



Feniscowles Primary School

Striving for Excellence



Literature Spine



Year 2

The Feniscowles Literary Journey

At Feniscowles Primary School, our school curriculum places reading at the heart of its design and implementation, fostering a love of reading for all (including teachers!).


Each text in our English curriculum has been carefully selected with the following in mind:

- The context of our school
- The barriers our children face
- Our aim to develop a broad and rich experience of different stories, authors and cultures
- Our intention to provide a wide range of purposeful cross-curricular links

From this, we have created a Literature Spine for every year group. Our carefully chosen literature spine from EYFS to Year 6 includes a range of fiction, non-fiction and poetry. Our writing process is built around text led units of work which develop vocabulary, reading and writing skills. Key texts are explored through the areas of learning in Early Years or in detail through English Learning Journeys . This is by no means an exhausted list of the texts we read with our children.

We read EVERY day from a wide range of resources.

Year 2 – Autumn 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
	<p>The True Story of the Three Little Pigs, Scieszka & Smith The Three Little Pigs and the Big Bad Book, Rowland & Mantle Pigs Might Fly, Emmett Snail Mail, King-Chai The Proudest Blue, Muhammad & Ali Homes around the World, Butterfield I Am the Seed that Grew the Tree, Waters & Preston-Gannon</p>	<p>Narrative – Retelling part of the story Recount - Postcard from Brunei Non-Chronological Report - An information page for ‘A Place Called Home’ about Brunei Poetry - Autumn poem</p>

Why these texts?

In Year 2, we continue to promote the key cultural, social and ethical dilemmas that traditional tales bring, by reading and comparing the traditional and alternative versions of ‘The Three Little Pigs’. ‘The Three Little Wolves and the Big Bad Pig’ exposes the children to funny and characterful watercolour illustrations and provides an excellent stimulus for the children to write in the role of different characters. ‘A Place Called Home’ ignites children’s curiosity about our diverse world and provides a wonderful model for report writing.

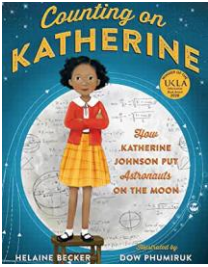
Why now in their journey?

In Geography, during the Autumn term, Year 2 learn about how the geography of Kampong Ayer compares with the geography of where they live. As part of their English literary journey, the children are encouraged to think about *the known* and the houses nearby, as well as *the unknown* and consider experiences of life and houses around the world. Both ‘Snail Mail’ and ‘A Place Called Home’ provide meaningful opportunities for the children to draw on their geographical knowledge and write for real purposes and audiences.

How do these texts contribute to the ‘Feniscowles Child’?

The story of the ‘The Three Little Wolves and the Big Bad Pig’ explores the themes of endeavour and forgiveness. Perseverance and a determination to succeed is highlighted through the wolves’ actions. The journey of the pig’s character teaches the children that people are capable of recognising when they have made mistakes and should be granted forgiveness.

Year 2 – Autumn 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>The Story of Neil Armstrong, Thomson Space Poems, Morgan A Rocketful of Space Poems, Foster & Paul Aliens Love Underpants, Freedman & Cort The Lonely Christmas Tree, Naylor-Ballesteros Rocket Mole, Carr Moustronaut, Kelly Suzy Orbit Astronaut, Quayle & Tuya</p>	<p>Recount – Postcard from the Moon Recount - Biography of an explorer Poetry – Space Poem Narrative – Retelling part of the Lonely Christmas Tree story</p>

Why these texts?

During the Autumn term, Year 2 are learning all about Space and the texts selected provide the perfect stimulus to develop recount writing. ‘The Man on the Moon’ encourages the children to develop their understanding of character and draw inferences about an ordinary looking man who turns out to be a tour guide on the moon. Katherine Johnson and Neil Armstrong’s inspiring stories allow the children to build on their experiences of writing in chronological order and write a simple biography.


Why now in their journey?

