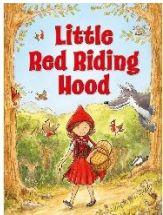
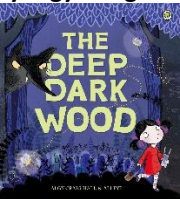
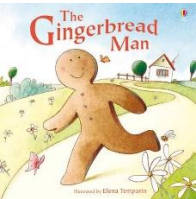
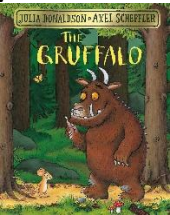
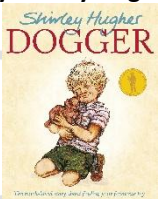
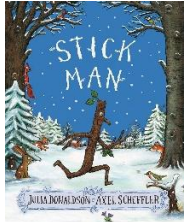


Class 2 Literacy Map

Weeks	1	2	3	4	5	6	7
Autumn 1	<p>Description based on Drawing Club Write sentences that include at least one adjective to describe a noun and learn to use varying adjectives. Write using sensory details to engage readers. This includes describing what something looks like, smells like, sounds like, feels like or tastes like.</p> <p>Retelling of familiar stories (fairy tales and traditional tales) Focus on storytelling through oral activities to structure ideas before writing. Students write simple sentences about familiar stories or personal experiences. Use sentence starters (e.g., "Once upon a time," "Then," "In the end") to guide writing.</p> <p>Instructions Write simple instructions for familiar tasks (e.g., "How to wash your hands" or "How to tidy up"). Teach imperative verbs like "put," "get," and "mix."</p> <p>Diaries and Recounts Teach first-person writing, focusing on feelings and daily activities. Use prompts like "How did you feel when...?" to guide their entries.</p>						
	<div style="display: flex; justify-content: space-around; text-align: center;"> <div> <p>Little Red Riding Hood</p>  </div> <div> <p>The Deep Dark Wood by Algy Craig Hall</p>  </div> <div> <p>The Gingerbread Man</p>  </div> <div> <p>The Gruffalo by Julia Donaldson</p>  </div> <div> <p>Dogger by Shirley Hughes</p>  </div> </div> <p>c/c History - Great Fire of London</p>						
Autumn 2	<p>Description based on Drawing Club Write sentences that include at least one adjective to describe a noun and learn to use varying adjectives. Write using sensory details to engage readers. This includes describing what something looks like, smells like, sounds like, feels like or tastes like.</p> <p>Letter Writing Write short, friendly letters (e.g., "Dear Mum," "Dear Santa"). Focus on using a greeting, one or two sentences, and a closing.</p> <p>Description</p>						

Write sentences that include at least one adjective to describe a noun and learn to use varying adjectives. Write using sensory details to engage readers. This includes describing what something looks like, smells like, sounds like, feels like or tastes like.

Stick Man
by Julia Donaldson



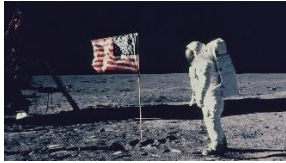
Let it Snow!
by Anne Fine



c/c Geography - Polar Regions

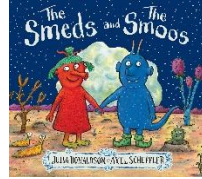
<p>Spring 1</p>	<p>Description based on Drawing Club Write sentences that include at least one adjective to describe a noun and learn to use varying adjectives. Write using sensory details to engage readers. This includes describing what something looks like, smells like, sounds like, feels like or tastes like.</p> <p>Focus on simple story structures: beginning, middle, and end. Teach the use of basic adjectives to describe characters and settings. Include activities like drawing story maps and acting out stories to support understanding.</p> <p>Non-Chronological Reports Introduce reports about familiar topics (e.g., animals or favourite toys). Teach the use of headings and simple factual sentences.</p> <p>Letter Writing Write short, friendly letters (e.g., “Dear Mum,” “Dear Santa”). Focus on using a greeting, one or two sentences, and a closing.</p> <p>Diaries and Recounts Write about recent events, such as “What I did at the weekend.” Emphasize sequencing ideas using pictures, words, or basic adverbials like “First,” “Then,” and “Finally.” Write very short entries about their day, focusing on using “I” and simple sentence structures like “I went to...” Use sentence scaffolds such as “Today I...” or “I felt...” Focus on first person narrative ‘I’ and sequencing sentences in chronological order.</p>
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The Moon Landing



The Smeds and the Smoos

by Julia Donaldson



c/c History - Moon Landing

Spring 2

Description based on Drawing Club

Write sentences that include at least one adjective to describe a noun and learn to use varying adjectives. Write using sensory details to engage readers. This includes describing what something looks like, smells like, sounds like, feels like or tastes like.

