mr Gumpy's Outing by John Burningham<br/>Oi! Get Off Our Train by John Burningham</p> <p><b>Description:</b></p>  | <p>Traditional poems for young children</p> <p><b>Required texts:</b><br/>The Works chosen by Paul Cookson<br/>The Owl And The Pussycat by Edward Lear's</p> <p><b>Description:</b> Read, enjoy and learn by heart, Edward Lear's wonderful nonsense poem The</p>   |

**Hunwick Primary School**  
**Literacy MTP**  
**Class 2**



|  |  |   |   |
|--|--|---|---|
|  | <p>Children are exposed to realistic fiction with familiar settings. They will again explore features of narrative such as layout, blurbs and authors etc and continue to develop sequencing, inference and prediction skills. They will use a variety of writing skills at this time of the year to produce descriptions, plots and story beginning and endings.</p> <p><b>VGPS focus:</b><br/>         Practise correct use of punctuation including capital letters, full stops, question or exclamation marks<br/>         Continue to strengthen their understanding of use of sentences with different forms: statement, question, exclamation, command.<br/>         Develop use of the present and the past tenses correctly and consistently including the progressive form.<br/>         Practise subordination (using when, if, that or because) and co- ordination (using or, and or but)</p> <p><b>Reading focus:</b><br/>         1a –Draw on knowledge of vocabulary to understand texts<br/>         1b- Identify / explain key aspects of fiction texts, such as characters, blurbs, events, plots and settings.<br/>         1c – Identify and explain the sequence of events in a text.<br/>         1d – Make inferences from the text.<br/>         1e – Predict what might happen on the basis of what has been read so far.</p> | <p>Children will explore their topic ‘On the move’ through Mr Grumpy’s adventures on his old fashioned vehicles. They will explore letters, postcards and diaries to get into role to recount their vehicle adventures.</p> <p><b>VGPS focus:</b><br/>         Reinforce the use past and present tense correctly including the progressive form.<br/>         Use punctuation correctly, including capital letters, full stops, question or exclamation marks.<br/>         Use conjunctions ‘and’, ‘or’, ‘but’ to join sentences<br/>         Use ‘when’, ‘because’, ‘if’, ‘where’ etc. to create subordinate clauses.</p> <p><b>Reading focus:</b><br/>         1a –Draw on knowledge of vocabulary to understand texts.<br/>         1c – Identify and explain the sequence of events in a text.<br/>         1d – Make inferences from the text.<br/>         – Predict what might happen on the basis of what has been read so far.</p> | <p>Owl and the Pussycat. Find out about Edward Lear and explore some of his limericks. Read limericks written by other people. Have fun writing a limerick with support.</p> <p><b>VGPS focus:</b><br/>         Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns<br/>         Use and understand grammar terminology.</p> <p><b>Reading focus:</b><br/>         1a –Draw on knowledge of vocabulary to understand texts.<br/>         1c – Identify and explain the sequence of events in a text.<br/>         1d – Make inferences from the text.<br/>         1e – Predict what might happen on the basis of what has been read so far.</p> |
|--|--|---|---|