As part of their History learning, the children in Year 2 learn about the exploits of a range of famous explorers and are encouraged to reflect on the qualities successful explorers need. This fits perfectly with Johnson’s story of her heroic accomplishments at NASA. Through the non-fiction texts, the children are also introduced to a range of historical vocabulary which they can then recall and apply within their writing.

How do these texts contribute to the ‘Feniscowles Child’?

The theme of determination runs throughout the Autumn term. ‘The Man on the Moon’ shows our children that they can do anything that they set their mind to whilst also teaching them about the importance of not judging people based purely on what is seen on the surface. The humorous text also encourages children to embrace the joy and exciting opportunities that life holds. ‘Counting on Katherine’ presents a similar message, inspiring our children to pursue their dreams, regardless of gender or race.

Year 2 – Spring 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
	<p>You Wouldn't Want to be in the Great Fire of London! Pipe & Antram</p> <p>Poems about Festivals Moses & Swarner</p> <p>The Baker's Boy and the Great Fire of London, Bradman</p> <p>Again! Gravett</p>	<p>Report – Timeline of Key Events</p> <p>Recount – Diary of Samuel Pepys</p> <p>Narrative - Retelling the Story of the GFoL from a character's point of view</p> <p>Poetry – Fire Poem</p>

Why these texts?

With stunning illustrations, captivating storytelling and a treasure trove of historical fact 'The Great Fire of London' text is a spectacular visual retelling of the whole story of the fire. The text 'Vlad and the Great Fire of London' presents the story of what happened in a contrasting way as the story is told from the perspective of a tiny flea called Vlad who lives on the back of Boxton the rat. Both texts provide the perfect stimulus for exploring vocabulary linked to the historical context and different cross-curricular writing opportunities.


Why now in their journey?

In Year 2, the children study what happened during and following the Great Fire of London. The texts chosen support our children to understand what life for people living during this period was like. 'Vlad' encourages the children to empathise with the thoughts and feelings of others, both people and animals, and imagine that they themselves were really there.

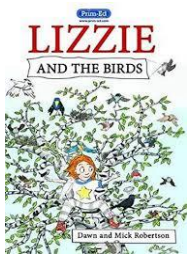
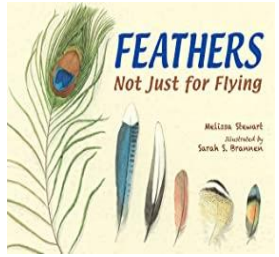
How do these texts contribute to the 'Feniscowles Child'?

Interestingly, the story of Vlad includes images of London refugee camps at the end, enabling us to draw striking comparisons to current day experiences in an accessible way. Discussions arising from the text raises awareness of the hardships people can face, helping to promote our school value of compassion.

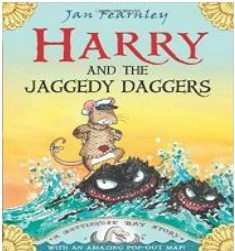
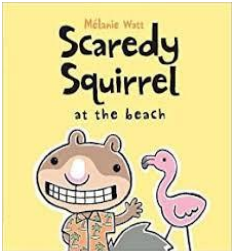
Year 2 – Spring 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
	<p>The Barefoot Book of Children, Strickland and Dean Good Enough to Eat, Rockwell Midnight Feasts: Tasty Poems, Harrold & Riddell Chocolate Cake, Rosen and Waldron Sheep Pig, King-Smith Dave and the Tooth Fairy, Wilkins & Pearce</p>	<p>Persuasion - Speech bubble in role as the badger Narrative – Rewriting the ending of the story Instructional – How to make a sandwich Explanatory – Where food comes from Recount – Farm Visit Poetry – Fruit Poem</p>
<p>Why these texts? The hilarious tale of ‘The Disgusting Sandwich’ provides excellent opportunities to write for a range of real purposes and audiences, particularly fantastic instructional writing. Following this, ‘The Lunchbox Story of Food’ takes the children on a tasty journey and explains how the food production process works. Children explore topic vocabulary and use this within the context of explanation writing.</p> <p>Why now in their journey? During the Spring term, as part of our Geography, D.T. and PSHE learning, the children explore all about where our food comes from and how we can stay healthy. The children’s Geography learning fits perfectly with ‘The Lunchbox Story of Food’ which uses detailed illustrations to support children’s understanding of how cheese, for example, is made. The informative text links nicely to learning in PSHE exploring which food types constitute a healthy, balanced diet.</p> <p>How do these texts contribute to the ‘Feniscowles Child’? The humorous picture book ‘The Disgusting Sandwich’ features a number of children in the background in the park, including a wheelchair-user. The boy in question is playing an active role, enjoying a game of tennis with his friend and the pair appear in several images. This is a great example of a delightful mainstream picture book including a disabled character positively, naturally and without comment. The themes of friendship and sharing are threaded through the text.</p>		

