

## Year 2 Autumn 2:

English		
Key Learning		
Unit	Traditional Tales with a Twist	Instructions
<b>Outcome</b>	<ul style="list-style-type: none"> <li>To write an innovated traditional tale with a twist.</li> </ul>	<ul style="list-style-type: none"> <li>To write a set of instructions for a new playground game.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>Listen to a range of texts at a level beyond that at which they can read independently including stories.</li> <li>Activate prior knowledge and raising questions e.g. <i>what do we know? What do we want to know? What have we learned?</i></li> <li>Make contributions in whole class and group discussion.</li> <li>Give opinions and supporting with reasons e.g. <i>was the Prince / Goldilocks / Jack a good or a bad character?</i></li> <li>Make personal reading choices and give reasons for choices.</li> <li>Make inferences about characters and events using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Sequence and discuss the main events in instructions.</li> <li>Read a range of non-fiction texts including instructions.</li> <li>Make contributions in whole class and group discussion.</li> <li>Listen and responding to contributions from others.</li> <li>Consider other points of view.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</li> <li>Select, generate and effectively use verbs.</li> <li>Use past tense for narrative.</li> <li>Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> <li>Use specific text type features to write for a range of audiences and purposes e.g. <i>to entertain</i>.</li> <li>Write about fictional events.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>commas</b> to separate items in a list.</li> <li>Select, generate and effectively use <b>verbs</b>.</li> <li>Plan and discuss what to write about e.g. <i>key words and ideas</i>.</li> <li>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct</i>.</li> <li>Edit and improve their own writing in relation to audience and purpose.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Prince Cinders by Babette Cole.</li> <li>Snow White in New York by Fiona French.</li> <li>The Pea and the Princess by Mini Grey.</li> <li>The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith.</li> <li>Red Riding Hood and the Sweet Little Wolf by Rachael Mortimer.</li> <li>Jack and the Baked Beanstalk by Colin Stimpson.</li> <li>Ratpunzel by Charlotte Guillain.</li> </ul>	<ul style="list-style-type: none"> <li>101 Playground Games by Therese Hoyle.</li> <li>Hopscotch rules YouTube clip (<a href="#">here</a>).</li> <li>How to play 'What's the Time Mr Wolf?' YouTube clip (<a href="#">here</a>).</li> <li>Woodlands Junior School - Playground games for kids (<a href="#">here</a>).</li> <li>Games kids play website (<a href="#">here</a>).</li> </ul>

## Year 2 Autumn 2:

### English

#### Traditional Tales with a Twist – Creative Learning Opportunities and Outcomes

##### Creating interest

- Arrange for an anonymous letter, written on a scroll, to be delivered to the class. In the letter, explain why a character is seeking help from the class, for example, he is being bullied by his brothers.
- Continue the intrigue by leaving a suitcase at the door from the main character. Pull out of the case items which might provide clues as to who the character may be. Use question hands to generate questions about the character and answer in pairs/small groups.

##### Learning outcomes

- Children will be able to make prediction about characters.

##### Reading

**Grammar:** Warm ups throughout the reading phase - focus on writing and punctuating simple and compound sentences using the connectives *and*, *but* and *or*.

##### Reading and responding

- Display the front cover of the book. Have the children read anything like this before?
- Using a KWL grid, ask the children about the original character. What do we already know (K) about them? Ask them to work in pairs to suggest what they want to know (W) about the new character. Write up responses on a grid.
- Discuss what they think might happen to the main character in this story. Provide scenarios for the children to act out in small groups. Discuss which one they think could actually happen in the story.
- Read the story pausing at certain points to check predictions.
- During shared reading, model and involve children in practising word building and blending. Re-read to practise speedy word reading.
- Identify unfamiliar or exciting words or phrases from the text. Check meanings using dictionaries. Create a word bank to add to throughout the reading phase.
- Use drama techniques to explore characters in more detail. e.g. *hot seating*, *magic mirror*, *magic microphone*. Record responses in writing e.g. *a speech/thought bubble*, *diary* or *letter*.
- Develop a role on the wall for the main characters (draw an outline to represent the character, writing about their feelings on the inside and facts about them on the outside).
- Read other traditional tales with a twist, independently and at their own level.

##### Learning outcomes

- Children will be able to write and punctuate simple and compound sentences using the connectives *and*, *but* and *or*.
- Children will be able to activate prior knowledge and ask questions about characters in the text.
- Children will be able to make predictions about the text.
- Children will be able to use their phonic knowledge and skills to read new or unfamiliar words.
- Children will be able to identify, unfamiliar or exciting words/phrases from the text.
- Children will be able to make inferences about characters and events using evidence from the text.

##### Reading and analysing

- Teach the children an original traditional tale via oral storytelling. Modify the text, if necessary, so it is suitable for learning.
- Use story maps, images, props and key vocabulary to support retelling orally e.g. *in the beginning*, *after that*, *a bit later*.
- Create a checklist of features for a traditional tale.