Focus on simple story structures: beginning, middle, and end. Teach the use of basic adjectives to describe characters and settings. Include activities like drawing story maps and acting out stories to support understanding.

Letter Writing

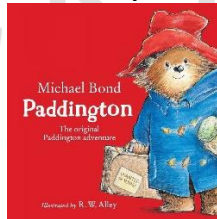
Write informal letters to friends or family, focusing on greeting, message, and closing. Teach phrases like "Dear," "Thank you for," and "From."

Non-Chronological Reports

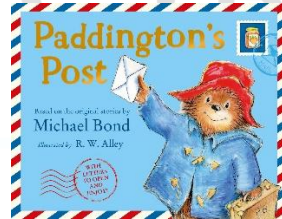
Fact files to include captions with pictures, labels

Introduce reports about familiar topics (e.g., animals or favourite toys). Teach the use of headings and simple factual sentences.

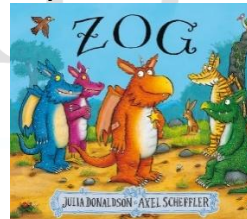
Paddington: The Original Story



Paddington's Post



Zog by Julia Donaldson



c/c Geography – Comparison Peru/England Paddington Bear

Summer 1

Description based on Drawing Club

Write simple sentences that describe character and setting – gradually developing independence.

Develop sentences by beginning to use other conjunctions such as 'but', 'or', 'because'.

Begin to use adjectives to add appropriate detail to sentences.

Sequence sentences to form short narratives.

Reread writing to begin to edit and improve work.

Plan and write full narratives with a beginning, build-up, problem, resolution, and ending. Develop greater independence and creativity in writing ideas. Use varied sentence openers and the use of past and present tense should be consistent.

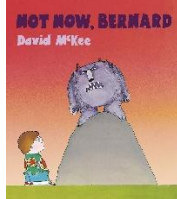
Persuasive Writing

Write short, simple pieces to persuade (e.g., "Why our class should have more playtime"). Teach persuasive language, such as "because" and "I think."

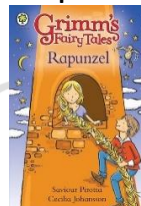
Report Writing

Explore simple forms, such as rhymes, acrostics, and repetitive poems. Focus on sensory language (e.g., what they see, hear, or feel). Encourage performing poems to build confidence.

Not Now, Bernard
by David McKee



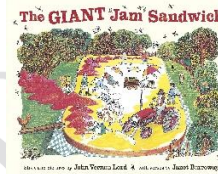
Traditional tale:
Rapunzel



Animation from the
past: The Trapdoor



The Giant Jam Sandwich
by John Vernon Lord



Traditional Tale: Jack
and the Beanstalk



Animation from the
past: The Magic
Roundabout



Poetry and rhyme (based on Poetry Basket)

Focus on simple, repetitive rhymes and rhythms (e.g., nursery rhymes or list poems). Pupils create simple rhyming pairs or describe objects using sensory language.

c/c History - Kings and Queens

Summer 2

Description based on Drawing Club

Write simple sentences that describe character and setting – gradually developing independence.

Begin to vary sentence starters.

Consolidate skills work over the academic year

Plan and write full narratives with a beginning, build-up, problem, resolution, and ending. Develop greater independence and creativity in writing ideas. Use varied sentence openers and the use of past and present tense should be consistent.

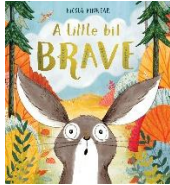
Persuasive Writing

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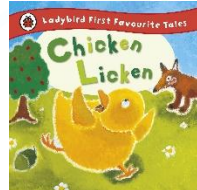
Poetry

Explore simple forms, such as rhymes, acrostics, and repetitive poems. Focus on sensory language (e.g., what they see, hear, or feel). Encourage performing poems to build confidence.

A Little Bit Brave
by Nicola Kinnear



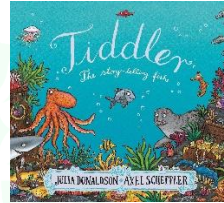
Traditional tale:
Chicken Licken



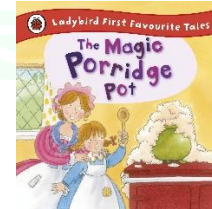
Animation from the
past: Captain
Pugwash



Tiddler
by Julia Donaldson



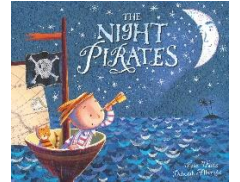
Traditional Tale: The
Magic Porridge Pot



Animation from the
past: Popeye



The Night Pirates
by Peter Harris



Instructions

Write simple instructions for familiar tasks (e.g., "How to wash your hands" or "How to tidy up"). Teach imperative verbs like "put," "get," and "mix."

c/c Geography – Islands, Weather and Maps

ICKFORD SCHOOL