Year 2 – Summer 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>Big Bad Owl, Smallman & Watson George's Marvellous Medicine, Dahl</p>	<p>Poetry – Perfect Friends Narrative – Writing in role as the tornado Report – Information about different types of feathers Recount – Letter from Big Bad Owl</p>
<p>Why these texts? 'Lizzie and the Birds' contains detailed illustrations and thoughtfully written narrative, which generate lots of speaking and listening opportunities. The children are taken on an innovative learning journey with a number of interesting reading and writing opportunities. In the story, there is a wonderful bird character to match each of the children's different personalities and the children become invested in the bird's individual quirks, enabling them to write thoughtful setting descriptions and detailed character studies. The children are keen to find out more about birds and 'Feathers: Not Just For Flying' provides a brilliant stimulus for non-chronological report writing about different types of feathers.</p> <p>Why now in their journey? The language within the text 'Lizzie and the Birds' is accessible to all pupils but provides a challenge for our younger children in Year 2. Both texts help to bring learning in Art to life as the children explore their sketching skills through closely observing and drawing feathers.</p> <p>How do these texts contribute to the 'Feniscowles Child'? The story of 'Lizzie and the Birds' explores the loneliness of a little girl and provides a powerful message about the impact of friendship. It opens up important discussions about which qualities make a good a friend.</p>		

Year 2 – Summer 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>Seaside Holidays: Then and Now, Hibbert The Sea Book, Milner The Owl and The Pussycat, Lear & Voake The Further Adventures of the Owl and the Pussycat, Donaldson Seaside Poetry, Moses & Calderon The Secret of Blackrock, Stanton See-Saw – Percival</p>	<p>Narrative – Rewriting the storm scene Narrative – Writing a new story ending Report – Holiday brochure Poetry – Seaside Poem Explanatory – Staying safe on the Beach</p>

Why these texts?

As we come to the end of KS1, our children have developed the skills they need to be wonderful authors! ‘Harry and the Jaggedy Daggers’ is an action-packed story which allows the children to create and perform their own narratives. The children explore powerful verbs, adverbs and adjectives, generating tension to excite the reader. Scaredy Squirrel is full of different types of writing including instructions, lists, maps and plans. The text provides a great opportunity for explanation writing, with a light-hearted, humorous tone, about how we can stay safe at the seaside.

Why now in their journey?

Year 2’s Geography learning, is all about the seaside. Within their English learning, the children are able to apply their knowledge of geographical vocabulary to describe aspects of the seaside when reading and writing.

How do these texts contribute to the ‘Feniscowles Child’?

The theme of bravery and determination in the face of challenges runs through the whole story of ‘Harry and the Jaggedy Daggers’. The character of Harry also promotes an eco-friendly message about the benefits of recycling objects in imaginative ways to create something useful. Meanwhile, Scaredy Squirrel’s character contrasts with Harry’s and raises interesting discussions about how we can overcome anxieties when faced with new, unfamiliar experiences.