##### Learning outcomes

- Children will be able to retell a story orally.
- Children will know and understand the features of simple traditional tales.

## Year 2 Autumn 2:

### English

#### Traditional Tales with a Twist – Creative Learning Opportunities and Outcomes (contd.)

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase - focus on subordination using the time word 'when'.

- Using the whole class story map, innovate on the story (depending on the ability of the children, this could be the character, events, and/or ending).
- Prepare new story maps in groups or individually.
- Use drama techniques to develop characters in more detail. e.g. *hot seating, magic mirror, magic microphone*. Add ideas to story maps.
- Develop a role on the wall for the new characters.
- Orally rehearse new stories several times to embed the pattern of narrative.

##### Learning outcomes

- Children will be able to create own story maps or plans with the events in order.
- Children will be able to orally retell their story.

##### Writing

- Follow the innovated story map as a plan and use shared writing techniques to model one section at a time. Focus on applying compound sentences using the connectives *and* and *but*, and subordination using the time word *when*.
- Continue this pattern over several days, using their own plan to inform writing, until the outcomes are completed.
- Use AFL, marking and feedback to adjust shared writing focus daily.

##### Learning outcomes

- Children will be able to write their own twisted traditional tale which includes:
  - Compound sentences using *and* and *but*.
  - Subordination using the time word '*when*'.
  - Features of a traditional tale.

##### Outcome

- Innovated short story based on a model.

##### Presentation

- Children to re-enact their innovated story to another class or in an assembly.
- Handwrite their new stories for a display in the library for others to read.

## Year 2 Autumn 2:

### English

#### Instructions - Creative Learning Opportunities and Outcomes

##### Creating interest

- Arrange for the headteacher to send an urgent email stating that the playground games need updating and the younger children need to be told how to play them. As the oldest key stage one children, it is their challenge to take on this mission.
- Discuss a range of playground games which they already play. Model writing them in a list, using commas to separate the items. Children to devise a list of their own.

##### Learning outcomes

- Children will be able to use commas in a list.

##### Reading

**Grammar:** Warm ups throughout the reading phase - focus on identifying and selecting verbs.

##### Reading and responding

- Read a range of instructions for playing common playground games.
- Watch video clips on how to play common playground games such as the hopscotch rules YouTube clip ([here](#)). Follow the instructions carefully, picking out the key language.
- Children to work in groups or pairs to read a range of instructions which are closely matched to their increasing phonic knowledge.
- Children follow the instructions to carry out the task or play the game together.
- Look at a range of instructions for the children to sequence and discuss why they need to be in a certain order.
- Pull out the key language features of an instructional text, identifying the imperative verbs. Generate a word bank of key vocabulary or imperative verbs.

##### Learning outcomes

- Children will be able to identify and select verbs.
- Children will be able to recognise the structure and language features of an instructional text.
- Children can express a view clearly as part of a class or group discussion.

##### Reading and analysing

- Draw up with the children a poster identifying the key features of instructional writing.
- Children highlight these features on instructional texts.

##### Learning outcomes

- Children will be able to identify the key language features of instructional texts.

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase - focus on generating verbs.

- Provide the children with some playground equipment. Ask them to work in small groups to investigate it and discuss ways in which it can be used to form a new playground game.
- Talk through the newly invented game as a group and take photographs of the children playing the game at different stages.
- Show their newly invented game to others. Hold up the appropriate imperative verbs on cards when talking through the game at each stage e.g. *hold, place, jump, move etc.*

##### Learning outcomes

- Children will be able to generate and select verbs.
- Children will be able to make contributions to a set of instructions.
- Children will be able to orally rehearse instructional sentences.

## Year 2 Autumn 2:

### English

#### Instructions - Creative Learning Opportunities and Outcomes (contd.)

##### Writing

- Sequence the photographs in chronological order.
- Discuss in small groups what is needed to play the game. Model how to write this section. Children to develop their own 'What you need' section.
- Use shared writing techniques to model a section at a time with the children. Focus on skills – effective use of verbs and features of instruction writing.
- Continue this pattern over several days, using their own plan or photographs to inform writing, until the outcomes are completed.
- Use AFL, marking and feedback to adjust shared writing focus daily, linked to the key features of the text type and sentence skills already learnt.
- Model how to check spelling, grammar and punctuation.
- Following modelling, the children edit and improve their own writing in relation to audience and purpose and check for clarity whilst reading it back.
- Provide opportunity for children to evaluate their writing with adults and peers.

##### Learning outcomes

- Children will be able to write their own set of instructions which includes:
  - Effective use of verbs.
  - Features of instruction writing.

##### Outcome

- A set of instructions for a new playground game for younger children.

##### Presentation

- The whole class to present their instructions in a booklet to be used by younger children in the playground.
- Video the children playing the games to present to the younger children.