

TMBSS English Curriculum Plan –Year TWO

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Power of Persuasion	Shakespeare	Me Myself and I	Heroes, Heroines and Villains	Seminal World Literature	Poetry - Imagery
Reading	Range of non-fiction and media texts, including advertising, magazines and posters (inc pre 20 th C non-fiction)	Macbeth Key extracts for analysis General understanding of the whole play Performance and staging Focus on Witches' spell	Exploring autobiographical writing and diaries. Examples of current: Alan Sugar Jessica Ennis Usain Bolt Diary of Anne Frank Nelson Mandela – Long walk to freedom	Iconic literary characters: Extract based: Heroes and heroines <ul style="list-style-type: none"> • Sherlock Holmes • King Arthur • Alice in Wonderland • Oliver Twist • Matilda • Adrian Mole • Warden - Holes G&T – disturbed characters <ul style="list-style-type: none"> • Dracula • Jekyll and Hyde • Miss Havisham • Frankenstein 	Of Mice and Men How does the author comment on the times it was written?	The way through the woods – Kipling The Listeners – Walter de la Mare A Martian sends a postcard home The Sea by James Reeves Tyrannosaurus Rex Create an anthology that fits a given theme using research and two of own poems
Writing	Formal letter to persuade council/government to... Create leaflet to support a charity campaign	Analytical writing – how has Shakespeare made given scene so dramatic. Write own version of spell	Choose an experience and write in 1 st person to engage the reader	Creating a hero/villain character and writing opening to a story with a hero facing a challenge; a villain plotting an evil scheme	What can we learn about our need for dreams from the study of 'Of Mice and Men' Recount writing – a memory from before the story occurred.	Written poem focussed on use of imagery Analytical writing comparing example poems
Spoken Language	Prepare persuasive speech Dragon's Den scenario.	Rehearsing and performing selected scenes from the play	Research the author Hot-seating task based on one of the authors covered	Exploring text through class discussion. Write and perform monologue by created character	Impact of dialects and accents on text.	Rehearsing and performing poetry aloud to the group. Structured discussion about use of language, intonation, tone and volume for impact.
SP AG	Taught through literacy progress units/booklets					